

Bassingbourn Community Primary School



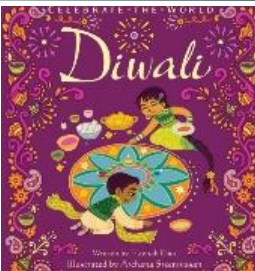

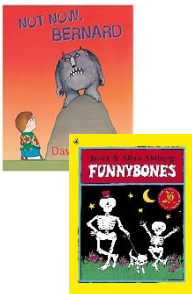
Early Years Foundation Stage Curriculum

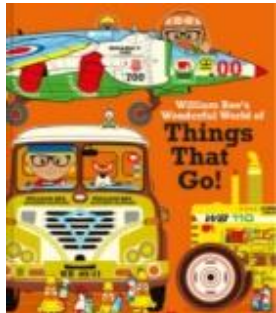
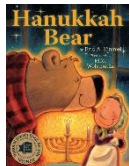
2025-2026





Bassingbourn
Community Primary School

RECEPTION CURRICULUM OVERVIEW 2025-2026 AUTUMN

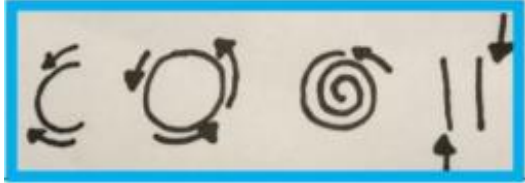
	Big Ideas	Key Texts	Weekly Key Learning Questions	Key Vocabulary	Key Songs of the week	Drawing Club
Autumn 1	All about me (3 wks)		<ul style="list-style-type: none"> What makes your family special? What makes you special? What things do you like/dislike? Who is in your family? Are families all the same? Can you describe your family? How have you changed since you were a baby? How will you change when you are an adult? How do you keep yourself healthy? 	Family, special, features, similar, compare, grow, change, baby, child, sleep, water, exercise, healthy foods, unhealthy foods, screen time, past, present	<ol style="list-style-type: none"> The family finger song Heads shoulder knees and toes 1 finger one thumb If you're happy and you know it 	Drawing club will start in autumn 2
	Colour (3 wks)		<ul style="list-style-type: none"> What are feelings? What does the colour monster feel? How can we show feelings? What are the primary colours? What is an artist? Who was Kandinsky? What kind of artist was Kandinsky? 	Feelings, happy, sad, angry, love, fear, calm, scared, artist, create, technique, materials	<ol style="list-style-type: none"> If your happy and you know it Primary colour song Colours of the rainbow 	
Autumn 2	Diwali (1 wk)		<ul style="list-style-type: none"> What is Diwali? How do Hindu's celebrate Diwali? How is Diwali linked to our precious topic of colour? 	Diwali, temple, festival, celebrate colour, hindu, religion, patterns, mehndi,	<ol style="list-style-type: none"> What is Diwali, let's go celebrate 	Drawing club texts
	People: My School Community (2 wks)		<ul style="list-style-type: none"> What is a map? What landmarks do you know about or have seen? Where will you go with your everywhere bear? Where do we all live? 	Map, landmark, globe, local, direction, location, route, instructions, village, zebra crossing, road, safe, traffic lights	<ol style="list-style-type: none"> London Bridge is falling down Round and round the village 	

			<ul style="list-style-type: none"> What places do you like to visit in the village? What are the 4 rules of crossing the road safely? How do you keep safe by a road? 			
Transport (2 wks)		<ul style="list-style-type: none"> How do you travel to school? What transport do you spot on your way to school? What are all the different ways we can travel? What do we see when we look up into the night sky? What is an astronaut? Can we live on the moon? 	Travel, destination, bus, train, underground, bike, vehicle, astronaut, stars, moon, planets, space	<ol style="list-style-type: none"> The wheels on the bus Five little men in a flying saucer 		
Hanukkah (1 wk) Christmas (1 wk)		<ul style="list-style-type: none"> What is Hanukkah? What holidays does your family celebrate? What is Christmas? Why do Christians celebrate it? How do Christians celebrate? 	<p>Hanukkah, menorah, dreidel, celebrations</p> <p>Christmas nativity Jesus God Mary Bethlehem angel manger angels Wise men star</p>	<ol style="list-style-type: none"> When Santa got stuck up the chimney Nativity songs Christmas pudding We wish you a merry Christmas Jingle bells 		

Cultural Capital Autumn		Key Celebrations Autumn	
<ul style="list-style-type: none"> Settling in activities and presenting their all about me books Going on a school tour Walking to the book café Visiting the local church Walking around the local village School trip to Audley End (TBC) Performing in The Nativity Autumn Welly Walk Diwali Colour Run 	<ul style="list-style-type: none"> Learn how to cut and prepare vegetables Make bread Weekly school library visit Cooking Christmas Party Planting spring bulbs Making Diwali lamp Listening and learning music from different cultures Stay and play with parents Come and read with me session 	<ul style="list-style-type: none"> Halloween Harvest Diwali Hanukkah Remembrance Day Bonfire Night Christmas 	 

Curriculum Area	Intent: In Autumn Term children will learn how to....
Communication and Language	<ul style="list-style-type: none"> Engage and listen during story times Listen to rhymes and songs paying attention to how they sound Learn nursery rhymes and songs off by heart

<p><i>Everyday children are expected to listen to their peers and teachers, use the schools' rules for talk and are encouraged to always speak in full sentences.</i></p> <p><i>Some vocabulary is explicitly taught using pictures, clapping the syllables, using the word in an action, telling the children what it means, using the word in mini stories and books.</i></p> <p><i>Teachers will always use high quality interactions to extend and model vocabulary</i></p>	<ul style="list-style-type: none"> • Familiarize themselves with their school and local community • Learn and apply new vocabulary • Begin to develop speaking in full sentences • Develop social phrases- saying 'good morning', 'please may you pass me', asking an adult for help • Listen carefully to teachers and peers • Begin to ask and answer who and where questions • Use complete sentences in everyday talk • Connect one idea to another using the word 'and' • Participates and listens to others in one-to-one or small groups • Shows understanding of prepositions such as under, on top, behind, open, shut by carrying out an action • Engage in non-fiction texts • Express how they are feeling using full sentences • Begin to describe events in some detail • Begin to explain things 'I think that..', 'I think it's...' • Begin to re tell a story that is familiar to them, sometimes using the exact same words as the story
<p><i>Personal, Social and Emotional Development</i></p> <p><i>Throughout the year children will work towards forming relationships with adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</i></p> <p><i>Through supported interactions with other children they will learn how to make good friendships, cooperate and resolve conflicts peaceably.</i></p> <p><i>During their daily learning walk children will discuss how they can further challenge their learning. Opportunities are always created to provide children with experiences that challenge them and teach them resilience and metacognition strategies.</i></p>	<ul style="list-style-type: none"> • Begin to follow classroom rules and routines • Talk about their family • Talk about their dislikes and likes • Separate from their parents comfortably in the morning • Learn their teachers names and some of their peers • Begin to build relationships with their peers by sharing and talking to other children • Choose an activity to complete • Talk about positives in their day • Express their feelings • Begin to show an understanding of resilience • Begin to use calming down strategies when faced with frustration • Begin to learn how to tidy up • Begin to adapt to changes and expectations at different times of the day and in different social situations • Begin to talk about what they find challenging and begin to face them in provision • Begin to discuss how other children are feeling in different contexts, books and stories • Wash their own hands and know when to do this throughout the day • Talk about ways to live a healthy life style • Discuss aspects of road safety and how to be a safe pedestrian • Explain how to cross a road safely • Know and talk about factors that support their overall health and well being- healthy eating, sensible amounts of screen time, regular physical exercise, oral health, being a safe pedestrian, having a good sleep routine • Use the toilet and stay dry most of the time
<p><i>Physical Development</i></p> <p><i>Every morning, once children have completed their morning routine and jobs, they will complete a fine motor activity before the register.</i></p> <p><i>Within provision children have access to a large outdoor area, which supports the development of their gross motor skills. Through carefully planned</i></p>	<p><i>Gross Motor Skills</i></p> <ul style="list-style-type: none"> • Revise and develop their fundamental skills- rolling, crawling, walking, jumping, running, hopping, • Develop co-ordination and balance through outdoor PE lessons • Combine different movements using outdoor equipment • Set up obstacle courses to develop their overall body strength, balance, coordination and agility • Develop throwing, catching and aiming ball skills • Develop kicking, passing, batting ball skills

