


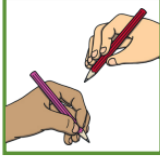


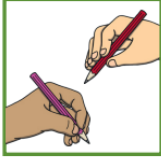




Intent: At Woodlea our EYFS setting is purposeful, engaging and interesting. As an EYFS team, we want to promote a safe and stimulating environment, with this being the forefront of our provision, we aim to 'make their day'. Children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning.

	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Progression into Year 1
Emotional development	To talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'.	Express their feelings and begin to consider the feelings of others. Adjust to new rules and routines.	With adult support is beginning to talk with others to solve conflicts.	Begin to understand other people's feelings and shows in actions e.g. puts arm around an upset child. Can tell you the rules and routines, but may not wish to follow them.	With support can use strategies to stay calm in the face of frustration.	Show an understanding of their feelings and those of others, and begin to regulate their behaviour.	Set and work towards goals. Being able to wait for what they want and control their immediate impulse when appropriate.	To have strategies that are familiar to them to be able to regulate and manage their emotions.
Understanding the world	To begin to ask how and why questions. To explore the outside environment.	Observes the immediate world around them. Children should start to Comment on what they can see and explores cause and effect. Resources: Goggles, magnifying glasses, binoculars, range of materials, range of interesting objects. Hide and find teddies and treasure using maps and pictures.	Observes something with interest. Start to notice and comments on change in their environment outdoors. Asks questions about what they have observed. <u>History:</u>	Start to uses appropriate resources to carry out chosen test. Formulates a hypothesis about what they think will happen and why. Plans a test - considering what it is that they want to find out. Thinks about how they can find out the	Explores cause and effect but changes a variable (e.g.: - Floating and sinking - will it float if there is more water?) Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>History:</u> Closely observes experiments over a number of days. Discusses what their observations tell them. Seeks out things to observe to find things out. Records their findings in their own way. Makes decisions about what will be the most effective	Tests ideas and theories. Plans what they will do next based on their findings. Using giant building blocks to create features- such as streams, mountains, houses, shops etc.	To be able to ask simple how and why questions. Begin to perform simple tests and experiments. Have been exposed to scientific equipment.

			<p>To meet important members of society such as police officers, nurses and firefighters</p> <p>Map and tell a story of something you did at the weekend, or of a special play place.</p>	<p>answer to their question.</p> <p>Resources: Mirrors, pull/push toys, range of materials, range of objects, springs, spinners, timers, magnets</p> <p>Create living maps for familiar tales such as 'The Gingerbread Man'.</p>	<p>Resources: fiction and non-fiction books about plants. Clipboards Gardening activities Habitats</p> <p><u>Geography:</u></p> <p>Create 3D maps from junk, modelling clay and collage to create routes across the playground or from a story such as 'Jack and the Beanstalk'.</p>	<p>resources to use to carry out experiment.</p> <p>Resources: Sorting trays, collecting pots, Cameras Notebooks, notepads, clipboards</p>		
Pencil Grip and control		Using the 'Dance write' scheme to develop the hand, shoulder and arm strength. Big movements, floor play to strengthen the core muscles to support the whole body.	<p>Fine motor activities such as: Peg boards, threading, peeling, playdough, spray bottles, hole punch etc. To develop muscles in their hands and their hand and eye co-ordination.</p>	<p>Finger gym activities. Activities which support the development of dexterity and strength of fingers. Activities such as:</p>	<p>To encourage the 'pincer grip' activities such as: Threading of small beads, clothes pegs, tweezers these activities will support the strength in fingers and the arch of the palm.</p>	<p>To encourage the 'pincer grip' activities such as: Threading of small beads, clothes pegs, tweezers these activities will support the strength in fingers and the arch of the palm.</p>	<p>To encourage the 'pincer grip' activities such as: Threading of small beads, clothes pegs, tweezers these activities will support the strength in fingers and the arch of the palm.</p>	Children will have/ starting to develop a dynamic tripod grip.

