	EPA EYFS Development of Strands						
<u>Term</u>	<u>Oracy</u>	Reading	Writing	Maths	<u>Being a</u>		
	5	5			Learner		
Term 1	<ul> <li>Children expected to speak in full sentences- staff to recast for support.</li> </ul>	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 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)	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 <ul> <li>Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</li> </ul> Counting <ul> <li>Begins to say numbers in order, some of which are in the right order (ordinality)</li> </ul> Cardinality (How many?) <ul> <li>In everyday situations, takes or gives two or three objects from a group</li> <li>Beginning to notice numerals (number symbols)</li> <li>Beginning to count on their fingers.</li> </ul> Spatial Awareness <ul> <li>Moves their bodies and toys around objects and explores fitting into spaces</li> <li>Begins to remember their way around familiar environments</li> <li>Responds to some spatial and positional language</li> <li>Explores how things look from different viewpoints including things that are near or far away</li> </ul> Shape <ul> <li>Chooses puzzle pieces and tries to fit them in</li> <li>Recognises that two objects have the same shape</li> <li>Makes simple constructions</li> </ul> Pattern <ul> <li>Joins in and anticipates repeated sound and action patterns</li> <li>Is interested in what happens next using the pattern of everyday routines</li> </ul> <ul> <li>Beginning to understand some talk about immediate past and future</li> </ul>	<ul> <li>Lunch with KS1</li> <li>Lunch time break in EYFS</li> </ul>		

• Handles books and touch screen	<ul> <li>Beginning to anticipate times of</li> </ul>
technology carefully and the correct	the day such as mealtimes or home
way up with growing competence	time
<ul> <li>Begins to navigate apps and websites</li> </ul>	
on digital media using drop down	Comparison
menu to select websites and icons to	
select apps	to five objects, saying when there
<ul> <li>Begins to develop phonological and</li> </ul>	are the same number of objects in
phonemic awareness:	each group, e.g. You've got two,
Shows awareness of rhyme and	I've got two. Same!
alliteration	Counting
Recognises rhythm in spoken words,	<ul> <li>May enjoy counting verbally as far</li> </ul>
songs, poems and rhymes	as they can go
Claps or taps the syllables in words	<ul> <li>Points or touches (tags) each item,</li> </ul>
during sound play	saying one number for each item,
<ul> <li>Hears and says the initial sound in</li> </ul>	using the stable order of 1,2,3,4,5.
words	
worus	
	number language within play, and
o Introducing book skills-	may show fascination with large
· · · · · · · · · · · · · · · · · · ·	numbers
correct way to hold a book	
turning pages	10
	Cardinality
<ul> <li>Introducing terms 'title',</li> </ul>	<ul> <li>Subitises one, two and three</li> </ul>
'page', 'front cover' and	objects (without counting)
	<ul> <li>Counts up to five items,</li> </ul>
'author'.	recognising that the last number
	said represents the total counted
	,
	so far (cardinal principle)
	<ul> <li>Links numerals with amounts up to</li> </ul>
	5 and maybe beyond
	<ul> <li>Explores using a range of their</li> </ul>
	own marks and signs to which they
	ascribe mathematical meanings
	Composition
	<ul> <li>Through play and exploration,</li> </ul>
	beginning to learn that numbers
	are made up (composed) of smaller
	numbers
	<ul> <li>Beginning to use understanding of</li> </ul>
	number to solve practical problems
	in play and meaningful activities
	• Beginning to recognise that each
	counting number is one more than
	the one before
	<ul> <li>Separates a group of three or four</li> </ul>
	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	
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)	
<ul> <li>Joins in with simple patterns in</li> </ul>	
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	
everyady life and scories	
Torm 2     O Children     BIRTH TO 5:     BIRTH TO 5:     O Lunch w	uith
	/11/1
expected to Secure Secure KS1	
speak in Range 4: 0 Lunch ti	ime
<ul> <li>Has some favourite stories, rhumes</li> <li>Distinguishes between the different</li> </ul>	
<b>J</b> songs, poems of jurgles marks they make <b>b</b> eginning to compare and	
sentences- o Repeats and uses actions, words or o Enjoys drawing and writing on recognise changes in numbers of O 9:20am	daily
staff to phrases from familiar stories paper, on screen and on different things, using words like more, lots exercise	5
Stuff to Fills in the missing word or phrase in a textures such as in sand or or 'same'	ut
recast for known rhyme, story or game, e.g. playdough and through using Counting KS1	
support. Humpty Dumpty sat on a touch-screen technology o Begins to say numbers in order, playgro	und
Begins to recognise familiar logos from	
the adult print or icons for apps children's popular culture, commercial print or icons for apps children's popular culture, commercial commercial print or icons for apps children's popular culture, commercial commercial print or icons for apps children's popular culture, commercial co	

