



St Michael's
C.E. Primary School

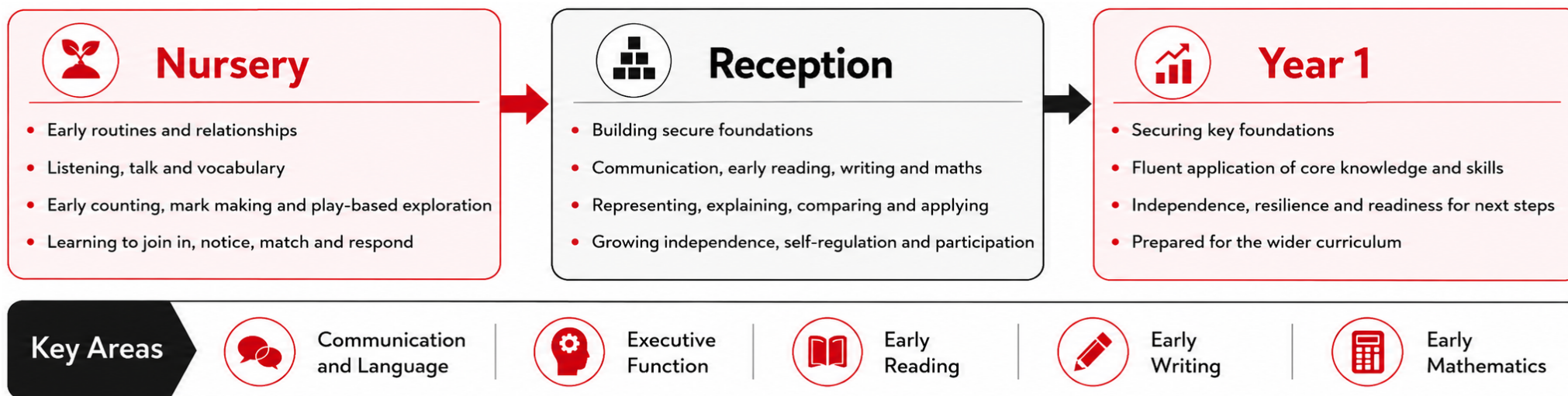
Securing Strong Foundations:

Progression in Foundational Knowledge & Skills



“Courage to Flourish in the Love of God”

Foundational Knowledge and Skills Progression: Nursery to Year 1



This document sets out the strong foundational knowledge and skills that children at St Michael’s are expected to secure from Nursery to the end of Year 1. These foundations are the essential building blocks children need in order to access the wider curriculum successfully and develop as confident, independent learners.

The progression has been carefully sequenced so that knowledge and skills build over time. It identifies the core learning that must be taught, revisited and secured across Early Years and Year 1. The focus is on what children need to know, understand and be able to do in order to be successful in future learning.

This document is not intended to replicate the full curriculum. Instead, it highlights the key foundational knowledge, skills and behaviours that should be secure by the end of Year 1. It supports teachers and leaders to identify gaps quickly, plan precise teaching and intervention, and ensure that children do not move through school with insecure foundations.

The statements are deliberately clear and observable, so that adults know what children should be able to say, do, show, explain, represent or use. This supports accurate assessment and helps staff identify whether children have secured the knowledge and skills needed for the next stage of learning.

At St Michael’s, we recognise that strong foundations include more than academic knowledge. Children also need secure communication and language, positive learning behaviours, self-regulation, independence and the confidence to take part in the life of the classroom and wider school community. These are foundational skills in their own right and are essential for children to flourish.

Leaders and teachers should use this document to support curriculum planning, assessment, pupil progress discussions and targeted intervention. Where children have not secured the identified knowledge or skills, the progression should be used to pinpoint gaps and plan the teaching or support needed to address them.

By the end of Year 1, children should have secured these foundational skills and knowledge so that they are well prepared for the next stage of learning. The aim is for every child to build confidence, independence and fluency in the foundations that matter most.

