



Curriculum Progression Document – Reception

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
Self-regulation	To recognise different emotions. To focus during short whole class activities. To follow one step instructions.	To express feelings appropriately. To begin to understand our school values. To begin to consider the feelings of others.	To focus during longer whole class lessons. To follow two step instructions.	To express feelings appropriately and consider the feelings of others.	To work towards a simple goal (i.e. making a model).	To follow more complex instructions. To express feelings appropriately and consider the feelings of others, controlling their emotions when faced with challenges.	-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 put on a coat independently. To explore the indoor and outdoor environment independently (modelled if needed). To use the toilet independently. To wash hands independently. To make a class charter together and begin to understand why it is important.	To know about and talk about how tooth brushing helps health and wellbeing. To know about and talk about how a good sleep routine helps health and wellbeing To talk about being a safe pedestrian and road safety (prior to local educational visit). To try new activities (i.e. going on a local educational visit).	To know about and talk about how regular physical activity helps health and wellbeing. To know about and talk about how healthy eating helps health and wellbeing. To discuss the class charter and know the difference between right and wrong.	To know about and talk about how sensible amounts of 'screen time' helps health and wellbeing. To practise doing up a zipper (i.e. on a coat). To practise doing buttons (i.e. on a coat). To know about and talk about how healthy eating helps health and wellbeing.	To spend a sustained period of time on an activity of their choosing. To know about and talk about how healthy eating helps health and wellbeing.	To put on a coat independently, including zipping or buttoning it up. To spend a sustained period of time on an activity of their choosing even when faced with a challenge (including showing perseverance and resilience).	-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 know and talk about what to do if you have a worry.						
Building relationships	To understand they are part of a class. To begin to take turns (with a timer if needed). To gain confidence to speak to peers and familiar adults. New children – to separate from parent or carer (with support if needed, building to independently in the first half term),	To form positive relationships and begin to develop friendships. To have positive relationships with all reception staff.	To see themselves as a valuable individual. To take turns with a little support.	To co-operate as part of a group (i.e. when completing an activity).	To think about the perspective of others To take turns independently. To begin to develop relationships with other adults around the school (i.e. when attending assemblies, inviting other members of staff to listen to their poems or get involved in their learning).	To have and be able to discuss friendships.	-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	Ball games	Gymnastics	Dance	Manipulating and co-ordinating objects (ball skills and team games)		
Gross Motor Skills	To practice fundamental movement skills e.g. walking and running. To introduce changing direction. To stop safely. To teach children the skills to manage the day successfully (lining up, lunchtimes).	To roll and track a ball. To practise throwing and catching a ball and begin to develop accuracy. To negotiate space successfully.	To practice fundamental movement skills: -To roll -To crawl -To hop -To jump -To climb To be taught how to use the large apparatus in the halls safely. To negotiate space successfully, including obstacles.	To practice fundamental movement skills: -To skip -To dance To understand a sequence of movements. Combine different movements with ease and fluency.	To throw, catch aim and pass a ball with increasing accuracy. To roll and track a ball towards a target with increasing accuracy.	To further develop and refine ball skills including throwing, catching, kicking, passing, batting and aiming.	-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 the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE. Use core muscles to achieve a good posture when sitting at a table or on the floor.						
Fine Motor Skills	To use a dominant hand. To begin to use a tripod or effective grip. To use a range of fine motor equipment i.e. large tweezers to transfer, large	To hold scissors correctly. To mark make using different shapes (using large and small equipment).	To use a tripod or effective grip. To use a range of fine motor equipment i.e., small threading beads, small pegs.	To accurately draw lines, circles and shapes to draw pictures. To form most of the letters taught correctly.	To confidently use small tools (i.e. paintbrushes, cutlery etc.) accurately. To always use a tripod or effective grip. To form almost all the	To use a hammer and saw more independently. To use a screwdriver. To create drawings with detail.	-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, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.

	threading beads. To begin to use small tools (i.e. paintbrushes, cutlery etc.) accurately.		To use small tools (i.e. paintbrushes, cutlery etc.) accurately. To begin to accurately draw lines, circles and shapes to draw pictures.		letters taught correctly.		
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Throughout year

Forest school – to learn how to use a hammer and saw safely.

