



RECEPTION

LONG TERM KNOWLEDGE AND SKILLS PROGRESSION BY AREA OF LEARNING AND DEVELOPMENT

Our Curriculum Opportunities will allow children to develop the following skills and knowledge in each of the following areas.

Communication and Language

Term	AUTUMN		SPRING		SUMMER	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand and retell familiar stories and rhymes Listen 1-1 or in a small group (Development Matters) Demonstrate understanding by responding to specific instructions eg during tidy up time (Development Matters) Listen to stories with increasing attention and recall (Development Matters) 		<ul style="list-style-type: none"> Understand and retell familiar stories and rhymes Listens and respond to what others say (Development Matters) Are able to 'chat and do' simultaneously. (Development Matters) 		<ul style="list-style-type: none"> Understand and retell familiar stories and rhymes Listen during whole class teacher input and during a range of different contexts eg visitors, assembly. (10 minutes) 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. (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG) 	

			<ul style="list-style-type: none"> • Hold conversation when engaged in back and forth exchanges with their teacher and peers. (ELG)
Speaking	<ul style="list-style-type: none"> • <i>Retell stories, rhymes and poems</i> • <i>Use new vocabulary in different contexts. (Development Matters) focusing on selected 'wonderful words' in the text.</i> • <i>To develop narratives based on familiar experiences.</i> • <i>Begin to speak in front of a familiar group.</i> • <i>Begin to speak in simple / well-formed sentences.</i> 	<ul style="list-style-type: none"> • <i>Retell stories, rhymes and poems</i> • <i>Use new vocabulary in different contexts. (Development Matters) focusing on selected 'wonderful words' in the text.</i> • <i>To begin to create narratives around the resources available.</i> • <i>Begin to use past tenses and plurals and some irregular grammar accurately.</i> • <i>To continue to learn and use new vocabulary connected to current learning.</i> • <i>Begin to speak in more complex sentences adding detail using connectives (Development Matters)</i> 	<ul style="list-style-type: none"> • <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Development Matters)</i> • <i>Confidently share their home experiences with the class bear, Ed Ted, describing events in detail. (Development Matters)</i> • <i>Ask questions to find out information.</i> • <i>To develop social phrases. "Good morning. How are you?" (Development Matters)</i> • <i>Uses language to imagine and recreate roles and experiences in play situations (Birthto5Matters)</i> • <i>Introduces a storyline or narrative into their play. (Birthto5Matters)</i> • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) • 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. (ELG)

Personal, Social and Emotional Development

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)

Self-regulation	<ul style="list-style-type: none"> To begin to resolve simple conflicts independently. To begin to show awareness of the needs and feelings of others. 	<ul style="list-style-type: none"> To take account of the views of others in the course of deciding how to organise the play. To consider the needs and feelings of others when joining in a shared activity. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people (Birthto5Matters) Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (Birthto5Matters) 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Early Learning Goal) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Early Learning Goal) 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. (Early Learning Goal)
Managing Self	<ul style="list-style-type: none"> Engages in new activities Put on coat independently Get changed and dressed for PE with very little support Develop skills needed for school day - lining up, eating lunch, toileting etc Wash hands independently Use toilet independently. Know fruit and vegetables are healthy foods. 	<ul style="list-style-type: none"> Engages in activities indoor and outdoors. Put on and fasten coat independently Get changed for PE independently Shows confidence is speaking to others about their own needs, wants, interests and opinions in familiar group (Birth to5Matters) Know fruit and vegetables are healthy foods. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Early Learning Goal) Explain the reasons for rules, know right from wrong and try to behave accordingly. (Early Learning Goal) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Early Learning Goal)
Building relationships	<ul style="list-style-type: none"> Enters Reception happily leaving main carer. To listen and respond to others in the course of play. Find solutions to conflicts and rivalries, For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. (Development Matters) Approach adults for help/ support when needed. 	<ul style="list-style-type: none"> Develops particular friendships with other children (Birth to5Matters) To begin to take account of the views of others in the course of deciding how to organise the play. Is increasing flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. (Birth to5Matters) To respond positively to the suggestions of others in order to keep a narrative going. 	<ul style="list-style-type: none"> Resolve simple conflicts Work and play cooperatively and take turns with others. (Early Learning Goal) Form positive attachments to adults and friendships with peers. (Early Learning Goal) Show sensitivity to their own and to others' needs. (Early Learning Goal)

