



Reception Overview

EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Settling In Traditional Tales Harvest Poetry Week	Space Light Christmas	People Who Help Us Seasons/ Weather Keeping Safe/Kidsafe Chinese New Year	Africa/Around the World Book Week Mother's Day Spring/growth Easter/New life	Trying New Things/ Emotions Julia Donaldson Stories Transport/ Vehicles Healthy Living	The Great Outdoors Environmental Art Sports day Trip Transition to Year 1

Note: Additional topics encompassing the children's interests will take place across the year. All planned activities address both the prime and specific areas of learning. Prime areas being: **'Communication and Language', 'Physical Development' and 'Personal Social and Emotional Development'**. Specific areas being: **'Literacy', 'Mathematics', Understanding the World' and 'Expressive Arts and Design'**. See below



Reception Development Matters -Specific Areas

EYFS

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



Reception Development Matters -Prime Areas

EYFS

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes



Art Progression	Drawing	Painting	3D Work	Collage	Printing	Evaluating
<p>EYFS Reception</p> <p>Resources –</p> <ul style="list-style-type: none"> • Pencils • Wax Crayons • Felt Tips • Coloured Chalk • Poster Paint • Powder Paint • Playdough • Clay • Printing Materials • Collage Materials 	<p>Drawing tools – explore and refine the use of a range of tools e.g. stick, pencil, coloured pencils, crayons, paint sticks, chalk and chalk pens. Use these with increased precision.</p> <p>Make marks on a variety of surfaces and observe the differences between them.</p> <p>Use different lines – thick, thin, wavy, straight to create appropriate effects.</p>	<p>Make marks on a variety of surfaces and observe the differences between them.</p> <p>Explore what happens when they mix colours including adding black and white.</p> <p>Use a range of mark making tools e.g. thick/thin brushes, foam rollers, sponge dabbers, experiment with them to create different effects and use them appropriately e.g. sponge dabbers to make clouds.</p>	<p>Handle, feel and manipulate malleable materials including clay, play dough and plasticine. Make a range of shapes, self chosen or directed.</p> <p>Construct and build from simple objects - Junk modelling - boxes, tubes, paper plates and cups.</p> <p>Loose parts play - small/large.</p> <p>Construct with environmental objects - stones, sticks, leaves and shells.</p> <p>Use clay to create a pinch pot (thumb pot). Use clay to make objects of choice e.g. minibeasts</p>	<p>Handle different materials and experiment with combining them in different ways.</p>	<p>Experiment with printing using hands, feet or any found objects or materials both soft and hard.</p> <p>Use fingers in paint and take monoprints.</p> <p>Take rubbings from the environment e.g. bark, leaves, bricks</p>	<p>To identify and use their favourite colour and say why they like it.</p>
<p>Artist inspiration Reception - Andy Goldsworthy: Land Art</p>						



	EYFS Computational Thinking Skills	How this is achieved in EYFS - Reception	Computing KS1
EYFS	<p>Approaches - Tinkering - Playing and exploring</p> <p>Creating - Creating, checking and fixing things</p> <p>Collaboration - Playing and working collaboratively</p> <p>Persevering - Not giving up</p> <p>Concepts - Logic - Anticipating and explaining is logical reasoning</p> <p>Pattern - Grouping things, comparing, spotting similarities and differences, working out rules</p> <p>Abstraction - Naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary</p> <p>Algorithms and Decomposition - Responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps</p>	<ul style="list-style-type: none"> • Exploring with Beebots • Taking apart pieces of old machinery eg a toaster to look at its component parts. • Show a range of familiar household objects such as a knife and fork and ask the children to name them and then describe what they are used for. • Taking photographs using an ipad. • Record own voice on an ipad. • Following sets of instructions to carry out an activity or make something. • Placing events and objects in order. • Model summarising activities for the children eg 'First you washed your hands, then you collected your lunch box and now you are eating your meal'. • Open ended questions eg 'I wonder how this works?', 'I wonder how we can solve this problem?' • PSED activities that encourage collaborative play. • Specific praise for perseverance. • Predicting the ending to a simple story or sequence of events. • Sorting groups of objects into categories and giving a reason why they go together. • Games such as 'Simon Says' that require focused listening and actions. • Model summarising activities for the children eg 'First you washed your hands, then you collected your lunch box and now you are eating your meal'. 	<ul style="list-style-type: none"> • Creating Media • Data & Information • Programming • E-Safety