Explicitly taught in PE lesson

Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, attention and understanding	To understand how to listen carefully. To know why listening is important. To begin to understand 'why' questions.	To engage with story times and begin to join in with repeated refrains and or actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more (using prompts if needed). To have conversations with teachers and peers. (With support and modelling).	To understand how and why questions.	To begin to understand questions such as who, what, where, when, why and how. To have conversations with teachers and peers.	To understand questions such as who, what, where, when, why and how.	-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	To use stem sentences to ensure children use more than one word to answer questions. To teach children to use social phrases and manners- good morning, please and thank you. To use sentences of four to six words during conversations or play.	To understand what a question is (provide stem sentences). Begin to describe events (i.e. going on an educational visit) using picture prompts and stem sentences. Using future and past tense. To understand what a non-fiction book is.	To say sentences using connectives such as and. To use social phrases and manners- good morning, please and thank you. To describe events (i.e. going on an educational visit) using picture prompts and stem sentences. Using future and past tense.	To ask questions to find out more and to check they understand what has been said to them. Describe events in detail, using photos or similar (using future or past tense).	Connect one idea or action to another using a range of connectives. Listen to and talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To explain how things work and why they might happen.	-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 carefully to rhymes and songs, paying attention to how they sound. Use talk to help work out problems and organise thinking and activities.
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SPECIFIC AREAS – Comprehension and Word Reading (Literacy)							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Word Reading – Follow Little Wandle Progression Guidance							- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension	To show enjoyment in stories and join in with simple comprehension aspects of whole class reading.	To begin to anticipate key events in the story or how the story might end.	To show enjoyment in stories and join in with simple comprehension aspects of whole class reading by offering	To retell a simple story (once a deep familiarity has been developed). To anticipate key events in the story or how the story might end.	To retell a simple story (once a deep familiarity has been developed), some as exact repetition and some as exact words.		- 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
Throughout year	Use vocabulary from books, rhymes and poems during their independent play (including models and scaffolds by adults in the setting).						

SPECIFIC AREAS – Writing (Literacy)							
Writing *see links in fine motor section. Formation of letters – include upper and lower case	To write their name To begin to form some letters correctly (i.e. in their name). To hear, say and write the initial sound in words.	To write their name, with most of the letters correctly formed. To form some taught letters correctly. To hear, say and write the initial and other sounds in	To form most of the letters taught correctly. To hear, say and write the initial and other sounds in words (with a specific focus on taught sounds in progression)	To write their name, with all the letters correctly formed. To form most of the letters taught correctly. To begin to use finger spaces when writing a	To form almost all the letters taught correctly. To use finger spaces when writing a simple sentence. To write short sentences using a capital letter and a	To form almost all the letters taught correctly. To correctly write some taught tricky words. To re-read what they have written to check it makes sense.	- 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.