Physical Development

Term	AUTUMN		SPRING		SUMMER	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Gross Motor Skills	<ul style="list-style-type: none"> Revise and refine fundamental movement skills already acquired <p>Rolling</p> <p>Crawling</p> <p>Walking</p> <p>Jumping</p> <p>Running</p> <p>Hopping</p> <p>Skipping</p> <p>Climbing</p> <p>(Development Matters)</p> <ul style="list-style-type: none"> Begin to develop more complex skills travelling along, over, off benches and ramps for example walking with one foot in front of the other along a line <p>(Development Matters)</p>		<ul style="list-style-type: none"> Further develop and refine fundamental movement skills (Development Matters) Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. (Birthto5Matters) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (Birthto5Matters) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Birthto5Matters) 		<ul style="list-style-type: none"> Children will be able to be able to sit at a table with good posture. Throw, catch – small ball, kick large ball, pass Negotiate space and obstacles safely, with consideration for themselves and others. (Early Learning Goal) Demonstrate strength, balance and coordination when playing. (Early Learning Goal) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Early Learning Goal) 	
Fine Motor Skills	<ul style="list-style-type: none"> Shows a preference for a dominant hand (Birthto5Matters) To use scissors effectively to cut along a line. To develop an effective pincer grip between thumb and first finger To develop fine motor skills to build and balance objects. 		<ul style="list-style-type: none"> To use scissors effectively to cut along a curved line. To begin to use a tripod pencil grip. Uses a knife and fork correctly. 		<ul style="list-style-type: none"> To use scissors effectively to cut a circle shape. Be able to form taught letters correctly Show control when manipulating small objects Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Early Learning Goal) Use a range of small tools, including scissors, paint brushes and cutlery (Early Learning Goal) 	

	<ul style="list-style-type: none"> To begin to write individual graphemes with correct letter formation. (Birthto5Matters) Begins to use anticlockwise movement and retrace vertical lines. (Birthto5Matters) Begins to use a knife and fork correctly 		<ul style="list-style-type: none"> Begin to show accuracy and care when drawing. (Early Learning Goal)
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Literacy

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Comprehension	<ul style="list-style-type: none"> Aware of the way stories are structured and to tell own stories using props. To become familiar with key texts and use this knowledge to retell stories. 		<ul style="list-style-type: none"> To build a wider vocabulary by focusing on selected 'wonderful words' in the text. To become familiar with key texts and use this knowledge to retell stories. 		<ul style="list-style-type: none"> Name characters and settings within familiar stories and adapt in alternative texts Use simple non-fiction books and information platforms to retrieve information Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) Anticipate – where appropriate – key events in stories. (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG) 	

Word Reading	<ul style="list-style-type: none"> • <i>To develop a love of books and reading.</i> • To begin to identify taught graphemes within the texts. • To begin to hear, say and then write the correct initial sound in words that they are using. • To begin to hear and say sounds in cvc words. • To recognise on sight the phase 2 tricky words. • To recognise their first name . 	<ul style="list-style-type: none"> • <i>To develop a love of books and reading.</i> • To begin to read simple cvc words in the texts. • To begin to read short captions in texts and the environment. • To begin to spot taught digraphs in phonetically regular words. • To recognise on sight the phase 3 tricky words. • To match upper and lower case letters • To recognise at least 10 phase 3 phonics 	<ul style="list-style-type: none"> • Recognise medial and end sounds using graphemes • Blend and segment words • Read simple captions/ sentences without blending every word • Recognise on sight some common irregular words • Identify rhymes and alliteration and join in with rhyming patterns • Identify start and end of a sentence • Know names of letters of the alphabet (ELG) • Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) • Read words consistent with their phonic knowledge by sound blending (ELG) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) • Re-read what they have written to check that it makes sense. (Development Matters) • Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Development Matters)
Writing	<ul style="list-style-type: none"> • To begin to develop a tripod pencil grip and an effective posture for writing. • To ascribe meaning to the marks they make and to identify the difference between drawing and writing. • To recognise and then write their first name using correct letter formation. • To begin to write individual graphemes with correct letter formation and to relate these to the corresponding phoneme. • To begin to write graphemes in the correct order in cvc words. 	<ul style="list-style-type: none"> • To be encouraged to behave like writers and to enjoy their experiences of writing. • To begin to write labels for models • To begin to write their surnames using correct letter formation in addition to first names. • To write graphemes in the correct order in cvc words and use these simple words to label pictures or write lists. • To begin to write simple captions which include finger spaces between words • To write Phase 2 tricky words 	<ul style="list-style-type: none"> • identify start and end of a sentence • Write recognisable letters, most of which are correctly formed. (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) • Write simple phrases and sentences that can be read by others. (ELG) • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Development Matters)

