



## Reception – Skills and Knowledge progression – 2023-2024

In the Early Years at Newnham Croft, we want children to be happy, confident, well-rounded individuals with a love of learning. We believe that every child, family and staff member matters. We feel it is essential to provide all children with a safe and stimulating environment that builds on each individual's wants, needs and interests.

Children in our setting learn through a high quality and broad curriculum based upon learning through play, having fun and enjoying experiences. Our curriculum values oracy. Discussions, conversations and reflection are at the heart of what we do in an environment where there is no sense of failure. Adults provide positive role models and high quality interactions.

We value the importance of both the indoor and the outdoor setting. We believe in a quality environment that stimulates learning and ensures the best possible outcome. We are committed to providing a positive and inclusive start to school life with the teaching of skills and experiences that ensure success in the future.



While we have developed a skills and progression map to guide our educational approach, we feel it is crucial to acknowledge that children's development does not strictly adhere to a linear trajectory. We recognise that each child is unique, with their own pace and pattern of development. Our map serves as a helpful tool for understanding typical milestones and guiding instruction, but we remain mindful of the diverse pathways that children may take in their learning journey. Flexibility, individualised support, and ongoing assessment are key components of our approach to ensuring every child reaches their full potential.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Theme	Me and My School	Let's Celebrate	Healthy Me	Amazing Animals	The Wonderful Outside	Journeys
Driver text	Owl Babies Ruby's Worry	Happy Birthday, Maisie	The Gigantic Turnip	Is there a dog in this book?	Argh Spider	The Naughty Bus
Key Knowledge	<ul style="list-style-type: none"> <li>Children can describe themselves, family, friends and community</li> <li>Children can create pictures of themselves, family, friends and community and their distinguishing features</li> <li>Children become familiar with the adults and peers in their new school</li> <li>Children understand the different stages of life they have experienced and be able to sequence events from being a baby, toddler, child</li> <li>To be able to discuss emotions and feelings</li> <li>To understand what a 'worry' is and the best way to deal with worries</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are many different celebrations that are marked within our school community and elsewhere around the world</li> <li>To find out through shared experience common aspects of many celebrations (e.g. food, gifts, gatherings etc)</li> <li>Compare birthday traditions amongst our families</li> <li>To find out about where in the world our families come from</li> <li>Children can talk about what they see when using a mirror</li> </ul>	<ul style="list-style-type: none"> <li>Children can talk about the different factors that support their overall health and well-being: regular exercise, healthy eating, tooth brushing, having sensible amounts of 'screen time' and having a good sleep routine</li> <li>Be aware of the right to privacy (NSPCC Pants session)</li> <li>Children can talk about the different professionals that help to keep us healthy</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about the key features of a material and why it is suited for its purpose</li> <li>Know the difference between domestic (pets) and wild animals</li> <li>Note the changes from egg to butterfly through observation</li> <li>Recognise the changes in the seasons (ongoing)</li> <li>Name animals and their young</li> <li>Find out about animal welfare (Woodgreen &amp; Cat Protection)</li> </ul>	<ul style="list-style-type: none"> <li>Look for plants and animals in the school grounds</li> <li>Children can match the minibests they find to photographs that identify them</li> <li>Name and describe plants and animals they find in the school grounds</li> <li>Learn how to take care of the environment, plants and animals and not to damage or harm them</li> <li>Children can use their senses when touching and smelling plants and discuss their findings</li> <li>Describe habitats and identify the key features</li> <li>Explore floating and sinking, and talk about how they changed objects to make them float or sink</li> <li>Look at and select materials for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Children know that our school is in a City called Cambridge</li> <li>Children can talk about some of the key features of our local area.</li> <li>Use Google Earth and maps to locate key features of our local area.</li> <li>Draw simple maps of our local area</li> <li>Understand the importance of road safety</li> <li>Find out about transport from the past</li> <li>Compare how our local area is different to another environment (Forest - use Eco Girl book)</li> </ul>

Communication and Language

**Intent**  
 This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and taking into account the thoughts and ideas of others. Children also develop their ability to follow multi step instructions, responding to more complex requests.

**Implementation**  
 We provide opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama. This is delivered through direct teaching and continuous provision opportunities. EYFS staff will scaffold or challenge skills via observations or ‘planning in the moment’ experiences. All children are encouraged to use the language of ‘how’ and ‘why’ in all their learning. We also use the programme Drawing Club to build up a range of ambitious vocabulary.