		words (with a specific focus on taught sounds in progression)	To begin to write short sentences or phrases (with a specific focus on taught sounds in progression). To correctly write some taught tricky words.	simple sentence. To write short sentences using a capital letter and sometimes using a full stop. To correctly write some taught tricky words.	full stop. To correctly write some taught tricky words. To re-read what they have written to check it makes sense.	To write short sentences using a capital letter and a full stop.	
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Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Me and my community	Reach for the skies	On the move	Dinosaurs	Minibeasts	Once upon a time..	
Past and Present	To compare and contrast characters from stories. (During story time and book used in literacy lessons) To talk about the occupations of people in their community (know the role of the emergency services).	To compare and contrast characters from stories/ non-fiction texts. (During story time and book used in literacy lessons, including Tim Peake and Neil Armstrong) Year 1 Autumn 1 The Royal Family (History) Compare and contrast the coronation of Queen Elizabeth and Queen Victoria To begin to know about similarities and differences between now and in the past (today/yesterday/last week etc)	To compare and contrast characters from stories. Including figures from the past (During story time and book used in literacy lessons) Year 1 Autumn 1 The Royal Family (History) Compare and contrast the coronation of Queen Elizabeth and Queen Victoria To begin to know about similarities and differences between now and in the past (old forms of transport)	Compare and contrast characters from stories. Including figures from the past. Historic figure – Mary Anning Year 1 Autumn 1 The Royal Family (History) Compare and contrast the coronation of Queen Elizabeth and Queen Victoria To create pictorial time line of – -Dinosaurs – Queen’s coronation – Reception being born – Now Andrew supporting computing	Compare and contrast characters from stories. Including figures from the past. (Including Royal Family) Year 1 Autumn 1 The Royal Family (History) Compare and contrast the coronation of Queen Elizabeth and Queen Victoria	Compare and contrast characters from stories. Including figures from the past. (Including Royal Family) Year 1 Autumn 1 The Royal Family (History) time line with Queen Elizabeth and Queen Victoria’s reigns.	-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	Talk about members of their immediate family and community. (Who are you? by Smriti Halls- drawing family portrait and visit to firestation) Year 1 Autumn 1 RE Belonging Name and describe people who are familiar to them. To know we live in London (looking at giant maps of the school and local area)	To talk about how Hindus celebrate Diwali (story of Rama and Sita, making Rangoli patterns) To talk about why the nativity is celebrated. Year 1 link to RE Autumn 2 Comparing how different countries celebrate Christmas (reading the Chrsitmas story, looking at a bible, making tree decorations, songs for the xmas concert)	Talk about members of the community (Transport) Draw information from a simple map. (Transport visit to Chelsea Bridge, use of beebots) Use beebots & maps – Andrew supporting Year 1 Maps to locate countries and capital cities in UK and Rio. Spring term. Geography To talk about how Lunar	To talk about how and why Christians celebrate Easter. Year 1 link to Spring 2 RE Easter story	To talk about how and why Muslims celebrate EID (including learning songs for EID celebration, special books, including Qur’an, henna designs) Recognise some environments that are different to the one in which they live.	To talk about how MayDay is celebrated (Traditional Maypole music and dancing) Recognise some similarities and differences between life in this country and life in other countries.	-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

		Understand that some places are special to members of their community (link to Churches, mosques and Temples) Talk about members of the community (including trip to post office) Year 1 link to RE Belonging Autumn 1 Recognise some environments that are different to the one in which they live (through stories and non-fiction texts). Year 1 link to Spring 2 Geography comparing similarities and differences between London and Rio. VR headsets to explore space.	New Year is celebrated around the world. (read the story of how the years got their animal names, compare celebrations in different countries) Recognise some similarities and differences between life in this country and life in other countries. (link to Bobo Road book, looking at other West African countries – separate lesson)				life in this country and life in other countries, drawing on knowledge from stories, non-fiction
Throughout	-Comment on images of familiar situations in the past. (Looking through learning journals, looking at pictures of visits in the past, theme days. Link to using past, present and future tense) -Recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas, Lunar New Year, Easter, Eid, MayDay, Bonfire Night)						
The Natural World	To respect and care for the natural environment (whole group forest school) and explicit teaching for outdoor area).	To know about and recognise the signs of Autumn. Year 1 Science seasonal changes To respect and care for the natural environment (whole group forest school) and explicit teaching for outdoor area).	To know about and recognise the signs of Winter. Year 1 Science seasonal changes To begin to understand some important processes including states of matter (freezing/ melting).	To know about and recognise the signs of Spring. Year 1 Science seasonal changes	-Explore the natural world. (Including making observations and drawing pictures of animals and plants) Year 1 Science features of plants Spring 1 and features of animals Spring 2 To plant seed, watch them grow and discuss the changes. Year 1 Spring 1 Science plants To make observational drawings of plants and discuss the different parts of a plant. Year 1 Spring 1 Science plants To know about the features of own immediate environment and how they might vary from another. (looking at non-fiction texts of minibeast habitats around the world)	-Explore the natural world, (including making observations and drawing pictures of animals and plants) Year 1 Science features of plants Spring 1 and features of animals Spring 2 To know about and recognise the signs of Summer. Year 1 Science seasonal changes To know about the features of own immediate environment and how they might vary from another. (Link to Bringing the Rain to Kapati plain, looking at other West African countries) Year 1 link to Spring 2 Geography comparing London and Rio and Summer 1 comparing	-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.

