EPA EYFS Development of Strands

Term	Oracy	Reading	Writing	Maths	Being a Learner
Term 1	○ Children expected to speak in full sentences- staff to recast for support and use of sentence stems e.g. for lunches. ○ Makaton ○ Introducing: children standing to speak. ○ No hands up- thumbs to chest. ○ Use of communication boards	*BIRTH TO 5:* ***Range 4:*** ○ *Has some favourite stories, rhymes, songs, poems or jingles* ○ *Repeats and uses actions, words or phrases from familiar stories* ○ *Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a* ○ *Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps* ○ *Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes* ***Range 5:*** ○ *Listens to and joins in with stories and poems, when reading one-to-one and in small groups* ○ *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories* ○ *Begins to be aware of the way stories are structured, and to tell own stories* ○ *Talks about events and principal characters in stories and suggests how the story might end* ○ *Shows interest in illustrations and words in print and digital books and words in the environment* ○ *Recognises familiar words and signs such as own name, advertising logos and screen icons* ○ *Looks at and enjoys print and digital books independently* ○ *Knows that print carries meaning and, in English, is read from left to right and top to bottom* ○ *Knows information can be relayed through signs and symbols in various*	*BIRTH TO 5:* ***Range 4:*** ○ *Distinguishes between the different marks they make* ○ *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology* ***Range 5:*** ○ *Makes up stories, play scenarios, and drawings in response to experiences, such as outings* ○ *Sometimes gives meaning to their drawings and paintings* ○ *Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves* ○ *Includes mark making and early writing in their play* ○ *Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right* ○ *Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes* ○ *Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words* ○ *Begins to make letter-type shapes to represent the initial sound of their name and other familiar words* ○	*BIRTH TO 5:* ***Range 4:*** ***Comparison*** ○ *Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'* ***Counting*** ○ *Begins to say numbers in order, some of which are in the right order (ordinality)* ***Cardinality (How many?)*** ○ *In everyday situations, takes or gives two or three objects from a group* ○ *Beginning to notice numerals (number symbols)* ○ *Beginning to count on their fingers.* ***Spatial Awareness*** ○ *Moves their bodies and toys around objects and explores fitting into spaces* ○ *Begins to remember their way around familiar environments* ○ *Responds to some spatial and positional language* ○ *Explores how things look from different viewpoints including things that are near or far away* ***Shape*** ○ *Chooses puzzle pieces and tries to fit them in* ○ *Recognises that two objects have the same shape* ○ *Makes simple constructions* ***Pattern*** ○ *Joins in and anticipates repeated sound and action patterns* ○ *Is interested in what happens next using the pattern of everyday routines* ***Measures*** ○ *Explores differences in size, length, weight and capacity*	○ Break time whole school ○ Snack time EYFS ○ Lunch time whole school ○ Join celebration assembly from week 4

		forms (e.g. printed materials, digital screens and environmental print) ○ *Handles books and touch screen technology carefully and the correct way up with growing competence* ○ *Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps* ○ *Begins to develop phonological and phonemic awareness:* ➢ *Shows awareness of rhyme and alliteration* ➢ *Recognises rhythm in spoken words, songs, poems and rhymes* ➢ *Claps or taps the syllables in words during sound play* ➢ *Hears and says the initial sound in words* ○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'.		○ *Beginning to understand some talk about immediate past and future* ○ *Beginning to anticipate times of the day such as mealtimes or home time* ***Range 5:*** ***Comparison*** ○ *Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!* ***Counting*** ○ *May enjoy counting verbally as far as they can go* ○ *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.* ○ *Uses some number names and number language within play, and may show fascination with large numbers* ○ *Begin to recognise numerals 0 to 10* ***Cardinality*** ○ *Subitises one, two and three objects (without counting)* ○ *Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)* ○ *Links numerals with amounts up to 5 and maybe beyond* ○ *Explores using a range of their own marks and signs to which they ascribe mathematical meanings* ***Composition*** ○ *Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers* ○ *Beginning to use understanding of number to solve practical problems in play and meaningful activities* ○ *Beginning to recognise that each counting number is one more than the one before* ○ *Separates a group of three or four objects in different ways,*	