<p><i>activities children have repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and practice of using small tools. With feedback and support given from adults, this frequently allows children to develop proficiency, control and confidence.</i></p>	<ul style="list-style-type: none"> • Line up correctly • Use upper body strength to sit in a chair correctly at a table <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Begin to use a tripod grip when holding a pencil • Use a paint brush correctly • Begin to learn to use a knife, fork and spoon correctly • Use scissors correctly and safely • Pour their own milk • Show a preference for a dominant hand • Manipulate malleable materials like clay and playdough • Complete threading activities • Use tweezers to complete activities • Write taught letters using correct formation
<p>Literacy Reading</p> <p><i>Children are taught phonics every day following the Read Write Inc Program. Children's home book always matches their phonic ability. Children are assessed in their phonic progress every half term. Any children who are not making expected progress have additional support immediately.</i></p> <p><i>Books and texts are present in every area of provision. Children vote for their end of the day story and each week are read to by a secret reader. The EYFS curriculum is built and taught from high quality texts.</i></p> <p><i>Through role play, carefully planned activities and inspiring provision children develop a love of reading.</i></p> <p><i>Children complete a talk 4 writing lesson four times a week and learn how to re tell traditional stories.</i></p>	<ul style="list-style-type: none"> • Listens to and join in with repeated refrains when reading stories • Talk about who the character/s are/is and suggest how a story might end • Show interests in reading a range of books and takes pleasures in exploring content in books • Understand that we read stories from left to right and from the top to the bottom • To hear and say initial sounds • Continue a rhyming string • Learn set 1 sounds from RWI • Segment the sounds in simple words and blend them together • Learn to read some Red (tricky) words • Begin to blend phonemes to read CVC words • Begin to read a simple sentence • Recognise logos that are familiar to them in their own world • Talk about marks they have created • Read confidently books within their phonic ability
<p>Literacy Writing</p> <p><i>Children develop their fine motor skills through carefully planned activities every morning and complete a name writing activity every week.</i></p> <p><i>Children climb during PE once a week to develop their muscles to further mark make and write.</i></p> <p><i>Children learn to form letters and write daily every day during phonic lessons.</i></p> <p><i>Through carefully planned enhancements and focussing on gross and fine motor skills children develop their writing skills. Children who have under developed fine motor skills are provided with additional practise and interventions right away by staff.</i></p>	<div> <div>Autumn 1</div> <div> <p>Composition:</p> <ul style="list-style-type: none"> • Use talk to link drawings and mark making • Write their name by copying their name tag • Begin to write initial sounds <p>Spelling:</p> <ul style="list-style-type: none"> • Orally segment sounds in simple words E.G c.a.t • Can say the initial sounds to most words <p>Handwriting:</p> <ul style="list-style-type: none"> • Practise a range of lines in preparation to support further letter writing, including circles • Write some recognisable letters from their name • Write some recognisable letters which have been taught </div> <div>  </div> <div>Autumn 2</div> </div>

	<p>Composition:</p> <ul style="list-style-type: none"> Segmenting cvc words and attempting to write them using phonics that have already been taught Begin to write simple phrases with support E.G (the cat or the big cat) Know there is a sound and grapheme correspondence <p>Spelling:</p> <ul style="list-style-type: none"> Write their own name with the letters in the correct order Can identify known letters to match phase 2 sounds Begin to write cvc, simple words, simple phrases and own labels <p>Handwriting:</p> <ul style="list-style-type: none"> Form letters in their own name correctly Begin to use a tripod grip Beginning to form recognisable letters that have been taught in set 1- these will be taught through handwriting rhymes within phonic lessons
<p>Maths</p> <p><i>Children participate in daily maths sessions, based on the Maths Mastery scheme and is supplemented with additional materials to ensure that children are taught using the mastery approach. The skills taught through these sessions are then further developed in provision.</i></p>	<ul style="list-style-type: none"> Learn numbers 0-10 using mastery maths approach Count objects 1:1 up to 10 Subitise numbers 1-3 Use newly learnt mathematical vocabulary Link number and cardinal value of numbers 0-10 Begin to estimate Create a range of patterns Begin to understand the terms more, less and same
<p>Understanding the world</p> <p><i>Big ideas in EYFS are linked to Understanding the World.</i></p>	<ul style="list-style-type: none"> Talk about members of their family Talk about members of their community Name and talk about people who are familiar to them Understand what is the present and the past Talk about their present and past Draw information on a map Visit and talk about special places within their community Experience and learn how people in different cultures celebrate special celebrations and compare that with special celebrations in their lives Discuss changes in the natural environment during autumn Understand that some places are special to members of their community
<p>Expressive Arts and Design</p> <p><i>Some of the big ideas in EYFS are link to this area. Children have a large stage area and are exposed to expressive arts every day in provision. Through carefully planned activities and high-quality interactions children experience a range of music and art from varied artists around the world.</i></p>	<ul style="list-style-type: none"> Create using a range of resources (clay, painting, collage, glue, tape) Know the names of different colours (blue, green, white, black, purple, yellow, orange, red, pink) Know the primary colours Explore mixing colours to a desired effect Talk about what they have created and how they made it Move to music practising being in time with the beat Sing and learn nursery rhymes and songs trying to match the pitch Create story lines in their pretend play Perform and follow simple dance moves Perform in front of a crowd Can select their own paint colours for a purpose Begin to develop how to explain the process and evaluate their ideas and creations Sing in a group or on their own matching the pitch and following the melody

- Investigate different ways materials can be applied and make simple collages

RECEPTION OVERVIEW CURRICULUM LINKS 2025-2026 AUTUMN



This list of NC objectives are not exhaustive. Many of the activities which are planned every week build and teach the skills to be able to further access the NC beyond the EYFS year.