	ELG's	How this is achieved in Reception	DT KS1			
			Year 1	Year 2		
Specific Area of Learning Understanding the World	<p>Physical Development ELG: Fine Motor Skills -Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Expressive Arts and Design ELG: Creating with Materials -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>-Share their creations, explaining the process they have used;</p>	<ul style="list-style-type: none"> Children in Reception will be learning to: <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently Children in Reception will be Learning to: <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can Continue, copy and create repeating patterns Compare length, weight and capacity Children in Reception will be learning to: <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills 	Mechanisms	Structures	Food and Nutrition	Textiles



ELG's

Understanding The World

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, feel and hear whilst outside
- Recognise that some environments are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

People Culture and Communities ELG

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- 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.

The Natural World ELG

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- 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.

How this is achieved in EYFS - Reception

- Looking at where we live and talking about features we see on the way to school e.g. shops, roads, parks etc
- Exploring the school grounds to look at features of the environment
- Discussing where extended family members or friends live and locating on a map or globe including EAL families place of birth where possible
- Comparing the features of the town/city and countryside, man-made/natural through stories .e.g. Naughty Bus, Country Mouse and Town Mouse.
- Comparing similarities and differences of countries around the world e.g. weather, landscape, culture (Where in the world? Topic in rec) Locating different countries on a map or globe. Focus on Ethiopia as the home of our partner school.
- Naming and exploring features of the world .e.g. Beach, forest, farmland, mountains etc through story, non-fiction books and films
- Talking about recycling and the effect of humans on the planet
- Look at maps of Ulverston and the Uk. Look at the globe - point out geographical features
- Songs about 4 nations of the UK

Geography KS1

- Human and physical features
- Knowledge of the United Kingdom
- Continents and Oceans
- Our Local Area
- Mapping and Fieldwork



ELG's

Understanding the World

Children in Reception will be learning to:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Understand the effect of the changing seasons on the natural world around them

Past and Present ELG

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- 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 story telling

How this is achieved in Reception

- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year. Where possible, learning about the family traditions of children in class from different cultural backgrounds.
- Talk about their own life-story and family's history e.g. looking at old photos of themselves and family members
- Events of national significance e.g. Remembrance Day, The Coronation
- Learning Feedback times – talking about what they have just been doing in their learning sessions.
- Through interactions talking about what they did yesterday, last week, last year.
- Look at the calendar - days of the week, months of the year, seasons
- Point out changes in the seasons throughout the year
- Comment on images of familiar situations in the past such as homes, schools and transport
- Share texts, images and stories that develop an understanding of the past
- Look at 'old' objects eg toys that are old. How can we tell?

History KS1

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally

Reception

Kodaly Instrument focus: Djembes

Performing:

- Move in time to the music.
- Repeat rhythmic patterns back.

Composing:

- Adding rhythms and beat to known nursery rhymes/ poems and songs.

Listening and appraising:

- Know when to listen carefully to the music.
- Pay attention to the sounds and notice any changes.

Performing:

- Use new vocabulary in different contexts.
- Learn rhymes, poems and songs.
- Learn new vocabulary.

Composing:

- Think of their own words to fit into a song.

