

ST NEOT PRIMARY SCHOOL EYFS ROLLING PROGRAMME

Please Note: The Characteristics of Effective Teaching and Learning will be embedded throughout the Continuous Provision opportunities offered daily.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Once upon a time.	Family and Festivals	Homes	Gardens	Under the Sea	Minibeasts
Focus Books and Genres	<p>We're Going To Find The Monster! by Malorie Blackman and Dapo Adeola Outcome: retelling and labels</p> <p>After The Fall by Dan Santat Outcome: instructions</p> <p>Alliteration</p>	<p>The Three Little Pigs by Mara Alperin Outcome: label a plan and attempt a simple caption</p> <p>Stuck by Oliver Jeffers Outcome: lists and letters</p>	<p>Let's All Creep Through Crocodile Creek by Jonny Lambert Outcome: create a story map</p> <p>Simon Sock by Sue Hendra and Paul Linnet Outcome: lists and simple sentences</p> <p>Rhyming Words</p>	<p>The Pirates Are Coming! by John Condon Outcome: retell/ rewrite from character POV</p> <p>Jack And The Beanstalk by Ed Bryan Outcome: lists and sentences</p>	<p>The Whale Who Wanted More by Rachel Bright Outcome: retell/ rewrite of the story</p> <p>Rainbow Fish by Marcus Pfister Outcome: describing and retelling story</p> <p>Acrostic Poems</p>	<p>Romeosaurus And Juliet Rex by Mo O'Hara Outcome: re-write of the story</p> <p>What The Ladybird Heard by Julia Donaldson Outcome: simple story and factsheet</p> <p>Shape Poems</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when) to find out more and to check they understand what has been said to them. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when) to find out more and to check they understand what has been said to them. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why) to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why) to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why, how do you know) to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why, how do you know) to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new</p>

					knowledge and vocabulary.	knowledge and vocabulary.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
Physical Development	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including:

	different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Literacy	<p>Reading and Phonics Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Reading and Phonics Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Reading and Phonics Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
Mathematics	<u>Counting</u> Chant numbers in order 1–10.		<u>Counting</u> Chant numbers in order 1–20.		<u>Counting</u> Count to find out how many in a set of moveable items up to 20,	