	Big Ideas	Development Matters Statement	National Curriculum Links
Autumn 1	All about me (3 wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> • Name and describe the people who are familiar to them • Talk about their immediate family 	Science: <ul style="list-style-type: none"> • Describe in simple terms the life stages of a human e.g baby, child, adult • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. History: <ul style="list-style-type: none"> • Creating a timeline of a child's life so far • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
	Colour (3 wks)	EAD: Creating with Materials <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Identify and moderate their feelings socially and emotionally 	Art: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. Music: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Autumn 2	Diwali (1 wk)	UW: People, Culture and Communities <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways 	PSHE: <ul style="list-style-type: none"> • Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to Music:

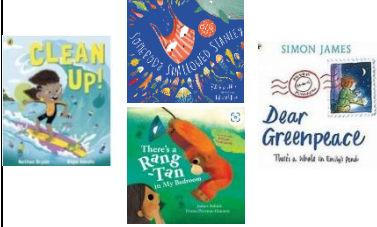

			<ul style="list-style-type: none"> Explore a sense of beat through body percussion (clapping, tapping), through listening to Indian music
	People: My School Community (2 wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> Draw information from a simple map Talk about people in their community 	Geography: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Discuss landmarks in London
	Transport (2 wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> Talk about what they see using a wide range of vocabulary Explore how things work 	Science: <ul style="list-style-type: none"> Exploring sinking and floating History: <ul style="list-style-type: none"> Describe changes within living memory and aspects of change in national life. - modern day cars – electric (Yr 2) Music: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. DT: <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). (Making different modes of transport)
	Hanukkah (1 wk)	UW: People, Culture and Communities <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	RE: <ul style="list-style-type: none"> Begin to talk about and find meaning behind different beliefs and practices Show how different people show aspects of religion
	Christmas (1wk)	UW People, Culture and Communities <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	RE: <ul style="list-style-type: none"> Begin to talk about and find meaning behind different beliefs and practices Show how different people show aspects of religion



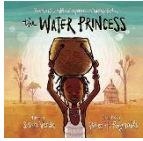
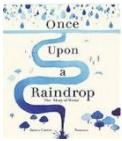



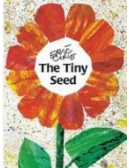
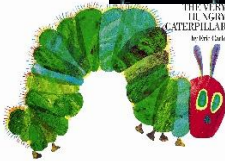
ADDITIONAL BOOKS THAT ARE USED TO SUPPORT TEACHING

These are suggested texts and is not an exhaustive list

Autumn 1	All about me (3 wks)	
	Colour (3 wks)	

Autumn 2	Diwali (1 wk)	
	People: My School Community (2 wks)	
	Transport (2 wks)	
	Hanukkah (1 wk)	

RECEPTION CURRICULUMN OVERVIEW 2025-2026 SPRING						
	Big Ideas	Key Texts	Weekly Key Learning Questions	Key Vocabulary	Key Songs of the week	Literacy Links-Drawing club
Spring 1	Contrasting Countries (3 wks)		<ul style="list-style-type: none"> How is Jamaica different from our country? What is the climate like in our country? What are the similarities and differences between the island we live on and the island of Jamaica? What is pollution? How does pollution hurt animals? How can we help planet earth and animals? What materials can we recycle? Why are the oceans important? How can we help the oceans? 	island, climate, tropical, exotic, pollution, environment, endangered, litter, reduce, reuse, recycle, poster, ocean, waves, conservation	<ol style="list-style-type: none"> 5 silly jellyfish The animals went in two by two Save the earth 	

	Pirates (2 wks)	 	<ul style="list-style-type: none"> • What is a pirate? • What do pirates do? • Where did pirates live? • Where do pirates come from? 	pirate, ship, sail, booty, treasure, map, travel, Europe, silver jewels, anchor	<ol style="list-style-type: none"> 1. A sailor went to sea 2. I'm a pirate 3. When I was one I sucked my thumb the day I went to sea.... 	
Spring 2	Water (2 wks)	 	<ul style="list-style-type: none"> • Where is Gerogie from? • How is Gerogie's village different from ours? • How do we use water at home? • How can we save water? 	village, Burkina Faso, Africa, England, water, responsibility, save, charity, rain, rivers, streams, lakes,	<ol style="list-style-type: none"> 1. Row row row your boat 2. 5 little speckled frogs 3. 1,2,3,4,5 once I caught a fish alive 	Drawing club  
	Spring (3 wks)	 	<ul style="list-style-type: none"> • What is the weather like in spring? • Can you find any signs of spring? • How do plants grow? • Can you name the 4 parts of a flower? • What happens in nature in spring? 	Spring, rainy, weather, sunny, grow, seeds, plant, water, birth, change, life cycle, nest	<ol style="list-style-type: none"> 1. Rain rain go away 2. Mary had a little lamb 3. See the sleeping rabbits 4. Peter rabbit 5. Baabaa black sheep 	

Cultural Capital Spring		Key Celebrations Spring	
<ul style="list-style-type: none">• Walking to the book café• Walking around the local village to see signs of spring• Visiting village allotment• Welly walk- litter picking• Make porridge and gingerbread men• Weekly school library visit• Dress up World Book Day	<ul style="list-style-type: none">• Gardening and planting seeds• Listening and learning music from different cultures• Stay and play with parents• Come and read with me session• Splash in water• Cooking• Mother's day craft• Easter activities 	<ul style="list-style-type: none">• Big Schools Bird Watch• National Storytelling week• Internet Safety Day• Chinese New Year• Valentines Day• Lent• Mother's Day• International Women's Day  	

Curriculum Area	Intent: In Spring Term children will learn how to....
<p>Communication and Language</p> <p><i>Everyday children are expected to listen to their peers and teachers, use the schools' rules for talk and are encouraged to always speak in full sentences.</i></p> <p><i>Some vocabulary is explicitly taught using pictures, clapping the syllables, using the word in an action, telling the children what it means, using the word in mini stories and books.</i></p> <p><i>Teachers will always use quality interactions to extend and model vocabulary</i></p>	<ul style="list-style-type: none"> Understand why listening is important Learn new vocabulary Use new vocabulary throughout the day Begin to ask questions to check understanding Use complete sentences when talking and begin to use correct tense Connect one idea to another using and or because Describe events in some detail Develop social phrases 'How are you? Can I help you?' Engage in story times Re read and re select stories for pleasure Link events in stories to their own experiences Re tell a story that is familiar to them, sometimes using the exact same words as the story Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Learn rhymes, poems and songs Engage in non-fiction texts and talk about them relating it to their own world Begin to ask and understand who, where and when questions Begin to ask and answer how and why questions Use complete sentences articulating thoughts Use the correct tense most of the time when talking and engaging in conversation Begin to engage in back and forth conversations Describe events in some detail and correct sequence Begin to use talk to solve problems by thinking out loud Able to use language in recalling past experiences
<p>Personal, Social and Emotional Development</p> <p><i>Throughout the year children will work towards forming relationships with adults and their peers. They will begin to understand how relationships are</i></p>	<ul style="list-style-type: none"> Build constructive and respectful relationships Talk about how they are feeling and why Begin to think about the perspective of others Help other children when they are upset or facing a challenge