	<p>1 to 2 Years</p>  <p>2 to 3 Years</p> 	<p>3 to 4 Years</p> 	<p>4 to 6 Years (</p> 	<p>Finger puppets, dough disco, nursery rhymes such as 'incy wincy spider, tommy thumb.</p> <p>4 to 6 Years (</p> 	<p>4 to 6 Years (</p> 	<p>4 to 6 Years (</p> 	<p>4 to 6 Years (</p> 	<p>6 to 7 Years (</p> 
<p>Gross Motor skills:</p>		<p>Body Movements: Children to throw different sized balls. Children to roll different sized balls and other objects with some accuracy. Children to begin to catch large balls. Children to jump on and off a step.</p> <p>Climbing: Begin to climb up apparatus frames using alternate feet. Begins to use arms to pull up to support with climbing.</p> <p>Balance and co-ordinate: Rides a balance bike or scooter with some accuracy. Begins to stand on one leg.</p>	<p>Body Movements: Children to throw, roll and catch balls with increase accuracy. Children to jump between stepping stones. Collaborate with others to move large objects safely. Wave flags, streamers or other things such as kites with some accuracy.</p> <p>Climbing: Climb on apparatus with increasing control and confidence. Climb up steps or apparatus using alternate feet with increasing accuracy and confidence.</p> <p>Balance and co-ordination:</p>	<p>Body Movements: Roll objects with control and confidence. Jump on 2 feet with control and confidence. Jump and turn 180 Begin to use a skipping rope Can run avoiding obstacles, with good control and able to adjust and stop speed. Confidently throw a ball to a target. Confidently catch a ball from another person.</p> <p>Climbing: Climb on apparatus with control and confidence. Confidently climbs steps using alternate feet.</p>				

		<p>Begins to skip and hop. Begins to copy sequences and patterns of movements.</p>		<p>Begins to hit a large ball with a bat. Rides a scooter or balance bike with increasing control and confidence. Skips and hops with increasing control. Can balance on one leg for a short amount of time. Begins to practise using a 2 wheeled bike and pedals.</p>		<p>Balance and co-ordination: Hop and skip with greater control and balance for longer periods. Confident to ride a 2 wheeled bike Hit a ball with a bat with greater accuracy Can balance on one leg (both legs) for a short amount of time.</p>		
Scissor	<p>Activities which support children with their fine motor control, visual motor integration and hand and eye co-ordination.</p> <p>Provide paper for the child to tear during play. Provide scissors for the child to explore and investigate. Child understands that scissors are a tool to cut things.</p>	<p>Provide opportunities for the child to hold scissors (even incorrect hand placement).</p> <p>Using the 'Dance write' scheme to develop the hand, shoulder and arm strength. Big movements, floor play to strengthen the core muscles to support the whole body.</p> <p>Vocabulary: Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull</p>	<p>The child can maintain a correct grip on scissors when positioned by an adult.</p> <p>Peg boards, threading, peeling, playdough, spray bottles, hole punch etc. To develop muscles in their hands and their hand and eye co-ordination.</p> <p>Vocabulary: Open, move apart, close, shut, move</p>	<p>Child is able to hold scissors in a correct grip without assistance.</p> <p>Child begins to open and close scissors.</p> <p>Activities such as: Finger puppets, dough disco, nursery rhymes such as 'incy wincy spider, tommy thumb.</p> <p>Vocabulary: Snip, cut, hold, forward, backwards</p>	<p>Child is able to hold paper and make small and random snips. Moving forward to making consecutive cuts with a forward motion of scissors, without tearing the paper.</p> <p>Vocabulary: Across, forward, backward, side to side, straight ahead</p>	<p>Child is able to cut straight lines forward across a page while moving the helper hand forward.</p> <p>Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right.</p> <p>Promote activities to strengthen bilateral coordination e.g.</p>	<p>Child is able to cut simple curves and angled lines, without moving the assisting hand on the paper to re-position.</p> <p>Child is beginning to cut circles and more complicated shapes.</p> <p>Vocabulary: curve, around, round, wobbly, wavy, circle, oval, round, curved, wavy Move, twist, turn, pivot</p>	<p>Child is able to cut more complicated shapes with straight and curved lines.</p>