Listening and appraising:

- Know when to listen carefully to the music.
- Pay attention to the sounds and notice any changes.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E YF S	Fundamentals Unit 1 Running and stopping- HP activities	Fundamentals Unit 2 Throwing and catching	Dance 'On Parade'	Fundamentals Unit 3 <i>Rolling and receiving</i>	Cricket <i>Receiving and throwing</i>	Multi Skills-
	Gym 'Fun Shapes'	Multi Skills-	OOA	Dance 'Toys'	Gym 'Move and Hold'	Multi Skills-

Children in Reception will be learning to:

-



PSHE/RSE Curriculum

Succeeding, Enjoying, Belonging



Reception- PSED is a prime area of our curriculum . In addition to planned, direct teaching, it is taught throughout the year whenever an opportunity arises, for instance if children fall out or a child is upset. We believe these moments are the appropriate time for achieving the maximum effect.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Identify and moderate their own feelings socially and emotionally</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Build constructive and respectful relationships- with new children and adults</p> <p>What makes a good friend? What does a good friend do/not do?</p> <p>Gain confidence in front of others</p> <p>Work collaboratively in a small group on their poetry performance</p>	<p>Recognise feelings and consider the feelings of others</p> <p>Kindness-point out in stories, how do we show it in school?</p> <p>Create kind and helpful badges</p> <p>Problem solving/Resilience- what might you do if you had a problem? How could you solve it?</p>	<p>Kidsafe EYFS Full Programme 1</p> <ol style="list-style-type: none"> 1.Trust 2.Yukky Feelings. 3.Bullying. 4.Voice Naming. 5.Computers/Internet 6.Arguing <p>Listening to other</p> <p>Think about the perspective of others</p> <p>Look at factors affecting own personal health</p> <p>Self care- keeping warm in cold weather</p>	<p>Understand that other may have a different point of view- living in Ethiopia will be very different to living in the UK.</p> <p>Understand that other children speak in different languages</p> <p>Persevere when things become difficult</p> <p>Encourage children to find ways to resolve their own conflicts.</p> <p>Recognise how they are changing as they grow</p>	<p>How do you care for living things?</p> <p>How do you feel when you are outside?</p> <p>What makes you feel good? What do you not like? How can you make yourself feel better?</p> <p>Understand factors that support overall health and wellbeing</p>	<p>Kidsafe EYFS Full Programme 1</p> <p>7.Recap</p> <p>https://drive.google.com/open?id=1GA0b5nWY8oytC4Uh6n03he6SSblUdiVA</p> <p>Be aware of the perspective of others</p> <p>Understand families are based on personal relationships</p> <p>Recognise that people may live in different ways to themselves</p> <p>Show resilience in the face of change- transition to Year One</p>



	Autumn Term	Spring Term	Summer Term
Year R	<p>Celebration of light</p> <ul style="list-style-type: none"> What is the celebration of Diwali? What is the celebration of Hannukah? <p>Christianity and Nativity Story</p> <ul style="list-style-type: none"> How do Christians celebrate the birth of Jesus. Read, role play and sequence the Nativity story. 	<p>Christianity and Easter Story</p> <ul style="list-style-type: none"> To understand that Easter is the celebration of Jesus coming alive again - link to Spring and signs of new life. How do Christians prepare for and celebrate Easter Easter craft including crosses decorated with tissue paper to represent flowers 	<p>Places of worship</p> <ul style="list-style-type: none"> Children to understand that some places are special to members of our community. Look at different places of worship (Church and Buddhist Temple) in our Ulverston community. What happens in a church? <p>Christianity</p> <p style="text-align: center;">My Christian Life</p> <ul style="list-style-type: none"> What is it like to be a Christian child? What special objects are in a Christian home? What special activities happen in a Christian home? What special objects do we have? Why? What special activities happen in our home? <ul style="list-style-type: none"> What happens at a Christian wedding? <p style="text-align: center;">Beliefs & Practices/introducing every day Christian artefacts and Christian practices in the home/Similarities and Differences Celebrate and learn from the diversity within the class.</p>

When children are part of a particular faith eg Islam or Hinduism, the children will learn about why a particular festival is important to that child. Parents and others from the community will be invited into the setting to talk about their faith and celebrations.