	0	Enjoys rhythmic and musical activity	0	Makes up stories, play scenarios,	0	In everyday situations, takes or	0	Break time
		with percussion instruments, actions,		and drawings in response to		gives two or three objects from a		with KS1
		rhymes and songs, clapping along with		experiences, such as outings		group		
		the beat and joining in with words of	0	Sometimes gives meaning to their	0	Beginning to notice numerals	0	5 – 10 mins
		familiar songs and nursery rhymes		drawings and paintings		(number symbols)		of focus task
	_		0	Ascribes meanings to signs,	0	Beginning to count on their fingers.		in groups of
	Range 5:			symbols and words that they see	Spatial A			
	0	Listens to and joins in with stories and		in different places, including those	0	Moves their bodies and toys		3 at a table
		poems, when reading one-to-one and in		they make themselves		around objects and explores fitting		
		small groups	0	Includes mark making and early		into spaces		
	0	Joins in with repeated refrains and		writing in their play	0	Begins to remember their way		
		anticipates key events and phrases in	0	Imitates adults' writing by making		around familiar environments		
		rhymes and stories		continuous lines of shapes and	0	Responds to some spatial and		
	0	Begins to be aware of the way stories		symbols (early writing) from left to		positional language		
		are structured, and to tell own stories		right	0	Explores how things look from		
	0	Talks about events and principal	0	Attempts to write their own name,		different viewpoints including		
		characters in stories and suggests how		or other names and words, using	~	things that are near or far away		
		the story might end		combinations of lines, circles and	Shape			
	0	Shows interest in illustrations and		curves, or letter-type shapes	0	Chooses puzzle pieces and tries to		
		words in print and digital books and	0	Shows interest in letters on a		fit them in		
		words in the environment		keyboard, identifying the initial	0	Recognises that two objects have		
	0	Recognises familiar words and signs		letter of their own name and other		the same shape		
		such as own name, advertising logos		familiar words	0	Makes simple constructions		
		and screen icons	0	Begins to make letter-type shapes	Pattern	The second second		
	0	Looks at and enjoys print and digital		to represent the initial sound of	0	Joins in and anticipates repeated		
		books independently		their name and other familiar		sound and action patterns		
	0	Knows that print carries meaning and,		words	0	Is interested in what happens next		
		in English, is read from left to right				using the pattern of everyday		
		and top to bottom				routines		
	0	Knows information can be relayed			Measures			
		through signs and symbols in various			0	Explores differences in size, length,		
		forms (e.g. printed materials, digital				weight and capacity		
		screens and environmental print)			0	Beginning to understand some talk		
	0	Handles books and touch screen				about immediate past and future		
		technology carefully and the correct			0	Beginning to anticipate times of		
	0	way up with growing competence Begins to navigate apps and websites				the day such as mealtimes or home time		
	0	on digital media using drop down			Range 5:	time		
		menu to select websites and icons to			Comparis	0 <b>0</b>		
		select apps			0 comparis	Compares two small groups of up		
	0	Begins to develop phonological and			Ŭ	to five objects, saying when there		
	Ŭ	phonemic awareness:				are the same number of objects in		
	≻	Shows awareness of rhyme and				each group, e.g. You've got two,		
	-	alliteration				I've qot two. Same!		
	$\succ$	Recognises rhythm in spoken words,			Counting	i ve get tive. euner		
		songs, poems and rhymes			0	May enjoy counting verbally as far		
	$\succ$	Claps or taps the syllables in words			-	as they can go		
		during sound play			0	Points or touches (tags) each item,		
	≻	Hears and says the initial sound in			-	saying one number for each item,		
		words				using the stable order of 1,2,3,4,5.		
					0	Uses some number names and		
						number language within play, and		
						may show fascination with large		
						numbers		
•					•			

