

Springwood Infant and Junior School Federation

BELIEVING IS ACHIEVING



Early Years Curriculum 2024-2025

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

Early Years at Springwood

Our curriculum is unique to the individual children of the cohort and the community it resides in and is ever changing. Our children learn largely through child-led learning through their own play alongside whole class and group working. We plan our provision to meet the individual needs, next steps and interests of our children. At Springwood we have an open plan free-flow environment that encourages the children to foster their independence and key skills. We teach the children to develop their skills in line with the values of our school vision;



- Stay Safe
 - Treat others how you wish to be treated
 - Try your best and be proud
- Developing responsible, self-regulated and self-motivated children.

Assessment

Children in EYFS will be continually assessed through high quality adult interaction, professional discussions, interventions, small group work and direct teaching time. We promote the building of quality relationships between adults and children fostered in mutual respect where adults will learn and play alongside the children within the environment.

Assessment in EYFS is ongoing and reflective. It will support the adaptations and changes to teaching, the curriculum and the environment that drives the EYFS pedagogy. Children will be assessed in Phonics half-termly. This is so teachers can monitor progress, identify any gaps or misconceptions, and plan opportunities that enable all children to meet end of year expectations.



At the end of the year, the children will be assessed against the EYFSP to assess whether they have 'met' or 'not met' the ELG in the 7 areas of the EYFS curriculum. Children's learning will be assessed through professional dialogue and against the Characteristics of Effective Learning.

Meeting the needs for each child.

Each child has their own pathway and we understand that not all children learn in the same way and at the same speed. Each child's learning is **unique**.



Through ongoing assessment children who are 'not on track' will be discussed regularly through professional dialogue within the team and through pupil progress reviews. Individual needs and targeted support will be identified and children will receive focus interventions to support their learning e.g. Black Sheep Press Narrative, Neli, Nurture Groups, 1:1 reading support and Phonics interventions. This also includes liaison with the SLCN lead, SENCo, ELSA, EMTAS and other outside agencies e.g. Primary Behaviour Support, Speech and Language

Therapy team.

Springwood Early Years Curriculum 2024-2025

The key aspects of our curriculum stem from the EYFS Statutory framework and Development matters. Our curriculum covers the 7 areas of learning; **Communication and Language (CL)**, **Physical Development (PD)**, **Personal, Social and Emotional Development (PSED)**, **Literacy (L)**, **Mathematics (M)**, **Understanding of the World (UW)**, **Express Arts and Design (EAD)**. We have

created milestones reflecting the key skills that we feel are important to teach our current cohort of children. These have been identified through our observations of them within their play, conversations with parents, pre-school transitions and knowledge of the local community. These

milestones will mainly be taught through our play-based curriculum which will allow the children to learn, practise and embed these skills. Adults in the environment will help facilitate and support this learning alongside the children, through careful questioning, modelling and appropriate

interventions they will support the children in continually building upon and moving on their learning. Maths and Literacy (phonics) skills will be delivered through direct teaching sessions and embedded in the environment through children's play. Morning meetings, snack time and circle times also provide for learning objectives to be taught where appropriate.





Springwood Federation –EYFS Curriculum Long Term Plan 2024-25

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children's areas of interest (from home / nursery visits)	All about Us	Magic (including Christmas)	Dinosaurs	Farms	Adventure	Under the Sea
Suggested Shared Reading Texts linked to children's interests	Give that back Jack Harry and The Dinosaurs go to School Colour Monsters	Funnybones Winnie The Witch Snowflake mistake Laura's Star The Christmas Story	Not Now Bernard Tyrannosaurus Drip Are the Dinosaurs Dead, Dad? The Odd Egg	The Little Red Hen The Three Little Pigs The Billy Goats Gruff Farmer Duck The Gingerbread Man	Non fiction - Supertato One Springy Day Superworm Stuck	Non fiction - The Fish that could Wish Rainbow Fish Pirates don't go to school Popeye Pirate Pete
Communication and Language - Speaking (Speaking and Listening) Poetry Focus	*Little Bo Beep has lost her sheep *5 Little ducks *Little Rabbit Foo Foo	*The Christmas Pine by Julia Donaldson *ABC song	*1, 2, 3, 4, 5 once I caught a fish alive *Hickory Dickory Dock	*Row, row your boat gently down the stream *Old McDonald had a farm	*Jack and Jill *The Grand Old Duke of York	*Owl and the Pussycat (1st verse) *A sailor went to sea, sea, sea
Reading Themes	Lost and Found / Courage	Stepping into the unknown	Into the Wild	Traditional Tales	Nick Butterworth Author Study	The Classics
Shared Suggested Quality Text	A Bit Lost Oscar's Starry Night Owl Babies	How to Catch a Star	The Gruffalo	Goldilocks and The Three Bears	One snowy night Percy and the Park Keeper series Qpootle	Pirate Pete Tiddler The snail and the whale