			in/out, fingers, thumb, together, apart, stretch, up, down			lacing cards, holding a stencil with one hand and drawing with another, hand clapping games		
Playdough/ Sculpture	<p>“piled” and stacked shapes and clumps very little detail squishing, pinching and poking pounding and hitting of playdough pieces with hands</p> <p>Attention is on the manipulation and exploration of the playdough for the sheer pleasure of it.</p>	<p>“piled” and stacked shapes and clumps very little detail squishing, pinching and poking of playdough pieces with hands</p> <p>This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. “Things” are made and destroyed.</p> <p>Vocabulary: push, poke, squish, pinch, pound, and so forth.</p>	<p>simple, recognizable forms more detail such as mouth and eyes beginning of “rolling” coiled, snake-like forms begins to make balls rolling out and cutting out of forms from cookie cutters and “pretending”</p> <p>Introduce rolling pins, cookie cutters, rollers that provide different textured playdough’</p>	<p>simple, recognizable forms more detail such as mouth and eyes beginning of “rolling” coiled, snake-like forms begins to make balls rolling out and cutting out of forms from cookie cutters and “pretending”</p> <p>Introduce: Plastic knives, scissors. Scented/ textured playdough.</p>	<p>Make something that they can give meaning to. Have developed some fine motor skills e.g. twist, pull, pinch, poke etc. - Develop a variety of techniques. Can join shapes together to create recognisable forms. - Roll a sausage shape into a coil and roll dough/clay into a ball. - Add details such as mouth and eyes.</p>	<p>Make something with clear intentions using a variety of techniques and shapes to sculpt. Have developed good control over skills such as twisting, pulling, poking, pinching etc. Uses tools such as plastic knives to cut and mould. Create people and things in a vertical position and become skilled in joining and forming clay/playdough. Pay attention to details and create designs that have patterns.</p>	<p>Introduce clay to enhance the provision. To strengthen arm, hand and upper body strength.</p>	<p>Standing forms and objects attention to the details making balls and three dimensional shapes designs that have patterns and repetitions Using basic forms to create people and things in vertical position</p>

<p>Water: Scientific and mathematical thinking.</p>	<p>Explore and familiarise with the water tray. Understand the rules when using the water.</p>	<p>Pouring, filling and emptying- volume and capacity. Resources such as: bowls, containers, funnels, tin cans of different sizes. Vocabulary: Splash, pour, full, nearly full, empty.</p>	<p>Scooping, stirring and whisking. Resources such as: whisks, ice cream scoops, water mill, spoons, pipettes. Vocabulary: drip, drop, bubbles, stir.</p>	<p>Freeze water. Discuss freezing and melting. Identify how we can melt the ice? Why did the water freeze? Add heat to the water and watch it become a vapour- steam. Vocabulary: Freezing, melting, hot, cold, cool, boiling, steam, ice.</p>	<p>Objects which can be dropped into and things that can be pushed down- finding out about forces- what makes things move- identify the speed and direction. Objects which can float or sink. Vocabulary: floating, sinking, push, quick, slow, direction, straight, backwards, forwards, speed.</p>	<p>Change the consistency of the liquid by adding other things- like cornflour or paste. Vocabulary: Thick, gloopy, slimy, heavy, slippery, squishy.</p>	<p>Experiment with the movement of water over distance. Resources: Large pouring resources, guttering.</p>	<p>Beginning to understand scientific and mathematical concepts such as floating and sinking, melting and freezing, forces, vapour, volume and capacity.</p>
<p>Sand: Dig, Sieve and Mould.</p>	<p>Explore the texture of sand, both wet and dry. Understand the rules when exploring the sand area.</p>	<p>Children will explore moving the sand using spade/ scoops. Children will dig using hands. Expect children to lift sand in their hands and place the sand back down. Children will sift sand through fingers. Fills containers/ buckets with sand. Children will pat down sand to make it smooth, make impressions using hands, fingers, knees, arms sand moves through sieve</p>	<p>Children will scoop the sand up using scoop/ spade. They will move the sand from A to B using a spade. Loses little sand off the spade. They should make shapes, heaps and tunnels. Children will fill moulds and shapes and turns over to make shape. Children should begin to recognise that damp sand holds shape and recognises that dry sand falls freely through fingers/ sieve.</p>	<p>Child will select the most appropriate scoop/ spade for digging. Digs with control. Digs for a desired purpose. Children should use a range of containers/ moulds to create intricate sand creations. Use spades/ scoops/ buckets to make sand into desired shapes. Sieves sand for a desired effect and purpose. Children should sieve sand to filter out larger objects and use spades/ scoops to bury objects.</p>	<p>Beginning to understand capacity. Creatively design and make a product with purpose. To use sculpture to develop and share their ideas,</p>			

