

## Curriculum Mapping Reception to Year One

Termly Focus Overview 23-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate	On the Move	My local area	Growing	The world around us
	Traditional Tales	Diwali	Vehicles, transport.	Maps	Animals	Sea side
	Seasonal changes -Autumn	Christmas	Seasonal changes Winter	Easter Seasonal changes Spring	Gardening	Travel

History	<p style="text-align: center;"><b><u>Understanding the World – Communication and language</u></b></p> <p><b>Early Learning Goal:</b> <b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books</li> </ul>				
	Reception	EYFS progression LTP	Vocabulary	To access Year 1 History Curriculum	Year 1 History Curriculum
	<p>Autumn Starting my new class. New Beginnings. How have I changed? My family. What celebrations have I been to?</p> <p>Spring How different vehicles work. How have they changed? Is our village famous for anything? Did anyone famous live in our village?</p> <p>Summer Where have you been on holiday? How did you get there?</p>	<p>Describe what they see using a wide vocabulary. Talk about members of their immediate family and community. Asks simple questions about stories or themselves. Describes events that have happened although tenses may not be accurate. Show interest in different occupations.</p> <p>Retells simple stories sometimes using the vocabulary from books. Ask questions about events in the past or future &amp; uses vocabulary associated with the events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations. Compare and contrast characters from stories, including figures from the past. Understands questions such as who; why; when; where and how.</p>	<p>Today Yesterday Then Now Old New Time Year</p> <p>Explorer Bravery</p> <p>Similar/Same Different Compare</p>	<p>Children can talk about past and present of their own lives. They know about similarities and differences between themselves and others, among families, communities and traditions. Exposure to history through key events or cultural traditions</p>	<p>How am I making history?</p> <p>How did we learn to fly?</p> <p>Explorers</p>

Geography	<b><u>Understanding the world – Communication and language</u></b>				
	<p>Early Learning Goal: People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>				
	Reception	Reception progression LTP	Vocabulary	To access Year 1 Geography Curriculum	Year 1 Geography curriculum
	<p>Autumn Seasonal changes – Autumn. Their home environment who they live with and where they live.</p> <p>Spring Seasonal changes What do the signs around us tell us? Do all streets have names? Why our village is called what it is? What is your favourite part of our village? How does our village compare to other villages/towns around us?</p> <p>Summer</p>	<p>Talk about members of their family and community. Talk about what they see, using a wide vocabulary.</p> <p>Talk about their community. Understand that some places are special to members of their community.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Describe what they see, hear and feel whilst outside.</p>	<p>Seasons Change Rain Sun Cloud Cold Hot Sand Ice Desert Temperature Rainfall Map Land Sea Ocean Globe River Town Village Farm House</p>	<p>In EYFS the children will have learnt about seasons and noticing seasonal change. Children may have experienced different weather in UK. Children will know that we live in the UK and be able to locate this on a world map. Children will know that Geography is learning about people and places</p>	<p>Shanghai</p> <p>Why is our world wonderful?</p> <p>Seaside and coastal living.</p>

	Seasonal changes. Where do you go on holiday when its holiday time? Have you flown on an aeroplane? Where do people go on their holidays? What do people do on their holiday?	Understand the effect of changing seasons on the natural world around them.			
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P.E	<b><u>Physical Development – Gross Motor</u></b>				
	<p>Early Learning Goal ELG Gross Motor Skills</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>				
	Reception Scheme used – Get set 4 P.E	Reception Progression LTP	Vocabulary	To access year 1 curriculum.	Year 1 P.E Curriculum
	<p>Autumn Introduction to P.E 1 / Fundamentals 1 (SI) Introduction to P.E 1/ Gymnastics 1 (SI)</p> <p>Getting changed for P.E. learning to control their bodies, navigate space, control their actions in</p>	<p>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape,</p>	<p>Travel Jump Take off Land Perform Copy Balance Run Dodge Jog Hop Skip Throw</p>	<p>Children will have opportunity to move in different ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, skipping, climbing.</p> <p>Children will have explored different</p>	Autumn

	<p>different environments.</p> <p>Spring Dance 1 / Gymnastics 2 (SI) Dance 2 / Fundamentals 2 (SI)</p> <p>Summer Games 1 / Ball skills 1 (SI) Games 2 / Ball skills 2 (SI)</p>	<p>position and pace of movement.</p> <p>Negotiates space successfully when playing racing and chasing games with other children. Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving with developing control.</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Catch Retrieve Strike Track Safety Equipment Apparatus</p>	<p>ways of travelling, making their bodies into shapes, and explored balances, had opportunities to make shape jumps, begun to experience how to take-off and land safely.</p> <p>Children will have had opportunities to copy and perform actions, work collaboratively,</p> <p>Children will have had the opportunity to practice throwing, catching, retrieving a ball, tracking a ball and striking a ball.</p>	
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**Physical Development – Fine Motor Skills – Writing**

Early Learning Goal  
ELG Fine Motor Skills

- 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.