				beginning to recognise that the total is still the same ***Spatial Awareness*** ○ *Responds to and uses language of position and direction* ○ *Predicts, moves and rotates objects to fit the space or create the shape they would like* ***Shape*** ○ *Chooses items based on their shape which are appropriate for the child's purpose* ○ *Responds to both informal language and common shape names* ○ *Shows awareness of shape similarities and differences between objects* ○ *Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes* ○ *Attempts to create arches and enclosures when building, using trial and improvement to select blocks* ***Pattern*** ○ *Creates their own spatial patterns showing some organisation or regularity* ○ *Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)* ○ *Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next* ***Measures*** ○ *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items* ○ *Recalls a sequence of events in everyday life and stories*	
Term 2	○ Tracking the speaker ○ Stand to speak ○ Pair share ○ K2K – E2E	*BIRTH TO 5:* ***Secure*** ***Range 4:*** ○ *Has some favourite stories, rhymes, songs, poems or jingles* ○ *Repeats and uses actions, words or phrases from familiar stories*	*BIRTH TO 5:* ***Secure*** **Range 4:** ○ *Distinguishes between the different marks they make* ○ *Enjoys drawing and writing on paper, on screen and on different*	*BIRTH TO 5:* ***Secure*** ***Range 4:*** ***Comparison*** ○ *Beginning to compare and recognise changes in numbers of*	○ 5 mins of focus task in groups of 3 at a table – guided reading

		○ *Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a* ○ *Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps* ○ *Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes* ***Range 5:*** ○ *Listens to and joins in with stories and poems, when reading one-to-one and in small groups* ○ *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories* ○ *Begins to be aware of the way stories are structured, and to tell own stories* ○ *Talks about events and principal characters in stories and suggests how the story might end* ○ *Shows interest in illustrations and words in print and digital books and words in the environment* ○ *Recognises familiar words and signs such as own name, advertising logos and screen icons* ○ *Looks at and enjoys print and digital books independently* ○ *Knows that print carries meaning and, in English, is read from left to right and top to bottom* ○ *Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)* ○ *Handles books and touch screen technology carefully and the correct way up with growing competence* ○ *Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps* ○ *Begins to develop phonological and phonemic awareness:* ➢ *Shows awareness of rhyme and alliteration*	*textures, such as in sand or playdough and through using touch-screen technology* ***Range 5:*** ○ *Makes up stories, play scenarios, and drawings in response to experiences, such as outings* ○ *Sometimes gives meaning to their drawings and paintings* ○ *Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves* ○ *Includes mark making and early writing in their play* ○ *Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right* ○ *Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes* ○ *Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words* ○ *Begins to make letter-type shapes to represent the initial sound of their name and other familiar words*	*things, using words like more, lots or 'same'* ***Counting*** ○ *Begins to say numbers in order, some of which are in the right order (ordinality)* ***Cardinality (How many?)*** ○ *In everyday situations, takes or gives two or three objects from a group* ○ *Beginning to notice numerals (number symbols)* ○ *Beginning to count on their fingers.* ***Spatial Awareness*** ○ *Moves their bodies and toys around objects and explores fitting into spaces* ○ *Begins to remember their way around familiar environments* ○ *Responds to some spatial and positional language* ○ *Explores how things look from different viewpoints including things that are near or far away* ***Shape*** ○ *Chooses puzzle pieces and tries to fit them in* ○ *Recognises that two objects have the same shape* ○ *Makes simple constructions* ***Pattern*** ○ *Joins in and anticipates repeated sound and action patterns* ○ *Is interested in what happens next using the pattern of everyday routines* ***Measures*** ○ *Explores differences in size, length, weight and capacity* ○ *Beginning to understand some talk about immediate past and future* ○ *Beginning to anticipate times of the day such as mealtimes or home time* ***Range 5:*** ***Comparison*** ○ *Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!*	

		➢ *Recognises rhythm in spoken words, songs, poems and rhymes* ➢ *Claps or taps the syllables in words during sound play* ➢ *Hears and says the initial sound in words* ○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'.		***Counting*** ○ *May enjoy counting verbally as far as they can go* ○ *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.* ○ *Uses some number names and number language within play, and may show fascination with large numbers* ○ *Begin to recognise numerals 0 to 10* ***Cardinality*** ○ *Subitises one, two and three objects (without counting)* ○ *Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)* ○ *Links numerals with amounts up to 5 and maybe beyond* ○ *Explores using a range of their own marks and signs to which they ascribe mathematical meanings* ***Composition*** ○ *Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers* ○ *Beginning to use understanding of number to solve practical problems in play and meaningful activities* ○ *Beginning to recognise that each counting number is one more than the one before* ○ *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same* ***Spatial Awareness*** ○ *Responds to and uses language of position and direction* ○ *Predicts, moves and rotates objects to fit the space or create the shape they would like* ***Shape*** ○ *Chooses items based on their shape which are appropriate for the child's purpose*	