**Impact**  
 Children are becoming confident communicators who express their ideas and needs effectively. They enjoy asking questions and are able to respond to peers and adults by effective listening skills. Their range of vocabulary is increased and they can follow a set of increasingly complex instructions. Children know that everyone’s ‘voice’ is valued and respect the importance of all being heard.

**Listening, attention & understanding:**

- Understand how to listen carefully and why it is important
- Engage in story times
- Listen carefully to rhymes and songs, paying attention to how they sound

**Speaking:**

- Phase 2 phonics
- Develop social phrases

**Listening, attention & understanding:**

- Engage in non-fiction books
- Listen to and talk about stories to build familiarity and understanding

**Speaking:**

- Phase 2 phonics
- Describe events in some detail

**Listening, attention & understanding:**

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**Speaking:**

- Phase 3 phonics
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

**Listening, attention & understanding:**

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**Speaking:**

- Phase 3 phonics
- Connect one idea or action to another using a range of connectives
- Ask questions to find out more and to check they understand what has been said to them
- Begin to use talk to help work out problems

**Listening, attention & understanding:**

- Engage in back-and-forth exchanges with teacher and peers

**Speaking:**

- Phase 4 phonics
- Use talk to work out problems and organise thinking and activities
- Explain how things work and why they might happen

Consolidate and refine to close gaps, prepare for Year 1

Vocabulary: modelled by adults, incorporating curriculum vocabulary, Drawing club vocabulary, Poetry Basket Vocabulary and literacy (reading/storytelling)

Personal, Social and Emotional Development

**Intent**

This area of learning provides opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. This area of learning helps children to develop positive dispositions to learning, to be cooperative and communicative and to support them to meet their own wellbeing needs.

**Implementation**

This area underpins all aspects of a child's daily life at school. We have a rich variety of schemes of work and policies which aim to support children's progress towards the ELG. These include regular assemblies based on PSED themes and our school wide use of the Newnham Code and behaviour policy. We use Cambridgeshire PSHE as a scheme to ensure all aspects of a child's PSED development are taught directly. At Baseline we assess children's levels of well-being and involvement through focussed observation. Children make healthy decisions about lunch and snack choices. They are encouraged to develop independent self-management skills with hygiene and changing for in-school activities.

**Impact**

Our children develop and demonstrate an understanding of what is right and wrong, and why this is important. They begin to consider and develop an understanding that there are always consequences to a particular behaviour, whether through rewards or sanctions. We support the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another. They are able to make healthy choices and manage their own needs effectively.

**Self-Regulation:**

- Talk about their feelings using words like –happy, sad, angry, worried - Introduce zones of regulation concept
- Understand how others might be feeling
- Talk about what makes us the same and different

**Managing Self:**

- Follow routines and systems throughout the day and understand why they are important
- Develop a sense of self
- Meet their own personal needs - going to toilet, washing/drying hands
- Putting on and taking off their own coat, shoes independently

**Building Relationships:**

- Playing with one or more children
- See themselves as a valuable individual
- Show more confidence in situations that are more social

**Self-Regulation:**

- Think about the perspective of others-feelings etc.
- Begin to regulate their behaviour accordingly
- Implement zones of regulation

**Managing Self:**

- Have confidence in their own abilities and set themselves simple goals
- Be confident to try new activities
- Increasingly follow rules
- Know right from wrong

**Building Relationships:**

- Work and play co-operatively with others
- Take turns with others
- Show sensitivity to their own and to others needs

**Self Regulation:**

- Show resilience and perseverance in the face of challenge
- Implement zones of regulation

**Managing Self:**

- Follow routines and systems throughout the day and understand why they are important
- Show more independence, resilience and perseverance in the face of challenge
- Make healthy choices about food, drink supported within daily snack time and lunch time
- Understanding the meaning of being healthy, including, sleep, nutrition, hygiene including oral), emotional well-being

**Building Relationships:**

- Form positive relationships with both adults and peers

**Self Regulation:**

- Set and work towards simple goals
- Being able to wait for what they want and control their immediate impulses when appropriate
- Implement zones of regulation

**Managing self:**

- Follow routines and systems throughout the day and understand why they are important
- Show more independence, resilience and perseverance in the face of challenge

**Building Relationships:**

- Begin to co-operate with peers
- Begin to resolve conflicts with others

**Self-Regulation:**

- Show resilience and perseverance in the face of challenge
- Implement zones of regulation

**Managing Self:**

- Follow routines and systems throughout the day and understand why they are important
- Show more independence, resilience and perseverance in the face of challenge

**Building Relationships:**

- Form positive relationships with both adults and peers encountered across the school

**Readiness for Year 1:**

- Implement zones of regulation
- Good understanding of their own and others feelings
- Ability to solve conflicts with others
- Have a positive sense of self
- Set themselves simple goals
- Have confidence in their own abilities
- Continue to understand how to look after their own bodies, including healthy eating, and manage personal needs independently

Vocabulary : wait, turn, next- agree, disagree, suggestion, rules, calm down – different emotions/feelings (eg. worry), respect reflection, strategy, care

Physical Development

**Intent**

This area of learning offers opportunities for children to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically.