					Alberto Le Blanc to the Rescue	
Literacy -Word reading (English)	Phase 2	Phase 3	Phase 3-4	Phase 3-4	Phase 4	Phase 5
Literacy -Writing (English)	<ul style="list-style-type: none"> • Essential Letters and Sounds • Funky fingers • Fine Motor Skills • Gross Motor Skills • Name writing • Initial sounds • Mark making 	<ul style="list-style-type: none"> • Essential Letters and Sounds • Funky fingers • Fine Motor Skills • Gross Motor Skills • Name writing – forming letter shapes correctly • Writing words and labels. (CVC) 	<ul style="list-style-type: none"> • Essential Letters and Sounds • Word writing (CVC) • Fine Motor Skills • Gross Motor Skills • Name writing- correct spelling focus • Writing words and labels. (CVCC) 	<ul style="list-style-type: none"> • Essential Letters and Sounds Caption writing • Fine Motor Skills • Gross Motor Skills • Name writing – Forming letters in our first name correctly. • Writing captions and phrases. 	<ul style="list-style-type: none"> • Essential Letters and Sounds • Fine Motor Skills • Gross Motor Skills • Name writing – Forming letters in our last name correctly. • Writing sentences. 	<ul style="list-style-type: none"> • Essential Letters and Sounds • Name writing –Writing our first and second name independently. • Writing sentences.
Mathematics	<ul style="list-style-type: none"> • Subitising within 3 • Counting skills • Composition of 3 and 4 • Subitising objects and sounds • Comparison – more / fewer than. 	<ul style="list-style-type: none"> • Counting skills focus on 5 • Comparison - more / fewer than, equal to. • Whole and parts of numbers. • Composition of 3, 4 and 5. • Matching numerals and quantities within 10. • Object counting skills. • Verbal counting beyond 20. 	<ul style="list-style-type: none"> • Subitise within 5 • Matching numerals and quantities within 5 • Ordering numbers • One more • Composition of 5, 6, and 7. • Composition- make unequal set equal 	<ul style="list-style-type: none"> • Ordering numbers • Comparison- less than • Composition of 7 • Doubles- numbers made of 2 equal parts • Sorting numbers- odd and even 	<ul style="list-style-type: none"> • Counting larger numbers • Subitising to 6 • Composition- 5 and a bit • Composition of 10 • Number track games 	<ul style="list-style-type: none"> • Subitise to 5 using rekenreks • Number bonds to 5 • Composition to 10 • Number patterns • Comparison
Understanding of the World (Science)	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; 		<ul style="list-style-type: none"> • 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 	

Science (Throughout the year)	Weather, changes to the environment, growing, life cycles, naming plants, ice, sun, heat, exercise, healthy eating, nature, seasons, space, Planet Earth.					
Understanding of the World (RE)	‘All about me’ • (Belonging)	Jesus’s birthday • (Celebration)	Stories Jesus told • (Story)	Eggs a sign of new life • (Symbol of new life)	Janmashtami • (Remembering)	Hinduism • (Water- Special)
RE (Throughout the year)	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. 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.					
Understanding of the World (Geography)	My surroundings Different places of the world: Desert, jungle, rain forests, Artic,		BeeBots Where animals live		Treasure Maps Holidays and places we have visited Continents and oceans	
Geography (Throughout the year)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 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- non-fiction texts and –when appropriate – maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories.					
Understanding of the World (History)	My family and friends People who help us The Christmas Story		Dinosaurs		Pirates	
History (Throughout the year)	Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;					
Gross and Fine Motor Skills (PE)	ABC Scheme Solent Therapy Pack		Gymnastics: High, Low, Over, Under Dance - Nursery Rhymes		Ball skills: Feet Sports Day Games for Understanding	
Expressive Arts and Design (Art)	Line and Pattern - Fire works Stary Night- Van Gogh Portraits Clay sculpture Printing		Colour mixing and exploration Observational drawings Junk modelling		Tints and shades Portraits Drawing from memory Collage	
Expressive Arts and Design (Throughout the year)	Experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.					