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Mathematics

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Number	<ul style="list-style-type: none"> To use number names and mathematical language in the context of play and conversation. To recognise numerals up to 10 To count sets of objects to at least 5 with correct 1-1 correspondence. To explore the composition of numbers to 5 and begin to develop some automatic recall of these number facts. To subitise amounts within 5. 		<ul style="list-style-type: none"> To recognise and write numerals up to 10. To explore the composition of numbers to 10 and begin to develop some automatic recall of these number facts To use manipulatives to explore the composition of numbers to 6 and then 10 To use part whole models to represent the composition of numbers to 10 To begin to combine groups in the course of play. 		<ul style="list-style-type: none"> Count objects, actions & sounds beyond 20 Count quantities beyond 10 (Development Matters) Order numbers to 10 Link numerals to value Have a deep understanding of number to 10, including the composition of each number. (Early Learning Goal) Subitise (recognise quantities without counting) up to 5 (Early Learning Goal) 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. (Early Learning Goal) 	
Numerical pattern	<ul style="list-style-type: none"> Verbally count to at least 10. To say the number one more or one less than a number within 5. 		<ul style="list-style-type: none"> To say number names in order to at least 20 To order numerals to 10 		<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system (ELG) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG) 	

<p>Shape, Space and Measures</p> <p>No ELG specifically related to Shape, Space and Measure in the new EYFS framework 2021.</p> <p>The Mathematics Educational Programme states, "to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures."</p>	<ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. (Development Matters) To notice how shapes can fit together to make other shapes. To name common 2d shapes (circle, square, rectangle, triangle) 	<ul style="list-style-type: none"> To name common 3D shapes in the course of building (Cylinder, Cube, Cuboid, Cone) To use everyday language to sequence events in a day. (First, Then, Next) To choose criteria ('rules') to sort objects into sets. To replicate a simple 3D structure. 	<ul style="list-style-type: none"> Know that shapes can have more shapes within them. (Development Matters) Name some common 3d shapes and recognise these in the environment. (Cylinder, Cube, Cuboid, Cone) Develop awareness of the passage of time (Yesterday, today, tomorrow) Compare length, weight and capacity. "This is heavier than that." "Which container holds more?" (Development Matters) <p>make a range of my own mathematical marks</p>
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Understanding the World

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)
Past and Present Historical	<ul style="list-style-type: none"> Awareness of past events (Remembrance, Guy Fawkes) Talks about past events in their own life and in the lives of family members. (Birthto5Matters) 		<ul style="list-style-type: none"> To be able to sequence and order familiar events (Traditional tales) Comment on images of familiar situations in the past (Development Matters) Notice how home life was different in the past in relation to the stories we read - pot on the fire in 3 little pigs etc 		<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Early Learning Goal) Understand the past through settings, characters and events encountered in books read in class and storytelling. (Early Learning Goal) 	

People, Culture and Communities	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. (Birthto5Matters) • Know about some key events from different cultural communities (Christmas, Harvest) • Talk about members of their immediate family and community. (Development Matters) 	<ul style="list-style-type: none"> • To talk about celebrations and experiences in own family life • Know about some key events from different cultural communities (Chinese New Year) • Talk about a place of worship (Church) • Name and describe people who are familiar to them. (Development Matters) 	<ul style="list-style-type: none"> • To talk about celebrations and experiences in own family life • Be able to talk about special books including religious texts and some parables. (Noah's Ark) • 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. (Early Learning Goal) • Talk about the lives of the people around them and their roles in society. (Early Learning Goal)
Geographical	<ul style="list-style-type: none"> • Talks about the features of their own immediate environment and how environments might vary from one another (Birthto5Matters) • Draw information from a simple map (Development Matters) 	<ul style="list-style-type: none"> • Talks about the features of their own immediate environment and how environments might vary from one another (Birthto5Matters) Contrasting environments Arctic and Antarctic. • Draw information from a simple map (Development Matters) 	<ul style="list-style-type: none"> • Be able to describe features of the local environment eg the forest area and river • Be able to name places- Edmondsley, Sacriston, Durham, Chester le Street, Newcastle, London, England, • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Early Learning Goal) • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Early Learning Goal)