**Implementation**

Children have daily opportunities to practice, develop and challenge their physical development. P.E. sessions cover gym, games and dance. Discrete development of fine and gross motor skills are implemented through the curriculum and continuous provision. We use Letterjoin handwriting to develop children’s gross and fine motor skills, ensuring they have the strength and dexterity needed to manipulate a range of tools, including writing implements.

**Impact**

Children can explain the importance of physical activity and the effect this has on their bodies. They are becoming spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items.

**Gross motor:**

- Refine movement skills, rolling, crawling, walking, climbing etc.
- Develop core muscle strength to achieve good posture when sitting at a table or on the floor
- Develop skills to be able to manage school day successfully (lining up, queuing, personal hygiene, etc)
- Develop overall body strength, co-ordination, balance and agility
- Develop a more fluent style of moving, with developing control and grace

**Fine motor:**

- Use one-handed tools with added confidence (drawing, cutting, paintbrushes etc)

**Gross motor:**

- Further develop skills to be able to manage school day successfully, eg lining up, queuing, personal hygiene
- Develop overall body strength, co-ordination, balance and agility to engage in PE, including dance, gymnastics, etc.
- Develop a more fluent style of moving, with developing control and grace

**Fine motor:**

- Continue to refine skills with using one-handed tools
- To develop tripod grip when using pencil
- Explore and play with small world activities, puzzles, arts and crafts

**Gross motor:**

- Combine different movements with ease and fluency
- Develop a more fluent style of moving, with developing control and grace

**Fine motor:**

- Continue to refine tripod grip when using pencils
- Continue to refine skills with one-handed tools, especially scissors
- Begin to develop the foundations of a handwriting style

**Gross motor:**

- Safely use a range of large and small apparatus indoors and outdoors, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Begin to develop special awareness without adult prompts

**Fine motor:**

- Continue to develop the foundations of a handwriting style
- Show more accuracy when drawing, e.g. adding more features to drawings

**Gross motor:**

- Negotiate space and obstacles safely, taking others and themselves into account
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine ball skills – throwing, catching, kicking, passing etc.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

**Fine motor:**

- Refine the foundations of a handwriting style
- Show more accuracy when drawing, eg adding more features to drawings

**Gross motor:**

- Confidently negotiate space and obstacles safely, ensuring consideration for themselves and others
- Develop proficiency, control and confidence with movements

**Fine motor:**

- Use one-handed tools with control and confidence

**Readiness for Year 1:**

- Gross and Fine motor activities daily to support confident and correct pencil grip
- Write their names accurately with all letters formed correctly
- Writing tricky /HFWs correctly
- Being able to read their own writing
- Negotiate space and obstacles with confidence
- Use a knife and fork with confidence and accuracy when cutting

Vocabulary: Position: on, off, under, above, below, near, far, over, beside, in, out Directions: around, backwards, forwards, sideways, through tired, exhausted, free, relaxed, energetic, calm, pleased, disappointed, grip, hold