(Throughout the year)	Design, create, evaluate their own ideas, junk modelling, textiles. Safely use and explore a variety of materials, tools and techniques.					
Personal, Social and Emotional Development (PSHE) Trick Box	Mirror Mirror	Stand Tall	Breathing Colour	Floating Cloud	Win Win	Free Flow
Expressive Arts and Design (Music)	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • Getting to know you • Tell me a tale 	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • Christmas Characters 	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • Dragon's dance 	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • Amazing animals 	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • Toys 	Hampshire Music Service Pathway to Musical Independence <ul style="list-style-type: none"> • On the beach
Music (Throughout the year)	Make use of props and materials when role playing characters in narratives and stories					
Interesting Interruptions	World Space Week Changes Routines and traditions	Halloween Diwali Fireworks Night Remembrance First Day of Winter Christmas	New Life Chinese New Year Valentine's Day Safer Internet Day Pancake Day Egg hatchlings	Holi Red Nose Day Spring Equinox Mother's Day Farm visit Easter	St George's Day Walk to school week Earth Day	Father's Day Summer Solstice Water Safety Week Sports events



EYFS Attainment and Progress 2024-25

Early Learning Goal	Milestone 1 September/On Entry	Milestone 2 December	Milestone 3 March	Early Learning Goal (Assessed in June)
<i>Communication and language</i> ELG 1 Listening, Attention and Understanding	<p>Children will begin to participate in a range of discussions and interactions for a short amount of time. Children will listen to and appreciate stories.</p> <p>Children will be able to demonstrate that they can pay attention e.g. listen to a simple instruction to stop and tidy when playing.</p> <p>Children will be able to start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Children will participate in a range of discussions and interactions and begin to offer their own comments and ideas for a sustained amount of time. Children will listen to, appreciate stories, and talk about their favourite parts.</p> <p>Children will begin to ask and answer questions relevant to their learning and interests.</p> <p>Children will actively listen and begin to respond or comment appropriately.</p>	<p>Children will participate in a range of discussions and interactions and be able to offer their own comments and ideas independently. Children will be able to join in with some repetitive phrases when listening to stories and begin to retell them using and their own words with increasing independence.</p> <p>Children will ask questions to find out more and to check they understand what has been said to them.</p> <p>Children will begin to have sustained focus for interactions with teachers and peers or independent play.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<i>Communication and language</i> ELG 2 Speaking	<p>Children will begin to use talk to organise themselves and their play and begin to incorporate ideas of others e.g. Let's get on a plane. I'll be the driver. You sit there.</p> <p>Children will use words to express their point of view and begin to listen to others' opinions.</p>	<p>Children will use talk to organise themselves and their play and incorporate ideas of others when appropriate.</p> <p>Children will be able to express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Children will use new vocabulary to communicate in a variety of situations.</p> <p>Children will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>

	Children begin to communicate with adults and children using sentences of four to six words with some incorrect use of plurals e.g. ranned for ran, swimmied for swam.	Children will communicate with others and begin to express their ideas in full sentences.	Children will use full sentences to discuss their experiences and ideas. Children will begin to explore the correct use of tenses e.g yesterday I swam in the sea. With support, children will begin to use connectives to join their ideas.	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.
<i>Personal, Social and Emotional Development</i> ELG 3 Self-Regulation	Children will identify their emotions and will begin to seek help from trusted adults when required. Children will select and use activities and resources, with help when needed to achieve a goal they have chosen, or one which is suggested to them. Children will have an understanding of turn taking. Children will use classroom timetables and teacher prompts to negotiate the routines of the day.	Children will identify and talk about their emotions and have some knowledge of strategies to use to self-regulate. Children can begin to self-select resources for their independent learning or for a set challenge from adults. They will begin to take turns with resources. Children will begin to understand the routines of the school day and will follow instructions with some support from adults.	Children will identify and begin to understand their own and their peer's emotions and begin to use taught strategies to self-regulate. Children can self-select resources for their independent learning or for a set challenge from adults. They will begin to find solutions to conflicts when sharing resources. Children will follow school routines and will follow instructions independently.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.
<i>Personal, Social and Emotional Development</i> ELG 4 Managing Self	Children will become more outgoing with unfamiliar people, in the safe context of their setting. They will show more confidence in new social situations. Children will increasingly follow rules, understanding why they are important with some support from adults.	Children will begin to transition into school with less support from adults. Children can gather the resources they may need for their learning or play with few prompts from an adult. Children will remember rules without needing an adult to remind them. Children will see themselves as a valuable individual and will begin to grow in confidence.	Children transition into school without the support of adults. They will begin to show resilience and perseverance when faced with challenges. Children will understand the importance of rules to keep themselves safe and will begin to use their voice to explain why rules are important.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

