



Foundation Stage Long Term Curriculum Overview 2023-24

| F2 1 year cycle 2 x FS2 classes | Autumn 1 Fiction Nursery Rhymes | Autumn 2 Familiar Tales/Non-fiction | Spring 1 Fiction/Non Fiction | Spring 2 Traditional Tales | Summer 1 Author Study | Summer 2 Non Fiction /Familiar Tales |
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| Theme | Superheroes (MYSELF) | Superheroes (People Who Help Us) | My Magical World (Our houses and homes) | My Magical World (Further Afield) | Pirates and Witches And Trolls, Oh My! | Let's Go To Storyland Marvellous Minibeasts |
| Texts | Nursery Rhymes YOU CHOOSE | SUPERTATO | HOUSES AND HOMES Let's Build A House | BEAR HUNT Handa's Surprise. | Julia Donaldson TROLL (Pirates) | Hungry Caterpillar Marvellous Minibeasts (non-fiction) |
| Question | What powers do you need to be a Superhero? | Who could help us defeat Evil Pea? What are their superpowers? | Could you, would you live in an igloo? | Could you keep a bear as a pet? | Who is the best story character and why? Are Witches, Trolls and Giants always bad? | Do all creatures look like their parents? |
| Hooks and Experiences | Superhero Day Superhero Hunt around school (familiarisation with school environment) Macmillan Coffee morning. PE Enrichment | EVIL PEA CRIME SCENE Christmas Performance Visitors – Paramedic, Policeperson etc. Hunt for Evil Pea in locality (TESCO) Library Visit Bonfire Night Children In need PE Enrichment | Locality – different buildings. Chinese New Year Celebration and feast. Library Visit Yoga PE Enrichment | Go on a Bear Hunt---Make a film. World Book Day. Library Visit Easter – Church Mother's Day PE Enrichment Green's Windmill Comic Relief/Sports Relief | Whole School author study share. Super starter –Treasure Hunt. Standhill Bedtime stories (record and share – involve families) Sports Day Pirate picnic Manor Farm Visit –links with Pirates and goats from Troll. F2 Recipe book (website) | Butterflies life cycle Library Visit PE Enrichment F2 Picnic/Ugly Bug Ball Father's Day |
| PSED ELG: Self- Regulation | 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 several ideas or actions. | | | | | |
| ELG: Managing Self | 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | | |
| ELG: Building relationships | 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. | | | | | |
| CAL ELG: Listening And Attention | 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | | | |
| ELG: Speaking | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. | | | | | |
| Physical ELG : Gross Motor | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | | | |



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| ELG: Fine Motor | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> | | | | | |
| UTW ELG: Past And Present | <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | | | | |
| ELG: People And communities | <p>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. 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</p> | | | | | |
| ELG: The Natural World | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | | | |
| | Aut.1 | Aut.2 | Spr.1 | Spr.2 | Summer 1 | Summer 2 |
| | <p>Become familiar with school environment, naming and commenting on key places. Begin to consider maps – modelled by T. to show walk around school. Children know they live in Nottingham which is in England. Talk about selves and family. Know about differences and change in their own lives eg. baby to school age. (Titch) Explore outside environment, making observations and simple drawings.</p> | <p>Talk about people’s roles in society eg. police, paramedics, vets etc. (Visits and non-fiction texts) Begin to observe and comment on the locality of school. Search for Evil Pea on Carlton Hill. Cultural – Christmas. Make links with other celebrations imp. To them eg. Birthdays. Observe changes in matter – ice melting (SuperTato links)</p> | <p>Seasonal change – observe and comment on weather. Observe and comment in more detail about immediate environment. Look at their homes, homes and other features of locality. Build on knowledge of houses and homes to explore different types of homes (Let’s Build A House) Develop accurate drawing of details. Build on similarities and differences of religious and cultural communities – Chinese New Year.</p> | <p>Explore similarities and differences between life in Africa (Handa) and their own – climate, environment, life. Look at Atlas/Globe to see where Kenya is, where England/Nottingham is. Drawings of animals, plants homes. Make simple maps of environment.</p> | <p>Seasonal change –observing weather and changes in environment. Build on knowledge of past beyond their experience – Pirates/ Queens Jubilee. Make more detailed maps thinking about pictures and symbols. Land/water. Understand process of change by planting. Knowing what those plants will need to thrive. Reflect and make links with themselves, growth, change and health.</p> | <p>Have a fuller understanding of important processes and changes in the natural world through closely observing the life cycles of caterpillars and chicks. Be able to record more fully with pictures, labels and sentences. Observing growth of things they have planted.</p> |