Literacy	<p><b><u>Intent</u></b>  This area of learning supports the development of linking sounds to letters which leads to the ability to read and write. Children will begin to recognise print in their environment and start to understand that this is an important form of communicating. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media.</p>	<p><b><u>Implementation</u></b>  We have an inviting book corner and all areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Daily story times allow children to explore a rich and varied language including patterns and challenging vocabulary. Adults are skilled at encouraging literacy opportunities through children’s play and will challenge where this is a focus for the child’s next step. We teach phonics on a daily basis and use Little Wandle phonics programme. Every child has a text linked to their phonic phase alongside story books to ensure a love of reading is developed. Children share their reading books with adults at least three times a week. Topics are usually text led and we develop writing opportunities from providing as many ‘real-life’ experiences as possible. The Drawing Club programme and increased story time opportunities are used as an additional support to help children maintain a good rate of Literacy development as well as Poetry Basket to emphasise the importance of poetry and rhyme.</p>	<p><b><u>Impact</u></b>  Children make good progress from their starting points with reading and writing. They develop a love of stories, books and reading and develop a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. All children make progress and where support is required there are appropriately strategies to instil a love of learning through books. Children begin to understand that writing is a form of communication and are able to write phonetically plausible sentences that they and others can read. Eventually they can seek resources, e.g. word/sound mats to help them develop writing independently. They can identify purposes for writing, e.g. cards, stories or shopping lists. Children know that their writing is highly valued and can always be improved by reflecting on the process.</p>
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	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Talk about familiar texts (key stories), including the events and characters</li> <li>• Join in with repetitive phrases in stories that are familiar to them</li> <li>• Understand what has been read to them by retelling stories and narratives.</li> <li>• Anticipate key events in stories</li> </ul> <p><b>Reading - Word Reading: Autumn 1 – Little Wandle</b></p> <ul style="list-style-type: none"> <li>• Know we read English from L to R and top to bottom</li> <li>• Develop an understanding of oral blending, being able to blend sounds when a teacher says them.</li> <li>• Begin to read some individual letters by saying the sounds for them</li> <li>• Begin to independently blend some CV and CVC words</li> <li>• Spot and suggest rhyme</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters related to their name, some of which are formed correctly</li> <li>• Begin to form taught letters accurately during phonics and handwriting sessions (Letterjoin)</li> <li>• Be able to write some or all of their first name</li> </ul>	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Reading - Word Reading: Autumn 2 – Little Wandle</b></p> <ul style="list-style-type: none"> <li>• Read English text from L to R and top to bottom</li> <li>• Understand that print has meaning and can be used for different purposes</li> <li>• Expose to 'tricky words' and HFW's</li> <li>• Begin to read some letter groups that each represent one sound and say sounds for them</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Exposing them to different styles of writing in role play eg cards, lists</li> <li>• Be able to write some simple CV/CVC words</li> <li>• Continue to develop the ability to form letters correctly (Letterjoin)</li> </ul>	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Beginning to anticipate what might happen in stories.</li> <li>• Know information can be retrieved from books – non-fiction</li> </ul> <p><b>Reading - Word Reading: Spring 1 – Little Wandle (Start of Phase 3)</b></p> <ul style="list-style-type: none"> <li>• Know print has meaning and different purposes, eg recipes, diary, timetables etc.</li> <li>• Read 'tricky words' and know which part of the word is the tricky part</li> <li>• Begin to spot digraphs and trigraphs in words and blend words containing these</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use correct tripod grip when writing</li> <li>• Most recognisable letters associated to child's name correctly formed (Letterjoin)</li> </ul>	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Anticipate what might happen in the stories they are reading.</li> <li>• Predict an alternative ending for their story</li> </ul> <p><b>Reading - Word Reading: Spring 2 – Little Wandle</b></p> <ul style="list-style-type: none"> <li>• Read some common exceptions words matched to school's phonic scheme</li> <li>• Read words which contain double letter digraph – hammer, rubber etc.</li> <li>• Read words containing more than one syllable</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and some capital letters correctly (Letterjoin)</li> <li>• Spell words by identifying the sounds and then writing the sound with letters</li> </ul>	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Anticipate what might happen in the stories they are reading.</li> <li>• Predict an alternative ending for their story</li> </ul> <p><b>Reading - Word Reading: Summer 1 – Little Wandle (Start of Phase 4)</b></p> <ul style="list-style-type: none"> <li>• Read simple sentences and phrases made up of words with known letter-sound correspondences</li> <li>• Segment and blend CVCC and CCVC words</li> <li>• Confidently read a number of tricky words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences.</li> <li>• Include capital letters and full stops in their writing</li> </ul>	<p><b>Reading - Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Begin to read longer stories and explain what they have read</li> </ul> <p><b>Reading word reading: Summer 1 – Little Wandle</b></p> <ul style="list-style-type: none"> <li>• Reading longer sentences which contain longer words which contain digraphs and trigraphs</li> <li>• Read up to 10 digraphs confidently</li> </ul> <p><b>Writing :</b></p> <ul style="list-style-type: none"> <li>• Write a simple sentence that can be read by others</li> <li>• Re-read what they have written to check it makes sense</li> </ul> <p><b>Readiness for Year 1:</b></p> <ul style="list-style-type: none"> <li>• Reading a variety of books independently</li> <li>• Talk about the story they have read, key events</li> <li>• Make sensible predictions about a new story</li> <li>• Talk about a book they have read explain why they have liked or not liked it</li> <li>• Form letters correctly using correct starting point (Letterjoin)</li> <li>• Write simple sentences and phrases which can be read by others</li> </ul>
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Vocabulary: book name, author, illustrator, front/back of book, page, first, next, last, turn, start, end letters, words, phonemes, grapheme, digraph, trigraph, left/right, full stop, capital/upper case, lower case, direction, space