					with a specific focus on South America) Year 1 Spring Geography, comparing London to South America To identify and discuss minibeasts and other animals. Zoo Lab visit (taking pictures as a way of researching)	Littlehampton coast to Port Eynon in Wales To understand some important processes including states of matter (freezing/ melting)	
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Termly	Forest school experiences
Throughout term	-Explore the natural world (Forest School, creative table) -Describe what they see, hear and feel whilst outside.

SPECIFIC AREAS -Expressive Arts and Design

Artists

Yayoi Kusama (Autumn)

Piet Mondrian (Spring)

Monet (Summer)

Skill	Autumn 1 Junk model fire engines	Autumn 2 Space painting	Spring 1 Salt dough cooking	Spring 2 Printing- dinosaur footprints	Summer 1 Bug hotel	Summer 2 Drawing houses (Three little pigs)	Early Learning Goal
Creating with Materials	To name colours. To role play using given props and costumes. To begin to explore different techniques for joining materials (i.e. using glue sticks, masking tape). Artist – Yayoi Kusama (making 3D objects using junk modelling and decorating using pippets and sponges) Year 1 Autumn 2 DT Designing and building drawbridges To begin to create simple representations of people and objects. To draw with pencils and crayons.	To use colours for a particular purpose. To experiment with mixing colours. To share their creations.	To explore different techniques for joining materials (i.e. using glue sticks, masking tape). Year 1 Autumn 2 DT Designing and building drawbridges To experiment with different mark making tools such as art pencils, pastels and chalk. To create simple representations of people and objects. To draw with pencils, crayons, Artist – Piet Mondrian. Link lines to Tube map Year 1 Autumn 1 Primary Colours.	To share their creations and talk about the process. Year 1 link to Art and DT throughout the year- sharing and evaluating their work To make props for different role play situations.	To explore different techniques for joining materials (i.e. using glue sticks, masking tape, tape, split pins). Year 1 Summer 1 The Seaside Art (collage) To plan and discuss what they are going to make. Year 1 link Autumn 2 DT Planning design of drawbridge and Spring 2 design of hand puppet. To know how to work safely and hygienically. Educational visit to Tesco – buy fruit and make fruit kebabs. Link to Hungry Caterpillar & healthy eating To create observational	To use tools to cut and join wood (link to using hammers and screwdrivers in fine motor section). To begin to know which primary colours you mix together to make secondary colours. (Link for 2022/23?)	-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.

					drawings. Artist – Monet, observational drawings using finger prints and leaves Year 1 link to Autumn 1 art portraits		
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Throughout term	Use ipads & apps to create art work – discuss e safety and being safe online Resources in roleplay eg phones and cameras Beebots IWB games such as busy things Andrew (computing specialist) supporting in Spring 1 and 2						
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Being Imaginative and Expressive	To sing in a group (including nursery rhymes). To begin to listen to different music and move to it. To begin to recount narratives and stories as a class or with peers.	To experiment with different instruments and different sounds. To rehearse and perform songs in the Christmas play. To begin to build up a repertoire of songs.	To sing in a group or on their own, increasingly matching the pitch and following the melody. To develop storylines or narratives in their play. To listen to different music, talk about it and move to it. (Dragon dance linked to Lunar New Year discussions)	To watch and talk about dance. To explore and engage in dance, performing solo or in groups.	To listen attentively, move to and talk about music, expressing their feelings and responses. To explore and engage in music making, performing solo or in groups.	To join in with KS1 singing assemblies. To watch and talk about dance and performance art, expressing their feelings and responses. (maypole dancing)	-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
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SPECIFIC AREAS – Maths