| EAD ELG: Creating With Materials | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> | | | | | |
| ELG: Being imaginative and expressive | <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p> | | | | | |
| | Autumn | | Spring | | Summer | |
| | <p>Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</p> | | <p>Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.</p> | | <p>Early learning goal</p> | |
| | <p>Beginning to understand colour, shape and space. Knows how to put things together in a basic way.</p> | | <p>Children’s creations are more clearly representational and outcomes have a more easily identifiable purpose.</p> | | <p>Early learning goal</p> | |



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| <p>EYFS Areas Of learning provision Prime + UTW EAD</p> | <p>FAMILY BOX Building listening and responding skills. Talking about themselves. Choosing from 'You Choose' book and saying why. Naming and describing favourite pictures from text (noun and adjective)</p> | <p>FAMILY BOX Building listening and responding skills. Asking questions of visitors. Recounting what they have learned. Re tell stories</p> | <p>FAMILY BOX Extending vocab. By naming and grouping. Re tell stories Presentation about own house to familiar group.</p> | <p>FAMILY BOX Re tell stories in increasing detail.</p> | <p>FAMILY BOX Re tell stories with increasing expression and detail – awareness of the listener. Develop own narratives and explanations by connecting ideas and events. Describing creatures and animals.</p> | <p>FAMILY BOX Extending vocab. By naming and grouping.</p> |
| | <p>Settling into school. BASELINE Expectations and routines. Becoming familiar with environment and resources. Making friends Turn taking and sharing. Developing expectations of independence. And self-care. Talking about themselves, friends and family. Identifying differences and similarities between themselves and others. Learning Powers. Drawing themselves. Naming parts of our body. Exploring and navigating large play equipment. Multi - skills (PE) Leap into Life Daily Mile Decorating cakes and biscuits for coffee morning.</p> | <p>Celebrations Be able to talk about special events – birthdays, Christmas, Harvest Festival. Make links. Noticing change in environment and commenting. (seasonal change) Describing and naming features of local environment. Showing awareness of people who help us in the school and community. Tesco Melting Ice to free vegetables. Vegetable printing. Game-Skills (PE) Leap into Life Daily Mile Bonfire night Biscuits. Taking part in performance.</p> | <p>Materials – naming, describing and sorting. Know we live in Nottingham. Nottingham is in England. Naming and describing different types of homes. Box modelling houses. Making dens. Constructing with different materials (bonding bricks, large construction). Dance (PE) Leap into Life Daily Mile Chinese New Year - Similarities and differences within Celebrations, families and customs. Exploring iPads</p> | <p>Nature and the environment – notice, describe – comment on similarities, difference and changes. Compare and contrast different lives/food and homes. Hot/cold. Naming and describing animals. Matching adults to young. Healthy eating links with Handa. Naming fruit Healthy plate and vegetables. Building shelters for the bear. Using different media to represent story settings. Gymnastics (PE) Leap into Life Daily mile Baking for the Bear Creating and manoeuvring through an obstacle course</p> | <p>Creating own pirate persona. Pirate facts. Directions and simple maps, including Treasure maps and Treasure Hunt. Keys to maps. Simple geographical features e.g. Ocean/island. Looking at, designing and making bridges and Pirate ships. Athletics (PE) Leap into Life Daily Mile Talking Tiles Bee Bot maps</p> | <p>Minibeasts Minibeast Hunt Make a bug hotel – class project. Lifecycles Habitats. Making Bug costumes project. Tie dye butterflies. Transition Weather Making food for the picnic. Revisit drawing themselves to see progression. Striking and Fielding (PE) Leap into Life Daily Mile Sports Day Using beanbags, hoops, targets for games. Creating media using iPads</p> |