<b>Mathematics</b>	<p><b>Intent</b> This area of learning provides opportunities for children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. It encourages children to understand and respond to the symbols that represent numbers and what this means in real contexts. It supports children in understanding what an important role shapes and numbers play in our everyday lives and how they develop our own understanding and help us to solve problems. We approach this area by fostering number sense and the enjoyment of solving problems.</p>		<p><b>Implementation</b> The teaching of Mathematics is underpinned by creating the sense of number. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging mathematical opportunities through children's play and will challenge where this is a focus for the child's next step. There are focused teaching sessions and many provocations set out in order to allow children to practice and develop their mathematical skills. We structure the teaching with guidance from both EY Maths and Hamilton Trust, implementing our daily practice with this, enhanced by innovative 5 and 10 frame planning.</p>		<p><b>Impact</b> Our children are competent with the skills of perceptual and conceptual subitising patterns and have developed number sense skills. They can talk about number and explain what it is and isn't. They identify patterns and trends and use this to support them when facing greater challenges. They can solve problems and make predictions about what might happen using appropriate vocabulary. They can talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. They are able to apply their mathematical skills in a variety of contexts. They have a positive mind set about mathematics and making 'mistakes'.</p>	
	<p>Daily Maths Opportunities; noticing in the environment, what do you notice pictures, counting how many children all together, self registration on tens frames, voting for a story on tens frames, sequencing the day - time, calendar; numbers of days, birthdays, seasons, days of the week, months of the year. Snack - sharing equally, noticing when numbers cannot be shared equally.</p>					
<b>Number: subitising, composition, number bonds</b>	<ul style="list-style-type: none"> <li>• Getting to know you</li> <li>• Baseline</li> <li>• Noticing</li> <li>• counting songs and rhymes subitising to 3</li> <li>• labelling with words</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing</li> <li>• subitising to 3</li> <li>• seeing 3 and not 3</li> <li>• subitising to 4 (conceptual), using a 5 frame to begin to build concept image</li> <li>• Begin composition below 5 - move it to prove it</li> <li>• Begin to label with digits</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing</li> <li>• introducing zero</li> <li>• composition to 5</li> <li>• continue to subitise to (conceptual)</li> <li>• building concept images</li> <li>• Combining 2 amounts</li> <li>• Introducing the tens frame</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing, composition beyond 5 - what do you see? Number bonds to 5, subitising</li> <li>• Combining 2 amounts, making pairs</li> <li>• Using maths to solve real life problems</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing</li> <li>• conceptual subitising to 10 continuing to build concept images</li> <li>• number bonds to 5 &amp; 10</li> <li>• Recalling number bonds to 5 including subtraction</li> <li>• Doubling, discuss halves.</li> <li>• Introduce + &amp; = to the children</li> <li>• Match the number sentence with the correct actions</li> <li>• Using maths to solve real life problems including money</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing</li> <li>• conceptual subitising to 10</li> <li>• number bonds to 5 &amp; 10</li> <li>• Recalling number bonds to 10 including subtraction facts and double facts</li> <li>• Look at +, - &amp; =</li> <li>• use ten frames to work out simple addition and subtraction problems together</li> <li>• Using maths to solve real life problems</li> </ul>
<b>Numerical Patterns: Comparison, counting, cardinality, patterns</b>	<ul style="list-style-type: none"> <li>• Match and sort</li> <li>• compare amounts</li> <li>• explore patterns all around us</li> </ul>	<ul style="list-style-type: none"> <li>• Counting together to and from 10</li> <li>• Compare quantities, more, less/fewer, the same (equal)</li> <li>• continue an AB pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Counting together to 20</li> <li>• Compare quantities - 1 more 1 less &amp; equal</li> <li>• Create and repeat an AB pattern, continue an ABC pattern &amp; correct mistakes</li> <li>• Recognising numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Counting together to 30</li> <li>• Begin to say one more or less than a given number to 10 using real life scenarios, stories or songs</li> <li>• Recognising numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Counting together beyond 30</li> <li>• Sharing quantities equally</li> <li>• Look at how teen numbers are made of 10 and 1 more, 2 more etc using ten frames</li> <li>• Begin to recognise teen numbers</li> <li>• Counting in 2's</li> <li>• odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Counting together to 50 and beyond</li> <li>• Sharing quantities equally between two</li> <li>• Odd and even numbers</li> <li>• Counting in 10's and 2's</li> <li>• Ordinality, first, second, third...</li> </ul>



