



Curriculum Progression Document – Nursery

PRIME AREAS							
Personal, social and emotional development							
*Lots of these skills will be taught or embedded across the terms but the below outlines the explicit teaching (if necessary)							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal (end reception)
Self-regulation	To focus during short group or whole class learning with support. To recognise the emotions happy and sad with support using a picture cue. Being to understand how others might be feeling.		To recognise the emotions such as happy, sad, angry or worried using a picture cue.	To focus during short group or whole class learning. To begin to use words such as happy, sad and angry to talk about their feelings.	To use words such as happy, sad and angry to talk about their feelings. Begin to understand how others might be feeling and discuss it.	To focus during short group or whole class learning (length of time to increase slightly in summer term in preparation for reception). To follow one step instructions.	-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able 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.
Managing self	To hang up coat independently (by recognising their photo on their peg). To explore the indoor and outdoor environment with support. To create a class charter together and understand how it keeps you safe. To know where the toilet is and go independently most of the time. To begin to wash and dry hands after the toilet and at other points during the day. To select a healthy snack and drink during the day (snacks provided in the setting and health eating picnic/ making fruit kebabs).		To know where the toilet is and go independently. To begin to understand about healthy food and drink choices. To begin to understand how tooth brushing helps health and wellbeing. To begin to put coat on independently. To explore the indoor and outdoor environment with growing independence.	To hang up and select coat independently. To develop preferences for activities and resources and begin to select them. To wash and dry hands after the toilet and at other points during the day with a few reminders.	To select activities and resources independently with help (if needed). To follow the class charter without needing an adult reminder. To understand how tooth brushing helps health and wellbeing.	To wash and dry hands after the toilet and at other points during the day independently. To put on coat independently and begin to do the buttons or zip it up.	-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.

	To self-register using their name card. To begin to understand the routines of the day such as key group time and tidy up time (using support such as visual aids if needed). Full time children – to understand lining up and going to the lunch hall at lunchtime (using support such as visual aids if needed)	Follow the simple routines of the day (using visual aids if needed).				
Building relationships	To play alongside another child, with support. To begin to share resources and tidy up the nursery. To know who their key adult is. To seek out support from an adult when needed. To know who to talk to if they have a worry. To know who is in their key group and join the group with support. To begin to wait for a turn.	To play alongside a group of children, with support. To seek adult support to solve conflicts or when needing support. To know who is in their key group and join the group.	To seek adult support to solve conflicts and solve it alongside adult. To share resources and tidy up the nursery.	To play alongside a group of children independently. To show confidence with adults from around the school visiting the setting (i.e. for poetry time).	To play alongside a group of children independently, extending and elaborating play ideas. Talk with others to solve conflicts.	-Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.

Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Fundamental movement skills		Gymnastics	Dance	Ball skills	Athletics	
Gross Motor Skills	To begin to choose the right resources to carry out a plan (i.e. small spade for a small hole). To go up steps using alternate feet. To use large muscle movements to paint and make marks. To develop fundamental movement skills e.g. walking, running. To stop safely. To begin to develop ball skills e.g throwing.		To practise the skills of walking, crawling and running across a plank. To begin to safely move large equipment such as carrying a wooden block (with adult supervision). To further develop fundamental movement skills e.g. hop, skip, stand on one leg.	To begin to climb up apparatus using alternate feet. Go up steps using alternate feet. To use large muscle movements to paint, make marks, wave flags and streamers. To choose the right resources to carry out a plan (i.e. small spade for a small hole). To learn sequences and patterns of music related to music or rhythm.	To match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. To apply fundamental movement skills to play a game i.e. musical statues. To further develop ball skills i.e. throwing.	To safely move large equipment such as carrying a wooden block (with adult supervision). To further development fundamental movement skills e.g. running and jumping.	-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.
Throughout year	To develop movement skills such as balancing, riding (scooter, trikes and bikes).						

