

Communication & Language

Autumn		Spring		Summer	
<p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day <i>“Thank you!” “Good morning!” “How are you?” “Please could you pass me...?”</i> Understand how to listen carefully and why listening is important <i>e.g. link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</i> Adults to use complete sentences in your everyday talk. Individual baseline assessment.</p>	<p>Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Adults to use complete sentences in your everyday talk. Good listening skills. Sharing weekend news.</p>	<p>Listen to and talk about stories to build familiarity and understanding. In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Children develop the ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news</p>	<p>Sustained focus when listening to a story. Verbally describing events in detail using connectives ‘and’ and ‘because’. Understanding and using question words such as what, where, who... Continue learning new vocabulary. Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>

					when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses
<p>Checkpoint:</p> <ul style="list-style-type: none"> • is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? • Can the child use sentences joined up with words like ‘and’? For example: “I like ice cream because it makes my tongue shiver” • Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? • Can the child answer simple ‘why’ questions? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Is the child using new vocab learnt in talk through stories sessions? • Can children answer who, where and when questions before moving onto why and how questions? • Are children using complete sentences? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children engage in conversation with peers and adults? • Can children ask questions to help them understand? 	

Physical development

Autumn		Spring		Summer	
<p>Cooperation and Moving Gross Motor: Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling,</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area. Dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Offer children further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance. Create obstacle courses that demand a range of movements to complete.</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Two-wheeled balance bikes. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

constructing, stacking and climbing.					
<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. Offer children activities to develop and further refine their small motor skills e.g. threading, spray bottles, small world. Continuously check how children are holding pencils for writing, scissors and knives and forks.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check how children are holding pencils for writing, scissors and knives and forks. Encourage children to draw freely.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Continuously check how children are holding pencils for writing, scissors and knives and forks.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Build things with smaller linking blocks, such as Duplo or Lego. Continuously check how children are holding pencils for writing, scissors and knives and forks.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Continuously check how children are holding pencils for writing, scissors and knives and forks.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Finger Gym activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children balance (balance bikes, scooters, climbing)? • Can children skip, hop and stand on one leg? • Can children use large scale muscle movements? • Can children use one handed tools confidently? • Are children using a comfortable grip with good control when using pencils? <p><u>Key Building Block:</u></p> <ul style="list-style-type: none"> • Hold a pencil using tripod grip <ul style="list-style-type: none"> • Sit at the table to write • Use different movements to move around a space 	<p>Checkpoint:</p> <ul style="list-style-type: none"> • Are children using lots of different ways to move appropriately? • Can children climb over, under and through obstacles? • Can children throw, kick, pass and catch a large ball? • Can children move and use both large and smaller scale equipment? • Can children hold a pencil in a tripod grip? • Can children use scissors accurately? • Can children sit at a table to write? • Are children showing good pencil control when mark making and drawing? 	<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children travel around space and obstacles safely? • Are children showing strength, balance and co-ordination in movement? • Can children move in different ways- run, jump, skip, climb? • Can children hold a pencil effectively (tripod)? • Can children use a range of tools e.g. scissors, mini hole punch? • Can children draw with accuracy?
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Personal, Social and Emotional Development

Autumn	Spring	Summer			
<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					
<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rules and Routines. Supporting children to build relationships. Make sure children are encouraged to listen to each other as well as the staff. Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Have high expectations for children following instructions, with high levels of support when necessary. Talk them through why we take turns, wait politely, tidy up after</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Help children to set own goals and to achieve them.</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

ourselves and so on.					
<p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>					
<p>JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities</p>	<p>JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself</p>	<p>JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony</p>	<p>JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger</p>	<p>JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be</p>	<p>JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration</p>
<p>Checkpoint:</p> <ul style="list-style-type: none"> Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? <p>Key Building Block</p> <ul style="list-style-type: none"> Children to start to self regulate <ul style="list-style-type: none"> Share with peers 		<p>Checkpoint:</p> <ul style="list-style-type: none"> I can identify a range of different feelings I can say how others are feeling based on their expressions and actions <ul style="list-style-type: none"> I can keep on trying when I find something difficult I can say what I am good at and what I would like to improve I am starting to sit and listen more consistently during adult focus time <ul style="list-style-type: none"> I can follow simple instructions I can follow instructions with two or more parts 		<p>Checkpoint:</p> <ul style="list-style-type: none"> Can children say how they and others are feeling? Are children showing an understanding of feelings and changing their behaviour appropriately? <ul style="list-style-type: none"> Are children able to set themselves goals? Can children wait for requests and needs to be met? Are children listening and responding to adults appropriately? <ul style="list-style-type: none"> Can children follow instructions accurately (several ideas/ actions)? 	