	Children will be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Children can keep themselves dry throughout the day and use the toilet independently. Children can use resources to help keep themselves clean and safe e.g. use an apron when painting or wearing a helmet when climbing trees. Children will become increasingly confident to dress themselves independently.	Children can organise their own belongings and look after them They can keep their bodies safe and healthy through independent choices (wearing sun cream, drinking water, removing jumper when they are hot) Children can get changed independently.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<i>Personal, Social and Emotional Development</i> ELG 5 Building Relationships	Children will begin to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Children will build strong relationships with adults at school. Increasingly, they separate from their parent and become involved quickly in their play. Children begin to develop their own character and talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children begin to make good connections with friends and peers in the classroom and begin to talk with others to solve conflicts. Children will have the confidence to seek help from the adults in the classroom and also look to them for reassurance. Children feel confident to share their character with friends they have built good relationships with. They will talk about their own feelings and how other people might be feeling.	Children build appropriate respectful friendships in the class and can express their feelings and consider the feelings of others. Children will speak with an adult about their needs e.g. I am wet I need a new t-shirt. Children will speak with their peers about their interests. Using taught strategies, children will see themselves as a valuable individual and flourish in sharing their personality and character with others. They will understand their own feelings and how other people might be feeling.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs
<i>Physical Development</i> ELG 6 Gross Motor Skills	Children will use the muscles in their arms and hands to make movements and make contact with objects. Children will develop their balance and muscles; and can walk on stepping stones and stand on one leg.	Children will progress towards a more fluent style of moving, with developing control. Children will strengthen their muscles and core and go up steps	Children will negotiate space with increasing precision and safety and will begin to be more confident with gross motor movements e.g. they are confident to use climbing equipment. Children's increasing control of strength and balance will support them in their play. They will use their core muscle strength to achieve a good posture when sitting e.g. on the carpet or at the table.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination

	<p>They will be able to climb equipment outside with some support.</p> <p>Children will continue to develop their balancing, riding and ball skills. They will skip, hop, stand on one leg and hold a pose for a game like musical statues with increasing control.</p>	<p>and stairs, or climb up apparatus, using alternate feet.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace. They will practise climbing higher, running faster and jumping further with support from adults.</p>	<p>Children will refine and develop their movements e.g. they will jump from different heights understanding how to land safely.</p>	<p>when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p><i>Physical Development</i></p> <p>ELG 7</p> <p>Fine Motor Skills</p>	<p>Children will hold a writing tool in some way to mark make and they will begin to form letters. They will develop their fine motor skills through a variety of activities.</p> <p>Children will begin to develop a tripod pencil grip and will use one-handed tools and equipment, for example, making snips in paper with scissors, with support. Children will begin to do their zips and buttons independently when getting changed.</p> <p>Children will show a preference for a dominant hand and will make marks including squares, circles, dots and loops.</p>	<p>Children will grip a writing tool effectively using a tripod or pronate grasp and are becoming more confident to form letters.</p> <p>Children will be able to use tools with increasing accuracy e.g. being able to trace or paint a picture. Children will begin to use a knife and fork when eating.</p> <p>Children can begin to write and will draw circles, squares and triangles with some accuracy. Their drawing of a person may contain some details such as arms, eyes, and fingers.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient to write words and use small tools.</p> <p>Children will be able to use scissors to cut different shapes and lines and use other tools effectively in their play. Children can use cutlery appropriately and independently.</p> <p>Children will show accuracy and detail when drawing. Their drawing of a person may have hair, ears, glasses, fingers, and clothing. They may be able to draw other familiar objects such as houses, horses, dogs, trucks, and rainbows.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