Communication and Language

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Listening and Understanding	<p>Look towards the person speaking during short adult-led moments.</p> <p>Follow a simple instruction with one key word, supported by gesture or routine.</p> <p>Respond to familiar words and phrases used every day.</p>	<p>Listen to short songs, rhymes or stories for a short period with adult support.</p> <p>Follow a simple instruction linked to play or routine.</p> <p>Point to, choose or name familiar objects when asked.</p>	<p>Listen to a short story, rhyme or adult instruction and respond through an action, word or short phrase.</p> <p>Follow simple instructions in familiar routines.</p> <p>Answer simple questions about immediate experiences, using single words or short phrases.</p>	<p>Look at the speaker during short whole-class or group times.</p> <p>Follow a one-step instruction without gesture in familiar routines.</p> <p>Answer simple who, what or where questions about familiar experiences or stories.</p>	<p>Listen to a short story, explanation or instruction and respond with a relevant action or answer.</p> <p>Follow two-step instructions in familiar routines.</p> <p>Ask or answer simple questions to clarify meaning.</p>	<p>Listen to stories, explanations and instructions, and respond with relevant comments, questions or actions.</p> <p>Follow two-part instructions in familiar contexts.</p> <p>Use newly taught vocabulary when talking about stories, learning or play.</p>	<p>Look at the speaker during whole-class teaching and small-group discussion.</p> <p>Follow two-step instructions linked to familiar routines.</p> <p>Answer questions about what has been said, using relevant words or phrases.</p>	<p>Listen to others and respond with a relevant comment or question.</p> <p>Follow two-step instructions in different contexts.</p> <p>Show understanding of taught vocabulary by using it in talk or choosing it correctly.</p>	<p>Look at and track the speaker in different contexts.</p> <p>Follow multi-step instructions.</p> <p>Respond with relevant questions, comments and actions in different contexts.</p> <p>Show understanding of taught vocabulary by using it correctly in talk, discussion or responses.</p>
Speaking	<p>Use single words and short phrases to communicate needs, choices and interests.</p>	<p>Use short phrases and simple sentences during play and routines.</p> <p>Use words to name,</p>	<p>Use simple sentences to talk about what they are doing, what they need or what has happened.</p>	<p>Speak in short phrases and simple sentences about familiar experiences.</p> <p>Use talk to ask for help, make</p>	<p>Speak in sentences that can be understood by adults and peers.</p> <p>Use talk to describe,</p>	<p>Speak in clear sentences to share ideas, retell events and explain thinking.</p> <p>Use newly taught</p>	<p>Speak in complete sentences during familiar discussions.</p> <p>Use talk to describe experiences,</p>	<p>Speak in single and multi-clause sentences using mostly appropriate tense.</p> <p>Use talk to</p>	<p>Speak in single and multi-clause sentences, using mostly appropriate tenses.</p> <p>Speak clearly</p>

	Copy familiar words or phrases modelled by adults. Join in with repeated words in songs, rhymes and stories.	request, comment or describe. Begin to use talk with familiar adults and peers during play.	Speak clearly enough to be understood by familiar adults. Use familiar vocabulary from stories, songs, routines and play.	choices and join in play. Use some new vocabulary from stories, routines or learning.	explain or retell simple events. Use taught vocabulary in play and adult-led learning.	vocabulary in different contexts. Take turns in back-and-forth conversations with adults and peers.	objects or events. Use taught vocabulary when prompted.	explain thinking, compare ideas or ask questions. Take part in short discussions with adults and peers.	and at an appropriate volume. Use Standard English in appropriate contexts. Hold a back-and-forth conversation with adults and peers. Use taught vocabulary in a range of contexts. Take part in discussions in different contexts. Use language to describe, explain, compare, question and clarify.
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Executive Function

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Learning Behaviours	Follow a familiar routine with adult support.	Follow a simple routine with reminders.	Follow a simple routine independently.	Follow classroom routines with some adult	Follow familiar classroom rules and routines with	Follow classroom rules and routines	Follow daily routines and classroom rules	Follow classroom and playground rules	Automatically follow simple rules, including