| <p>LIT. ELG Comprehension</p> | <p>Demonstrate understanding of what 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, nonfiction, rhymes and poems and during role play.</p> | | | | | |
| <p>Literacy Expectations Comprehension</p> | <p>Holds a book and turns the pages from the front to the back. Understands what a letter is.</p> | <p>Understands what a word is. Tells a story to a friend. Will ask for help when they do not understand a word</p> | <p>Understands what a sentence is. Talks about settings, characters and key events in books.</p> | <p>Talks about their favourite book. Understand story structure and adapt ideas. Join in whole story.</p> | <p>Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives</p> | <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> |



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| | | Begin to identify the difference between fiction and non-fiction.. | Re-read corrections when an adult points out where they have gone wrong. Answers simple retrieval questions. Build on knowledge of features of non-fiction texts. | Re-read books to build up their understanding and enjoyment. Answer simple sequencing questions. Recognise and join in with predictable or repetitive phrases. Answers prediction questions based on what has happened so far. | using their own words and recently introduced vocabulary. Beginning to answer simple inference questions, e.g., can infer what a character by what they say and do. Show an awareness of punctuation (full stops) and when reminded, pause when reading. | Answer simple vocabulary questions. Beginning to check the text makes sense and self-correct when a mistake is made. Beginning to link what they have read or heard to their own experiences. |
| Summary | Shows an interest in reading often choosing a book to look at themselves or with friends. | Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. | Can answer questions about the content of a book and shows an interest in reading by themselves. | Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class. | Can answer more complex questions about books and stories. | Early learning goal |
| LIT: ELG WORD READING | 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 phonics knowledge, including some common exception words. | | | | | |
| | Ongoing phonological awareness: Sound discrimination games, Joining in with familiar nursery rhymes, continuing a rhyming string, innovating rhymes, learning new and more challenging rhymes and poems. | | | | | |
| Word Reading | Embed phase 1 Rhyming words Phase 2 Orally segment and blend words. Beginning to recognise some individual letters (Phase 2) by saying the sounds for them | Phase 2 Recognise all 26 alphabet letters by saying the sounds for them. Blends sounds together to read VC or CVC words containing Phase 2/3 individual graphemes. Begins to read words and sentences containing Phase 2 Letters and Sounds. Track letters in word reading | Phase 3 Reads CVC words and captions using Phase 2 Letters and sounds. Reads phase 2 tricky words on sight. Recognise some letter groups that each represent one sound (digraphs + trigraphs) and say sounds for them. E.g., sh, ch, th, ng Track words in sentence reading | Phase 3/4 Begins to read words and sentences containing Phase 3 Letters and Sounds. Knows grapheme / phoneme for long vowels 'ai, ee, igh, oa and oo' (moon) Read words with initial and final two letter consonant blends, e.g., 'bl', 'br', 'cl' 'cr' etc Recognise how many syllables there are in a word. | Phase 4 with built in ph 3 practise. Say a sound for each letter in the alphabet and at least 10 digraphs Fluently reads words and sentences containing Phase 3 Letters and Sounds. Knows grapheme/ phoneme for 'oi, ow, ar, or, ur' Read words with initial three letter consonant blends, e.g., 'spl,, 'spr' etc | Phase 3 embed and consolidate incl. ph 4 (Fluently) read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Knows grapheme / phoneme for 'er, air, ear'. <i>Desired</i> All Phase 3, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, er, oi, ow, air, ear. (17 grapheme / phonemes) <i>Non-negotiable for 10 graphemes including long vowel sounds E.g., sh, ch, th, ng, ai, ee, igh, oa, oo, ar.</i> |
| LIT: ELG WRITING | Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others. | | | | | |
| Handwriting | See ISHL scheme | | | | | |