Fine Motor Skills	To begin to use a comfortable grip when holding pens and pencils. To begin to use a range of fine motor equipment i.e. large tweezers to transfer, large threading beads. To begin to make marks (using large and small equipment).	To begin to hold scissors effectively and know how to use them.	To begin to use a dominant hand. To use a comfortable grip when holding pens and pencils with increasing control. To make marks (using large and small equipment).	To use a comfortable grip when holding pens and pencils with good control. To use a range of fine motor equipment i.e. large tweezers to transfer, large threading beads. To hold scissors effectively and know how to use them (i.e. to make snips in paper).	To use a dominant hand most of the time. To begin to form some letters correctly. To begin to use a tripod or effective grip.	-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.
Throughout year	Forest school					

Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, attention and understanding	To enjoy listening to shorter stories and begin to remember what happens after hearing them lots of times. To begin to understand a one part question or instruction. To learn familiar songs.	To enjoy listening to shorter stories, join in with repeated refrains and remember what happens after hearing them lots of times. To begin to understand ‘why’ questions – with lots of modelling and stem sentences.	To enjoy listening to shorter stories, join in with repeated refrains and remember what happens after hearing them lots of times.	To understand a one part question or instruction.	To enjoy listening to longer stories, join in with repeated refrains and remember what happens after hearing them lots of times. To begin to understand a two part question or instruction. To understand simple ‘why’ questions.	To understand a question or instruction that has two parts, such as “get your coat and wait at the door.” To understand ‘why’ questions.	-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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Speak in short sentences or phrases of 2 to 3 words. To begin to talk to other adults or children in the setting with support to continue it. Begin to use talk in play, effectively modelled and scaffolded by adults in the setting. To begin to pronounce most words correctly (as developmentally appropriate) and immerse children in new vocabulary to challenge their pronunciation. To teach children to begin to use social phrases and manners- good morning, please and thank you.	To be able to retell a short story. To begin to talk about a point of view or preference i.e. I like... (Using stem sentences).	To be able to retell a short story. To begin to talk about a point of view or preference i.e. I like... (Using stem sentences).	Speak in sentences of 3 to 4 words (key vocab modelled). To use talk in play, with some adult support when needed. To use talk with other adults or children in the setting with support to continue it.	To pronounce most words correctly (as developmentally appropriate) and immerse children in new vocabulary to challenge their pronunciation. To be able to re-tell a longer story. To talk about a point of view or preference i.e. I like... (Using stem sentences).	Use longer sentences of four to six words. To use talk in play. To use talk with an adult or other children and continue it for many turns.	-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, nonfiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past,

						present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Throughout year	Learn new vocabulary To use new vocabulary through the day. Use new vocabulary in different contexts. Learn rhymes poems and songs Engage in story times Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.					

SPECIFIC AREAS – Comprehension and Word Reading (Literacy)

***Also use guidance on Little Wandle Letters and Sounds website (Foundations for Phonics)**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	To listen to simple stories and understand what is happening, with the help of the pictures.		Begin to understand the five key concepts about printing -Printing has meaning -The names of different parts of the book (i.e. front cover) -Print can have different purposes -Page sequencing -We read English from left to right and from top to bottom To enjoy sharing a book in groups and 1:1 with an adult – beginning to use new vocabulary and conversation.	To show enjoyment in stories and join in with simple comprehension aspects of whole class reading (such a freeze framing). To enjoy sharing a book in groups and 1:1 with an adult – using some of the ways suggested in the LW guidance (Foundation for Phonics page 2).	To understand the five key concepts about print Print has meaning The names of different parts of the book (i.e. front cover) Print can have different purposes Page sequencing We read English from left to right and from top to bottom To enjoy sharing a book in groups and 1:1 with an adult – using some of the ways suggested in the LW guidance (Foundation for Phonics page 2). To show enjoyment in stories and begin to join in with simple comprehension aspects of whole class reading (such a freeze framing).	To enjoy sharing a book in groups and 1:1 with an adult – using some of the ways suggested in the LW guidance (Foundation for Phonics page 2). To show enjoyment in stories and join in with simple comprehension aspects of whole class reading (such a freeze framing).	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Word Reading	To begin to recognise their name with a picture (i.e. on their name peg).		Begin to hear sounds with the same initial sound (using LW games – Play with Sounds. Bertha the Bus, Name play, What’s in the box?)	To begin articulate sounds correctly (including playing voice sounds). To identify the mnemonics	To continue to identify mnemonics from the LW sounds (by exposure to them during sound games) To articulate sounds	To continue to identify mnemonics from the LW sounds (by exposure to them during sound games) To identify the mnemonics	-Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending.