	<p>Join in with short adult-led activities for a short period.</p> <p>Begin to take turns with support.</p>	<p>Stay with a chosen activity for a short period.</p> <p>Take turns with adult support in familiar games or routines.</p>	<p>Stay with a chosen activity for increasing periods of time.</p> <p>Take turns in familiar play and group activities.</p>	<p>reminders.</p> <p>Join in with adult-led learning for a short period.</p> <p>Begin to show they are ready by sitting, looking or listening during short group times.</p>	<p>fewer reminders.</p> <p>Stay focused during short adult-led tasks.</p> <p>Begin to show STAR behaviour by sitting, tuning in and responding when prompted.</p> <p>Use WOW Walking when moving around school with adult reminders.</p>	<p>independently.</p> <p>Show they are ready, respectful and responsible during familiar routines.</p> <p>Use WOW Walking when moving around school.</p> <p>Take turns, share resources and use an appropriate voice level with support.</p>	<p>independently.</p> <p>Show they are ready by starting a familiar task after instructions have been given.</p> <p>Use STAR behaviour during adult input with reminders.</p>	<p>consistently.</p> <p>Begin tasks promptly and stay focused with minimal reminders.</p> <p>Use Marvellous Manners and the correct voice level in familiar situations.</p>	<p>classroom and playground rules.</p> <p>Show they are ready, respectful and responsible in different contexts.</p> <p>Manage distractions and quickly refocus if distracted.</p> <p>Take turns in different contexts.</p> <p>Sustain attention for 15 minutes when listening to a speaker.</p>
Self-Regulation	<p>Separate from a familiar adult with support.</p> <p>Use adult support to manage strong feelings.</p> <p>Begin to wait for a short time with support.</p>	<p>Use simple strategies modelled by adults, such as asking for help or taking a break.</p> <p>Begin to name simple feelings, such as happy, sad or cross.</p> <p>Wait briefly for</p>	<p>Use adult support to calm down after becoming upset.</p> <p>Name simple feelings in themselves.</p> <p>Wait for a short turn in familiar routines.</p>	<p>Use familiar calming strategies with adult support.</p> <p>Name simple feelings and begin to say what has caused them.</p> <p>Wait for a turn during familiar activities.</p>	<p>Use a familiar strategy to manage feelings with a reminder.</p> <p>Talk about their own feelings using taught vocabulary.</p> <p>Begin to notice how others are feeling.</p>	<p>Use taught strategies to manage feelings with increasing independence.</p> <p>Talk about their own feelings and what may help.</p> <p>Make the A Choice by</p>	<p>Stay focused on a short directed task with some reminders.</p> <p>Try a task before asking for help.</p> <p>Use a taught strategy to manage emotions with support.</p>	<p>Sustain attention on a directed task for increasing periods.</p> <p>Keep trying when a task is difficult, with encouragement.</p> <p>Use a taught strategy to manage</p>	<p>Sustain attention for 15 minutes on a range of tasks.</p> <p>Attempt directed tasks independently before asking for help.</p> <p>Demonstrate resilience and perseverance</p>

		a turn with adult support.				telling an adult when they are struggling. Notice the feelings of others and respond with support.		emotions with increasing independence.	when finding something difficult. Choose an appropriate strategy to regulate emotions and feelings. Identify the emotions and feelings of others and respond appropriately. Control immediate impulses and wait patiently.
Meta-Cognition	Seek adult help when they need support. Follow a simple model to complete a familiar task.	Try another way when supported by an adult. Remember one thing needed to complete a simple task.	Make a small change to what they are doing when prompted. Remember what they are doing during a familiar task.	Talk about what they are doing during play or learning. Follow a model to complete a simple task.	Say when something is difficult or not working. Use an adult prompt to try a different way. Remember two things needed to complete a familiar task.	Try a different way when something is not working, with support. Say what they need to do next in a familiar task. Hold two pieces of information in mind to complete a task.	Use adult feedback to make a small adjustment to a task. Remember key information needed for a short task.	Choose a different strategy when something is not working. Use feedback to improve or correct a task. Hold key information in mind while completing a task.	Identify when something is not working and make small adjustments independently. Hold key information needed to complete tasks.