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| <p>Writing: Spelling</p> | <p>Identify sounds in own name and other familiar words such as signs, mum, dad etc.</p> <p>Beginning to write some individual letters (Phase 2) by saying the sounds for them</p> | <p>Writes words containing the phase 2 graphemes taught.</p> <p>Writes a captions containing the phase 2 graphemes known. <i>Might need support to retain sentence.</i></p> <p>E.g., the cat sat on the mat.</p> | <p>Writes a captions containing the phase 3 graphemes taught.</p> <p>Spr1 - <i>Might need support to retain sentence.</i></p> <p>Spells tricky words from phase 2 and some phase 3.</p> | <p>Writes a captions containing more phase 3 graphemes taught.</p> <p>Spells tricky words from phase 2 and 3</p> | | <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Knows grapheme / phoneme for 'er, air, ear'.</p> <p>Applies Phase 2 and Phase 3 graphemes to their writing.</p> |
| <p>Writing: Composition</p> <p>Links with TFW throughout.</p> | <p>Can tell an adult about what they have drawn or painted.</p> <p>Audio storytelling Children use spoken language to retell stories (maybe supported by a sentence stem)</p> <p>Emergent writing continued Children are beginning to mark make in the environment during continuous provision (some words may have the correct initial letter(s).</p> <p>Create representations of people, objects and events.</p> | <p>Copies print in the environment, e.g., door</p> <p>Begins to label pictures (sometimes with initial sounds / letters known)</p> <p>Gives meaning to the marks as they write.</p> <p>Is mark making during continuous provision with a purpose. <i>Words may have a group of letters with a space in between.</i></p> | <p>Orally rehearses a sentence with support before writing. TFW</p> <p>Writes simple sentences as a result of discussing ideas with the teacher (guided/shared writing)</p> <p>Uses a finger space in between words.</p> | <p>Uses pictures to plan a story. TFW</p> <p>Composes their own sentence(s) before writing.</p> <p>Recognises a full-stop and know it comes at the end of a sentence.</p> <p>Says what they have written.</p> | <p>Transitional writing Uses a capital letter at the beginning of some sentences.</p> <p>Write sentences with HFW and decodable words.</p> <p>Begins to put a full-stop at the end of a sentence.</p> <p>Reads back what they have written to check it makes sense.</p> | <p>ELG: Write simple phrases and sentences that can be read by others.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> |
| <p>Summary</p> | <p>Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.</p> | <p>Children mark make consistently as part of their play and can talk about the meaning of their marks.</p> | <p>Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.</p> | <p>Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.</p> | <p>Writes recognisable letters and words and reads back what has been written.</p> | <p>ELG</p> |
| <p>LITERACY opportunities.</p> | <p>Setting up reading systems incl Balloon words Join in with Nursery Rhymes and familiar stories.</p> <p>Hearing and saying rhyming words. Silly Soup etc. Listening for sounds in words. Recognise name. (Write name if FM ready) Drawing and labelling self and family members. Hearing alliteration eg. Superhero ABC Book Trust rhyme challenge.</p> | <p>Join in with stories.</p> <p>Name writing. Matching/Writing initial sounds. Writing cards. TFW Story maps Sharing information with pictures, mark making, labels about people who help us.</p> <p>Non fiction books about everyday superheroes.</p> | <p>Writing simple words. Lists/labels House booklet Speech bubbles about own houses. Story map. Recount</p> | <p>Notes to the bear. TFW Bear Hunt including innovation. Innovation</p> <p>Fruit and veg book./Animal book</p> <p>Publicise Bear Hunt Film</p> | <p>All children accessing Guided Reading. Build confidence writing simple sentences. Following a recipe from Troll's cookbook. – recount, instructions. Comparing books. Story maps. Recount Secret map labelling and captions. Speech bubbles. Writing simple reviews.</p> | <p>Life cycle writing.</p> <p>Minibeast books.</p> <p>Picnic invitations.</p> |
| <p>Number ELG</p> | <p>Children at the expected level of development will: Have a deep understanding of number to 10, including the compositions 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.</p> | | | | | |



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| NUMBER | Recognise some numerals of personal significance | Select the correct numeral to represent 1 to 5 objects. Know the written symbols for numbers. Link the number symbol (numeral) with its cardinal number value. | Is able to count on from a set amount and not count all individually. | Estimate how many objects I can see (showing understanding of relative size) and check by counting them. | Will put numerals in order with increasing confidence (ordinality). Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects | <i>Have a deep understanding of number to 10, including the compositions of each numbers,</i> |