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- 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.**



	ELG's	How this is achieved in EYFS - Reception	Science KS1	
			Year 1	Year 2
Specific Area of Learning Understanding the World	<p><u>physical Development</u> Children in Reception will be Learning to:</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing <p>Children in Reception will be Learning to:</p> <ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst being outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Discussions at snack time and lunch time of the importance of healthy food choices. Direct teaching of 'Healthy Living' topic P.E lessons that encourage getting dressed and undressed independently. Discussion in P.E lessons about changes to the body during exercise - increased breath, heart beat, colouring etc Increased range of body parts to be named– e.g. joints (elbow, knee, hip, neck), Small world play and role play for different animals and habitats, link to globe Compare and contrast 2 environments eg arctic and desert Exploring minibeasts, shells etc and recording our observations. Real life experiences of life cycles (chicks in reception). 	Animals, including humans Plants Seasonal changes Everyday materials Living things and their habitats Uses of everyday materials	
	<p><u>The Natural World ELG</u> Early Learning Goal at the end of EYFS: Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Going on walks to observe the local environment and to compare and learn about the seasons. Look at photos and clips to compare seasons and discuss. Look at and compare seasonal seeds and fruits Planting seeds and plants Creating bug hotels Observational drawings of plants Artwork created using natural materials encouraging close observation of features Observe natural decay of plants and discuss changes over time. Making boats from various materials and testing them. Water tray activities to explore water, ice, and materials that float and sink. Changes of state e.g. playdough, clay, baking. Messy play, e.g. gloop, jelly, bubbles. 		



<p>EYFS: Speaking and Listening (see also Statutory framework for the early years foundation stage, slide1 above, English Handbook)</p>	<p>EYFS: Reading (see also English programmes of Study, slide1 above, English Handbook, Little Wandle Letters and Sounds)</p>	<p>EYFS: Writing (see also English programmes of Study, slide1 above, English Handbook)</p>
<p>Planned, continuous opportunities for back and forth interactions. High quality rich conversations modelling new vocabulary: Talking about people around them Describing the world around them Explaining things they have made and the activities they enjoyed. Invent, adapt and retell stories Singing a range of nursery rhymes and songs Frequent reading of a range of stories, non-fiction and poetry.</p> <p>Performance opportunity: Christmas Production</p> <p>Language Screening Children are screened coming into the setting, using WellComm in Nursery and NELI in Reception . Children are then given language support to fill in the gaps.</p>	<p>Share books to create a bank of treasured stories, poems and non-fiction books. Take part in frequent 'book talk' allowing children to express opinions about books, make simple predictions and comparisons with other books they know. Listen to stories and non-fiction texts which broaden their view of the world around them. Start to reuse vocabulary from the books they have shared. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge and word blending. Read aloud simple sentences and books consistent with their phonic knowledge and including some common exception words.</p> <p>Core Texts: Core texts</p>	<p>Handwriting: sit and hold a pencil comfortably using an appropriate grip. Use a range of small tools such as scissors and paintbrushes. Start to show care and accuracy when drawing. Learn to write recognisable letters with the correct formation. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Learn to write simple phrases and sentences that can be read by others.</p>



CLIC Autumn Term Steps

Progress Drive	Steps
Amounts Exist	✓
Amounts Compared 1	✓
Amounts are Needed	✓
Amounts Change	✓
Amounts Compared 2	5
Amounts Compared 3	5
Amounts Compared by Counting	
No Amount (Zero)	2

Progress Drive	Steps
Saying Numbers	
1 to 10	4, 5
11 to 20	
1 to 100 Skills	1
1 to 100 I'm Ready	
Counting Past 100 Skills	
Counting Past 100 I'm Ready	
Counting Backwards	

Progress Drive	Steps
My First Flashcards	✓
My Body Learn Its	4
My Finger Double Learn Its	1, 2
My Halving Learn Its	1, 2
Double Facts	1, 2
My First Number Sentences	
Number Buddy (Bonds to 10)	
Add on 2 Learn Its	
Add on 3 Learn Its	
Single Digit Doubles	

Reading Numbers	Steps
1 to 10	3, 4
11 to 20	
Multiples of 10	
2d Numbers	
Multiples of 100	

Counting Skills	Steps
When to Count	✓
Last Number is the Total	✓
1 to 1 Correspondence	✓