Early Reading

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Word Reading	These foundational knowledge and skills are in line with the expectations from the Little Wandle programme where appropriate.								
	<p>Make different vocal sounds e.g. animal, vehicle.</p> <p>Copy some familiar letter sounds.</p>	<p>Identify initial sounds of most familiar words and objects (starting with Phase 2 phonemes – s, a, t, p, i, n, d, m, g, o, c, k, e).</p> <p>Blend orally CVC words containing most Phase 2 phonemes – s, a, t, p, i, n, d, m, g, o, c, k, e.</p>	<p>Identify initial sounds of most familiar words and objects (starting with phonemes from Phase 2).</p> <p>Blend orally CVC words containing most phonemes from Phase 2.</p>	<p>Decode 1 syllable words containing taught GPCs from Phase 2.</p> <p>Read automatically most taught tricky words from Phase 2.</p>	<p>Decode 1 and 2 syllable words containing taught GPCs from Phases 2 and 3.</p> <p>Chunk and read 2-syllable words containing taught GPCs from Phases 2 and 3.</p> <p>Read automatically most taught tricky words from Phases 2 and 3.</p>	<p>Decode words at Phase 4 containing taught GPCs from Phases 2 and 3.</p> <p>Chunk and read words at Phase 4 containing taught GPCs from Phases 2 and 3.</p> <p>Read automatically most taught tricky words from Phases 2 to 4.</p>	<p>Decode words containing most taught alternative vowel graphemes from Phase 5.</p> <p>Chunk and read multi-syllabic words containing taught alternative vowel graphemes from Phase 5.</p> <p>Read automatically all taught tricky words from Phases 2 to 4 and some from Phase 5.</p>	<p>Decode words containing most taught alternative vowel & consonant graphemes from Phase 5.</p> <p>Chunk and read multi-syllabic words containing taught alternative vowel and consonant graphemes from Phase 5.</p> <p>Read automatically all taught tricky words from Phases 2 to 4 and many from Phase 5.</p>	<p>Decode words containing taught GPCs including digraphs and trigraphs from Phases 2 to 5.</p> <p>Read accurately words containing alternative graphemes.</p> <p>Chunk and read multi-syllabic unfamiliar words.</p> <p>Read automatically all taught tricky words from Phases 2 to 4 and most from Phase 5.</p>
Fluency				<p>Read familiar fully decodable Phase 2 Set 2 books:</p> <ul style="list-style-type: none"> with 90% accuracy. 	<p>Read familiar fully decodable Phase 2 Set 5 books:</p> <ul style="list-style-type: none"> with 90% accuracy. 	<p>Read familiar fully decodable Phase 3 Set 2 books:</p> <ul style="list-style-type: none"> with 90% accuracy. 	<p>Read fully decodable Phase 4 Set 2:</p> <ul style="list-style-type: none"> with 90% accuracy. with a steady 	<p>Read fully decodable Phase 5 Set 2:</p> <ul style="list-style-type: none"> with 90% accuracy. with a steady 	<p>Read fully decodable Phase 5 Set 4 books:</p> <ul style="list-style-type: none"> with 90% accuracy.

				<ul style="list-style-type: none"> • Pauses at full stops with support. 	<ul style="list-style-type: none"> • with a steady consistent pace. • with some expression with support. • Pauses at full stops with support. <p>Reread sentences after decoding words.</p>	<ul style="list-style-type: none"> • with a steady consistent pace • with some expression with support. • Pauses at full stops. <p>Read many familiar 1-syllable words without overt segmenting and blending.</p>	<p>consistent pace.</p> <ul style="list-style-type: none"> • with some expression and attention to some punctuation (. !). <p>Read many familiar 1-syllable words and some 2-syllable words without overt segmenting and blending.</p>	<p>consistent pace.</p> <ul style="list-style-type: none"> • with some expression linked to meaning and attention to some punctuation (. ! ? “ “). <p>Read most 1 and many 2-syllable words without overt segmenting and blending.</p>	<ul style="list-style-type: none"> • at 60–70wpm. • with some expression linked to meaning and attention to some punctuation (. ! ? “ “). <p>Read most 1 and 2 syllable words without overt segmenting and blending.</p>
Comprehension	<p>Listen to a short story read to them.</p> <p>Join in with familiar songs.</p>	<p>Hold a book the correct way up.</p> <p>Turn the pages from right to left.</p> <p>Identify characters in stories with support.</p>	<p>Use reading in play e.g. language and characters from familiar texts, and role-playing reading.</p> <p>Talk about characters, events and information in songs and books.</p> <p>Recognise familiar words and signs.</p> <p>Join in with familiar or</p>	<p>Using a familiar fully decodable Phase 2 Set 2 books:</p> <ul style="list-style-type: none"> • talk about the characters , events and information. • Retrieve simple information from the text with support. 	<p>Using a familiar fully decodable Phase 2 Set 5 books:</p> <ul style="list-style-type: none"> • talk about the characters , events and information. • Retrieve simple information from the text with support. 	<p>Using a familiar fully decodable Phase 3 Set 2 books:</p> <ul style="list-style-type: none"> • talk about the characters , events and information. • retrieve simple information from the text. • retell some events from a story with support. 	<p>Using a fully decodable phase 4 set 2 book:</p> <ul style="list-style-type: none"> -retell some events from a story. • retrieve information from the text. • self-correct some errors. • make some inferences from the text about how a character feels and why something 	<p>Using a fully decodable phase 5 set 2 book:</p> <ul style="list-style-type: none"> • retell the main events from a story. • retrieve information from the text. • self-correct many errors. • make simple inferences from the text about how a character 	<p>Using a fully decodable Phase 5 set 4 book:</p> <ul style="list-style-type: none"> • retell the main events from a story in the correct sequence. • retrieve information from the text. • self-correct most errors. • Make and explain simple inferences from the text about