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Week 1 	Week 1 Positional and direction -Understand position through words alone - for example, "The bag is under the table,"-with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'.	Week 1 To understand one more/ one less -Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or is taken away. -Provide staircase patterns which show that the next counting number includes the previous number plus one.	Week 1 Composition of numbers to 10: 1, 2 and 3 To have a deep understanding of the above numbers and understand how they can be made. -Provide visual models of numbers e.g on dice, fingers, ten frames. Model conceptual subitising, "well, there are 2 here and 1 there so there must be 3". Emphasise parts within a	Week 1 Composition of numbers to 10: 9 and 10 To have a deep understanding of the above numbers and understand how they can be made. -Provide visual models of numbers e.g on dice, fingers, ten frames. Model conceptual subitising, "well, there are 2 here and 1 there so there must be 3". Emphasise parts within a whole, "There are 3 eggs	Week 1 Shape/ spacial reasoning skills -Use high quality pattern, building sets. Challenge chn to copy increasingly complex 2D pictures and patterns with the 3D resources. -"I bet you can't add an arch on that" or "Maybe tomorrow someone will build a staircase". -Complete a range of jigsaws	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

				whole, "There are 3 eggs in an incubator, 2 have hatched, 1 has not".	in an incubator, 2 have hatched, 1 has not".		(including subtraction facts) and some number bonds to 10, including double facts.
	Week 2 Baseline assessments – number and pattern Maths input on number e.g. recognising, subitising, counting and identifying numerals of 0, 1 and 2.	Week 2 Number Sense: See separate weekly plan Number 6 -To recognise the amount of 6 -Recognise different representations for 6 -Recognise and show different ways to make 6 – working systematically -Recognise what 6 looks like in a ten frame? -Double facts to 6 Assessment outcome- To be able to independently represent 6 in a variety of ways.	Week 2 Comparing quantities- Greater than/ less than -To be able to recognise when one quantity is greater than/ less than another. Use examples where you compare 'bigger items' to 'smaller items' where you have less bigger items to draw attention to the number not the size e.g. whats greater? 2 cushions or 4 pencils? Ensure the numbers are also compared as numerals.	Week 2 Composition of numbers to 10: 4 and 5 To have a deep understanding of the above numbers and understand how they can be made. -Provide visual models of numbers e.g on dice, fingers, ten frames. Model conceptual subatizing, "well, there are 3 2 here and 1 there so there must be 3". Emphasise parts within a whole, "There are 3 eggs in an incubator, 2 have hatched, 1 has not".	Week 2 Automatic recall of number bonds: 6, 7 and 8 To be able to automatically recall the number bonds to 8 (including subtraction facts). -hands on experinces of partitioning and combining numbers in different contexts, and seeing subatizing patterns. -play hiding games with a number of objects under a box, "A wen into the box and 3 came out. I wonder how many are still there?" -Spot oportunites for children to apply number bonds, "There are 5 of us but only 2 clipboards. How many more do we need?".	Week 2 Length and Height Make comparisons between objects relating to size, length, Model comparativce laungaue using 'than' and encourage children to use this vocabulary. E.g. "This is longer than that." "what happens when you stretch dough?" "Are these ribbens exactly the same length?" •Longer than •Shorter than •The same as •Equal •Taller	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; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Week 3 Number Sense: See separate weekly plan Number 3 -To recognise the amount of 3 -Recognise different representations for 3 -Recognise and show different ways to make 3 – working systematically -Recognise what 3 looks like in a ten frame -Double facts up to 3 Assessment outcome- To be able to independently represent 3 in a variety of ways. -Subitising small groups to 3(including 1 and 2) as a focus throughout main teaching/ provision/display	Week 3 Number Sense See separate weekly plan Number 7 -To recognise the amount of 7 -Recognise different representations for 7 -Recognise and show different ways to make 7 – working systematically -Recognise what 7 looks like in a ten frame? -Double facts to 7 Assessment outcome- To be able to independently represent 7 in a variety of ways.	Week 3 Comparing quantities- Less than/ greater than/ the same -To be able to recognise when one quantity is less/ more or the same than one another. 'the same as', 'equal to', 'more than', 'less than' ' - Distribute items evenly, e.g. put 3 items in the bag or give the same number of fruit pieces to each child. Make deliberate mistakes to provoke discussion. Ensure the numbers are also compared as numerals.	Week 3 Composition of numbers to 10: Subtraction facts to 5 To be able to recall and understand the subtraction facts to 5. -Provide visual models of numbers e.g on dice, fingers, ten frames. Model conceptual subatizing, "well, there are 3 2 here and 1 there so there must be 3". Emphasise parts within a whole, "There are 3 eggs in an incubator, 2 have hatched, 1 has not".	Week 3 Automatic recall of number bonds: 9 and 10 To be able to automatically recall the number bonds to 10 (including subtraction facts). -hands on experinces of partitioning and combining numbers in different contexts, and seeing subatizing patterns. -play hiding games with a number of objects under a box, "A wen into the box and 3 came out. I wonder how many are still there?" -Spot oportunites for children to apply number bonds, "There are 5 of us but only 2 clipboards. How many more do we need?".	Week 3 Capacity Make comparisons between objects relating to capacity. Model comparativce laungaue using 'than' and encourage children to use this vocabulary. E.g. "This has more water than that." "Could you make this puddle larger?" •More than •Less than •Equal •The same as "this has more <u>than</u> that" "what if I pour the jugful into the teapot?"	