				○ *Responds to both informal language and common shape names* ○ *Shows awareness of shape similarities and differences between objects* ○ *Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes* ○ *Attempts to create arches and enclosures when building, using trial and improvement to select blocks* ***Pattern*** ○ *Creates their own spatial patterns showing some organisation or regularity* ○ *Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)* ○ *Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next* ***Measures*** ○ *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items* ○ *Recalls a sequence of events in everyday life and stories*	
Term 3	○ 'ABC' hand signals	*BIRTH TO 5:* ***Beginning:*** ***Range 6:*** ○ *Enjoys an increasing range of print and digital books, both fiction and non-fiction* ○ *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading* ○ *Describes main story settings, events and principal characters in increasing detail* ○ *Re-enacts and reinvents stories they have heard in their play* ○ *Knows that information can be retrieved from books, computers and mobile digital devices*	*BIRTH TO 5:* ***Beginning*** ***Range 6:*** ○ *Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats* ○ *Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology* ○ *Begins to break the flow of speech into words, to hear and*	*BIRTH TO 5:* ***Beginning*** ***Range 6:*** ***Comparison*** ○ *Uses number names and symbols when comparing numbers, showing interest in large numbers* ○ *Estimates of numbers of things, showing understanding of relative size* ***Counting*** ○ *Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0* ○ *Increasingly confident at putting numerals in order 0 to 10 (ordinality)* ***Cardinality***	○ 5-10 mins of focus task in groups of 6 at a table

		○ *Is able to recall and discuss stories or information that has been read to them, or they have read themselves* ○ *Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example* ○ *Begins to develop phonological and phonemic awareness*: ➢ *Continues a rhyming string and identifies alliteration* ➢ *Hears and says the initial sound in words* ➢ *Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them* ➢ *Starts to link sounds to letters, naming and sounding the letters of the alphabet* ➢ *Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee* ➢ *Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences* ➢ *Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text* ➢ *Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.* ○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'.	*say the initial sound in words and may start to segment the sounds in words and blend them together* ○ *Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name* ○ *Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences*	○ *Engages in subitising numbers to four and maybe five* ○ *Counts out up to 10 objects from a larger group* ○ *Matches the numeral with a group of items to show how many there are (up to 10)* ***Composition*** ○ *Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects* ○ *Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three* ○ *In practical activities, adds one and subtracts one with numbers to 10* ○ *Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"* ***Spatial Awareness*** ○ *Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints* ○ *Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)* ○ *May enjoy making simple maps of familiar and imaginative environments, with landmarks* ***Shape*** ○ *Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes* ○ *Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes* ○ *Uses own ideas to make models of increasing complexity,*	

		○ Whole session Phonics		*selecting blocks needed, solving problems and visualising what they will build* ***Pattern*** ○ *Spots patterns in the environment, beginning to identify the pattern "rule"* ○ *Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat* ***Measures*** ○ *Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy* ○ *Becomes familiar with measuring tools in everyday experiences and play* ○ *Is increasingly able to order and sequence events using everyday language related to time* ○ *Beginning to experience measuring time with timers and calendars*	
Term 4	○ Embedding:	*BIRTH TO 5:* ***Consolidating*** ***Range 6:*** ○ *Enjoys an increasing range of print and digital books, both fiction and non-fiction* ○ *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading* ○ *Describes main story settings, events and principal characters in increasing detail* ○ *Re-enacts and reinvents stories they have heard in their play* ○ *Knows that information can be retrieved from books, computers and mobile digital devices* ○ *Is able to recall and discuss stories or information that has been read to them, or they have read themselves* ○ *Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example*	*BIRTH TO 5:* ***Consolidating*** ***Range 6:*** ○ *Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats* ○ *Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology* ○ *Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together* ○ *Starts to develop phonic knowledge by linking sounds to*	*BIRTH TO 5:* ***Consolidating*** ***Range 6:*** ***Comparison*** ○ *Uses number names and symbols when comparing numbers, showing interest in large numbers* ○ *Estimates of numbers of things, showing understanding of relative size* ***Counting*** ○ *Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0* ○ *Increasingly confident at putting numerals in order 0 to 10 (ordinality)* ***Cardinality*** ○ *Engages in subitising numbers to four and maybe five* ○ *Counts out up to 10 objects from a larger group*	Whole class reading sessions introduced

		○ *Begins to develop phonological and phonemic awareness*: ➢ *Continues a rhyming string and identifies alliteration* ➢ *Hears and says the initial sound in words* ➢ *Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them* ➢ *Starts to link sounds to letters, naming and sounding the letters of the alphabet* ➢ *Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee* ➢ *Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences* ➢ *Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text* ➢ *Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.* ○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'. ○ Whole session Phonics ○ Guided reading	*letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name* ○ *Uses their developing phonic knowledge to write things such as labels and captions*	○ *Matches the numeral with a group of items to show how many there are (up to 10)* ***Composition*** ○ *Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects* ○ *Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three* ○ *In practical activities, adds one and subtracts one with numbers to 10* ○ *Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"* ***Spatial Awareness*** ○ *Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints* ○ *Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)* ○ *May enjoy making simple maps of familiar and imaginative environments, with landmarks* ***Shape*** ○ *Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes* ○ *Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes* ○ *Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build* ***Pattern***	