		Begin to correctly identify the initial sound in words (using LW games – Play with Sounds. Bertha the Bus, Name play, What’s in the box?) To begin to identify the mnemonics from the LW sounds (by exposure to them during sound games) Begin to orally blend simple words (using LW oral blending games).	from the LW sounds (by exposure to them during sound games)	correctly (including playing voice sounds). To identify the mnemonics from the LW sounds (by exposure to them during sound games) To hear sounds with the same initial sound (using LW games – Play with Sounds. Bertha the Bus, Name play, What’s in the box?) To correctly identify the initial sound in words (using LW games – Play with Sounds. Bertha the Bus, Name play, What’s in the box?) To orally blend simple words (using LW oral blending games). To begin to recognise their name (without a picture).	from the LW sounds (by exposure to them during sound games) To recognise their name (without a picture).	-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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SPECIFIC AREAS – Writing (Literacy)

Writing	To enjoy mark making	Write the initial sound in their name. Begin to use some of their print knowledge and letter knowledge in early writing (i.e. writing a shopping list) – with lots of modelling from adults. To give some meaning to the marks they make.	Begin to write some letters accurately. To give meaning to the marks they make.	Continue to develop print knowledge and letter knowledge in early writing i.e. writing the initial sound correctly in their independently writing.	Write all of their name. Write some letters accurately. Develop print knowledge and letter knowledge in early writing i.e. writing the initial sound correctly in their independently writing.	-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. -Write simple phrases and sentences that can be read by others.
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SPECIFIC AREAS -Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Settling/ Nursery Rhymes	Once upon a time	Busy Bears	Splish Splash!	Ready Steady Grow!	Amazing Animals	