			repeated phrases.			<ul style="list-style-type: none"> make some inferences from the text about how a character feels and why something has happened with support. 	has happened.	feels and why something has happened.	how a character feels and why something has happened.
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Early Writing

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composition – Text Structure & Effect	Sometimes gives meaning to their drawings and paintings.	Makes up stories and play scenarios in response to experiences. Gives meanings to their drawings and mark making most of the time.	Say short phrases and single clause sentences. Give meanings to some marks.	Say and write words.	Say and write short phrases that can be read by others. Say and write single clause sentences with support where most words can be read by an adult (dictated and own sentences).	Say and write short phrases and single clause sentences that can be read by others (dictated and own composition).	Say and write a sequence of 2 sentences linked to the focus context/topic with support (own composition).	Say and write a sequence of 2 or more sentences linked to the focus context/topic (own composition). Reread own writing to check the meaning is clear when prompted by an adult.	Say and write a sequence of sentences linked to the focus context/topic (3-4 sentences). Reread own writing to check the meaning is clear.
Composition – Grammar				Say a simple sentence about something	Say simple sentences about a topic using the	Say sentences using and to link words.	Say and write a single clause sentence	Say and write multi-clause sentences	Say and write multi-clause sentences using and.

				that is happening now or in the past.	appropriate tense with adult support.	Say simple sentences about a topic using the appropriate tenses with some errors (He runned. He goed.).	using and to link words. Say a sentence choosing the correct tense for the context/topic mostly correctly.	using and with support. Write a sentence choosing the correct tense for the context/topic with support.	Use the correct tense linked to the focus context/topic with support.
Punctuation					<p>Separate words with (finger) spaces with support.</p> <p>Use capital letters at the start of sentences when guided by a teacher.</p> <p>Use full stops at the end of the sentence when guided by a teacher.</p> <p>Punctuate their name with a capital letter with support.</p>	<p>Separate words with (finger) spaces.</p> <p>Use capital letters at the start of sentences, on occasion.</p> <p>Use full stops at the end of the sentence on occasion.</p> <p>Punctuate their name with a capital letter.</p>	<p>Use a capital letter at the start of some sentences.</p> <p>Use a full stop at the end of some sentences.</p> <p>Use a capital letter for the pronoun I with support.</p> <p>Use a capital letter for some proper nouns (names of people/places /days of week/months of the year) with support.</p>	<p>Use a capital letter at the start of many sentences.</p> <p>Use a full stop at the end of many sentences.</p> <p>Use a capital letter for the pronoun I mostly correctly.</p> <p>Use a capital letter for many proper nouns (names of people/places /days of week/months of the year).</p>	<p>Use a capital letter at the start of most sentences.</p> <p>Use a full stop at the end of most sentences.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use a capital letter for most proper nouns (names of people/places /days of week/months of the year).</p>
Transcription - Spelling	Repeats initial phonemes in spoken words when	Begins to hear some initial phonemes in spoken words.	Hear the initial phoneme in spoken words.	Hear and say the sounds in	Hear and say the sounds in the CVC and	Represent many taught phonemes with the	Spell some words containing	Spell many words containing	Spell most words containing