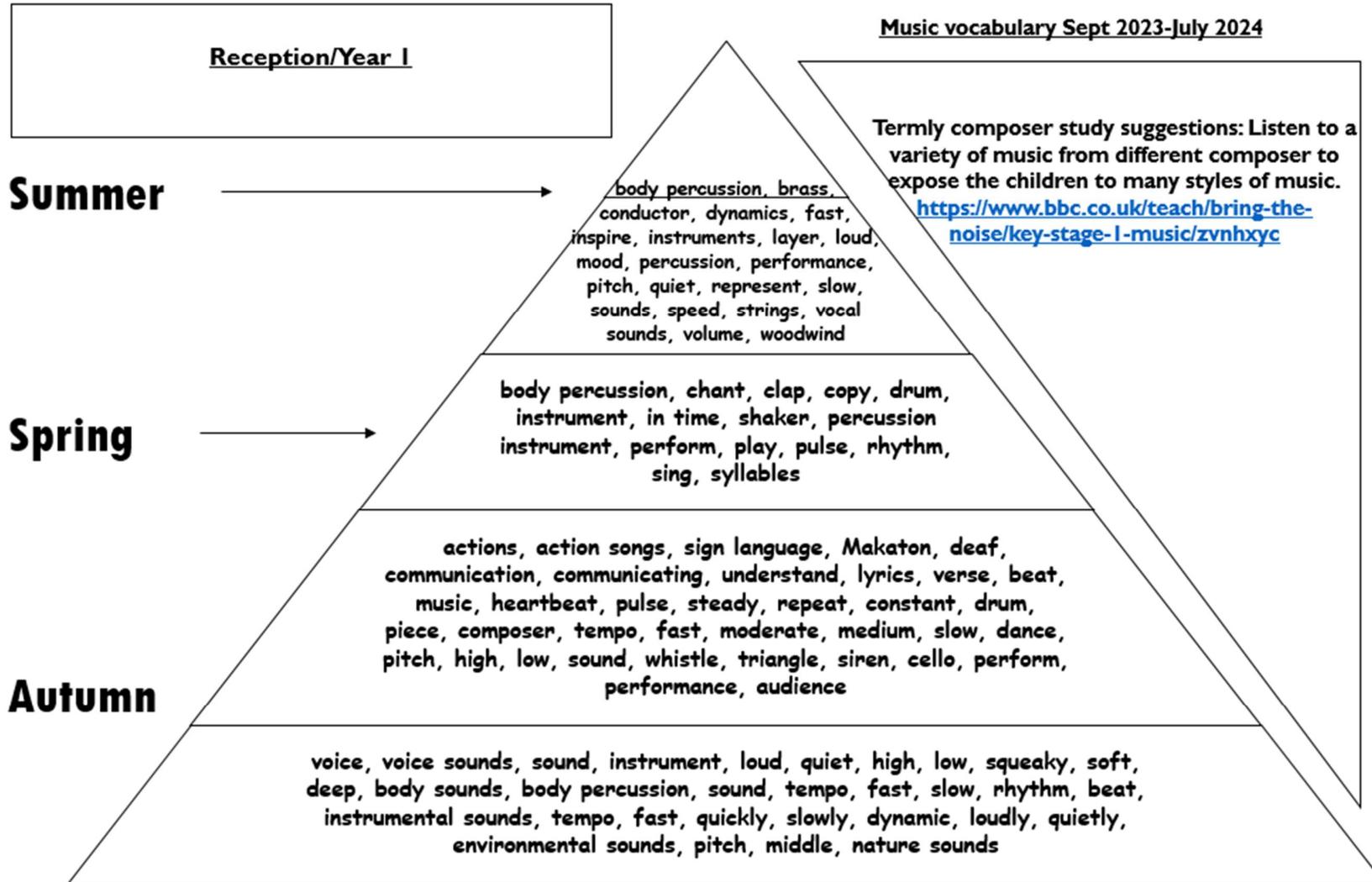
(See creating with materials on progression of skills)