		<p>Resources: long handed spades and buckets, different sized containers.</p> <p>Langage: dig, pour, pat, fill, push.</p>	<p>Resources: Ice cube trays, irregular shape moulds, different sizes of sieves, buckets, containers. Short handed spades. Explore with both dry and wet sand.</p> <p>Language: scoop, sieve, mould, build, dry, wet, empty, full, half full.</p>	<p>Resources: spoons, potato mashers, colander, kitchen utensils, different sized containers, sieves with small holes/ large holes</p>	<p>experiences and imagination</p>
Mud Kitchen		<p>Create familiar everyday meals pies, cake, soup. With support can talk about what they are making and name ingredients that they are using.</p> <p>Resources: Mud, saucepans, bowls, big spoons, water, cutlery, teapots, coffee pots, plates, cloth, sponge, flannel, rolling pins, baking trays, cookie cutters, chalk boards.</p> <p>Language: mud, pour, fill, make, kitchen.</p>	<p>Adds imagination to what they create worm pie, slime cake, eye ball soup. Can follow a recipe that use pictorial representations. Has an end goal in mind and can talk about ingredients and actions needed to reach goal.</p> <p>Resources: Recipes (pictorial), scoops, wooden spoons, bowls, metal spoons, plastic spoons, plastic knives, herbs, vegetables/fruit, whisks, squeezey bottles, jelly moulds, ice cube trays, balance scales, recipe books, menus, tongs, spatulas, egg cups.</p> <p>Language: recipe, cooking, dish, oven,</p>	<p>Expands variety of concoctions including magical/fantasy themes- magical drinks, potions, lotions and medicines.</p> <p>Can follow a recipe that uses simple language and words in line with phonic knowledge. Works through all stages of process of making something combing ingredients, cooking and serving.</p> <p>Resources: Recipes, ladles, whisks, moulds, pestle and mortar, masher, measuring cups/spoons, measuring jugs/scales, sieve, garlic press, peelers, knives, chopping boards.</p> <p>Language: measuring, pestle and mortar, scales, ladles.</p>	<p>Beginning to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>
Role play	<p>Explore a range of emotions such as happy, sad, angry. Will use the resources available to</p>	<p>Children to laugh and smile in role. They will pretend to cry in role. Play in role as themselves in situations that are within their experience. Act out common scenarios</p>	<p>Children will express some emotions through role play. Show an awareness of the feelings of other 'characters' feelings in joint role play. Children will dress in different outfits to become different characters. Use props to</p>	<p>Children will express a range of emotions through role play. Respond to scenarios in role play with empathy. They should play as different roles. Use different voices and expressions. Children should take on a range of roles confidently.</p>	<p>Children will be able to story tell using a range of vocabulary which they have explored</p>