<p><i>formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</i></p> <p><i>Through supported interactions with other children they will learn how to make good friendships, cooperate and resolve conflicts peaceably.</i></p> <p><i>During their daily learning walk children will discuss how they can further challenge their learning. Opportunities are always created to provide children with experiences that challenge them and teach them resilience and metacognition strategies.</i></p>	<ul style="list-style-type: none"> • Describe how they are going to challenge themselves in their learning • Show resilience and perseverance in the face of a challenge • Play with others and begin to invite others to play with them • Know and talk about factors that support their overall health and well being- healthy eating, sensible amounts of screen time, regular physical exercise • Express their needs and ask adults for help • Begin to reflect back on their learning • Complete regular daily feeling check ins
<p>Physical Development</p> <p><i>Every morning, once children have completed their morning routine and jobs, they will complete a fine motor activity before the register.</i></p> <p><i>Within provision children have access to a large outdoor area, which supports the development of their gross motor skills. Through carefully planned activities children have repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and practice of using small tools. With feedback and support given from adults, this frequently allows children to develop proficiency, control and confidence.</i></p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Revise and develop their fundamental skills- hopping, skipping and climbing • Developing control and grace of movement through indoor PE sessions • Jump from a vault box and land appropriately • Develop co-ordination, strength and balance through gymnastics <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a tripod grip when holding a pencil • Use a knife, fork and spoon correctly • Use scissors correctly and safely • Use a knife to cook and prepare snacks • Spread butter on toast • Use split pins • Use small paint brushes to add details to paintings • Develop their handwriting style
<p>Literacy Reading</p> <p><i>Children are taught phonics every day following the Read Write Inc programme. Children's home book always matches their phonic ability. Children are assessed in their phonic progress every half term. Any children who are not making expected progress have additional support immediately.</i></p> <p><i>Books and texts are present in every area of provision. Children vote for their end of the day story and each week are read to by a secret reader. The EYFS curriculum is built and taught from high quality texts.</i></p> <p><i>Through role play, carefully planned activities and inspiring provision children develop a love of reading.</i></p> <p><i>Children complete a talk 4 writing lesson four times a week and learn how to re tell traditional stories.</i></p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds in them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read some super sight words that have been taught • Segment the sounds in simple words and blend them together • Read CVC words and some CCVC and CVCC • Begin to read a simple sentences and phrases made up of words with known letter-sound correspondences • Talk about marks they have created • Read confidently books within their phonic ability • Begin to explain what has been read to them • Join in simple discussions about books they have read • Join in simple rhymes, poetry and songs • Enjoy engaging in a variety of books including non-fiction
<p>Literacy Writing</p> <p><i>Children develop their fine motor skills through carefully planned activities every morning and complete a name writing activity every week.</i></p>	<p style="text-align: right;">Spring 1</p> <p>Composition:</p> <ul style="list-style-type: none"> • Can orally compose a short caption and hold it in memory before attempting to write it (with support). • Begin to show finger spaces in more formal writing pieces

<p><i>Children climb during PE once a week to develop their muscles to further mark make and write.</i></p> <p><i>Children learn to form letters and write daily every day during phonic lessons.</i></p> <p><i>Through carefully planned enhancements and focussing on gross and fine motor skills children develop their writing skills. Children who have under developed fine motor skills are provided with additional practise and interventions right away by staff.</i></p>	<ul style="list-style-type: none"> Place a full stop at the end of a sentence <p>Spelling:</p> <ul style="list-style-type: none"> Can spell to write VC and CVC words independently using taught graphemes. <p>Handwriting:</p> <ul style="list-style-type: none"> Write from left to right and top to bottom. Form more recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and work on improving anticlockwise movements. When writing words children are learning to their letter size. <p style="text-align: center;">Spring 2</p> <p>Composition:</p> <ul style="list-style-type: none"> Writing short captions/sentences independently. Begin to write a simple sentence with support. Begin to show finger spaces in more formal writing pieces Place a full stop at the end of a sentence <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write words independently using taught graphemes Spell some Super Sight Words e.g., the, to, said, go, I, she, he, etc independently. <p>Handwriting</p> <ul style="list-style-type: none"> Holds a pencil effectively to form recognisable letters (all lowercase letters). Is starting to use some capital letters (uppercase) when writing. Is forming clear ascenders and descenders. Focus on developing a comfortable way of writing– tripod pencil grip, position on paper, writing from left to right when writing. Anticlockwise movements focussed; children should retrace vertical lines.
<p>Maths</p> <p><i>Children participate in daily maths sessions, based on the Maths Mastery scheme and is supplemented with additional materials to ensure that children are taught using the mastery approach. The skills taught through these sessions are then further developed in provision.</i></p>	<ul style="list-style-type: none"> Revise numbers 0-10 Count beyond 10 to 20 1:1 correspondence counting to 10 Link digit to cardinal value Learn Number bonds to 5 New mathematical vocabulary Subitize numbers 0-5 Adding two numbers together to find a total Subtract numbers to find a total Compare numbers Share groups of objects and begin to discuss odds and evens, fair and unfair and compare group sizes

<p>Understanding the world</p> <p><i>Big ideas in EYFS are linked to Understanding the World.</i></p>	<ul style="list-style-type: none"> • Compare and contrast characters in stories including figures from the past • Draw information from a simple map • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and difference between life in this country and life in other countries • Explore and talk about changes in their natural world around them • Describe what they see hear and feel whist outside • Recognise some environments that are different from the one in which they live • Understand that effect of the changing seasons on the natural world around them • Describe similarities and differences between countries • Talk about the climate in the UK
<p>Expressive Arts and Design</p> <p><i>Some of the big ideas in EYFS are link to this area. Children have a large stage area and are exposed to expressive arts every day in provision. Through carefully planned activities and high-quality interactions children experience a range of music and art from varied artists around the world.</i></p>	<ul style="list-style-type: none"> • Return to and build on previous learning to refine ideas • Carefully select resources for their desired outcome • Create collaboratively with others for a desired outcome • Learn nursery rhymes and songs • Listen attentively, move to and talk about music expressing their feelings and responses • Sing in a group or on their own matching the pitch and following the melody • Develop story lines into their role play • Explain the process and evaluate their ideas and creations • Create AB music pattern • Begin to create their own music • Replicate dances and choreography • Draw using drawing tools correctly • Explore using fabric collage to create a decorative piece

RECEPTION OVERVIEW CURRICULUM LINKS 2025-2026 SPRING

This list of NC objectives are not exhaustive. Many of the activities which are planned every week build and teach the skills to be able to further access the NC beyond the EYFS year.