<p>Mathematical Awareness: spatial awareness, space, measure and</p>	<ul style="list-style-type: none"> <li>• Size, mass and capacity; explore through play</li> <li>• Look at the days of the week on the calendar</li> <li>• Days of the week song</li> </ul>	<ul style="list-style-type: none"> <li>• Compare size, mass and capacity</li> <li>• Discuss properties of 2D shapes, use shapes in art</li> <li>• Look at the birthday calendar &amp; notice birthday months</li> <li>• Days of the week song &amp; Months of the year song</li> </ul>	<ul style="list-style-type: none"> <li>• Positional language</li> <li>• Cylinders &amp; circles</li> <li>• Look at the birthday calendar &amp; notice birthday months.</li> <li>• Days of the week song &amp; Months of the year song</li> </ul>	<ul style="list-style-type: none"> <li>• Time - using timers, measuring – weight</li> <li>• comparing and measuring with non standard units</li> <li>• Positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring height</li> <li>• time - using timers and looking at the clock for a few times in the day</li> <li>• Shapes; discuss properties and investigate making shapes out of different shapes</li> <li>• Look at seasonal changes</li> <li>• Sing the Months of the Year song</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity &amp; measuring height</li> </ul>
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Vocabulary: subitise/subitising , perceptual subitising, conceptual subitising, how many? (subitising), how many? (counting), notice/noticing , similar, same, different , more, less, fewer, greater (than) , group , groups, part/whole, sorting, classifying, equal, describe, copy, design, first, then, after, continue, repeat, recognise, rule, extend, sequence, mistake, correct, discuss, explain, language of space shape and measure (e.g. curve, roll, flat, longer, heavy)

Understanding the  
World

**Intent**

This area of learning provides opportunities for children explore and learn about the world they live in. Children are encouraged to observe, solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts. By facilitating different opportunities we wish our children to find out about their environment. It helps to develop their senses, understanding and awe of their physical world. They learn about significant figures from the past, begin to discuss chronology, develop their understanding of their own and contrasting environments and where these sit in the world. Children will also explore the uses and impact of Information and communication technology on their everyday lives.

**Implementation**

Children learn and play in our outdoor area daily. STEM activities are set up through continuous provision and this is further supported through our Forest Schools sessions and visits based on different aspects of the environment. The use of technology underpins daily learning where appropriate. Children are taught safety online from the start of their school experiences.

**Impact**

By engaging with the world around us children learn more about people and communities and the world in which they live. They are observant and can describe the changes they notice. They are confident to talk about their families and friends. Our children can explain what it means to be part of Newnham Croft Primary School and the school community. Children care about their immediate environment and know that they can have an impact on the wider world. Children can explain why different animals survive in a range of environments. They use many different forms of technology and are developing a sense of how to be safe online.