	socialise with others.	Resources: Selection of play food Household objects eg.: Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits e.g.: Hi vis jackets, police outfit, nurse outfit etc.	develop their chosen character role. Act out both familiar and imaginative scenarios. Expect children to use some story language in their play - familiar lines from stories, familiar story themes. Describe what they are doing in their role play. Articulate thoughts and feelings through narrative Resources: Till and coins, selection of play food, household objects, role play outfits, begin to introduce more open-ended resources Babies and baby clothes	Use story language and story features to create a narrative of their own. Create shared narratives with their peers. Able to intertwine their own experiences with the experiences of others. Resources: Material, scarves, cloaks Hats, ties, bags, purses, jewellery Pillowcases (for children to create their own outfits with)	through story books, by listening to their peers, through their first hand experiences. To be confident with their social skills and social language.
Construction	Children will be transporting blocks, becoming familiar with the properties of the blocks by the holding and carrying them around the setting. The blocks will not be used for purposeful construction but instead as an addition to another play experience.	Uses resources to build towers. Children will build vertical models. Constructs in a large space with large blocks. Constructs in a small space with small blocks. Will have an idea about what they will build before they begin. Selects resources they need as they go. Resources: Duplo stickle bricks, mobilo, small block, large blocks	Uses resources to construct buildings. Positions resources both vertically and horizontally. Children will connect buildings and structures (e.g.:- Putting a road between buildings). Select the appropriate sized blocks/construction resources for their chosen purpose. Select the appropriate sized blocks/construction resources for chosen workspace. Knows what they want to build when they begin to construct. Resources: Lego, mobile, small blocks, large blocks, coloured blocks, kapla, squared paper	Combines resources to create a structure. Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure. Ensures model is stable. Build a house/model with different rooms or different parts. Uses smaller blocks/ construction tools to create intricate structures. Change, adapt and modify model to serve a purpose. Combine construction resources to create model. Creates a design before they construct. Resources: Small blocks, Kapla, Meccano, Nuts and bolts, Handles, Wheels and axels, Knex, Squared paper/design sheets	Children will have experimented and explored mechanisms [for example, levers, sliders, wheels and axles], in their products. Children will have had the opportunity to build structures, exploring how they can be made stronger, stiffer and more stable. Children will have started to

								explore and evaluate a range of existing products.
Small world	Imitates sounds (e.g.:- Vehicles and animals). Represents objects as what they are	Represent an environment that they are familiar with. Explains their actions in small world play (e.g.:- Pretend the man is walking) Resources: Artificial grass, coloured fabric, cars, vehicles. Figures from stories/ TV/ movies. Fairy-tale characters Animals	Reacts their experiences through a narrative. Represent/create environments from stories.	Represents objects as different objects. Explains what they are (e.g.:- This is my car). Talks expressively about the object they have. Uses some story language in their play - familiar lines from stories, familiar story themes. Resources: Characters from familiar stories. Doll's house and house furniture. Mini me character, photos, animals	Articulates thoughts and feelings through narrative. Able to find a resource for a given purpose to fit in with their narrative. Create an environment that they have created/ imagined Children design and imagine their own story setting. Creates shared narratives	Represents a range of resources as chosen objects. Uses story language and story features to create a narrative of their own. Resources: Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage Mini me character photos Animals (organised into animal groups)	Able to intertwine their own experiences with the experiences of others.	Able to story tell independently. The vocabulary used will be written in stories. To be creative and imaginative with prosody and language in their writing.
Painting	To have fun with paint. To get messy with paints	Experiments with colour mixing but with no intention to mix a certain colour.	They will explore the texture of the paint, both	Uses primary colours to mix secondary colours. They	Explores the effect of adding texture to paint by adding	Experiments with different tones and shades. Makes	Explores the effect of light and colour, texture and	To be ready to use appropriate colours for