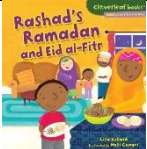
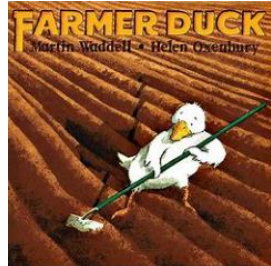
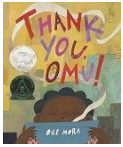
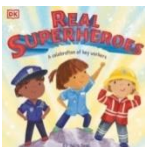


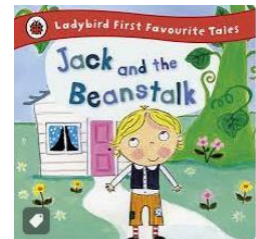

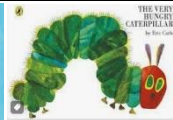
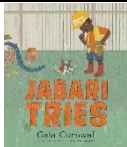

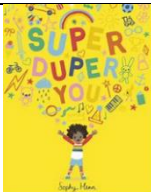
	Big Ideas	Development Matters Statement	National Curriculum Links
Spring 1	Contrasting Countries (4 wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries UW: The Natural World <ul style="list-style-type: none"> Explore the natural world around them 	Geography: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
	Pirates (2 wks)	UW: Past and Present <ul style="list-style-type: none"> Compare and contrast characters and figures from the past and compare them to the present 	History: <ul style="list-style-type: none"> Significant historical events, people, places in their own locality Give some reasons for some important historical events –Vikings
Spring 2	Water (3 wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries 	Geography <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
	Spring (2 wks)	UW: The Natural World <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside Explore the natural world around them 	Science: <ul style="list-style-type: none"> Observe changes across the seasons Identify and describe the basic structure of a variety of common flowering plants, including trees. Geography: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom


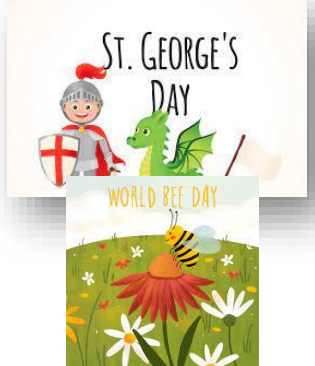
ADDITIONAL BOOKS THAT ARE USED TO SUPPORT TEACHING

These are suggested texts and is not an exhaustive list

Spring 1	Contrasting Countries (4 wks)	       
	Pirates (2 wks)	    
Spring 2	Water (3 wks)	        
	Spring (2 wks)	    

RECEPTION CURRICULUM OVERVIEW 2025-2026 SUMMER

	Big Ideas	Key Texts	Weekly Key Learning Questions	Key Vocabulary	Key Songs of the week	Literacy Links
Summer 1	Ramadan (1wk)		<ul style="list-style-type: none"> What is Ramadan? What do Muslim people do during Ramadan? What is Eid? How do Muslims celebrate Eid? 	Ramadam, fasting, Muslim, pray, Eid, festival, Mosque	1. Ramadan Song	T4W: Farmer Duck 
	People who help us in our community (3wks)	  	<ul style="list-style-type: none"> Who helps us in our community? How does Omu help her community? How can you help your community? Who in our community helps us to stay healthy and how? Who in our community can help us during an emergency? What number do you call in an emergency? What is tooth decay? What is plaque? How do you keep your teeth healthy? 	Community, occupation, kindness, together, charity, emergency, healthy, safe, doctor, dentist, firefighter, police, nurse, vet, oral health, decay, plaque, teeth, toothbrush, dentist	1. Days of the week 2. Miss Polly had a dolly 3. Brush your teeth	
	Minibeasts (3 wks)		<ul style="list-style-type: none"> What is a minibeast? Where do minibeasts live? 	Minibeast, habitat, identify, explore	1. The ants go marching 2. Here is the beehive 3. Butterfly	T: Jack and the Beanstalk 
Summer 2		 	<ul style="list-style-type: none"> Why are bees important? How can we protect minibeasts? What is the life cycle of a butterfly? What is your favourite minibeast 	Pollinate, hive, nectar, protect, wings, thorax, abdomen, antennae, butterfly, caterpillar, egg, chrysalis		
	Let's create – Toys (3 wks)	 	<ul style="list-style-type: none"> What does it mean to be a good partner? What model did you design with your partner? What is your model? How did you make your model with your partner? 	Partnership, design, collaboration, model, construct, invention, engineer,	1. This little light of mine (2 wks)	
	Super Duper You (2 wks)		<ul style="list-style-type: none"> What have you achieved this year? What are you most proud of? What makes you super? How do you feel about going into Year 1? 	Achievement, proud, change	1. What I am (2 wks)	

Cultural Capital Summer		Key Celebrations Summer
<ul style="list-style-type: none"> Walking to the book café Walking around the local village to see signs of summer Visiting village allotment Making healthy smoothies Weekly school library visit Dress up Bug Ball End of year school trip to Willows Activity Farm Sports week Brush your teeth in school Swimming Teddy bear picnic in the park Having class caterpillars 	<ul style="list-style-type: none"> Gardening and planting seeds Listening and learning music from different cultures Stay and play with parents Come and read with me session Cooking Father's Day craft Woodworking Visit from an dental hygienist Visit from a police officer Litter picking through the village 	<ul style="list-style-type: none"> Eid al-Fitr St George's Day Mental Health Awareness Week World Bee Day Pride Month World Environment Day Father's Day 

Curriculum Area	Intent: In Summer Term children will learn how to....
<p>Communication and Language</p> <p><i>Everyday children are expected to listen to their peers and teachers, use the schools' rules for talk and are encouraged to always speak in full sentences.</i></p> <p><i>Some vocabulary is explicitly taught using pictures, clapping the syllables, using the word in an action, telling the children what it means, using the word in mini stories and books.</i></p> <p><i>Teachers will always use quality interactions to extend and model vocabulary</i></p>	<ul style="list-style-type: none"> Explain why listening is important Have 2 channelled attention Learn new vocabulary Use new vocabulary throughout the day Ask questions to check understanding and for help Use complete sentences when talking Use the correct tense most of the time when talking Connect one idea to another using a range of connectives Articulate their ideas and thoughts in well formed sentences Re read and re select stories for pleasure Describe events in some detail Re tell a story that is familiar to them, sometimes using the exact same words as the story Talk about stories that have been read to them and those that they have read Learn rhymes, poems and songs Engage in non-fiction texts and talk about them relating it to their own world Ask and answer who, where, when, how and why questions Engage in back and forth conversations Begin to use talk to solve problems by thinking out loud Uses talk to organise, sequence, clarify thinking, ideas, feelings and events
Personal, Social and Emotional Development	<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships

<p><i>Throughout the year children will work towards forming relationships with adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</i></p> <p><i>Through supported interactions with other children they will learn how to make good friendships, cooperate and resolve conflicts peaceably.</i></p> <p><i>During their daily learning walk children will discuss how they can further challenge their learning. Opportunities are always created to provide children with experiences that challenge them and teach them resilience and metacognition strategies.</i></p>	<ul style="list-style-type: none"> • Talk about how they are feeling and why • Begin to think about the perspective of others • Describe how they are going to challenge themselves in their learning • Show resilience and perseverance in the face of a challenge • Know and talk about factors that support their overall health and well being- healthy eating, sensible amounts of screen time, regular physical exercise, oral health, being a safe pedestrian, having a good sleep routine • Express their needs and ask adults for help • Begin to reflect back on their learning • Describe themselves in positive but realistic terms • Manage personal hygiene such as washing hands, preparing food, toileting and how to brush their teeth • Discuss private parts and the NSPCC pants rule
<p>Physical Development</p> <p><i>Every morning, once children have completed their morning routine and jobs, they will complete a fine motor activity before the register.</i></p> <p><i>Within provision children have access to a large outdoor area, which supports the development of their gross motor skills. Through carefully planned activities children have repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and practice of using small tools. With feedback and support given from adults, this frequently allows children to develop proficiency, control and confidence.</i></p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Revise and develop their fundamental skills- hopping, skipping, rolling, crawling, walking, jumping, running • Develop co-ordination, strength, balance and agility through balance bikes • Develop water confidence • Begin to swim, putting their face in the water • Talk about aspects of water safety <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a tripod grip when holding a pencil • Use a knife, fork and spoon correctly • Develop their handwriting style • Use needles and thread to sew and stitch • Practices some appropriate safety measures with equipment without direct supervision
<p>Literacy Reading</p> <p><i>Children are taught phonics every day following the Read Write Inc Program. Children's home book always matches their phonic ability. Children are assessed in their phonic progress every half term. Any children who are not making expected progress have additional support immediately.</i></p> <p><i>Books and texts are present in every area of provision. Children vote for their end of the day story and each week are read to by a secret reader. The EYFS curriculum is built and taught from high quality texts.</i></p> <p><i>Through role play, carefully planned activities and inspiring provision children develop a love of reading.</i></p> <p><i>Children complete a talk 4 writing lesson four times a week and learn how to re tell traditional stories.</i></p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds in them • Know set 2 phonics sounds (RWI) • Blend sounds and letter group into words so that they can read short words made up of known letter-sound correspondence • Read most Red words that have been taught • Segment the sounds in simple words and blend them together • Read CVC, CCVC and CVCC words • Read simple sentences and phrases made up of words with known letter-sound correspondences • Read confidently books within their phonic ability • Re read a phrase or sentence to build confidence in their word reading and fluency • Join in simple discussions about the books they have been reading or been read to • Join in simple rhymes, poetry and songs • Re read books for pleasure, confidence and enjoyment • Talk about their favourite books and why they are their favourite
<p>Literacy Writing</p> <p><i>Children develop their fine motor skills through carefully planned activities every morning and complete a name writing activity every week.</i></p>	<p style="text-align: right;">Summer 1</p> <p>Composition:</p> <ul style="list-style-type: none"> • Developing the ability to write captions and short sentences independently. • Can read writing back to themselves.

<p><i>Children climb during PE once a week to develop their muscles to further mark make and write.</i></p> <p><i>Children learn to form letters and write daily every day during phonic lessons.</i></p> <p><i>Through carefully planned enhancements and focussing on gross and fine motor skills children develop their writing skills. Children who have under developed fine motor skills are provided with additional practise and interventions right away by staff.</i></p>	<p>Spelling:</p> <ul style="list-style-type: none"> • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. <p>Handwriting:</p> <ul style="list-style-type: none"> • Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. • Can include spaces between words. • Writing more capital letters correctly when needed. <p style="text-align: right;">Summer 2</p> <p>Composition:</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop. • Write different text forms for different purposes (e.g., lists, simple stories, instructions). • They can read their own sentences and so can teachers. <p>Spelling:</p> <ul style="list-style-type: none"> • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. • Spell some Red Words e.g., he, she, we, be, me independently. <p>Handwriting</p> <ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. • Children should be using finger spaces between their words independently.
<p>Maths</p> <p><i>Children participate in daily maths sessions, based on the Maths Mastery scheme and is supplemented with additional materials to ensure that children are taught using the mastery approach. The skills taught through these sessions are then further developed in provision.</i></p>	<ul style="list-style-type: none"> • Count beyond 20 • 1:1 correspondence counting to 10 and beyond • Begin to discuss place value of tens and ones in teen numbers • Create AB patterns • Link digit to cardinal value beyond 10 • Number bonds to 10 • New mathematical vocabulary • Subitize numbers 0-5 and beginning up to 10 • 2D Shapes • 3D Shapes • Measurement- comparing length, capacity, weight, money, time • Copy and complete repeating patterns
<p>Understanding the world</p> <p><i>Big ideas in EYFS are linked to Understanding the World.</i></p>	<ul style="list-style-type: none"> • Compare and contrast characters in stories including figures from the past • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Discuss ways in which people such as emergency services and doctors help them and their community • Recall how to make an emergency phone call • Recognise that people have different beliefs and celebrate special times in different ways • Explore and talk about changes in their natural world around them • Describe what they see hear and feel whist outside • Recognise some environments that are different from the one in which they live • Understand that effect of the changing seasons on the natural world around them • Use bee bots to explore technology and positional language

Expressive Arts and Design

Some of the big ideas in EYFS are link to this area. Children have a large stage area and are exposed to expressive arts every day in provision. Through carefully planned activities and high-quality interactions children experience a range of music and art from varied artists around the world.

- Create collaborative, sharing ideas, resources and skills
- Carefully select resources for their desired outcome
- Explain the process of their creation and evaluate the end product
- Learn nursery rhymes and songs
- Watch and talk about dance and performance art expressing their feelings and responses
- Listen attentively, move to and talk about music expressing their feelings and responses
- Sing in a group or on their own matching the pitch and following the melody
- Develop story lines into their role play
- Create music patterns
- Use instruments and patterns to create their own music
- Replicate dances and choreography
- Create their own choreography and dances to perform
- Explore using sewing to create a decorative piece

This list of NC objectives are not exhaustive. Many of the activities which are planned every week build and teach the skills to be able to further access the NC beyond the EYFS year.