<p><i>Literacy</i></p> <p>ELG 8 Comprehension</p>	<p>Children will have an understanding that print has meaning e.g. reading from left to right, page sequencing, understanding there are different parts of a book eg cover, title, blurb, spine, author.</p> <p>Children will be able to speak about their favourite part of a story.</p> <p>Children will engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children will be able to express a preference to stories, non-fiction books, poems and nursery rhymes.</p> <p>Children will be able to sequence and re-tell stories in their own way.</p> <p>Children will begin to use new vocabulary during discussion about stories, rhymes, poems and non-fiction books.</p>	<p>Children will be able to answer simple comprehension questions about their favourite stories with some support.</p> <p>Children will infer what might come next in a story, offering their ideas and suggestions.</p> <p>Children will begin to explain the meaning of new vocabulary during discussions, and use it appropriately.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p><i>Literacy</i></p> <p>ELG 9 Word Reading</p>	<p>Children will hear and identify initial sounds verbally. Children will be able to recognise words with the same initial sound, such as money and mother</p> <p>Children will have a developing phonological awareness and might spot and suggest rhymes, count or clap syllables in a word.</p> <p>Children will begin to show an interest in written words, and link graphemes to phonemes.</p>	<p>Children will say a sound for most phase 2 graphemes.</p> <p>The children can recognise and begin to read all phase 2 sounds and some phase 3 sounds. Children will begin to apply their sound knowledge to blend CVC words.</p> <p>Children will explore books, understanding that the words they read will link to form sentences.</p> <p>Children will begin to recognise a few harder to read and spell words e.g. a, the, I.</p> <p>78% GPCs (18/23)</p>	<p>Children will be able to confidently use phase 2 digraphs independently. With some support, children will recognise at least 5 phase 3 digraphs.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will continue to independently read some harder to read and spell words matched to the school's phonic programme. For example: I, no, he, go, into, is, was, you, they, my, by, all, are</p> <p>75% GPCs (9/12) >66% Real words (8/12)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	At the end of Autumn 1, children will know 70% GPCs (12/17)			
<i>Literacy</i> ELG 10 Writing	<p>Children are beginning to form some letters accurately and begin to write some or all of their name.</p> <p>Children use mark making to create labels/ pictures for others.</p> <p>Children can orally rehearse a sentence given to them by an adult. Children begin to use letters to represent words e.g. 'm' for mummy.</p> <p>Children show an awareness of spacing in writing.</p>	<p>Children form some letters accurately. Including capital letters and the letters in their name.</p> <p>Children begin to write labels and words using their phonetic knowledge.</p> <p>Children are supported to orally rehearse sentences before writing. Children begin to write their own phrases using their phonetical knowledge</p> <p>Children can begin to understand and use spacing in their writing.</p>	<p>Children can form most letters accurately and can securely write their own name.</p> <p>Children securely write labels, words, captions, using their phonetic knowledge.</p> <p>Children orally rehearse their writing with some support from a teacher. Children begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. These can be read by others.</p> <p>Children have a secure understanding of how to use spacing when writing.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<i>Mathematics</i> ELG 11 Number	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</p> <p>Children can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare numbers to 5 and understand the 'one more than/one less than' relationship between consecutive numbers to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total. Link the number symbol (numeral) with its cardinal number value to 5.</p> <p>Children can subitise objects to 3</p> <p>Children begin to understand a number can be split into 'parts' e.g. 3 and 2 makes 5, 1 and 4 makes 5.</p>	<p>Children can link the numeral to its number value to 7 using 1:1 correspondence.</p> <p>Children can securely subitise objects to 4.</p> <p>Children know the number bonds (including subtraction facts) for numbers up to 4.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subsidise (recognise quantities without counting) up to 5.</p> <p>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</p>

<p><i>Mathematics</i></p> <p>ELG 12 Numerical Patterns</p>	<p>Verbally count numbers past 5. Say one number for each item in order: 1,2,3,4,5,6, 7</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns and notice and correct errors.</p> <p>Children explore sharing objects equally, noticing when something isn't the same.</p>	<p>Children can begin to count beyond ten. Count objects, actions and sounds with adult support.</p> <p>Compare quantities up to 5 using language: 'more than', 'fewer than' and 'the same as or equal to'. Continue, copy and create repeating patterns.</p> <p>Children begin to pair objects, noticing that there are 2 of each object.</p>	<p>Children can verbally count beyond ten, noticing the change in pattern for 'teen' numbers.</p> <p>Compare quantities up to 7 using language: 'more than', 'fewer than' and 'the same as or equal to'.</p> <p>Children begin to notice that doubling means twice the amount. Children begin to notice that an odd number cannot be shared equally between two and that an even number can.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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