

EYFS Life, Growth and Changes Learning Sequence Spring 1 2026

Synopsis: Children will continue to grow in confidence and independence. They will learn about life in their own village and compare it to life in the polar regions. They will learn about the different animals that live there.

In **Literacy**, Reception children will learn level 3 sounds and apply them when reading and writing, extend their weekly diary, follow and write simple instructions and write in role. Children will write words by listening to their sounds and write recognisable letters to match. Nursery children will develop early communication skills and extend their level 1 phonic skills. They will begin to make marks during play and will begin to understand that these marks have meaning.

In **Understanding the World**, children will learn to identify and name different materials around them and they will describe how they feel using the language of textures. They will begin to learn about their properties and how materials are similar or different. They will learn about hot and cold climates and discover the similarities and differences between our local area and a polar region. Children will develop their computing skills further by exploring technology around us and using it for a purpose.

In **Expressive Arts and Design**, children will develop their scissor skills to enable them to create using a wider range of materials. They will learn about the technique of collaging. They will learn how to play a range of musical instruments.

In **Communication and Language**, children will maintain their attention during activities and use their experiences in role play. They will begin to use 'story language' in their retellings. They will extend their vocabulary linked to our topic.

In **Physical Development**, children will continue to develop their fine motor skills to help when using scissors, when writing their names and to form both lowercase and capital letters with increasing control. They will continue to develop their gross-motor skills through games and activities linked to our Moving to Write programme. Later in the half term, pupils will practise basic movement skills and will link these together in sequences to perform simple dances linked to the theme of Winter.

Outdoor Learning Opportunities - Explore the natural world around them, discussing what they see, hear and feel around them. Learn about the season of Winter and role play going on an Artic expedition. They will make bird feeders and will take part in a national bird watching event. Measure large scale objects outside and work together to build a den using a range of materials.

In **Personal, Social and Emotional**, through our JIGSAW unit Dreams and Goals; children will learn about challenges, success and persistence. Continue to build on their social skills; initiating play, responding to their peers and developing good relationships with peers and adults. Children will learn about & embed methods to resolve conflict independently through talk.

In **Mathematics**, nursery children will focus on subitising and counting objects from 3 to 5 as well as recognising numerals to 5. Reception children will be focusing on numbers 6 – 10 and their composition. They will then explore length and height and measuring using non-standard measures before moving onto weight. They will compare objects using comparative language.

Length of theme: 5 and ½ weeks

Baseline

A baseline assessment will be completed in-line with DFE expectations within the first 6 weeks of a child entering our school. This will include carrying out and using the results of The Reception Baseline Assessment provided by the DFE. Within this learning sequence you will find references to key documents for this (RBA), 4-year old assessment points which are included in Development Matters 2021 and expectations for the Reception year.

Literacy

OBJECTIVES

The Reception Baseline Assessment provides short, narrative statements that are specific to how each child performed in the baseline. This will then be used to inform our teaching within the first term.

Children in Nursery will be learning to:

- Engage in extended conversations about stories, learning new vocabulary.
- Understand the five key concepts about print: -print has meaning - print can have different purposes we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

Children in Reception will be learning to:

- Re-reads books to begin to build up his/her confidence in word reading his/her fluency and his/her understanding and enjoyment.
- Read individual letters by saying the sounds for them.
- Blend sounds into words so that he/she can read short words made up of know letter-sound correspondence.

LEARNING SEQUENCE

- Reading focus: Reading a selection of texts linked to the season of Winter. We will encourage the children to predict and discuss what will happen next and how stories might end.
- Discuss new vocabulary and explore non-fiction books of a polar theme
- Link the book to their own personal experiences and discuss feelings
- Reception children will write captions to match illustrations
- A variety of polar/ winter themed books both fiction and non-fiction will be around the provision areas.
- Children have reading books, changed weekly; non-word books to build comprehension and storytelling skills/Rhino Reader books linked to the Twinkl Phonics Programme/books given that are specifically matched to the children's individual phonic ability. (level 2 and upwards)
- When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through the Twinkl phonics programme.
- Nursery children follow the Twinkl Level 1 phonics to develop early communication skills and build up their awareness of the sounds around them.
- Teach level three sounds through the Twinkl phonics programme, focusing on active phonics to aid recall.
- Reception sound cards will be sent home weekly, including parent guidance information.
- Children will practise oral blending and segmenting through their daily phonics, reading and writing.