| Place Value | Recognise up to three objects in a visual formation without having to count them. Represents group of objects using mathematical images that are of significance to the child. | Place objects in five frames and begin to discuss the relevance of the arrangements. Provides a visual model to represent number values. | Recognise up to five objects in a visual formation without having to count them. | Place objects in tens frames and discuss the relevance of the arrangements. | Recognise up to seven objects in a visual formation without having to count them. 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 | <i>Subitise up to 5, Have a deep understanding of number to 10, including the compositions of each numbers,</i> |
| Calculation | Count objects and give the total number in the group. | Find the total number of items in two groups by counting all of them. Discuss mathematical calculations and problems using appropriate vocabulary. | Realise that counting on gives a larger number. | Realise that counting back gives a smaller number. In practical activities, adds one and subtracts one with numbers to 10 | Find the total of two groups by counting on. Begin to use the vocabulary involved in adding and subtracting including counting on and back. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" | <i>Automatically recall number bonds up to 5 and some number bonds to 10 including double facts</i> |
| Summary | Count objects and select the numeral card (1-5). | Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups. | Subitise to five. Count on without starting at 1. | Use ten frames and talk about the arrangements. Start to estimate. | Order, identify, subitise, combine and manipulate numbers to ten. | <i>Early learning goal</i> |
| Numerical Patterns ELG | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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; | | | | | |



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| | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |
| Counting | Count up to three or four objects by saying one number name for each item. Become familiar with the language of counting. | Count back in 1's. Touch counts objects when counting. | Count an irregular arrangement of up to ten objects. | Count objects to 10 and begin to count beyond 10. Count out up to six objects from a larger group. | Begin to use 'teens' to count beyond 10. Count in multiples of numbers beyond 1's. Count out up to ten objects from a larger group. | <i>Verbally count beyond 20, recognising the patterns of the counting system,</i> |
| Comparison | Begin to use mathematical vocabulary e.g. more, less, the most, the least, bigger, smaller. | Find one more or one less from a group of up to five objects. | Find one more or one less from a group of up to ten objects. | Use the language of 'more' and 'fewer' to compare two sets of objects. Compare numbers. Uses number names and symbols when comparing numbers. | Understand the 'one more than/one less than' relationship between consecutive numbers. Uses mathematical vocabulary confidently. | <i>compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,</i> |
| Pattern | To sort and classify objects according to self-selected criteria. Identifies patterns in the number system | Identify repeating patterns and continue them. Sort objects according to given criteria e.g. 5, 0 | Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. | Link the number symbol (numeral) with its cardinal number value. | Continue, copy and create repeating patterns in number exploring odds and evens, doubles etc | <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distribute equally.</i> |
| White Rose | Getting to know you Sort and Compare Talk about measure and patterns It's me 1, 2 and ,3 | It's Me 1, 2 and 3 (Consolidation) Circles and triangles 4 and 5 Shapes with 4 sides. | Alive in 5 Mass and capacity Growing 6, 7 and 8 | Length, Height and Time Building 9 and 10. Explore 3D Shapes | To 20 and beyond How many now? Manipulate, compose and decompose | Sharing and grouping, Visualise, build and map. Make Connections |
| Summary | Uses the language of counting confidently and as part of play. | Starts to understand one more and one less. | Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles. | Can use more, fewer, less when talking about numbers and quantities. | Knows 1 more/ less than. | Early learning goal |