	<p>and other materials.</p>	<p>Explores printing with different objects. Will make Prints randomly on paper. Typical to see children cover the paper in paint. Will paint in random directions.</p> <p>Resources: Paint brushes, poster paint, water, palettes</p>	<p>powder form and mixed with water. Uses a variety of tools to spread paint- fingers, spatulas, matchsticks as well as brushes. Uses colour and marks to express mood.</p> <p>Resources: spatulas, matchsticks, powder and mixed paint.</p>	<p>begin to Explore the properties of colours as they mix. Mixes colour for a desired purpose. Paints onto chosen printing tool before printing. Takes time when printing. Uses horizontal and vertical brush strokes to paint. Children will want to paint a desired picture. Will give meaning to the marks that they made.</p> <p>Resources: Different sized paint brushes, powder paint, poster paint, mixing cards, water, palettes, Range of paper</p>	<p>water, glue, sand etc. Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes. Investigate symbols, shapes, form and composition.</p>	<p>choices about what colours they will mix. Mixes an intended colour for an intended purpose. Prints to create patterns and pictures. Prints with a range of colours. Carefully plans where they will print and what they will print. Express their thoughts and ideas with paint. Observes objects on display when painting and responding with paint. Uses a range of movements and brush strokes to paint.</p> <p>Resources: Mixing cards, paint sample cards, different sized paint brushes, range of paper Choice of working horizontally or</p>	<p>tone on natural and manufactured objects.</p>	<p>certain object/ things for example green for a tree. To be able to paint for a purpose.</p>
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						vertically (easel or table top), artwork examples from artists		
Printing		Makes rubbings showing a range of textures and patterns. Takes prints from objects e.g. leaf, hand, bark etc. Produce simple pictures by printing objects. Prints onto a range of textures- newspaper, coloured paper, plain paper, into clay/ dough.		Creates patterns and pictures by printing from objects using more than one colour. Relief printing- string, card etc. Explores images through mono printing on a variety of papers.		Uses printing to represent the natural environment. Explore colour mixing through overlapping colour prints deliberately. Recreates a scene remembered, observed or imagined, through collage printing.		Begin to explore patterns and shapes. Begin to colour mix.
Reading: Comprehension	Beginning to engage in extended conversation about stories, learning new vocabulary. Beginning to ask simple questions about books and rhymes that have been shared with them.	Joins in with repeated refrains when listening to stories. Asks and answers 'who' and 'what' questions about books and rhymes that have been shared with them.	Acts out main characters and use props when retelling favourite stories with support.	Able to describe key events from a story during whole class discussions. Beginning to make sensible predictions, using their knowledge of what has happen so far in a story.	Beginning to ask and answer 'how' and 'why' questions such as 'why is there a rainbow?' Use language influenced by stories, rhymes and poems. Acts out main characters and uses story props when retelling favourite stories.	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 understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To be able to understand a text with and without pictures. To use vocabulary which they have heard or read within their story telling and writing. To be able to discuss books and narratives.
Reading: Word reading	Is developing his/her phonological awareness so that they can spot and suggest rhymes. Can	Knows all single sounds.	Can blend CVC words such as 'pen'.	Knows all consonant digraphs and some phase 3 vowel digraphs and trigraphs.	Read phase 3 words including some common exception words. Read captions that are	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some	To be able to independently read sentences. Beginning to build up the fluency with their reading,

	hear and say initial sounds in word.				consistent with their phonics.	knowledge by sound-blending.	common exception words.	this includes some common exception words.
Writing	Beginning to use anticlockwise movement on a small scale. Write/copy some or all of their name. Use scribble writing to convey a meaning.	Mark making. Focusing on physical dexterity as well as mark making, pattern, shape and talk. Beginning to write some phase 2 letters correctly. Write own name. Can hear and record initial and dominant sounds in words independently.	Can write CVC words with support.	Write and form lower-case and capital letters, some of which are correctly formed. Uses segmenting as a strategy to spell words.	Can spell some tricky words. Uses phonics knowledge to write words and captions that can be read by themselves.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter and letters.	Write a simple phrase and sentence that can be read by others.	To be independent when writing a simple sentence and phrase. To understand the structure of a sentence. Able to organise themselves for example a pencil to write.
Maths	Fast recognition of up to 3 objects by suberising. Have a deep understanding of the number 5 including matching numerals to amounts, rote counting, showing finger numbers. Reciting numbers up to 10.	Have an understanding of numbers to 5 and can demonstrate this using objects and part,part whole methods with support. Recognise typical arrangements of numbers to 5.	Can add and subtract practically with numbers to 5. Beginning to explore number bonds to 5 with support.	Have an understanding of numbers to 10 ans can demonstrate this using objects and part,part whole models with support. Recognise different irregular arrangements of numbers to 5.	Can recall number bonds to 5 using rhyme and counting aids. Beginning to explore number bonds to 10.	Have a deep understanding of numbers to 10. Subertise up to 5.	Automatically recall number bonds to 5 and some number bonds to 10, including double facts.	To have a deeper understanding of number to 10. To be able to count to 20 and beyond. Able to recognise patterns within numbers for example 4 and 2 are parts of 6.

Research from:

Can I go and play now? By Greg Bottrill

Best Practice in Early Years by Alistair Bryce- Clegg

Continuous provision: The skills by Alistair Bryce- Clegg

Fish by Stephen C Lundin, Harry Paul and John Christensen.