	<p><b>The Natural World :</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast home and school environments</li> <li>• Describe what they can hear, see and feel outside</li> <li>• Beginning to use descriptive words about what they see outdoors</li> <li>• Use all their senses to explore natural world around them, through indoor/outdoor play Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties</li> </ul> <p><b>People, cultures and communities:</b></p> <ul style="list-style-type: none"> <li>• Learn about different feelings, beginning to understand their own feelings and how to moderate these</li> <li>• Talk about members of their immediate family and their community</li> <li>• Draw their family</li> <li>• Tell others about their family and share family photos</li> <li>• Name and describe people who are familiar to them</li> <li>• Can share something from home to tell others about their family life and answer questions about their family</li> <li>• Talk about what they like to do outside of school</li> <li>• Talk about what they see using expanding vocabulary</li> <li>• Compare and discuss what makes us the same and different</li> <li>• Know about Harvest</li> </ul>	<p><b>People, cultures and communities:</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to people in their community – church, mosque</li> <li>• Recognise people have different beliefs and celebrate special times in different ways</li> <li>• Can tell you about their beliefs and tell you about what their family celebrate</li> <li>• Can celebrate similarities and differences with a positive attitude</li> <li>• Go into assemblies</li> <li>• Listen to people from different religions and cultures</li> <li>• Celebrate the diverse make-up of our school community – find out where in the world our class are from, embracing the range of cultures and languages included</li> <li>• Sukkhout</li> <li>• Diwali</li> <li>• Hannukah</li> <li>• Christmas</li> </ul> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories – figures from the past, can say if the character in the story is old, say if the story is about the past</li> <li>• Explore old artefacts and say why they are old</li> <li>• use of class timeline to demonstrate past, present and future</li> </ul>	<p><b>People, cultures and communities:</b></p> <ul style="list-style-type: none"> <li>• Tell a tale from another culture</li> <li>• Find out about in the world our snack comes from</li> </ul> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories – figures from the past, can say if the character in the story is old, say if the story is about the past</li> <li>• Learn traditional stories from the past</li> </ul>	<p><b>People, cultures and communities:-</b></p> <ul style="list-style-type: none"> <li>• Tell a tale from another culture</li> </ul> <p><b>The Natural World :</b></p> <ul style="list-style-type: none"> <li>• Understand the effect of change of seasons, talk about the weather, say if they need a coat, observe changes in the weather.</li> <li>• Talk about the habitats of different animals</li> <li>• Classify and sort animals based on their characteristics and features (including domestic/pets and wild animals)</li> <li>• Name animals and their young</li> <li>• Talk about the changes in the life cycle of an egg-butterfly</li> <li>• Name birds familiar to their environment</li> <li>• Talk about the importance of caring for animals (animal welfare)</li> </ul> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories – figures from the past, can say if the character in the story is old, say if the story is about the past</li> <li>• Explore old artefacts and say why they are old</li> <li>• use of class timeline to demonstrate past, present and future</li> </ul>	<p><b>The Natural World :</b></p> <ul style="list-style-type: none"> <li>• Describe what they can see outdoors</li> <li>• Identify a plant</li> <li>• Identify an animal</li> <li>• Explore and use more unfamiliar areas outdoors</li> <li>• Tell others about familiar plants and name them</li> <li>• Tell the difference between bushes and tree</li> <li>• Observe and draw pictures of animals and plants</li> <li>• Research animals and their homes</li> <li>• Find out about spiders, what they eat, where they live and where they go</li> <li>• Draw detailed picture of a spider /web</li> </ul> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories – figures from the past, can say if the character in the story is old, say if the story is about the past</li> <li>• Explore old artefacts and say why they are</li> <li>• use of class timeline to demonstrate past, present and future</li> </ul>	<p><b>The Natural World :</b></p> <ul style="list-style-type: none"> <li>• Talk about the differences between day and night</li> <li>• Talk about some of the processes of the natural world</li> <li>• Recognise some environments that are different to the ones they live in</li> <li>• Tell others they live in a city</li> <li>• Say where they live and describe the features</li> <li>• Talk about the countryside and say why it's different to where they live</li> <li>• Talk about why something is natural or man-made</li> </ul> <p><b>People, cultures and communities:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, non-fiction texts</li> <li>• Talk about where they live, look at photos, videos, books, google earth etc</li> <li>• Find where they live on a map/Google Earth</li> <li>• Talk about places they visit, can they find them on the map, eg park, farm etc</li> <li>• Describe their immediate environment</li> <li>• Show others a map</li> <li>• Find local features on a map</li> <li>• Explore where they live on a map</li> <li>• Understand the importance of road safety</li> </ul> <p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories – figures from the past, can say if the character in the story is</li> </ul>
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	<p><b>Past and present:</b></p> <ul style="list-style-type: none"> <li>• To talk about themselves and share baby photographs.</li> <li>• To talk about how their families have changed and what they used to be like before they were born</li> <li>• Establish use of class timeline to demonstrate past, present and future</li> </ul>					<p>old, say if the story is about the past</p> <ul style="list-style-type: none"> <li>• Explore old artefacts and say why they are old</li> <li>• Find out about transport from the past</li> <li>• use of class timeline to demonstrate past, present and future</li> </ul>
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ICT: logging in/out. Introduction to keyboard, left click, closing down, software, click and drag, paint program, type name, following instructions, giving instructions, debugging instructions, predictions, every day technology – cameras, tablets, torches, remote controls, mains connected and wireless technology

Vocabulary: wet, dry, stamp, splash, puddle, fill, empty, float, sink, bark, seed, magnify, investigate, wind-up, cogs, mouldy, push, pull, attract, repel, melt, freeze, temperature, upthrust, observation, vibration, transparent, shadow, names of the seasons, names of common plants and animals, past, present, future, then, now, after, baby, toddler, child, adult, change, develop, celebrate, same, different, together, country, sea, ocean, hot, cold, poles, environment, habitat, map