Actual Counting	Steps
1 to 10	1
1 to 20 & From a Pile	

Progress Drive	Steps
Pim is Counting	1
Pim Knows his Learn Its	
Pim Swaps Amounts	1
Doubling Amounts	
Halving Amounts	
Who Won?	
Little Jigsaws	
Fact Families	

Ordering Numbers	Steps
1 to 10	
Different Amounts & 1 to 20	
2d Numbers (2 Options)	
2d Numbers (5 Options)	

Counting Multiples	Steps
Multiples of 10	
Multiples of 5	
Multiples of 2	

Progress Drive	Steps
Addition	
Subtraction	
Multiplication	
Division	

Squigglesworth	Steps
2d Numbers	

CLIC Spring Term Steps

Progress Drive	Steps
Amounts Exist	✓
Amounts Compared 1	✓
Amounts are Needed	✓
Amounts Change	✓
Amounts Compared 2	✓
Amounts Compared 3	✓
Amounts Compared by Counting	
No Amount (Zero)	2

Progress Drive	Steps
Saying Numbers	
1 to 10	✓
11 to 20	1, 2
1 to 100 Skills	1
1 to 100 I'm Ready	
Counting Past 100 Skills	
Counting Past 100 I'm Ready	
Counting Backwards	

Progress Drive	Steps
My First Flashcards	✓
My Body Learn Its	5
My Finger Double Learn Its	3, 4, 5
My Halving Learn Its	3, 4, 5
Double Facts	3, 4, 5
My First Number Sentences	
Number Buddy (Bonds to 10)	
Add on 2 Learn Its	
Add on 3 Learn Its	
Single Digit Doubles	

Reading Numbers	Steps
1 to 10	5
11 to 20	
Multiples of 10	
2d Numbers	
Multiples of 100	

Counting Skills	Steps
When to Count	✓
Last Number is the Total	✓
1 to 1 Correspondence	✓

Actual Counting	Steps
1 to 10	2, 3, 4, 5
1 to 20 & From a Pile	

Progress Drive	Steps
Pim is Counting	1
Pim Knows his Learn Its	
Pim Swaps Amounts	1
Doubling Amounts	
Halving Amounts	
Who Won?	
Little Jigsaws	
Fact Families	1, 2

Ordering Numbers	Steps
1 to 10	1 - 5
Different Amounts & 1 to 20	
2d Numbers (2 Options)	
2d Numbers (5 Options)	

Counting Multiples	Steps
Multiples of 10	1, 2, 3
Multiples of 5	
Multiples of 2	

Progress Drive	Steps
Addition	1 - 6
Subtraction	1 - 6
Multiplication	
Division	

Squigglesworth	Steps
2d Numbers	

CLIC Summer Term Steps

Progress Drive	Steps
Amounts Exist	✓
Amounts Compared 1	✓
Amounts are Needed	✓
Amounts Change	✓
Amounts Compared 2	✓
Amounts Compared 3	✓
Amounts Compared by Counting	1 - 5
No Amount (Zero)	3, 4, 5

Progress Drive	Steps
Saying Numbers	
1 to 10	✓
11 to 20	3, 4, 5
1 to 100 Skills	2
1 to 100 I'm Ready	1
Counting Past 100 Skills	
Counting Past 100 I'm Ready	
Counting Backwards	2

Progress Drive	Steps
My First Flashcards	✓
My Body Learn Its	✓
My Finger Double Learn Its	✓
My Halving Learn Its	✓
Double Facts	✓
My First Number Sentences	1, 2
Number Buddy (Bonds to 10)	
Add on 2 Learn Its	
Add on 3 Learn Its	
Single Digit Doubles	

Reading Numbers	Steps
1 to 10	✓
11 to 20	1 - 5
Multiples of 10	
2d Numbers	
Multiples of 100	

Counting Skills	Steps
When to Count	✓
Last Number is the Total	✓
1 to 1 Correspondence	✓