			2	
0	Introducing book skills-	0	Begin to recognise numerals 0 to	
	correct way to hold a book,	<b>.</b>	10	
	5	Cardinality		
	turning pages	0	Subitises one, two and three	
o 1	Introducing terms 'title',		objects (without counting)	
		0	Counts up to five items,	
	'page', 'front cover' and		recognising that the last number	
	'author'.		said represents the total counted	
			so far (cardinal principle)	
			Links numerals with amounts up to	
			5 and maybe beyond	
		0	Explores using a range of their	
			own marks and signs to which they	
		<b>C</b>	ascribe mathematical meanings	
		Compositio		
		0	Through play and exploration,	
			beginning to learn that numbers	
			are made up (composed) of smaller	
			numbers	
		0	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	
		0	Separates a group of three or four	
		Ũ	objects in different ways, beginning	
			to recognise that the total is still	
		Constint Au	the same	
		Spatial An		
			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		
		0	Chooses items based on their	
			shape which are appropriate for	
			the child's purpose	
		0	Responds to both informal	
			language and common shape	
			names	
			Shows awareness of shape	
			similarities and differences between	
			objects	
		0	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		

				<ul> <li>Creates their own spatial patterns showing some organisation or regularity</li> <li>Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> <li>Measures         <ul> <li>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>Recalls a sequence of events in everyday life and stories</li> </ul> </li> </ul>	
Term 3	<ul> <li>Children expected to speak in full sentences- staff to recast for support.</li> <li>Tracking the adult</li> <li>Introducing:</li> <li>Children standing to speak.</li> <li>'ABC' hand signals</li> <li>Partner talk.</li> </ul>	BIRTH TO 5:         Beginning:         Range 6:         • Enjoys an increasing range of print and digital books, both fiction and nonfiction         • 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 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	BIRTH TO 5:         Beginning Range 6: <ul> <li>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</li> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>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</li> <li>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</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>	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         • 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 qroups within the number,	<ul> <li>Lunch with KS1</li> <li>Lunch time break in EYFS</li> <li>Friday assembly</li> <li>Break time with KS1</li> <li>10 – 15 mins of focus task in groups of 6 at a table</li> </ul>

<ul> <li>Starts to link sounds to letters, naming and sounding the letters of the dphabet</li> <li>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>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</li> <li>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge of language structure, subject knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> <li>Introducing book skills-correct way to hold a book, turning pages</li> <li>Introducing terms 'title', 'page', 'front cover' and 'author'.</li> <li>Whole session Phonics</li> </ul>	<ul> <li>e.g. sees six raisins on a plate as three and three</li> <li>In practical activities, adds one and subtracts one with numbers to 10</li> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "."</li> <li>Spatial Awareness</li> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> <li>Shape</li> <li>Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses om ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>
<ul> <li>Introducing terms 'title',</li> <li>'page', 'front cover' and</li> <li>'author'.</li> </ul>	<ul> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>