<p>Chant numbers in order 1–20. Recognise numerals 1–5. Recognise numerals 1–10. Recognise numerals 1–20. Count to find out how many in a set up to 5, matching spoken numbers to objects (including irregular arrangements). Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements). Begin to write numerals 1–5. Begin to write numerals 6–10. Count actions or images or items which cannot be moved, e.g. claps, dotted cards, bricks in a tower. Estimate a set of objects or images up to 10. Begin to use the language of more and fewer to compare sets of objects. Begin to compare and order numbers to 10.</p> <p><u>Addition and Subtraction</u> Say the number one more than a given number up to 10. Say the number one less than a given number up to 10. Recognise up to six fingers or dots on a dice/domino without counting. Partition a set of five objects into two sets. Partition a set of six objects into two sets. Begin to read and understand number sentences. Begin to know number pairs to 5 by heart.</p> <p><u>Multiplication and Division</u></p> <p><u>Shape and Space</u> Begin to use mathematical names for 2D shapes: circle, triangle, square, rectangle. Say how many sides and corners a simple 2D shape has. Select a particular 2D shape and use mathematical terms to describe it. Begin to use the language of position to describe a simple location, e.g. behind or next to. Move an object into position following a simple instruction, e.g. under the table.</p> <p><u>Measures</u> Compare two lengths or heights using direct comparison. Order three or four items in relation to length or height. Understand that the capacity of a container is a measure of how much it holds. Compare two capacities using direct comparison and using the language of full, half-full and empty. Begin to use mathematical vocabulary associated with measures, e.g. longer, shorter, taller. Recite the days of the week in order. Use everyday language related to time, e.g. morning, afternoon,</p>	<p>Chant numbers in order beyond 20. Recognise numerals 1–10. Recognise numerals 1–20. Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements). Count to find out how many in a set up to 20, matching spoken numbers to objects (including irregular arrangements). Write numerals 1–10. Count actions or images or items which cannot be moved, e.g. claps, dotted cards, bricks in a tower. Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting. Recognise zero as the empty set. Order numbers to 20. Compare two numbers, classifying the largest and the smallest. Recognise that teen numbers are ten and some more. Begin to identify even and odd numbers.</p> <p><u>Addition and Subtraction</u> Say the number one more than a given number up to 10. Say the number one more than a given number up to 20. Say the number one less than a given number up to 10. Say the number one less than a given number up to 20. Recognise up to six fingers or dots on a dice/domino without counting. Partition a set of up to 10 objects into two sets. Recognise and write number sentences using addition and equals signs; begin to recognise subtraction signs in number sentences. Know number pairs to 5 by heart. Know number pairs to 6 by heart. Begin to know number pairs to 10 by heart.</p> <p><u>Multiplication and Division</u> Count in twos from 0 to 20 (whisper counting); begin to recognise the pattern. Double numbers to 5 using fingers and objects. Halve even numbers to 10 using fingers and objects. Recognise and use the terms double and half and halve Begin to halve 1 and 3 by cutting cakes in half.</p> <p><u>Shape and Space</u> Begin to use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder. Select a particular 3D shape and use mathematical terms to describe it. Recognise line symmetry in pictures, images and simple shapes. Begin to know left and right. Follow and give directions using left, right, forward and back. Use the language of position and direction, e.g. forward, back, over, under, above, below, in front of, behind.</p>	<p>matching spoken numbers to objects (including irregular arrangements). Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting. Order numbers to 20. Compare two numbers, classifying the largest and the smallest. Count up to 100, including marking actions or images or items which cannot be moved, e.g. claps, steps, dotted cards, bricks in a tower. Recognise zero as the empty set. Recognise that teen numbers are ten and some more. Write numerals 1–20. Identify even and odd numbers. Count back from 20 to zero.</p> <p><u>Addition and Subtraction</u> Recognise and write number sentences using addition and equals signs. Recognise and write number sentences using subtraction and equals signs. Say the number one less than a given number up to 20 and count back from any given number up to 20. Say the number one more than a given number up to 20 and count on from any number up to 20. Add 2, 3 or 4 to any number up to 20. Subtract 2, 3 or 4 from any number up to 20. Solve practical problems involving addition. Solve practical problems involving subtraction. Know number pairs to 5 by heart. Know number pairs to 6 by heart. Know number pairs to 10 by heart. Partition a set of up to 10 objects into two sets.</p> <p><u>Multiplication and Division</u> Share up to 20 objects (multiples of 4) between four people. Double numbers to 5 using fingers and objects. Double numbers to 10 using fingers and objects. Halve even numbers to 10 using fingers and objects. Halve even numbers to 20 using fingers and objects. Recognise and use the terms double and half and halve. Begin to count in fives from 5 and recognise the pattern. Count in twos from 0 to 20 and recognise the pattern. Begin to count in tens from 10 to 100 and begin to recognise the pattern.</p> <p><u>Shape and Space</u> Use mathematical names for 2D shapes: circle, triangle, square, rectangle. Say how many sides and corners a simple 2D shape has. Select a particular 2D shape and use mathematical terms to describe it.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>evening, lunchtime, after two sleeps, yesterday, today and tomorrow. Talk about their daily routine using key vocabulary; order and sequence familiar events. Begin to recognise the seasons. Begin to recognise coins and to understand that different coins have different values.</p> <p><u>Pattern</u> Copy, continue and begin to create repeating patterns of objects, colours, shapes, sounds and actions.</p>		<p><u>Measures</u> Compare and order two, three or more lengths or heights. Measure a length or height using uniform non-standard units, e.g. plastic bricks. Use and understand the language of length: longer, shorter, taller, etc.. Compare two weights using balances. Use and understand the language of weight: heavier, lighter, etc.. Begin to weigh items using uniform non-standard units, e.g. counting bears. Recite the days of the week in order. Say which day it is today, was yesterday and will be tomorrow. Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow. Match key times of the day to o'clock times, e.g. school starts at 9 o'clock. Recognise that we use digital and analogue clocks to tell the time. Begin to recognise units of time: minutes, hours, days, months and years. Begin to recognise the months of the year and recite in order. Recognise and name coins 1p-£2. Begin to compare and order coins according to value. Begin to make small amounts using two or three coins.</p> <p><u>Pattern</u> Copy, continue and create repeating patterns of objects, colours, shapes, sounds and actions.</p>		<p>Use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder. Select a particular 3D shape and use mathematical terms to describe it.</p> <p><u>Measures</u> Recite the days of the week in order and say which day was yesterday and will be tomorrow. Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow. Match key times of the day to o'clock times, e.g. school starts at 9 o'clock. Recognise that we use digital and analogue clocks to tell the time. Begin to recognise units of time: minutes, hours, days, weeks, months and years and the relationship between them, e.g. seven days in a week, four weeks in a month. Recognise and name coins 1p-£2 and begin to compare and order coins according to value. Begin to make small amounts using two or three coins. Use and understand the language of length: longer, shorter, taller; compare/order two, three or more lengths or heights. Measure a length or height using uniform non-standard units, e.g. plastic bricks. Use and understand the language of weight: heavier, lighter; compare two weights using balances. Begin to weigh items using uniform non-standard units, e.g. blocks. Understand that the capacity of a container is a measure of how much it holds. Compare two capacities using direct comparison and using the language of full, half-full and empty. Begin to measure capacity using uniform non-standard units, e.g. spoonfuls, cupfuls.</p> <p><u>Pattern</u></p>	
Understanding the World	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>

	<p>and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>	<p>different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>
Expressive Arts and Design	<p>Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>