	Week 4 Number Sense: See separate weekly plan Number 4 -To recognise the amount of 4 -Recognise different representations for 4 -Recognise and show different ways to make 4 – working systematically -Recognise what 4 looks like in a ten frame -Double facts to 4 Assessment outcome- To be able to independently represent 4 in a variety of ways. -Subitising small groups to 4(including 1, 2 and 3) as a focus throughout main teaching/provision/display	Week 4 Number Sense See separate weekly plan Number 8 -To recognise the amount of 8 -Recognise different representations for 8 -Recognise and show different ways to make 8 – working systematically -Recognise what 8 looks like in a ten frame? -Double facts to 8 Assessment outcome- To be able to independently represent 8 in a variety of ways.	Week 4 Patterns in number to 10- Distributing evenly -To be able to distribute an amount evenly between groups.	Week 4 Automatic recall of number bonds: 1, 2 and 3 To be able to automatically recall the number bonds to 3 (including subtraction facts). -hands on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. -play hiding games with a number of objects under a box, “^ wen into the box and 3 came out. I wonder how many are still there?” -Spot oportunites for children to apply number bonds, “There are 5 of us but only 2 clipboards. How many more do we need?”.	Week 4 Counting to 20 and beyond To be able to recognise the pattern of the counting system and verbalise this. To be able to identify patterns in numbers from 11-20: even and odds, double facts, representing the numbers etc.	Week 4 Compare numbers
	Week 5 Number Sense: See separate weekly plan Number 5 -To recognise the amount of 5 -Recognise different representations for 5 -Recognise and show different ways to make 5 – working systematically Recognise what 5 looks like in a ten frame? -Double facts to 5 Assessment outcome- To be able to independently represent 5 in a variety of ways. -Subitising small groups to 5(including 1 and 2) as a focus throughout main teaching/provision/display	Week 5 Number Sense: See separate weekly plan Number 9 To recognise the amount of 9 Recognise different representations for 9 Recognise and show different ways to make 9 – working systematically Recognise what 9 looks like in a ten frame? Assessment outcome- To be able to order all the numerals to 9 and begin to write them independently. To be able to compare the numbers 0-9 and discuss which have a bigger or smaller amount. -To begin to compare by saying which number is one more or one less for the numbers 0-9	Week 5 Patterns in number to 10- Evens and odds -To be able to identify even and odd numbers to 10.	Week 5 Automatic recall of number bonds: 4 and 5 To be able to automatically recall the number bonds to 5 (including subtraction facts). -hands on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. -play hiding games with a number of objects under a box, “^ wen into the box and 3 came out. I wonder how many are still there?” -Spot oportunites for children to apply number bonds, “There are 5 of us but only 2 clipboards. How many more do we need?”.	Week 5 Automatic recall of number bonds: to 5 in real life context To be able to automatically recall the number bonds to 5 (including subtraction facts) and use these in a context. -hands on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. -play hiding games with a number of objects under a box, “^ wen into the box and 3 came out. I wonder how many are still there?” -Spot oportunites for children to apply number bonds, “There are 5 of us but only 2 clipboards. How many more do we need?”.	Week 5 Money – shopping with coins Role play- shop with coins. Emphasis on 1,2 5 and 10p coins. How do we use money in real life? Focus on 1ps – one-to-one correspondence. Can you count out the amount of pennies you need to buy...? Build enough 1ps to make the amount 10p/5p etc. Can you exchange 5, 1p coins for a 5p? What colours are the coins? Are they the same size? What numerals can you see on the coins? Which coin do you think is worth the most? Why?