	Reception	Reception progression LTP	Vocabulary	To access year 1 curriculum	
	<p>Autumn Exploring a variety of tools and materials for mark making. Using dominant hand.</p> <p>Spring  Increase confidence independently using a variety of tools and media. Using tripod grip. Control when using scissors.</p> <p>Summer  Holding scissors correctly cutting variety of materials. Forming letters correctly and with</p>	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Handles tools, objects, construction and malleable materials safely and</p>	<p>Mark making Pencil Scissors Cutlery Knife Fork Tripod grip Line Zig-zag</p>	<p>The children will have the opportunity to strengthen fine motor skill to be able to use the tools needed for writing.</p> <p>The children be able to Independently use a range of tools.</p> <p>The children will have had the opportunity to handle tools with increased control and attention.</p>	

	writing size. Detailed drawings.	with increasing control and intention Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently			
Vocab linked to crating with materials progression of skill.	<p>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p> <p>Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p> <p>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p> <p>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, sticky, Stretch, Twist, Wet</p>				

Music	<b><u>Expressive art and design</u></b>			
	<p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
	Reception	Reception progression LTP	Vocabulary	Year A 2023-2024
	<p>Autumn</p> <p>Explore a variety of nursery rhymes and explore a variety of sounds.</p> <p>Spring</p> <p>Explore moving to music through tempo and pitch. Putting actions to songs. Play simple rhythm on an instrument.</p> <p>Summer</p> <p>Building on musical vocabulary. Increasing in confidence in performing using instruments</p>	<ul style="list-style-type: none"> <li>• Begin to build a collection of songs and actions.</li> <li>• Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Look at pyramid below for progression of vocabulary.</p>	<p>Autumn</p> <p>Exploring sound</p> <p>Spring</p> <p>Music and Movement</p> <p>Pulse and Rhythm</p> <p>Summer</p> <p>Musical vocabulary</p> <p>Under the sea</p>

## Vocabulary Pyramid



R.E	<b><u>Understanding the World – Communication and Language</u></b>			
	Early Learning Goal People, Culture and Communities •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.			
	Reception	Reception progression LTP	Vocabulary	Year A 2023-2024
	Autumn  All about me, what am I good at and what makes me special. Do we all celebrate the same celebrations. (Diwali, Christmas, Hanukkah)  Spring  Religious building in our local area. Ripley Church (weddings, Christenings) Different celebrations happen in different places. Favourite celebrations? Different beliefs and celebrations:	Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Special Different Similar Same Family God Jesus Celebration Islam Judaism Christianity Hanukkah	Autumn  NYCC F6 What is special about our World?  NYCC F3 What places are special and why?  Spring  NYCC F4 What times are special and why?  NYCC 1.7 What does it mean to belong to a faith community?  Summer  NYCC 1.3 Who is Jewish and what do they believe?

	Chinese New Year Christianity – Easter Summer			
	Different countries have different religions and beliefs.			

Science	<b><u>Understanding the World- Communication and language- Personal Social and Emotional</u></b>				
	<p>Early Learning Goal The Natural World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>				
	Reception	Reception progression	Vocabulary	To Access year 1 curriculum	Year 1 curriculum
	<p>Autumn Looking after my body – teeth, healthy eating, sleep My Day – Changes in routine Season of Autumn</p> <p>Spring Season of Winter Season of Spring My body (on the move)</p>	<ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p>Body Healthy Teeth Day Night Season Spring Summer Autumn Winter Food Grow Water</p>	<p>Children can talk about their bodies.</p> <p>Children can talk about how they have grown.</p> <p>Children recognise that they have changed since being a born.</p>	<p>Autumn Seasonal changes / Everyday Materials</p> <p>Spring Sensitive bodies / comparing animals</p> <p>Summer Introduction to plants</p>