<ul style="list-style-type: none"> • Develop friendships with new cohort 		
<p>Executive function skills - taken from EEF</p>		
<p>Creating and navigating challenge</p>	<p>Creating a community of collaborative learners</p>	<p>Promoting physical activity</p>
<p>Teaching self monitoring and self awareness</p>	<p>Promoting talk about learning</p>	

Understanding the World

Autumn		Spring		Summer	
<p>Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p>	<p>Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas. Can talk about what they do with their family and places they have been with their family. Use world maps to show children where some stories are based. Use Stickman to draw information from a map and begin to understand why maps are so important.</p>	<p>Past and Present traditional tales. Do homes look like castles? Are there some castles in the present? Do these characters live now? Role-play – Knights and Princesses in the castle.</p>	<p>Past and Present Role –play – garden centre. Seeds and how they change. How do plants grow? What do they need?</p>	<p>Past and Present Roles of different jobs around us.</p>	<p>Past and Present Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People, Culture and Communities Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a</p>	<p>People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday,</p>	<p>People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter</p>	<p>People, Culture and Communities Maps of the farmyard and developing maps of the local area. Explore China.</p>	<p>People, Culture and Communities Describing their local habitat. What are the similarities and differences between forest school and the foundation garden.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between</p>

family unit.	Christmas, Diwali.	Mother's Day			different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.	The Natural World Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal animals – making sense of habitats. Which animals are nocturnal?	The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment.	The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear	The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.	The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been

			the natural world around them during hands-on experiences.		read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children talk about some of my own and my family's history (grandparents, parents, etc.)? • Can children talk about the differences I have seen in people, countries and communities? • Can children talk about the key features of life cycles using key vocabulary? • Can children talk about the world around us observing animals and plants? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children talk about what they have heard and seen in stories and picture books and how this is different/ the same? • Can children talk about the past? • Are children able to talk about what they have heard and seen in stories and picture books and how this is different/ the same? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children talk about the lives of people they are familiar with? • Are children able to talk about the roles of people in society e.g. police, nurse? • Can children give similarities and differences between the past and now? 	

Expressive Art & Design

Autumn		Spring		Summer	
<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year.</p> <ul style="list-style-type: none"> - Lanterns - Fortune tellers - Year of the animal - Fans 	<p>Creating with Materials: Spring pictures. Flower artwork.</p> <ul style="list-style-type: none"> - Collage linked to an artist - Still life drawings of flowers <p>Joining techniques using staples, hole punch, glue, tape, paperclip</p>	<p>Creating with Materials: Farm pictures Healthy Eating collages. African Art</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs. Chinese New Year songs.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – home scene. Small world – people and animals.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs,</p>

					rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children use a range of art materials, joining and colour mixing purposefully and freely? • Are children able to sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm? • Can children start to develop their own stories linked to what they know through role & small world play? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children use various tools for artwork and design e.g. playdough tools? • Can children select their own art and design materials to create with? • Are children able to tell others what their artwork is and signal key parts e.g. this is mummy, this is her hair etc? • Can children talk about their artwork or designs- linked to some of the materials/ techniques used? 		<p>Checkpoint:</p> <ul style="list-style-type: none"> • Can children use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)? • Are children able to combine different techniques e.g. collage, paint, crayon, clay to create art? • Can children design art/a product thinking about colour, texture and function? • Can children explain what they have made? 	