- Read some letter groups that each represent one sound and say the sounds for them.
- Read a few common exception words matched to the school's phonics programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

- Reception children will be taught how to read common exception words.
- Tricky words cards will be sent home as and when children meet them in the Twinkl Phonic sessions
- Children will practise reading focus words through phonics, in guided reading with Mini-Books and at home in reading books.
- All children will be encouraged to recognise own name; place names around the classroom ask children to find them, set up self-registration; hide names in sand/water/messy play and ask children to find them.
- All children will engage in gross and fine motor activities to teach letter formation – Funky Fingers and Handwriting.
- Practise writing own name/ letters/ CVC words; using name card/ flash cards; in glitter/foam/hair gel etc; using chalk on playground/paint and paint brushes/paper and different writing materials.
- All will be encouraged to write own name without using name card; write name on birthday cards and invitations, write name on work to label it.
- Reception children to write initial sounds, initial and final sounds or attempt to spell simple CVC words. More able will be extended to write words containing their digraphs in and tricky words.

Writing focus: Diary

- Children will write weekly diary entries, nursery will draw pictures to represent their weekend and talk about it, adding letters and marks if able. Reception children will be extended to think of a suitable accompanying sentence and attempt to write their chosen words. Children will begin to use finger spaces and simple punctuation to write a super sentence.

Writing focus: Instructions – 10 Things I Can Do To Help My World.

- Explore text as a stimulus and talk about how we all help our world.
- Reception write a simple list about how they help their world. (1-3 Sentences)
- Oral games with children to practise instructions e.g. *Simon Says*

- Discuss when we might use instructions e.g. building a new toy, making a Lego model or cooking a recipe
- Discuss the features of instructions. What do all these different instructions have in common? Title, list of what you need, steps in order, they tell you how to do something etc.
- Explore 'bossy' verbs! Follow other children being bossy e.g. jump
- Share and read examples of instructions such as how to play a game or a simple recipe
- Read, use and follow simple instructions - Make simple bird feeders by following a simple set of instructions.
- Sequence instructions from photos.
- With support can they follow instructions given to make their own bird feeder?
- Reception children will write a set of simple instructions following on from making their bird feeders.
- Nursery to sequence pictures and to orally explain how they made bird feeders.

Writing focus: Writing in role – So Much

- Explore the book called So Much
- Adults to model writing in role
- Children explore themes and different roles of characters in the story.
- Children to engage in writing activities in the home corner/ kitchen. Children can make shopping lists of ingredients needed, write recipes or write labels to match dishes.
- Children will focus on the theme of family, celebration and food. Children will write invitations and guestlists, inviting people to a celebration.

Understanding the World

OBJECTIVES

Children in Nursery will be learning to:

- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

LEARNING SEQUENCE

- Children will learn about hot and cold areas around the world and compare them –developing geographical vocabulary, using maps, atlases and globes.
- Talk about similarities and differences between the where we live and cold climates

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to make sense of their own life-story and family's history
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
- Explore how things work
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talks about the differences between materials and changes they notice

Children in Reception will be learning to:

- Comment on images of familiar situations in the past.
- Remember and talk about significant events in their own experience
- Talk about members of their immediate family and community

- 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 some important processes and changes around them, including the changing states of matter
 - Understand the effect of changing seasons on the natural world around them

- Discuss what makes our local area unique and special. What is the same/different compared to a polar region?
- Compare local wildlife to that of a polar climate, exploring habitats and life cycles.
- Pay attention to how seasonal change affects the local area.
- Discuss the impact of Winter on birds and animals. What can we do to help them? Take part in the Great British Bird Watch and make bird feeders to support our local birds

- Discuss past events such as Christmas, their holidays and their New Year celebrations. Talk about their family traditions.