	modelled by an adult.			<p>the CVC words.</p> <p>Represent many taught phonemes with the correct grapheme in CVC words (in line with phonics programme).</p> <p>Write own first name with support.</p>	<p>CCVC/CVCC words.</p> <p>Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme).</p> <p>Spell some common words correctly: the is I he we me she be to no go has was of.</p> <p>Write own first name punctuated with a capital with support.</p>	<p>correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme).</p> <p>Spell common words correctly: the is I he we me she be to no go has was of.</p> <p>Write own first name punctuated with a capital letter.</p>	<p>taught GPCs correctly.</p> <p>Use phonic knowledge to make plausible attempts to spell simple familiar graphemes in words.</p> <p>Spell some Y1 common exception words correctly.</p> <p>Spell many plurals correctly by adding the suffix -s</p> <p>Spell some plurals correctly by adding the suffix -es (e.g churches, boxes).</p> <p>Spell some 3rd person singular verbs correctly by adding the suffix -s or -es (e.g. runs, catches).</p>	<p>taught GPCs correctly.</p> <p>Use phonic knowledge to make plausible attempts to spell unfamiliar words with known graphemes.</p> <p>Spell many Y1 common exception words correctly.</p> <p>Spell most plurals correctly by adding the suffix -s.</p> <p>Spell many plurals correctly by adding the suffix -es. (e.g churches, boxes).</p> <p>Spell many 3rd person singular verbs correctly by adding the suffix -s or -es.</p>	<p>taught GPCs correctly.</p> <p>Use phonic knowledge to make plausible attempts to spell unfamiliar words using known graphemes.</p> <p>Spell most Y1 common exception words correctly.</p> <p>Spell most plurals correctly by adding the suffix -s or -es (e.g. cats, dogs, churches, boxes).</p> <p>Spell most 3rd person singular verbs correctly by adding the suffix -s or -es (e.g. runs, catches).</p> <p>Spell words using the</p>
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							Spell some words using the suffix -ed where no change is needed to the root word (e.g. helped, jumped).	(e.g. runs, catches). Spell many words using the suffix -ed where no change is needed to the root word (e.g. helped, jumped).	suffix -ed where no change is needed to the root word (e.g. helped, jumped).
Transcription - Handwriting	Make marks using whole arm movements in different directions on a range of surfaces.	Touch thumb to some fingers. Begin to use wrist movement when mark making. Make continuous lines of shapes and symbols (early writing) from left to right.	Touch each finger with their thumb. Use strong and mobile wrist movements when mark marking. Perform a range of simple cross-body movements. Hold a pencil using a static tripod grip. Attempts to write their own name using letter type shapes. Use a range of tools for a	Form some lower-case letters correctly: <ul style="list-style-type: none"> Start and finish in the right places. Position most letters correctly on the line. <p>Hold a pencil using a tripod grip with support.</p> <p>Sit correctly at a table with an appropriate posture for writing with support.</p>	Form many lower-case letters correctly: <ul style="list-style-type: none"> Start and finish in the right places. Position most letters correctly on the line. <p>Hold a pencil using a tripod grip.</p> <p>Form some capital letters correctly (including the capital used in own name) with support.</p> <p>Sit correctly at a table with an</p>	Form most lower-case letters correctly: <ul style="list-style-type: none"> Start and finish in the right places. Position most letters correctly on the line. <p>Form some capital letters correctly, (including the capital used in own name).</p> <p>Form all digits 0-9 correctly.</p> <p>Write from left to right starting from the correct</p>	Form most lower-case letters correctly with some errors in independent writing: <ul style="list-style-type: none"> Start and finish in the right places. Position all letters correctly on the line. <p>Form many capital letters correctly.</p>	Form most lower-case letters correctly: <ul style="list-style-type: none"> Start and finish in the right places. Position all letters correctly on the line. <p>Form most capital letters correctly.</p>	Form all lower-case letters correctly: <ul style="list-style-type: none"> Start and finish in the right places. Position all letters correctly on the line. <p>Form all capital letters correctly.</p>

			short period of time with support.	Form many digits 0-9 correctly. Use appropriate spacing between letters within words with support. Uses tools correctly, with their dominant hand, for a short period with support.	appropriate posture for writing. Form most digits 0-9 correctly. Use appropriate spacing between letters in words mostly. Uses tools correctly, with their dominant hand, for a short period.	place e.g. margin. Use appropriate spacing between letters in words consistently.			
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Early Mathematics