	<p>Summer Growing plants and animals</p>	<ul style="list-style-type: none"><li>• Describe what they see, hear and feel whilst outside.</li><li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li><li>• Different countries people go on holidays, weather, beaches.</li></ul>	<p>Sunlight Land Sea Hard Soft Shiny Dull Rough smooth</p>	<p>Children can talk about how we have different seasons and what the weather is like outside. Children can talk about animals.</p> <p>Children will learn that plants have a life cycle.</p>	
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PSHE	<b><u>Understanding the World, Communication and Language, Personal Social and Emotional Development</u></b>				
	<p>Early Learning Goal Self-Regulation</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>				
	Reception	Reception progression LTP	Vocabulary	To access year 1 curriculum	Year 1 curriculum
	<p>Autumn Being me in my world Celebrating differences</p> <p>Spring Dreams and goals Healthy me</p> <p>Summer Relationships Changing me</p>	<ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Understand why rules are important.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'angry' and 'worried'</li> <li>• Understand gradually how others might be feeling.</li> </ul>		<p>Children can talk about what makes them special.</p> <p>Learning to share. Children learn talk about their families and who takes care of them.</p> <p>How can we stay safe and healthy?</p> <p>Learn what the word private means.</p>	<p>Autumn Being me in my world Celebrating differences.</p> <p>Spring Dreams and goals Healthy me</p> <p>Summer Relationships Changing me</p>

		<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Manage their own needs.</li><li>• Personal hygiene</li><li>• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none"><li>• regular physical activity</li><li>• healthy eating</li><li>• tooth brushing</li><li>• sensible amounts of 'screen time'</li><li>• having a good sleep routine</li><li>• being a safe pedestrian</li></ul></li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally</li><li>• Think about the perspectives of others.</li></ul>			
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		<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul>			
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Curriculum Area	Early Learning Goal	Coverage and Knowledge
PSED	<p><b>Self - Regulation</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to</li> </ul>	<p>Establish routines and boundaries with the EYFS environment.</p> <p>Become familiar with our EYFS routines.</p> <p>Independently explore the EYFS environment.</p> <p>Select and use activities and resources asking for help if needed.</p> <p>Create visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p> <p>Our class rules – talk about class rules and remind children of them.</p> <p>Talk about solving conflicts, being kind to others, sharing and turn taking.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Importance of healthy eating and brushing teeth.</p>

	<p>behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>	<p>The children will learn to make connections between the features of their families and other families.</p> <p>The children will begin to notice differences between people.</p> <p>The children will continue to develop positive attitudes about the differences between people.</p>
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Curriculum Area	Early Learning Goal	Coverage and Knowledge	
<p><b>Communication &amp; Language</b></p> <p><i><b>Embedded throughout everything!</b></i></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>Opportunities throughout continuous provision:  Story-telling and role play  Stories are chosen to support project learning, specific learning weeks and to engage children whilst focussing on their specific interests.</p> <p>Text types: Stories, non-fiction, rhymes and poems.</p> <p>Targeted intervention for S+L focus children based on referrals from SaLT.</p> <p>Targeted intervention for focus children.</p> <p>Nurture provision to support children with low levels of C+L assessments.</p> <p>Circle times  Floor book contributions  Talking partners</p>	<p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn through PSHE lessons.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>

	<ul style="list-style-type: none"><li>• 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.</li></ul>		
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Curriculum Area	Early Learning Goal	Coverage and Knowledge	
<p align="center"><b>English</b></p> <p><b>Little Wandle Letters and Sounds</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p>	<p><u>Rhythm and Rhyme</u></p> <p>Join in with songs and rhymes.  Recognise familiar rhythms and rhymes.  Recognise that words rhyme.  Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat.  Play with rhyme.  Make up their own rhyming words.  Complete sentences with their own rhymes orally.  Break words down into syllables with a beat.  Create their own beat.</p> <p><u>Alliteration</u></p> <p>Explore initial sounds of words.  Select objects with a given initial sound from a choice of two. Identify initial sounds of words.  Match to objects with the same initial sound. Play with alliteration.</p> <p><u>Voice Sounds</u></p>	<p><u>Oral Blending and Segmenting</u></p> <p>Identify the initial sounds of words.  Build awareness that words can be broken up into sounds phonemes, digraphs and trigraphs.  Choose the correct object when hearing the word broken into single sounds.  Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.  Segment CVC and VC words into their individual sounds.  Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p> <p><u>Word Reading</u></p> <p>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.</p>

	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>	<p>Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters' / imitating voices.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a tricky 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. At least 3 reading sessions a week on a book matched to their phonics. 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 letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <b>(All phonics is taught with fidelity to the Little Wandle Letters and sounds scheme)</b></p>
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Curriculum Area	Early Learning Goal	Coverage and Knowledge
<p><b>Maths</b></p> <p><b>White Rose Maths</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>Consideration needs to be given to when we explore and expose the children to the idea of money – role play</p> <p><b>(See separate progression document for White Rose Maths)</b></p>