	Week 6- 2D shapes -To be able to describe 2d shapes using mathematical terms -To be able to select a particular named 2d shape -To be able to select, rotate and manipulate shapes in to build or make patterns. -Encourage children to play freely with blocks, shapes. Ask questions such as "What's the same? What's different?" Encourage language such as 'pointy' 'sharp corner' 'curvy'.	Week 6- Number Sense: See separate weekly plan Number 10 -To recognise the amount of 10 -Recognise different representations for 10 -Recognise and show different ways to make 10 – working systematically Recognise what 10 looks like in a ten frame? Assessment outcome- To be able to independently represent 10 in a variety of ways.	Week 6- Shapes -To be able to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc - combine shapes to make new ones – an arch, a bigger triangle - provide a variety of construction materials like blocks, interlocking bricks. Talk about shapes and how their properties suit their purpose. Provide shapes that combine to make other shapes such as pattern blocks. Discuss different designs children make. "Where would this triangular one go? Does it fit in the box?"	Week 6- Composition of numbers to 10: 6, 7 and 8 To have a deep understanding of the above numbers and understand how they can be made.	Week 6- Automatic recall of number bonds: to 10 in real life context To be able to automatically recall the number bonds to 10 (including subtraction facts) and use these in a context. -hands on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns. -play hiding games with a number of objects under a box, "4 went into the box and 3 came out. I wonder how many are still there?" -Spot opportunities for children to apply number bonds, "There are 5 of us but only 2 clipboards. How many more do we need?".	Week 6- Weight Make comparisons between objects relating to weight. Model comparative language using 'than' and encourage children to use this vocabulary. E.g. "This is heavier than that." •Heavier than •Lighter than •The same as •Equal	
	Week 7 Pattern and continuing patterns -Copying patterns -Continuing patterns -Identifying the repeat in the pattern ABAB ABBABB ABCABC -Creating patterns ABAB ABBABB ABCABC - Evidence of creating a pattern for each child. AB and ABB. Can children identify the type of pattern? - Challenge of more complex pattern and correcting an error	Week 7 -Consolidation of number bonds up to 10 -Rote counting to 20 and beyond -To be able to recognise the pattern of the counting system and verbalise this.				Week 7 Recognising and counting to 20 and beyond and representing numbers to 20 To be able to recognise the pattern of the counting system and verbalise this. To be able to represent numbers from 11-20.	

Key

PE taught in PE lessons

Year 1 Links

Examples from theme

Technology

Educational Visits