Past and Present	To begin to know there are different countries in the world (by celebrating where children come from). To discuss activities/ experiences from the past (sharing learning journals, photos of families, sharing weekend activities, daily calendar, festivals).	To discuss activities/ experiences from the past (sharing learning journals).	To begin to know there are different countries in the world (by celebrating where children come from).		To know that there are different countries in the world and talk about the differences they have experienced or seen in photos or books.	-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.
People, Culture and Communities	To begin to talk about their own family and who they live with (i.e. looking at family photos). To talk about how Christmas is celebrated (perform a concert for parents/carers, make Christmas cards)	To talk about how Lunar New Year is celebrated (and make simple comparisons to our New Year). – make Chinese food and listen to music To talk about the Hindu festival Holi and read the story (Bonfire in the garden and spraying colours).	To show an interest in different occupations. To talk about how Easter is celebrated (link to Spring and new birth, egg designs). To begin to understand about road safety (visit from police officers, educational visits local area).	To talk about their own family, who they live with and who else is in their family (i.e. using family photos). To talk about how Muslims celebrate Eid- focus on music, Eid cards and biscuits – EID celebration day.		-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between 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
The Natural World	To begin to explore how things work (i.e use of magnets when going for a nature walk) To plant seeds and care for growing plants (i.e planting seeds for The Enormous Turnip story)	Begin to explore materials with similar or different properties. Explore how things work. Use senses such as smell to explore natural materials.	Talk about what they see, using some of the new vocabulary taught. To begin to make predictions (floating and sinking).	To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant. To begin to understand the need to respect and care for the natural environment and all living things. To talk about the differences between materials and changes they notice. Zoolab visit Battersea Park visit – healthy eating picnic	Talk about what they see, using a widening vocabulary. To understand the key features of the life cycle of an animal (caterpillar). To explore materials with similar or different properties. Use all senses to explore natural materials.	-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 read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Throughout the term	To discuss activities/ experiences form the past (sharing learning journals) – UTW – past and present. To look at/ explore seasonal changes (discussing seasonal changes) Forest school Use of mud kitchen						
SPECIFIC AREAS -Expressive Arts and Design							
Artists: Jackson Pollock (Spring – Holi festival) Frida Kahlo (Summer)							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	To begin to experiment with materials (i.e. making salt dough Christmas decorations).		To begin to explore colour i.e. using crayons, pencils and paint. To experiment with different materials (i.e. junk modelling, paper and card) Begin to join materials using glue or tape. Show an interest in drawing.	To begin to name colours and explore with them (i.e. mixing colours for Holi festival). Artist – Jackson Pollock Begin to use explore different materials to develop ideas Begin to explore materials and decide what to make. Show an interest in drawing and begin to use it to represent ideas. Use drawing using some simple representations such as a circle for a face.	To explore colour i.e. using paint and begin to experiment with colour mixing. Use drawing with increasing complexity and detail, such as representing a face with a circle and including some facial details (link to drawing portraits and looking at the artist Frida Kahlo). Decide which materials to use to express ideas (i.e. making resources for the role play area).	Explore different materials freely and decide what to make. Explore different materials and decide how to use them. Use drawing to represent ideas.	-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.
Being Imaginative and Expressive	To begin to take part in simple pretend play. To begin to develop stories (after modelling) using small world (such as animals and dolls). To sing simple songs including nursery rhymes, usually joining in.		Continue to develop stories (after modelling) using small world (such as animals and dolls). Begin to make imaginative play with blocks and construction kits. To begin to experiment with musical instruments. To begin to use closed shapes with continuous lines. Begin to use closed shapes	To take part in simple pretend play, using an object to represent something. Remember and songs (including nursery rhymes). Sing a song in the same pitch as modelled. To listen to different sounds and begin to comments about them (i.e. what sound they think it is).	Begin to develop more complex stories using small world (such as animals and dolls). Make imaginative and complex play with blocks and construction kits. Sing the melodic shape of a song (i.e. moving melody up and down in response to how modelled by an adult). To model how to play musical instruments with	To create own songs or adapt a well-known song (i.e. changing a word or tune to a song). To play musical instruments with increasing control to express their feelings and ideas. To listen with increased attention to sounds.	-Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

		to represent objects.		increasing control. To create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listening to Islamic music		
Throughout the year	Keyboards, cameras, phones (to support roleplay) Beebots, ipads					

SPECIFIC AREAS – Maths

Skill	Autumn 1 rote counting to 5 a focus throughout main teaching through nursery rhymes and classroom context	Autumn 2 -rote counting to 10 a focus throughout main teaching through nursery rhymes and classroom context	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Week 1 Week 2 Week 3 Settling in To take part in finger rhymes with numbers. To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'.	Week 1 Number Sense – see separate weekly plan Number 1 -To recognise the amount of 1 -Recognise different representations for 1 -Watch related number blocks video	Week 1 Number Sense : See separate weekly plan Number 3 -To recognise the amount of 3 -Recognise different representations for 3 -Watch related number blocks video - to begin to compare quantities using language: 'more than', 'fewer than' independently within play	Week 1 -Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Week 1 -To continue to talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Week 1 -Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: 'more than', 'fewer than'.	ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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 Children at the expected level of development will: - 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;
		Week 2 Number Sense – see separate weekly plan Number 1 and 0 -To recognise the amount of 1 and 0 -Recognise different representations for 1 and 0 -Watch related number blocks video	Week 2 Number Sense: See separate weekly plan Number 3 -To recognise the amount of 3 -Recognise different representations for 3 -Watch related number blocks video - to begin to compare quantities using language: 'more than', 'fewer than' independently within play	Week 2 -To begin to talk about and explore 2D and 3D shapes (for example, circles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' in the context of constructing. "what is the same? What is different?" -Can begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc	Week 2 -To extend and create ABAB patterns - stick, leaf, stick, leaf	Week 2 -Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	
		Week 3 Number Sense – see separate weekly plan Number 2 -To recognise the amount	Week 3 Number Sense: See separate weekly plan Number 4 -To recognise the amount	Week 3 -To begin to talk about and explore 2D and 3D shapes (for example, rectangles, triangles and cuboids)	Week 3 -To notice and correct an error in a repeating pattern – engage children	Week 3 -Fast recognition of up to 5 objects, without having to count them individually	