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Number – Fluency	Join in with number rhymes and counting language. Notice small amounts in play (1 or 2). Begin to say number names in order to 3.	Recite number names to 5 in songs and routines. Touch or move objects as they count, with support. Count 1, 2 and 3 objects in familiar	Count up to 5 objects, actions or sounds with one-to-one correspondence. Know the final number counted tells how many there are.	Count and represent amounts to 5 using objects, fingers and pictures. Subitise small amounts to 4 in different arrangements. Count objects, actions and	Count confidently to 10. Subitise to 5, including structured arrangements. Recall and use pairs of numbers that make totals to 5.	Represent numbers to 10 using objects, fingers, ten-frames and part-whole models, showing different ways each number can be made.	Count forwards and backwards within 20, starting from different numbers. Read and write numerals to 20.	Count forwards and backwards within 50. Count in steps of 2, 5 and 10 using objects, pictures and number tracks.	Count forwards and backwards within 100 from different starting points. Count forwards in 2s, 5s and 10s from 0 with few errors.

		arrangements with support.	Subitise 1, 2 and 3 in familiar arrangements without counting.	sounds accurately within 5.		Subitise up to 5 without counting. Count beyond 20 and notice the repeating pattern in the number system.		Read and write numerals to 50.	Read and write numerals to 100.
Number – Place Value	Compare groups using lots, a few, more and not many. Match one object to another in practical routines.	Compare two small groups to 5 and say which has more, fewer or the same. Match numerals 1 to 3 to small quantities.	Match numerals to quantities to 5. Order small sets practically. Notice when a quantity has one more or one fewer.	Represent and compare numbers to 5 using objects, fingers and frames. Show how numbers to 5 can be split into smaller parts using objects, fingers and frames. Find one more and one fewer within 5.	Compare and order numbers from 0 to 10 using practical resources. Show 10 as ten ones using fingers, objects and ten-frames. Find one more and one fewer within 10.	Match, order and compare quantities and numerals to 10 in different contexts. Explain how numbers to 10 are composed. Use ten-frames, fingers and number tracks to show relationships between numbers.	Read, write, order and compare numbers to 20. Represent teen numbers as ten and some more. Use number lines and part-whole models to show numbers within 20.	Read, write, order and compare numbers to 50. Partition numbers to 50 into tens and ones. Place numbers accurately on tracks and number lines.	Read, write, represent, compare and order numbers within 100. Partition two-digit numbers into tens and ones using objects and pictures. Identify one more and one less than a given number within 100. Use objects, pictures, number lines and tens-and-ones to explain the value and position of numbers within 100.

<p>Number – Addition and Subtraction</p>	<p>Notice when an amount changes because something has been added or taken away.</p> <p>Use words such as more, gone and all gone in play.</p>	<p>Combine two small groups and find how many altogether, with support.</p> <p>Separate small groups and talk about what is left.</p>	<p>Combine and separate quantities within 5 using real objects.</p> <p>Show how a whole group can be split into smaller parts.</p>	<p>Add by bringing two groups together within 5.</p> <p>Take away by removing objects within 5.</p> <p>Partition numbers to 5 in different ways.</p>	<p>Add by bringing two groups together within 10.</p> <p>Take away by removing objects within 10.</p> <p>Use objects, fingers or pictures to show the starting amount and the amount added or taken away.</p>	<p>Show addition by putting groups together and show subtraction by taking away or separating objects, using objects, fingers or pictures.</p> <p>Recall bonds to 5 and use some pairs of numbers that total 10.</p> <p>Use double facts within 10 in practical contexts.</p>	<p>Read, write and solve addition and subtraction within 10 using +, - and =.</p> <p>Use part-whole models and ten-frames to show related facts.</p> <p>Use known pairs of numbers within 10 to support practical addition and subtraction.</p>	<p>Recall addition and subtraction facts within 10 quickly and accurately.</p> <p>Add and subtract within 20 using objects, pictures, number lines and known facts.</p> <p>Solve missing-number problems within 20.</p> <p>Use bonds to 10 to find related facts within 20.</p>	<p>Read, write and solve addition and subtraction number sentences using +, - and = in different ways.</p> <p>Add and subtract numbers within 20, including calculations with 0.</p> <p>Recall and use number bonds within 10, related facts to 20 and doubles within 10 to support calculation.</p>
<p>Number – Multiplication and Division</p>	<p>Share resources in play with adult support.</p> <p>Notice when groups look the same or not the same.</p>	<p>Make matching pairs in songs, games and routines.</p> <p>Sort objects into small matching sets.</p>	<p>Share small amounts fairly and say when everyone has the same.</p> <p>Make equal groups with objects in play.</p>	<p>Copy, continue and create simple repeating patterns.</p> <p>Notice equal and unequal groups during practical activities.</p>	<p>Make equal groups using objects.</p> <p>Explore pairs and begin to notice odd and even amounts through practical matching.</p>	<p>Share and group quantities within 10.</p> <p>Double small quantities and explain what has happened.</p> <p>Identify and sort equal and unequal groups, explaining</p>	<p>Count objects arranged in equal groups of 2, 5 and 10.</p> <p>Make equal groups practically and say how many groups there are.</p>	<p>Share and group quantities to 20.</p> <p>Represent equal groups using objects, pictures and simple arrays.</p> <p>Count equal groups by counting in 2s, 5s or 10s using</p>	<p>Make equal groups and describe how many groups there are and how many are in each group.</p> <p>Share quantities equally, including finding half of a quantity through</p>