Actual Counting	Steps
1 to 10	✓
1 to 20 & From a Pile	1 - 5

Progress Drive	Steps
Pim is Counting	2, 3, 4
Pim Knows his Learn Its	1
Pim Swaps Amounts	1
Doubling Amounts	2
Halving Amounts	1
Who Won?	1, 2
Little Jigsaws	
Fact Families	3, 4

Ordering Numbers	Steps
1 to 10	✓
Different Amounts & 1 to 20	1 - 5
2d Numbers (2 Options)	
2d Numbers (5 Options)	

Counting Multiples	Steps
Multiples of 10	4, 5
Multiples of 5	1, 2
Multiples of 2	1, 2

Progress Drive	Steps
Addition	7 - 12
Subtraction	7, 8, 9
Multiplication	1, 2
Division	2, 3, 4, 5

Squigglesworth	Steps
2d Numbers	



Wider Maths Autumn Term Steps

Progress Drive	Step	Statement	✓
Explore and Draw	4	I can show interest in shapes around me	
2D Shapes	3	I can describe simple 2D shapes	
3D Shapes	2	I can use 3D shapes when I play	
Position and Direction	6	I can move myself in lots of specific ways	
Amounts of Distance	2	I can describe an object as tall or short	
Amounts of Mass	2	I can describe an amount of mass as heavy or light	
Amounts of Money	2	I can play 'shop' 1 - buying things	
Amounts of Space	2	I can describe an amount of space	
Amounts of Temperature	3	I can compare hot to cold	
	4	I understand hotter and colder	
Amounts of Time	5	I can describe periods of time	
Amounts of Turn	1	I can make a whole turn	
Diagrams and Tables	2	I can record my sorting using mark making	
Pattern Spotting	4	I can create two colour patterns	

Wider Maths Spring Term Steps

Progress Drive	Step	Statement	✓
Explore and Draw	5	I can use shapes with purpose as I play	
2D Shapes	4	I can see when shapes are similar	
	5	I can recognise a circle	
	6	I can recognise a square	
	7	I can recognise a triangle	
3D Shapes	3	I can recognise a cube	
	4	I can recognise a pyramid	
	5	I can recognise a sphere	
Position and Direction	7	I can describe my own position	
Amounts of Distance	3	I can compare 2 different amounts of distance	
Amounts of Mass	3	I can compare 2 different amounts of mass	
Amounts of Money	3	I can play 'shop' 2 - identifying coins, narrating and giving change	
Amounts of Space	3	I can compare 2 different amounts of space	
Amounts of Temperature	4	I understand hotter and colder	
Amounts of Time	6	I can order daily events	
Amounts of Turn	1	I can make a whole turn	
Fractions of a Set	1	I can show awareness of half of an amount	
Diagrams and Tables	3	I can collect data using objects	
Pattern Spotting	5	I can create three colour patterns	

Wider Maths Summer Term Steps

Progress Drive	Step	Statement	✓
Explore and Draw	6	I can create a symmetrical picture	
2D Shapes	8	I can name and describe simple 2D shapes	
	9	I can recognise a rectangle (and know that a square is a special rectangle)	
	10	I can identify 2D shapes in real life	
3D Shapes	6	I can describe simple 3D shapes	
	7	I can identify 3D shapes in real life	
Position and Direction	8	I can describe a variety of different positions, for me, others or objects as I play	
Amounts of Distance	4	I can compare 3 different amounts of distance	
Amounts of Mass	4	I can compare 3 different amounts of mass	
Amounts of Money	4	I can play 'shop' 3 - making simple calculations	
Amounts of Space	4	I can compare 3 different amounts of space	
Amounts of Temperature	4	I understand hotter and colder	
	7	I can begin to measure time	
	8	I know about annual events	
Amounts of Time	9	I can chant the days of the week	
	2	I can make a half turn	
Amounts of Turn	2	I can make a half turn	
Fractions Of a Set	2	I can find half of an amount by dividing it into two	
Diagrams and Tables	4	I can record my sorting using numbers	
Bar Charts	1	I can build counting towers	
Pattern Spotting	6	I can spot, copy and create different patterns	