Understanding the World

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoy there! Seaside, marine life, pirates, mermaids)

The Natural World	<ul style="list-style-type: none"> • <i>Communicate seasonal changes around <u>weather and animals</u></i> • <i>Notices and communicates changes to states of matter (linked to Weather and Cooking)</i> • <i>Describe what they see, hear and feel whilst outside (Development Matters)</i> • <i>Explore the natural outdoor environment (Forest Area)</i> • <i>Communicate similarities between our Forest Area and Forest in key texts.</i> • <i>Name some animals (Wild animals – Handa’s surprise).</i> • <i>Name animal parts (antlers, hooves)</i> 	<ul style="list-style-type: none"> • <i>Communicate seasonal changes <u>around weather, animals and plants</u></i> • <i>Notices and communicates changes to states of matter (linked to Weather and Cooking)</i> • <i>Describe what they see, hear and feel whilst outside (Development Matters)</i> • <i>Explore the natural outdoor environment. (Including School Forest area)</i> • <i>Communicate similarities and differences between North Pole/South Pole and where they live (linked to key texts)</i> • <i>Name some animals (Polar Regions)</i> • <i>Name animal parts (Blubber, fin, tail)</i> • <i>Looks closely at similarities, differences, patterns and change in nature. (Birthto5Matters)</i> 	<ul style="list-style-type: none"> • <i>Communicate seasonal changes <u>around weather animals and plants</u></i> • <i>Notices and communicates changes to states of matter (linked to Weather and Cooking)</i> • <i>Describe what they see, hear and feel whilst outside (Development Matters)</i> • <i>Explore the outdoor area (Including School Allotment and Orchard)</i> • <i>Name some animals (minibeasts and marine life)</i> • <i>Name animal parts (wings, tentacles, antennae, shell)</i> • <i>To be able to describe and sequence the lifecycle of a butterfly and a frog using appropriate vocabulary (egg, caterpillar, butterfly, chrysalis and eggs, tadpole, tadpole with 2 legs, tadpole with 4 legs, frog)</i> • Explore the natural world around them, making observations and drawing pictures of animals and plants. (Early Learning Goal) • 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. (Early Learning Goal) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Early Learning Goal)
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Expressive Arts and Design

Term	Autumn		Spring		Summer	
Themed Provision	If you go down to the Woods today (Families/ Bears / Woods)	Ready, Steady Cook (Colours, Celebrations and environment)	Winter Wonderland (Winter)	Once upon a Time (Traditional Tales)	All Change (Minibeasts/lifecycles/growing and changing)	Ahoj there! (Seaside, marine life, pirates, mermaids)
Creating with Materials - (Art element)	<ul style="list-style-type: none"> • To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired 		<ul style="list-style-type: none"> • To explore different ways to make marks using brushes, crayons, pencils, twigs, leaves, pebbles, bark (Inspired by artists work 		<ul style="list-style-type: none"> • <i>To be able to talk about art and artists (Development Matters)</i> • Safely use and explore a variety of materials, tools and techniques, experimenting with 	

by artists work on Provocation Table and Outdoor Art Gallery).

- To explore colour and how colours can be changed through mixing paint.
- To be able to mix at least the prime colours using powder paint.
- Explore Light box with paddles and coloured paper.
- *To manipulate playdough to give form and function. For example, creating, bears or different food shapes.*



on Provocation Table and Outdoor Art Gallery).

- To select and create colours through mixing, for the task in mind.
- Experiment with Light Box using a variety of transparent, opaque and translucent materials. *To develop own ideas through experimentation with diverse materials (light, loose parts) Birth to5Matters.*
- To manipulate playdough to give form and function. For example, creating, animals or different food shapes.



colour, design, texture, form and function. (Early Learning Goal)




- Explore a range of joining techniques and select according to particular purpose.
- **Share their creations, explaining the process they have used. (Early Learning Goal)**
- **Make use of props and materials when role playing characters in narratives and stories. (Early Learning Goal)**