						whether each group has the same number.		objects, pictures and arrays.	practical sharing. Represent equal groups using objects, pictures and arrays, counting in 2s, 5s or 10s where appropriate.
Geometry – Shape	<p>Explore shapes through construction and loose parts.</p> <p>Use everyday words such as round, straight, pointy and corner.</p>	<p>Match and sort objects or shapes by one property, such as shape, size or colour.</p> <p>Copy simple arrangements and patterns.</p>	<p>Name familiar 2D shapes in play, such as circle, triangle, square and rectangle.</p> <p>Continue simple repeating patterns with support.</p>	<p>Sort and describe 2D shapes using everyday language.</p> <p>Choose shapes for a purpose when building or making.</p> <p>Identify and continue simple repeating patterns.</p>	<p>Select and use 3D shapes in construction, talking about why a shape has been chosen.</p> <p>Describe shapes using words such as face, edge, corner, curved and flat.</p> <p>Use 2D and 3D shapes to make simple pictures and models, naming some of the shapes used.</p>	<p>Select, rotate and combine shapes to make pictures, models and patterns.</p> <p>Compare shapes by their properties.</p> <p>Create and explain repeating patterns.</p>	<p>Name common 2D and 3D shapes in different positions and sizes.</p> <p>Sort shapes using simple properties.</p>	<p>Describe 2D and 3D shapes using sides, corners, faces, edges and curved surfaces.</p> <p>Identify and continue patterns made with shapes.</p>	<p>Name and sort common 2D shapes in different orientations and sizes – circles, triangles and rectangles, including squares.</p> <p>Name and sort common 3D shapes in different orientations and sizes – cylinders, spheres, cones and cuboids, including cubes.</p> <p>Describe 2D and 3D shapes using sides, corners, faces,</p>

									edges and curved surfaces.
Measurement	<p>Compare size in play using big, small, tall and short.</p> <p>Use routine language such as now, next and later.</p>	<p>Compare length, height, mass and capacity through play.</p> <p>Use words such as longer, shorter, heavier, lighter, full and empty.</p>	<p>Order two or three objects by length, height, mass or capacity.</p> <p>Sequence familiar daily events using first, next and last.</p>	<p>Compare size, mass and capacity using direct comparison.</p> <p>Use positional and time language during routines and play.</p>	<p>Measure by direct comparison and with non-standard units.</p> <p>Compare and order length, height, mass and capacity.</p> <p>Talk about days, routines and simple time sequences.</p>	<p>Choose appropriate language to compare and describe length, height, mass and capacity.</p> <p>Order and explain comparisons.</p> <p>Sequence familiar events using before, after, first, next, then and last.</p>	<p>Compare and measure length and height using objects and non-standard units.</p> <p>Compare mass, capacity and volume practically.</p> <p>Use before, after, earlier and later to order and describe events.</p>	<p>Measure and compare length and height using a ruler.</p> <p>Compare and describe mass, capacity and volume using practical equipment.</p> <p>Sequence events using before, after, earlier, later, first, next and finally.</p>	<p>Compare, describe and measure length, height, mass and capacity using practical equipment.</p> <p>Read lengths and heights on a ruler.</p> <p>Sequence and describe events using before, after, earlier, later, first, next, finally, morning, afternoon and evening.</p>