Literacy - Writing

Autumn		Spring		Summer	
<p>Representing name and initial letter sounds.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Writing Names and Labels.</p> <p>Writing messages.</p> <p>Practising correct letter formation.</p> <p>Teach formation as they learn the sounds for each letter using a memorable phrase.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>Writing CVC words.</p> <p>Name writing. Labelling using initial sounds.</p> <p>Story scribing. Retelling stories in writing area.</p> <p>Sequencing the story.</p> <p>Practising correct letter formation.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>Caption Writing and Tricky Words.</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words.</p> <p>Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Support children to form the complete sentence before writing.</p> <p>Help children memorise the sentence before writing by saying it aloud.</p> <p>Create a story board.</p> <p>Practising correct letter formation.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>Writing simple sentences. 'Hold and write a sentence'.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p> <p>Model how you read and re-read your own writing to check it makes sense.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories. Write a character description.</p> <p>Write three sentences independently with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>

Checkpoint:

- Can children write all or some of their name?
 - Can children write some letters accurately?
- Can children add marks to pictures giving meaning to them?
- Are children able to say the initial sounds in most words?

Checkpoint:

- Can children write most lower case letters correctly?
- Can children write some upper case letters correctly?
 - Are children using a tripod grip?
- Can children write CVC words and labels?
- Are children able to spell some tricky words?
 - Can children write short sentences?
- Are children starting to use finger spaces between words?

Checkpoint:

- Can children write most upper and lower case letters correctly?
- Are children holding the pencil in a good tripod grip?
- Are children able to write CVC words with sounds and letters?
 - Can children write tricky words?
 - Can children write simple sentences?
- Are children able to read their own sentences?

Maths

Autumn		Spring		Summer	
<p>Complete baseline assessments</p> <p>White Rose maths: Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern.</p>	<p>White Rose maths: Represent, compare and explore the composition of numbers to 5 Subitise Understand the difference between circles, triangles and 4-sided shapes. Use positional language Find one more and one less</p>	<p>White Rose maths: Subitise Begin to understand time: Night and day Compare numbers to 5 Composition of 4 and 5 Compare mass and capacity Composition of 6, 7 and 8 Make pairs Combine 2 groups</p>	<p>White Rose maths: Subitise Length and Height Time Composition of 9 and 10 Compare numbers to 10 Number bonds to 10</p>	<p>White Rose maths: Subitise 3D shapes Patterns Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Adding more</p>	<p>White Rose maths: Subitise Taking away Doubling Sharing and grouping Even and odd Spatial reasoning Deepening understanding Patterns and relationships</p>
<p>Mastering Number: - Subitise 3 and 4 - Counting sequences/ -1 correspondence - Composition of number 4 - All numbers are made of 1s - Compare sets by looking and language more than/fewer than</p>	<p>Mastering Number: - Subitise 5 - Explore cardinality of 5 - Begin to count beyond 5 - Explore concept of wholes and parts - Composition of 5 - Compare sets by looking/subitising and matching</p>	<p>Mastering Number: - Subitise 5 cont. - Explore patterns of number beyond 5 - Develop verbal counting, 20 and beyond - Use fingers to represent quantities between 5-10 - Composition of 5/ hidden/missing parts - Compare sets and explore equal/unequal</p>	<p>Mastering Number: Explore un/symmetrical patterns - Consolidate cardinality within 10 - Familiarise pattern to 20 - Explore composition of odd and even numbers - Even numbers/doubles - Composition of numbers within 10 - Reason with 'howmanyness' of numbers</p>	<p>Mastering Number: -Subitise numbers in different patterns - Subitise structured/unstructured within 10 - Appropriate to count/subitise - Develop verbal counting, 20 and beyond - Composition of 10 - Order sets of objects - Understand ordinal system</p>	<p>Mastering Number: Consolidation of all concepts with a variety of contexts</p>
Checkpoint:		Checkpoint:		Checkpoint:	

- Can children count up to and beyond 5?
- Can children recognise amounts up to and beyond 5 without having to count them?
- Can children match numbers to the correct amount shown?
- Can children begin to write some numbers accurately?
- Can children recognise bigger/smaller amounts?
- Can children sort objects into groups in terms of size, mass and capacity?
- Can children begin to say what 1 more or 1 less than a number is?
- Can children name common 4-sided shapes and identify circles and triangles?

- Can children explain events that happen during night/day?
- Can children explain the composition of numbers up to 10?
- Can children measure the height or length of objects?
- Can children show numbers using their fingers?
- Can children begin to match and make patterns?
- Can children recall some double facts?

- Can children subitise?
- Can children name common 3D shapes?
- Can children follow and/or create repeating patterns?
- Can children count using number patterns e.g. odd/even numbers?
- Can children complete simple addition questions?

ELG Number:

Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical patterns:

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.