<p>Creating with Materials - (Designing and Constructing element)</p>	<ul style="list-style-type: none"> To explore a range of joining techniques - <p>To be able to join materials using PVA glue, Pritt Stick sellotape/masking tape.</p> <ul style="list-style-type: none"> <i>To work with a purpose in mind in both 2D & 3D.</i> 	<ul style="list-style-type: none"> To explore a range of joining techniques - <p>To be able to join materials using a flange, treasury tags, paper clips and weaving.</p> <ul style="list-style-type: none"> <i>To work with a purpose in mind in both 2D & 3D</i> 	
<p>Food and Cooking</p>	<ul style="list-style-type: none"> To use the following tools and techniques to make; porridge, bread, cake, vegetable soup, Fruit salad, fruit pattern kebabs. <p>Tools</p> <ul style="list-style-type: none"> – spoons of various sizes – Knives – Sieve – Cutters – Colander <p>Techniques</p> <ul style="list-style-type: none"> - Stir - Drip - Shake/Sprinkle - Pour - Sieve - Scrape - Knead - Cut once to chop in half. - Cut (using cutters) - Pierce (fruit kebabs) - Peel <ul style="list-style-type: none"> <i>To know that they need to wash their hands before handling or preparing food.</i> 	<ul style="list-style-type: none"> To name and use the additional tools and techniques below to make food including Gingerbread biscuits <p>Tools</p> <ul style="list-style-type: none"> - Rolling pins <p>Techniques</p> <ul style="list-style-type: none"> - Roll - Cut several times to divide. <ul style="list-style-type: none"> <i>Without prompting, wash their hands before handling or preparing food.</i> 	<ul style="list-style-type: none"> To use tools safely and independently To be able to carry out techniques efficiently - – Stir – Drip – Shake/Sprinkle – Pour – Sieve – Scrape – Knead – Cut once to chop in half. – Cut (using cutters) – Pierce (fruit kebabs) – Roll – Peel – Cut several times to divide <ul style="list-style-type: none"> <i>Without prompting, wash their hands before handling or preparing food.</i>
<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> To use props to support imaginative role play. 	<ul style="list-style-type: none"> To use and create props to support imaginative role play. 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher (ELG) Make use of props and materials when role playing characters in narratives and stories. (Early Learning Goal)

<p>Being Imaginative and Expressive (Music and Performance element)</p>	<ul style="list-style-type: none"> • Sing known nursery rhymes and songs. • Sing new songs. • Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) • Add sound effects to stories with body percussion and voices led by an adult • Keep a steady beat, (pulse) clapping, dancing or making their own music with instruments. (Development Matters). 	<ul style="list-style-type: none"> • Sing a range of new songs • Explore and engage in music making and dance performing solo or in groups.(Development Matters) • Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) • Add sound effects to stories with body percussion and voices led by an adult 	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. (ELG) • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)
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By the end of Autumn Term, what are your expectations of most pupils?

What do you want them to be able to do / know by Christmas? 

To be confident and independent + 2	Children are able to sit and listen to a story + 0	To be able to blend sounds to be able to read CVC words. + 0	Independence in play and everyday tasks - coats + 0	To say a sound for each of the Set 1 Speed sounds + 0	Fasten their own coat + 0	Children can begin to handle books with care. Children can make comments about the pictures in a story. + 0	Children be able to undress and dress independently for PE. + 0	Sounds write achieve up to unit 5 have most childrn beginning thier reading journey + 0
To be able to control a pencil to form recognisable letters/write CVC words. + 0	To be able to ask a quest + 0	Fasten their coat + 0	Children can use a glue stick to stick down two items to a piece of paper + 0	Children to be settled in school and eager to learn + 0	Blending sounds into words + 0	Children to be confident with set 1 sounds and blending cvc words + 0	leave main carer happily + 0	i child in particular to smile again + 0
To write their name + 0	Independence + 1	Independently getting ready for PE, outside, coats etc + 0	To + 0	Recognise their own name + 0	To read simple sentences + 0	To have a deeper understanding of numbers to 5 + 0	Rote count to at least 10 + 0	+ 0
Name recognition and writing + 0	To be able to ask a question. + 0	Listening and responding to a story + 0	Write their own names + 0	Volume of voice + 0	Be able to count to 10 and recognise numerals to 5 + 0	Deep understanding of numbers to 5 + 0	Being happy and comfortable in the school environment + 0	1:1 count to 10 + 0
Go to the toilet independently + 0	To recognise their name + 0	Take care of resources and invite friends into their play + 0	To be able to listen with more attention to peers in play + 0	Listening and attention for a group time of up to 10/15mins + 0	Speak in a sentence + 0	To be able to explain their ideas + 0	To listen and pay attention + 0	