T 4	0	Children	BIRTH TO 5:	BIRTH	TO 5.	° ° BIRTH	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 TO 5.	0	Lunch with
Term 4	0	expected to	Consolidating		plidating		lidating	0	KS1
		speak in	Range 6:	Range 6:	5	Range 6:		0	Lunch time
		full	• Enjoys an increasing range of print and		Enjoys creating texts to	Comparis		0	break in EYFS
		sentences-	digital books, both fiction and non- fiction		communicate meaning for an increasingly wide range of	0	Uses number names and symbols when comparing numbers, showing	0	Friday
		staff to	<ul> <li>Uses vocabulary and forms of speech</li> </ul>		purposes, such as making greetings		interest in large numbers	0	assembly
		recast for	that are increasingly influenced by		cards, tickets, lists, invitations and	0	Estimates of numbers of things,	0	Break time
		support.	their experiences of reading O Describes main story settings, events		creating their own stories and books with images and sometimes		showing understanding of relative size	0	with KS1
	0	Tracking	and principal characters in increasing		with words, in print and digital	Counting		0	Half of class
	0	the adult	detail • Re-enacts and reinvents stories they	0	formats Gives meaning to the marks they	0	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10	Ũ	at a time
	0	Embedding:	have heard in their play	Ŭ	make as they draw, write, paint		to 0		learning at
	0	Children	<ul> <li>Knows that information can be retrieved from books, computers and</li> </ul>		and type using a keyboard or touch-screen technology	0	Increasingly confident at putting numerals in order 0 to 10		tables in
		standing to	mobile digital devices	0	Begins to break the flow of speech		(ordinality)		Learning
		speak.	• Is able to recall and discuss stories or		into words, to hear and say the	Cardinali			Zone 3 for
	0	'ABC' hand	information that has been read to them, or they have read themselves		initial sound in words and may start to segment the sounds in	0	Engages in subitising numbers to four and maybe five		Literacy /
		signals	• Begins to recognise some written		words and blend them together	0	Counts out up to 10 objects from a		Writing
	0	Partner	names of peers, siblings or "Mummy"/"Daddy" for example	0	Starts to develop phonic knowledge by linking sounds to	0	larger group Matches the numeral with a group		groups.
		talk.	<ul> <li>Begins to develop phonological and</li> </ul>		letters, naming and sounding some	0	of items to show how many there	0	Monday
			phonemic awareness.		of the letters of the alphabet,	Composit	are (up to 10)		assembly
			Continues a rhyming string and		identifying letters and writing recognisable letters in sequence,	Composit 0	Shows awareness that numbers are		
			identifies alliteration <ul> <li>Hears and says the initial sound in</li> </ul>		such as in their own name		made up (composed) of smaller		
			words	0	Uses their developing phonic knowledge to write things such as		numbers, exploring partitioning in different ways with a wide range		
			Begins to segment the sounds in simple		labels and captions		of objects		
			words and blend them together and knows which letters represent some of			0	Begins to conceptually subitise larger numbers by subitising		
			them				smaller groups within the number,		
			Starts to link sounds to letters, naming and sounding the letters of the				e.g. sees six raisins on a plate as		
			alphabet			0	three and three In practical activities, adds one and		
			Begins to link sounds to some fragmently used diagraphs and shift the second				subtracts one with numbers to 10		
			frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency			0	Begins to explore and work out mathematical problems, using signs		
			words, and to use developing				and strategies of their own choice,		
			knowledge of letters and sounds to read simple phonically decodable				including (when appropriate) standard numerals, tallies and "+"		
			words and simple sentences				standard numerals, tallies and "+" or "-"		
						Spatial A	wareness		

		Engages with books and other reading		0	Uses spatial language, including	
				-		
		materials at an increasingly deeper			following and giving directions,	
		level, sometimes drawing on their			using relative terms and describing	
		phonic knowledge to decode words,			what they see from different	
		and their knowledge of language			viewpoints	
		structure, subject knowledge and		0	Investigates turning and flipping	
		illustrations to interpret the text			objects in order to make shapes fit	
					5 1 5	
		Includes everyday literacy artefacts in			and create models; predicting and	
		play, such as labels, instructions, signs,			visualising how they will look	
		envelopes, etc.			(spatial reasoning)	
		chivelopes, etc.				
				0	May enjoy making simple maps of	
		T. I. S. I. I. I. I.			familiar and imaginative	
		<ul> <li>Introducing book skills-</li> </ul>			environments, with landmarks	
				~	environmentis, with tanamarks	
		correct way to hold a book,		Shape		
		turning pages		0	Uses informal language and	
		turning pages			analogies, (e.g. heart-shaped and	
		<ul> <li>Introducing terms 'title',</li> </ul>				
					hand-shaped leaves), as well as	
		'page', 'front cover' and			mathematical terms to describe	
					shapes	
		'author'.				
		$\circ$ Whole session Phonics		0	Enjoys composing and	
		<ul> <li>Whole session Phonics</li> </ul>			decomposing shapes, learning	
		<ul> <li>Guided reading</li> </ul>			which shapes combine to make	
		0 Oulded redding			other shapes	
					/	
				0	Uses own ideas to make models of	
					increasing complexity, selecting	
					blocks needed, solving problems	
					and visualising what they will build	
				Pattern		
				0	Spots patterns in the environment,	
				0		
					beginning to identify the pattern	
					"rule"	
				0	Chooses familiar objects to create	
				0		
					and recreate repeating patterns	
					beyond AB patterns and begins to	
					identify the unit of repeat	
				Measures		
				0	Enjoys tackling problems involving	
					prediction and discussion of	
					comparisons of length, weight or	
					capacity, paying attention to	
					fairness and accuracy	
				0	Becomes familiar with measuring	
					tools in everyday experiences and	
					play	
				0	Is increasingly able to order and	
					sequence events using everyday	
					language related to time	
				<u>л</u> .,	5 5	
					to experience measuring time with	
				timers an	d calendars	
	0 Children	BIRTH TO 5:	BIRTH TO 5:	BIRTH		$\circ$ Lunch with
Term 5						
	expected to	Secure	Secure	Secure	2	KS1
	speak in	Range 6:	Range 6:	Range 6:		
	·			Comparis	ron	