- Introduce the children to the new science topic of materials
- Go on a materials hunt around school and the outdoor area – recognise and name some everyday materials. Recognise which objects are made of the same materials e.g. wooden fence, shed etc.
- Extend their vocabulary of different materials and widen their knowledge of materials around them
- Explore a range of everyday materials using their senses and sort them in different ways
- Investigate how materials are similar and different. Describe them using the language of texture and compare their properties – use a feely box or bag so the children focus on using their sense of touch alone
- Investigate the material of water and explore how it changes state when frozen and becomes ice. Children explore ice and describe how it looks, feels and changes over time
- Discuss ways to change the ice – what could we do to help it melt quicker? Hook – explain that a polar bear has got stuck in the ice – how can we rescue it? Explore different ways to help.
- Explore the seasonal changes from Autumn to Winter – what signs of Winter can we see? What is happening? What has changed since the Autumn? What is the weather like?
- Read a range of non-fiction and fiction books related to Winter and create a Winter seasons display with a Winter tree and signs of Winter around it e.g. key vocabulary, photos and books.

- Understand that some places are special to members of their community
- Continue to develop positive attitudes about how people are all different
- Seeks to acquire basic skills with a range of ICT equipment
- Complete a simple program on a computer
- Use an Ipad to access a range of simple Apps
- Learn how a set of instructions leads to an action – Bee-Bots

- Children will continue to develop their familiarity with Purple Mash and technology such as the plasma board and class i-pads.
- Following Purple Mash units of work, the children will explore using the paint program and will create Winter pictures on Paint.
- Reception children will research basic information about polar regions using a search engine.
- Learn how to operate and navigate simple programmes and apps on the i-pads.
- Nursery children will learn how to programme simple code to operate and control Bee-Bots
- Navigate Bee-Bot around a map to reach a specific point.

RE- Why is the word God so important to Christians?

- Children will wonder at the difference between jelly and jellyfish. They will talk about how things are both similar and different and why jellyfish are alive and jelly isn't.
- Children will explore the creation story, and try to remember some of things he made on different days.
- Children will create their own stained-glass windows of animals to show their understanding that Christians believe God made animals.
- Pupils will discuss the word 'God' and explore why it is special to Christians.
- Children will learn that God is so important to Christians because they believe God is behind all there is in the world.
- Children will go on a 'wonderful world walk' and take pictures to show their favourite things created by God.
- They will then create a 'Creator God' collage in small groups.

Expressive Arts and Design

OBJECTIVES

Children in Nursery will be learning to:

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Children in Reception will be learning to:

- 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

LEARNING SEQUENCE

- Continue to make marks exploring different materials and the effects made. Create their own colours by mixing paint.
- Create their own art work and models independently in continuous provision and outside using a range of materials
- Skill: Nursery children to focus on using a range of equipment and materials to develop their pincer grip and the strength in their fingers to support their tripod grip e.g. using tweezers, cotton buds, pom poms and glue spreaders
- Skill: Develop their scissor skills – Reception children to focus on holding scissors correctly and practising cutting in a straight line, then following a zig-zag and wavy line. They will then move onto cutting out simple shapes and then use their new skills to cut a range of materials to use in their collage.
- Technique: Collage. Teacher to model how to collage and how it can be used. Show examples of different collages
- Whole class collaborative collage work for classroom display – cut, stick, tear and manipulate materials and shapes – Winter Focus
- Teach children how to cut materials but also focus on the ripping technique and compare the two. Children use their developing skills to create their own collages linked to Winter.
- Create Winter collages using a range of materials using cold colours.
- Look at the artist Matisse and explore how he uses collage. Discuss his use of colour, shape and placement in his designs. Use his work 'the snail' as inspiration for their own artwork.
- Using our 'loose parts' materials children create their own Winter pictures e.g. snow scenes, snowflakes etc.
- Do larger scale loose part pictures outside using a range of construction materials and larger items
- Small world – Cold climates. Children can role play going to the Arctic or Antarctic. Act out exploring and observing different animals and going on adventures in the snow.

- 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

- Sing songs about Winter, maths related counting songs, selection of nursery rhymes and poems.
- Follow the Charanga music scheme – Everyone!
- Learn action rhymes and dances linked to our topic (see P.D section for more details)
- Through our ‘Fantastic Friday’ outdoor learning sessions the children will explore the natural environment, role play going on an Artic expedition, explore the seasonal changes of Winter and work together to build a den using a range of materials.

Communication and Language

OBJECTIVES

Children in Nursery will be learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell along story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Use longer sentences of four to six words.