	Big Ideas	Development Matters Statement	National Curriculum Links
Summer 1	Ramadan (1wk)	UW: People, Culture and Communities <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries 	RE: <ul style="list-style-type: none"> Begin to talk about and find meaning behind different beliefs and practices Show how different people show aspects of religion
	People who help us in our community (3wks)	UW: People, Culture and Communities <ul style="list-style-type: none"> Talk about members of their immediate community Name and describe people in their community who are familiar to them 	PSHE: <ul style="list-style-type: none"> To know who I can talk to when I feel unsafe To know what I can do in an emergency and who can help me
	Minibeasts (3 wks)	UW: The Natural World <ul style="list-style-type: none"> Explore the natural world around them Describe what they see hear and feel outside 	Science: <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Identifying and classifying minibeasts Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals DT: <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide variety of materials and components, including textiles according to their characteristics.
Summer 2	Let's create (2 wks)	EAD: <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills 	DT: <ul style="list-style-type: none"> Design purposeful, functional, appealing product based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas
	Super Duper You (2 wks)	PSE: <ul style="list-style-type: none"> See themselves as a valuable individual Express their feelings 	PSHE: <ul style="list-style-type: none"> Be able to name some of their own strengths and skills (Yr 1) To recognise that change is a normal part of life (Yr 2) To understand that some changes you have a choice in, others you do not. To consider the difficult emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings. To understand that not all change is bad

ADDITIONAL BOOKS THAT ARE USED TO SUPPORT TEACHING

These are suggested texts and is not an exhaustive list

Summer 1	Ramadan (1wk)	     
	People who help us in our community (3wks)	      
	Minibeasts (3 wks)	        
Summer 2	Let's create (2 wks)	       
	Super Duper You (2 wks)	    

Bassingbourn Community Primary School

Early Years Foundation Stage Assessment

2025-2026



Bassingbourn
Community Primary School

Assessment Overview 2025-2026					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Observations and high quality interactions • RBA • Weekly learning updates for parents • Speech and language assessment for identified children • Floor books • EYFS Team meetings • Phonic Assessment 	<ul style="list-style-type: none"> • Observations and high quality interactions • Weekly learning updates for parents • Floor books • EYFS Team Meetings • ELS Assessment • Tracking document updated for end of term expectations • Parents Evening • In house moderation • Pupil progress meeting 	<ul style="list-style-type: none"> • Observations and high quality interactions • Weekly learning updates for parents • Floor books • EYFS Team Meetings • Phonic Assessment • Tracking document updated for end of term expectations • Maths assessment • In house moderation 	<ul style="list-style-type: none"> • Observations and high quality interactions • Weekly learning updates for parents • Floor books • EYFS Team Meetings • Phonic Assessment • Tracking document updated for end of term expectations • In house moderation • Pupil progress meeting • GLD predictions 	<ul style="list-style-type: none"> • Observations and high quality interactions • Weekly learning updates for parents • Floor books • EYFS Team Meetings • Phonic Assessment • Tracking document updated for end of term expectations • In house moderation • Pupil progress meeting • Maths assessment 	<ul style="list-style-type: none"> • Observations and high quality interactions • Weekly learning updates for parents • Floor books • EYFS Team Meetings • In house moderation • Phonic Assessment • Tracking document updated for end of term expectations • ELG data submitted • End of Year Reports

The statements below are used as a guide to support teachers with what expected progress looks like at the end of each half term. *Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. We understand that children develop and learn at different rates, if a child has not made expected progress this does not mean that they haven't made progress and teachers will know the next steps to supporting these children.*

Moderation for all children takes place between practitioners every half term, before data updated on the tracking document. Children who require additional support are supported through the weekly planning, following observations made from the team throughout the week, this is then fed back to the team at the weekly planning meeting. In addition to their high quality interactions with children, practitioners respond immediately in their own day-to-day observations.

During Summer 2 all EYFS children are judged against the Early Learning Goals and their data is formally submitted. *The ELGs are not used as a curriculum or in any way limits the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. When forming a judgement about whether an individual child is at the expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.*

Autumn 1 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> • Listens to simple stories • Identify familiar objects (coat, car, apple, scissors) • Understand and act on longer sentences (find your coat) • Understands a question or instruction with two parts (get your coat and line up at the door) • Use longer sentences of 4-6 words • Be able to express their point of view • Start a conversation with adults and peers • Answer simple why questions • Sings songs and rhymes 	<ul style="list-style-type: none"> • Select activities and resources • Ask for help when needed • Leave their adult in the morning comfortably • Play with one or more children • Begin to find solutions to conflicts • Begin to follow most rules • Explain why rules are important • Remember some rules without help • Talk about their feelings (sad, angry, happy, worried) • Participate in pretend play • Go to the toilet independently 	<ul style="list-style-type: none"> • Move up and down stairs • Skip, hop and stand on one leg • Use large muscle movements like paint, wave flags and make marks • Begin to take part in whole class games • Choose the right resources to carry out a plan (choosing a spade to dig a hole) • Use one handed tools (scissors) • Show a preference for a dominant hand • Begin to try and use the tripod grip • Be increasingly independent when getting dressed 	<ul style="list-style-type: none"> • Understand the 5 concepts of print • Spot and suggests rhymes • Hear the initial sound • Recognise words with the same initial sound • Engage in conversation about a story that has been read to them • Understand that print has different meaning (signs, logos etc) • Understand that we read stories from left to right and from the top to the bottom • Enjoy listening to stories 	<ul style="list-style-type: none"> • Mark make in a range of ways (outdoor, chalk, paint, note pads) • Use some of their print and letter knowledge in their early writing • Write some letters accurately • Write some or all of their name • Begin to write initial sounds • Practise a range of lines in preparation to support further letter writing, including circles 	<ul style="list-style-type: none"> • Subitise up to 3 objects • Recite number past 5 • Say one number for each item in order up to 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Show finger numbers to 5 • Recognise numerals to 5 • Compare objects and quantities more and fewer than • Talk about 2d shapes they knows (circle, triangle, square) • Talk about 2d shape properties (corners, straight, flat) • Understand the word under, on top, in front, behind • Make an AB pattern • Notice and correct an error in a repeating pattern • Continue a repeating pattern 	<ul style="list-style-type: none"> • Talk about what they see • Begin to talk about their families • Explore how things work • Can talk about past experiences • Talk about themselves positively • Describe how they have changed from when they were a baby 	<ul style="list-style-type: none"> • Take part in simple pretend play • Explore using different materials • Uses props in role play • Draw with closed shapes and continuous lines • Remember and sing songs • Begin to dance to music • Play and experiment with a range of instruments