full	0	Enjoys an increasing range of print and digital books, both fiction and non-	0	Enjoys creating texts to communicate meaning for an	0	Uses number names and symbols when comparing numbers, showing	0	Lunch time
sentences-		fiction		increasingly wide range of		interest in large numbers		break in EYFS
staff to	0	Uses vocabulary and forms of speech		purposes, such as making greetings	0	Estimates of numbers of things,	0	Friday
recast for		that are increasingly influenced by		cards, tickets, lists, invitations and		showing understanding of relative		assembly
support.		their experiences of reading		creating their own stories and	<b>A</b>	size	0	Monday
	0	Describes main story settings, events and principal characters in increasing		books with images and sometimes with words, in print and digital	Counting 0	Enjoys reciting numbers from 0 to	Ũ	assembly
5		detail		formats	0	10 (and beyond) and back from 10		5
the adult	0	Re-enacts and reinvents stories they	0	Gives meaning to the marks they		to O	0	Break time
0 Children		have heard in their play		make as they draw, write, paint	0	Increasingly confident at putting		with KS1
standing to	0	Knows that information can be retrieved from books, computers and		and type using a keyboard or touch-screen technology		numerals in order 0 to 10 (ordinality)	0	Whole class
speak.		mobile digital devices	0	Begins to break the flow of speech	Cardinali	5		learning at
<ul> <li>'ABC' hand</li> </ul>	0	Is able to recall and discuss stories or		into words, to hear and say the	0	Engages in subitising numbers to		tables in
signals		information that has been read to		initial sound in words and may		four and maybe five		Learning
o Partner		them, or they have read themselves		start to segment the sounds in words and blend them together	0	Counts out up to 10 objects from a		Zone 3 for
talk.	0	Begins to recognise some written names of peers, siblings or	0	Starts to develop phonic	0	larger group Matches the numeral with a group		Literacy /
		"Mummy"/"Daddy" for example		knowledge by linking sounds to	-	of items to show how many there		Writing
	0	Begins to develop phonological and		letters, naming and sounding some	_	are (up to 10)		•
hand		phonemic awareness:		of the letters of the alphabet,	Composit			groups in the
signals.	≻	Continues a rhyming string and		identifying letters and writing recognisable letters in sequence,	0	Shows awareness that numbers are made up (composed) of smaller		morning.
		identifies alliteration		such as in their own name		numbers, exploring partitioning in		
	>	Hears and says the initial sound in	0	Uses their developing phonic		different ways with a wide range		
	>	words Begins to segment the sounds in simple		knowledge to write things such as		of objects		
		words and blend them together and		labels and captions	0	Begins to conceptually subitise larger numbers by subitising		
		knows which letters represent some of				smaller groups within the number,		
		them				e.g. sees six raisins on a plate as		
	A	Starts to link sounds to letters, naming and sounding the letters of the				three and three		
		alphabet			0	In practical activities, adds one and subtracts one with numbers to 10		
	>	Begins to link sounds to some			0	Begins to explore and work out		
		frequently used digraphs, e.g. sh, th, ee				mathematical problems, using signs		
	A	Begins to read some high frequency words, and to use developing				and strategies of their own choice,		
		knowledge of letters and sounds to				including (when appropriate) standard numerals, tallies and "+"		
		read simple phonically decodable				or "-"		
	~	words and simple sentences			Spatial A			
	A	Engages with books and other reading materials at an increasingly deeper			0	Uses spatial language, including		
		level, sometimes drawing on their				following and giving directions, using relative terms and describing		
		phonic knowledge to decode words,				what they see from different		
		and their knowledge of language				viewpoints		
		structure, subject knowledge and illustrations to interpret the text			0	Investigates turning and flipping		
	>	Includes everyday literacy artefacts in				objects in order to make shapes fit and create models; predicting and		
	-	play, such as labels, instructions, signs,				visualising how they will look		
		envelopes, etc.				(spatial reasoning)		
					0	May enjoy making simple maps of		
						familiar and imaginative		
						environments, with landmarks		