LEARNING SEQUENCE

Through the theme and learning opportunities, children will develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language is considered when planning other areas of the curriculum and is a central part of linking the curriculum together. A weekly focus on the objectives ensures that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Circle times focused on sharing news
- Increasing length of time children are expected to sit during activities
- Exposure to a variety of stories and asking probing questions about their opinions
- Modelling good conversation skills and manners during snack time.

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Children in Reception will be learning to:

- 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.

- Sharing books at the end of the day and discussing them
- Read/tell stories without showing the images in the books
- Explore the language of comparison and instruction
- Use the polar regions role-play area to enhance language and vocabulary, both topic related and general.
- Focus on first/next/last/when telling stories
- Focus on story language when reading e.g. Once upon a time, far, far, away etc.
- Create their own stories as part of National Storytelling Week
- Create opportunities where children can talk whilst they work
- Learn a range of poems by heart by linking them with actions from ‘The Poetry Basket’. Children practise then perform them.
- Look at different rhymes/poems associated with Winter and cold climates
- Introduce humour in stories by looking at different versions of traditional tales
- Explore descriptive language for materials

Physical Development

OBJECTIVES

Children in Nursery will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly

Children in Reception will be learning to:

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day

LEARNING SEQUENCE

- Big motor movements through our 'Moving to Write' activities and handwriting sessions to encourage gross-motor development e.g. large-scale painting, vertical painting with water, large scale chalking, using scarves and magic wands to stretch and bend.
- Teach children the correct movements to form each letter from the different letter families e.g. anti-clockwise, retracing vertical lines, robot arm movement and zig-zags using cursive letter formation
- Letter formation (Objective) - Develop the foundations of a cursive handwriting style which is fast, accurate and efficient.
- Develop fine-motor skills using a variety of resources including playdough, threading, cutting, pin boards etc. (Funky Fingers)
- Focus on using tweezers with a range of different sized objects (Nursery)
- Decorate a winter tree with a range of small baubles, icicles, snowflakes and beads. Encourage children to stretch up to reach the higher branches.
- Use small scale objects to paint e.g. cotton buds, small brushes
- Scissor skills – teach the correct hold and develop cutting along a straight line, wavy lines, zig-zag lines and around shapes
- Refine pencil grip so all children are working towards a tripod grip; encourage a dominant hand and good handwriting routines
- Experiment with basic movement skills and refine these
- PE Dance – move in different ways, at different speeds and at different levels to music
- Children learn simple sequences of movements and link them to music.
- Work independently, in a small group and as a larger group to produce dances
- Teach children how to move expressively to music using their arms and face to tell a story
- Create a Winter dance to the music of Winter by Vivaldi

successfully: - lining up and queuing - mealtimes - personal hygiene

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- 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

PE session focus - Dance

- 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 overall body-strength, balance, co-ordination and agility.

- Navigate space successfully, avoiding obstacles and each other
- Outdoor sessions that focus on navigating space; using bikes safely and appropriately; running activities in the outside area; 'hunt the....' activities which encourage changing direction rapidly.
- Using tools to build large scale constructions and dens
- Begin to use the toilet independently, encouraging personal hygiene.
- Use circle times to discuss how to support health and wellbeing

Personal, Social and Emotional Development

OBJECTIVES

Children in Nursery will be learning to:

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For

LEARNING SEQUENCE

Through the theme and learning opportunities provided, children will develop their self-confidence and self-awareness. They will begin to manage their feelings and behaviour e.g. turn-taking, sharing and following instructions and begin to build positive relationships with adults and children.

As this is a Prime area for development we ensure that PSED is carefully planned within the week through both child- and adult-led activities. We understand how important this area is and that it lays the foundation for all other areas of learning. Each child is unique, with developing needs which we plan for and adapt provision or our practice accordingly.

Some supporting ideas for this term are as follows:

example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

- Begin to understand how others might be feeling.

Note: as a team we are constantly observing and keeping a look out for children who seem worried, sad or angry for much of the time. We also pay attention to any children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. As a school we work closely with parents and other agencies to find out more about these developmental difficulties.

Children in Reception will be learning to:

- 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.