<p style="text-align: center;"><b>Expressive Arts and Design</b></p>	<p><b><u>Intent</u></b> This area of learning encourages children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They are presented with the opportunities to experiment with different media, resources and a rich range of creative activities which will inspire and stimulate their creativity and motivation to move their learning forward. Children are supported to develop their confidence and pride in their creative achievements.</p>	<p><b><u>Implementation</u></b> We facilitate a creative, topic based curriculum which helps children develop learning opportunities within an engaging, secure and interesting environment. Direct adult led activities such as dance, role-play, stories, music and singing lessons, ignite children’s creativity which they further explore through provision and child-led activities. We use practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.</p>	<p><b><u>Impact</u></b> Our children develop a love of the creative arts and use this to regularly express their learning and understanding. Children are confident to share their imaginative ideas and allow others to adapt and extend these as part of an enjoyable learning experience. They are confident to access materials and resources they need for projects and know that what they produced is highly valued. They can confidently talk about their creations e.g., paintings, dances, role-play stories or songs they have created. They participate in concerts and plays and enjoy the experience of the process.</p>
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	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Start to explore different materials freely to develop their ideas of how to use them and explore what to make</li> <li>• Start to develop their own ideas and use materials to express them</li> <li>• Join different materials and explore different textures</li> <li>• Use drawing to represent ideas and show different emotions in their drawings</li> <li>• Independent use of paint</li> <li>• Mark making with, crayons, felt-pens and chalk</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play using an object to represent something</li> <li>• Begin to develop stories using small world equipment</li> <li>• Listen with increased attention to sounds</li> <li>• Build up repertoire of nursery rhymes and traditional songs from different cultures</li> <li>• Join in songs using actions</li> <li>• Experiment with using different musical instruments</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Explore a range of natural materials within CP</li> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Explain the processes they have used</li> <li>• Safely use a variety of tools and techniques</li> <li>• Experiment with colour texture and form</li> <li>• Draw a simple representation of themselves, including details of their facial features, sketching and in colour</li> <li>• Introduction to woodwork area</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music expressing their feelings and responses</li> <li>• Sing in a group</li> <li>• Develop story lines in a pretend way</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine artistic effects to express an variety of ideas</li> <li>• Mix colours and know the colour they want to create</li> <li>• Children can plan their designs before junk modelling, making informed decisions on materials and processes and explain their reasoning for their choices</li> <li>• Children can follow their own plans to create models</li> <li>• Children can evaluate and reflect on their own creations and make improvements and changes where necessary</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art expressing their feelings and responses</li> <li>• Watch a simple performance and say what I liked about it</li> <li>• Watch a performance with enjoyment, telling us about the show I watched and what I liked about it</li> <li>• Choose a song I like to dance to and move their body in a variety of different ways</li> <li>• Listen to different styles of music</li> <li>• I can sing on my own or in a group</li> <li>• Practise singing with adults following melody and pitch</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Can mix colours and add white or black to get the colour they want</li> <li>• Return to and build on previous learning and refine their ideas</li> <li>• Independently make their own creations over a few days</li> <li>• Finger painting</li> <li>• Outdoor art</li> <li>• painting to music</li> <li>• collage including transient art</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art expressing their feelings and responses</li> <li>• Watch a simple performance and say what I liked about it</li> <li>• Watch a performance with enjoyment, telling us about the show I watched and what I liked about it</li> <li>• I can sing on my own or in a group</li> <li>• Practise singing with adults following melody and pitch</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Independent model making</li> <li>• Exploring threading and weaving</li> <li>• Paper weaving</li> <li>• Sewing with hessian</li> <li>• Create bookmarks</li> <li>• Evaluate bookmarks that were made</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Explore and engage in music making in dance, performing in solo or in groups</li> <li>• Enjoy listening to different styles of music</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Make stick puppets</li> <li>• Using different materials to create their own models – using knowledge drawn on experimenting with materials over the year to decide which would be best to use</li> <li>• Observational drawing</li> <li>• printing</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Create stories and adventures for their models, talking about their imaginative adventures</li> <li>• Performing interpretive dances in groups or solo, deciding on their own moves, based on our key text</li> </ul>
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Vocabulary: soft, smooth, rough, sticky, pencil, chalk, crayon, paint, brush, scissors, tape, string, stapler, sculpture, painting, colour, dots, lines, prickly, media, materials, weaving, beautiful, imagine, shape, pattern, texture, two-tone, spin, jump, glide, tiptoe, form, space, balance, mood, atmosphere, names of primary and secondary colours, gallop, bounce, flow, symmetry, rhyme, rhythm, beat, speed, melody, pitch, perform