	<ul> <li>Introducing book skills- correct way to hold a book, turning pages</li> <li>Introducing terms 'title', 'page', 'front cover' and 'author'.</li> <li>Whole session Phonics</li> <li>Guided reading</li> </ul>		Shape <ul> <li>Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul> <li>Pattern         <ul> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul> </li> <li>Measures         <ul> <li>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>Becomes familiar with measuring tools in everyday experiences and play             <ul> <li>Is increasingly able to order and sequence events using everyday language related to time</li> <li>Beginning to experience measuring time with timers and calendars</li> </ul> </li> </ul></li>	
Term 6 Year 1 Ready	<ul> <li>Children expected to speak in full o Introducing book skills-correct way to hold a book, turning pages full o Introducing terms 'title', 'page', 'front cover' and 'author'.</li> <li>recast for support. O Guided reading O Tracking the adult or At Phase 4 decodable books At Phase 4 decodable books or Children standing to speak.</li> <li>Children or Able to show reading skills: predicting and comprehending</li> </ul>	<ul> <li>Able to hold a pencil using tripod grip</li> <li>Able to write on a line and form size appropriate graphemes.</li> </ul> Early Learning Goal Writing ELG Children at the expected level of development will:	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	<ul> <li>Lunch with KS1</li> <li>Lunch time break in EYFS</li> <li>Friday assembly</li> <li>Monday assembly</li> <li>Break time with KS1</li> <li>Whole class learning at tables in</li> </ul>

[	0	'ABC' hand	<ul> <li>Enjoying reading</li> </ul>	0	Write recognisable	0	Subitise (recognise		Learning
	-	signals	<ul> <li>Reading 5x per week at</li> </ul>	-	letters, most of which are	-	quantities without		Zone 3 for
	0	Partner	home		correctly formed		counting) up to 5		Literacy /
	0	talk.		0	Spell words by	0	Automatically recall		Writing
	0	'B & D'	<u>Early Learning Goal</u>	0	identifying sounds in	Ũ	(without reference to		groups in the
	Ũ	hand	<u>Lariy Learning Obai</u>		them and representing		rhymes, counting or		morning.
		signals.			the sounds with a letter		other aids) number	0	Children
		signais.	Comprehension ELG		or letters		bonds up to 5 (including	Ŭ	should be:
			Children at the expected level of	0	Write simple phrases and		subtraction facts) and	0	Learning for
			development will:	0	sentences that can be		some number bonds to	0	sustained
					ready by others.		10, including double		periods of
			• Demonstrate understanding		ready by others.		facts.		time at a
			of what has been read to				Jucis.		desk, (20
			them by retelling stories			Numer	ical Patterns ELG		mins)
			and narratives using their				en at the expected level of	0	Independently
			own words and recently				oment will:	0	able to use
			introduced vocabulary;			0	Verbally count beyond		and access
			<ul> <li>Anticipate – where</li> </ul>			Ŭ	20, recognising the		resources
			appropriate – key events in				pattern of the counting	0	Problem
			stories;				system	0	solving social
			<ul> <li>Use and understand</li> </ul>			0	Compare quantities up to		issues
			recently introduced			0	<i>10 in different contexts,</i>	0	Snack at
			vocabulary during				recognising when one	0	break time
			discussions about stories,				quantity is greater than,	0	EPA manners
			non-fiction, rhymes and				less than or the same as	0	in place
			poems and during role-play.				the other quantity	0	Tuesday
						0	Explore and represent	0	assembly
			Word Reading ELG			U	patterns within numbers		assentory
			Children at the expected level of				up to 10, including evens		
			development will:				and odds, double facts		
			• Say a sound for each letter				and how quantities can		
			in the alphabet and at least				be distributed equally.		
			10 digraphs;				σε αιςτησατέα εφαατίν.		
			<ul> <li>Read words consistent with</li> </ul>						
			their phonic knowledge by						
			sound-blending						
			<ul> <li>Read aloud simple sentences</li> </ul>						
			and books that are						
			consistent with their phonic						

knowledge, including some		
common exception words.		

Introductions are in green text.

Expectations are for the end of each term.