		of 2 -Recognise different representations for 2 -Watch related number blocks video	of 4 -Recognise different representations for 4 -Watch related number blocks video - to begin to compare quantities using language: 'more than', 'fewer than' independently within play	-To use informal language 'sides', 'corners', 'straight', 'round' 'shape corner' 'pointy' 'curvy'. -To discuss "what is the same? What is different?". -To begin to combine shapes to make new ones - an arch, a bigger triangle etc.	in following and inventing movement and music patterns, such as clap, clap, stamp.	(subitising).	- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Week 4 To take part in finger rhymes with numbers. -To count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. -Begin to make comparisons between objects relating to capacity. (Full, empty, more, less). (Provision around the classroom)	Week 4 Number Sense – see separate weekly plan Number 2 -To recognise the amount of 2 -Recognise different representations for 2 -Watch related number blocks video	Week 4 Number Sense: See separate weekly plan Number 4 -To recognise the amount of 4 -Recognise different representations for 4 -Watch related number blocks video - To begin to compare quantities using language: 'more than', 'fewer than' independently within play	Week 4 -To understand position through words alone for – up, down, in front, behind, on top, underneath. Within the context of the classroom. "The bag is under the table,"-with no pointing. -Discuss routes and locations, using words like 'in front of' and 'behind'.	Week 4 -To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' 'after' 'before' 'everyday we' 'every evening we' -To talk about patterns of events in cooking, gardening, getting dressed etc. -To talk about sequence of events in stories 'earlier' 'later' 'afternoon' 'evening' 'night-time' 'too late' 'in a minute'	Week 4 - To experiment with their own symbols and marks as well as numerals.	
	Week 5 -To compare amounts, saying 'lots', 'more' or 'same' in real-life school context. -Begin to make comparisons between objects relating to size within a construction context. (Bigger/little/smaller', 'high/low', 'tall', 'heavy').	Week 5 -Solve real world mathematical problems with numbers up to 2 with adult modelling.	Week 5 Number Sense: See separate weekly plan Number 5 -To recognise the amount of 5 -Recognise different representations for 5 -Watch related number blocks video - To begin to compare quantities using language: 'more than', 'fewer than' independently within play	Week 5 -To make comparisons between objects relating to length e.g. <i>lining up ends of legths and streaightnein ribbens, discussing accuracy "is it exactly...?"</i>	Week 5 Number Sense -To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - To experiment with their own symbols and marks as well as numerals.	Week 5 -Recite numbers to 10 (songs etc)	
	Week 6 -To begin to talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' 'repeated', 'the same' 'over and over' etc.	Week 6- Begin to compare quantities using language: 'more than', 'fewer than' with small amounts with adult support.	Week 6- Number Sense: See separate weekly plan Number 5 -To recognise the amount of 5 -Recognise different representations for 5 -Watch related number blocks video -Begin to solve real world	Week 6- - To make comparisons between objects relating to length.	Week 6- Number Sense -To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - To experiment with their own symbols and marks as well as numerals.	Week 6-	

			mathematical problems with numbers up to 5.				
	Week 7 -Can begin to understand position through words alone (up, down, in front, behind, the bag in under the table) -Begin to describe a sequence of events, real or fictional, using words such as now.	Week 7 -Recite numbers to 10					

- Key**
PE taught in PE lessons
Reception links
Examples from theme
Technology
Educational Visits