				○ *Spots patterns in the environment, beginning to identify the pattern "rule"* ○ *Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat* ***Measures*** ○ *Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy* ○ *Becomes familiar with measuring tools in everyday experiences and play* ○ *Is increasingly able to order and sequence events using everyday language related to time* *Beginning to experience measuring time with timers and calendars*	
Term 5	○ Table talk.	*BIRTH TO 5:* ***Secure*** ***Range 6:*** ○ *Enjoys an increasing range of print and digital books, both fiction and non-fiction* ○ *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading* ○ *Describes main story settings, events and principal characters in increasing detail* ○ *Re-enacts and reinvents stories they have heard in their play* ○ *Knows that information can be retrieved from books, computers and mobile digital devices* ○ *Is able to recall and discuss stories or information that has been read to them, or they have read themselves* ○ *Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example* ○ *Begins to develop phonological and phonemic awareness*: ➢ *Continues a rhyming string and identifies alliteration* ➢ *Hears and says the initial sound in words*	*BIRTH TO 5:* ***Secure*** ***Range 6:*** ○ *Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats* ○ *Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology* ○ *Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together* ○ *Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in*	*BIRTH TO 5:* ***Secure*** ***Range 6:*** ***Comparison*** ○ *Uses number names and symbols when comparing numbers, showing interest in large numbers* ○ *Estimates of numbers of things, showing understanding of relative size* ***Counting*** ○ *Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0* ○ *Increasingly confident at putting numerals in order 0 to 10 (ordinality)* ***Cardinality*** ○ *Engages in subitising numbers to four and maybe five* ○ *Counts out up to 10 objects from a larger group* ○ *Matches the numeral with a group of items to show how many there are (up to 10)* ***Composition*** ○ *Shows awareness that numbers are made up (composed) of smaller numbers, exploring*	

		➢ *Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them* ➢ *Starts to link sounds to letters, naming and sounding the letters of the alphabet* ➢ *Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee* ➢ *Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences* ➢ *Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text* ➢ *Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.* ○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'. ○ Whole session Phonics ○ Guided reading	*sequence, such as in their own name* ○ *Uses their developing phonic knowledge to write things such as labels and captions*	*partitioning in different ways with a wide range of objects* ○ *Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three* ○ *In practical activities, adds one and subtracts one with numbers to 10* ○ *Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"* ***Spatial Awareness*** ○ *Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints* ○ *Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)* ○ *May enjoy making simple maps of familiar and imaginative environments, with landmarks* ***Shape*** ○ *Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes* ○ *Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes* ○ *Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build* ***Pattern*** ○ *Spots patterns in the environment, beginning to identify the pattern "rule"* ○ *Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat*	

				Measures ○ *Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy* ○ *Becomes familiar with measuring tools in everyday experiences and play* ○ *Is increasingly able to order and sequence events using everyday language related to time* ○ *Beginning to experience measuring time with timers and calendars*	
Term 6 **Year 1 Ready**	○ Embedding	○ Introducing book skills- correct way to hold a book, turning pages ○ Introducing terms 'title', 'page', 'front cover' and 'author'. ○ Whole session Phonics ○ Guided reading ○ Children should be: ○ At Phase 4 decodable books ○ Able to show reading skills: predicting and comprehending ○ Enjoying reading ○ Reading 5x per week at home ***Early Learning Goal*** ***Comprehension ELG*** *Children at the expected level of development will:* ○ *Demonstrate understanding of what*	○ Able to hold a pencil using tripod grip ○ Able to write on a line and form size appropriate graphemes. ***Early Learning Goal*** ***Writing ELG*** *Children at the expected level of development will:* ○ *Write recognisable letters, most of which are correctly formed* ○ *Spell words by identifying sounds in them and representing the sounds with a letter or letters* ○ *Write simple phrases and sentences that can be ready by others.*	***Early Learning Goal*** ***Mathematics:*** ***Number ELG*** *Children at the expected level of development will:* ○ *Have a deep understanding of number to 10, including the composition of each number* ○ *Subitise (recognise quantities without counting) up to 5* ○ *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.* ***Numerical Patterns ELG***	○ Children should be: ○ Independently able to use and access resources ○ Problem solving social issues ○ Snack at break time ○ EPA manners in place

		has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ○ *Anticipate – where appropriate – key events in stories;* ○ *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.* ***Word Reading ELG*** *Children at the expected level of development will:* ○ *Say a sound for each letter in the alphabet and at least 10 digraphs;* ○ *Read words consistent with their phonic knowledge by sound-blending* ○ *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*		*Children at the expected level of development will:* ○ *Verbally count beyond 20, recognising the pattern of the counting system* ○ *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity* ○ *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*	

Introductions are in green text.

Expectations are for the end of each term.