- Small group socialising activities
- Sharing news
- Circle times focused on sharing, respect and resolving conflict
- Role-play opportunities focused on sharing, respect and resolving conflict
- 'My Time': a time for children to share their experiences and what they would like to talk about. Link this to their diary writing
- Snack time is a very social time where children can engage in conversation
- Sharing stories that the children bring in and explain why it is their favourite
- Encouraging children to become more independent in continuous provision

PSHE - Jigsaw

Dreams and Goals

PSHE Objectives

These can be found on our website

<https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/>

PSHE Learning Sequence – Jigsaw

All year groups follow the Jigsaw Teaching programme.

These curriculum objectives are covered in weekly lessons, circle times and topics are celebrated through a weekly celebration assembly

Jigsaw sessions for Reception – Dreams and Goals focusing on when they may have found something difficult, the importance of perseverance and working together to achieve a goal.

Mathematics

OBJECTIVES

Children in Nursery follow the Master the Curriculum planning. They will learn:

- To subitise numbers 1- 3 when objects are shown in a dice pattern
- To subitise numbers 1–3 in different patterns of objects
- To subitise numbers 1-3 when objects are different sizes and patterns
- To count and recognise numbers 1 – 3
- To recognise triangles and understand they have 3 sides
- To count objects to 4 and recognise the numeral 4
- To recognise squares and rectangles and understand that they have 4 sides
- To explore the different ways to make 3 and 4
- To count objects up to 5, recognising that the last number counted tells you how many there are in total
- To recognise the numeral 5 and show numbers using their fingers
- To compare objects of different lengths, heights and weights
- To use the vocabulary of tall, short, long, heavy and light

The Reception Baseline Assessment provides short, narrative statements that are specific to how each child performed in the baseline. This will be used to inform our teaching within the first term.

Children in Reception will be learning to:

- Count objects, actions and sounds.
- Subitise numbers to 3 then 5
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten
- Compare numbers using the language of more and fewer

LEARNING SEQUENCE

Nursery:

- Count, subitise and recognise 3 and 4 objects and link this to the numeral 3 or 4
- Show numbers up to 5 on their fingers and count out objects
- Link maths to a range of stories e.g. 3 Little Pigs, Pete the Cat and the Matching Buttons
- Play matching games – have you got the correct number to feed the wolf – he only likes the number 3! Count out 4 buttons on Pete’s coat
- Recognise different triangles and go on a shape hunt. Count the sides to check it is a triangle
- Recognise different squares and rectangles. Build shape pictures with them. Describe shapes using the mathematical language of sides and corners
- Compare objects to see which is long, short, tall, big and small.
- Begin to use this mathematical language and sort objects by size and length e.g. from shortest to longest.
- Sing a range of number rhymes and songs e.g. 5 Little Snowmen

Reception:

- Subitise with numbers to 5 when shown different dot and dice patterns. Explain how they knew e.g. “I can see a 3 and a 2”.
- Count 1:1 to 10 – count a selection of polar animals, find and count a selection of objects from the classroom from 0-10
- Count actions such as stamps, claps, taps and sounds using different musical instruments, focus on stopping at a certain number
- Show a range of ways of building numbers from 5 – 10 e.g. using Numicon, using a tens frame, on a number line, with dice, on a Rekenrek and using their fingers
- Discuss and explore the composition of numbers from 5 - 10

- Understands the one more/one less relationship between consecutive numbers
- Automatically recall number bonds 0 to 5 and some to 10
- To add objects and numbers together
- To compare length, height, weight and distance
- To use the comparative mathematical vocabulary of length, height, weight and distance
- To measure different objects using a range of non-standard measures

- Focus on rote counting forwards and backwards – count children at self-registration, when lining up, when singing number songs
- Counting and matching numeral to quantity to 10; matching snowman buttons to number on the hat, adding beads onto an icicle string with a number etc.
- Compare numbers; different amounts of objects in jars for children to compare, use different objects to compare more/fewer/less/equal – can you make it equal and fair? Compare quantities shown on tens frames and in arrangements
- Explore addition through the part-whole model. Combine objects together to find the whole. Understand vocabulary of total and altogether.
- Compare lengths – playdough snakes, ribbons, chalked lines etc.
- Compare heights – measure a range of polar animals chalked out using non-standard measures
- Compare weights by using balance scales and order 3 objects. Use comparative language e.g. heavy, light, heavier and lighter.

Reception follow the NCETM Mastering Number Programme