Autumn 2 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> Talk about themselves with in their school and local community Learn and apply new vocabulary Begin to develop speaking in full sentences Use social phrases- saying 'good morning', 'please may you pass me', asking an adult for help Listen carefully to teachers and peers Begin to ask and answer who and where questions Use complete sentences in everyday talk Connect one idea to another using the word 'and' Participates and listens to others in one-to-one or small groups Shows understanding of prepositions such as under, on top, behind, open, shut by carrying out an action Engage in non-fiction texts Express how they are feeling using full sentences Begin to describe events in some detail Begin to explain things 'I think that..', 'I think it's...' Begin to re tell a story that is familiar to them, sometimes using the exact same words as the story 	<ul style="list-style-type: none"> Begin to follow classroom rules and routines Talk about their dislikes and likes Begin to build relationships with their peers by sharing and talking to other children Talk about positives in their day Begin to show an understanding of resilience Begin to use calming down strategies when faced with frustration Tidy up after playing Begin to adapt to changes and expectations at different times of the day and in different social situations Begin to talk about what they find challenging and begin to face them in provision Begin to discuss how other children are feeling in different contexts, books and stories Wash their own hands and know when to do this throughout the day Talk about ways to live a healthy life style Discuss aspects of road safety Explain how to cross a road safely Use the toilet and stay dry most of the time 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and develop their fundamental skills- rolling, crawling, walking, jumping, running, hopping, climbing Jump from a vault box and land appropriately Climb safely on the inside wall bars Sit on the carpet Develop co-ordination, strength and balance through gymnastics Safely use larger outdoor equipment Combine different movements using outdoor equipment Line up correctly Use upper body strength to sit in a chair correctly at a table <p>Fine Motor Activity</p> <ul style="list-style-type: none"> Begin to use a tripod grip when holding a pencil Use a paint brush correctly Begin to learn to use a knife, fork and spoon correctly Use scissors correctly and safely Pour their own milk Use fine motor resources such as tweezers, threading, and malleable resource 	<ul style="list-style-type: none"> Listens to and join in with repeated refrains when reading stories Talk about who the character/s are/is and suggest how a story might end Show interests in reading a range of books and takes pleasures in exploring content in books Know set 1 sounds Segment the sounds in simple words and blend them together Learn to read some Red words Begin to blend phonemes to read CVC words Begin to read a simple sentence Recognise logos that are familiar to them in their own world Talk about marks they have created Read confidently books within their phonic ability 	<ul style="list-style-type: none"> Segmenting cvc words and attempting to write them using phonics that have already been taught Begin to write simple phrases with support E.G (the cat or the big cat) Know there is a sound and grapheme correspondence Write their own name with the letters in the correct order Can identify known letters to match phase set 1 sounds Begin to write cvc, simple words, simple phrases and own labels Form letters in their own name correctly Begin to use a tripod grip Beginning to form recognisable letters that have been taught in set 1- these will be taught through handwriting rhymes within phonic lessons 	<ul style="list-style-type: none"> Recognise numbers 0-6 using mastery maths approach Count objects 1:1 up to 6 Subitise numbers 1-3 Count out loud to 10. Count backwards from 5 Use newly learnt mathematical vocabulary Link number and cardinal value of numbers 0-6 Begin to estimate Create a range of patterns Begin to understand the terms more, less and same 	<ul style="list-style-type: none"> Talk about members of their community Name and talk about people who are familiar to them Understand what is the present and the past Talk about their present and past Draw information on a map Visit and talk about special places within their community Experience and learn how people in different cultures celebrate special celebrations and compare that with special celebrations in their lives Discuss changes in the natural environment during autumn 	<ul style="list-style-type: none"> Create using a range of resources (clay, painting, collage, glue, tape) Talk about what they have created and how they made it Move to music practising being in time with the beat Sing and learn nursery rhymes and songs trying to match the pitch Create story lines in their pretend play Perform and follow simple dance moves Talk about the three primary colours Choose the appropriate colour of paint Use collage materials

Spring 1 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> Explain why listening is important Use new vocabulary Use new vocabulary throughout the day Ask questions to check understanding Use complete sentences when talking and begin to use correct tense Connect one idea to another using and or because Describe events in some detail Use social phrases 'How are you? Can I help you?' Engage in story times Re read and re select stories for pleasure Begin to discuss events in stories to their own experiences 	<ul style="list-style-type: none"> Begin to build constructive and respectful relationships Talk about how they are feeling and why Begin to think about the perspective of others Begin to help other children when they are upset or facing a challenge Describe how they are going to challenge themselves in their learning Show resilience and perseverance in the face of a challenge Play with others and begin to invite others to play with them 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Begin to develop their fundamental skills- hopping, skipping and climbing Developing control and grace of movement through indoor PE sessions Have co-ordination, strength and balance through balance bikes Combine different movements using outdoor equipment Set up obstacle courses to develop their overall body strength, balance, co-ordination and agility <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a knife, fork and spoon correctly Use scissors correctly and safely Use split pins Use small paint brushes to add details to paintings 	<ul style="list-style-type: none"> Read individual letters by saying the sounds in them Blend sounds into words so that they can read short words made up of known letter-sound correspondence Read some Red words that have been taught a simple sentences and phrases made up of words with known letter-sound correspondences Talk about marks they have created Read confidently books within their phonic ability Begin to explain what has been read to them Join in simple discussions about books they have read Join in simple rhymes, poetry and songs 	<p>Composition: Can orally compose a short caption and hold it in memory before attempting to write it (with support).</p> <p>Begin to show finger spaces in more formal writing pieces</p> <p>With support place a full stop at the end of a sentence</p> <p>Spelling: Can spell to write VC and CVC words independently using taught graphemes.</p> <p>Handwriting: Write from left to right and top to bottom.</p> <p>Form more recognisable letters.</p> <p>Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc.</p> <p>Able to retrace vertical lines and work on improving anticlockwise movements.</p> <p>When writing words children are learning to their letter size.</p>	<ul style="list-style-type: none"> Revise numbers 0-10 Count beyond 10 to 20 1:1 correspondence counting to 10 Link digit to cardinal value Use new mathematical vocabulary Recite number bonds to 5 with support 	<ul style="list-style-type: none"> Compare and contrast characters in stories including figures from the past Draw information from a simple map Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and difference between life in this country and life in other countries Explore and talk about changes in their natural world around them Describe what they see hear and feel whist outside Recognise some environments that are different from the one in which they live 	<ul style="list-style-type: none"> Return to and build on previous learning to refine ideas Carefully select resources for their desired outcome Create collaboratively with others for a desired outcome Learn nursery rhymes and songs Listen attentively, move to and talk about music expressing their feelings and responses Sing in a group or on their own matching the pitch and following the melody Develop story lines into their role play Begin to create their own music Replicate dances and choreography Draw using drawing tools correctly

Spring 2 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> • Re tell a story that is familiar to them, sometimes using the exact same words as the story • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Knows a number of rhymes, poems and songs • Engages in non-fiction texts and talk about them relating it to their own world • Ask and understand who, where and when questions • Ask and begin to answer how and why questions • Use complete sentences articulating thoughts • Use the correct tense most of the time when talking and engaging in conversation • Begin to engage in back and forth conversations • Describe events in some detail and correct sequence • Begin to use talk to solve problems by thinking out loud • Able to use language in recalling past experience 	<ul style="list-style-type: none"> • Know and talk about factors that support their overall health and well being- healthy eating, sensible amounts of screen time, regular physical exercise • Express their needs and ask adults for help • Begin to reflect back on their learning • Complete regular daily feeling check ins • Show resilience and perseverance in the face of a challenge • Have constructive and respectful relationships • Talk about how they are feeling and why • Show they think about the perspective of others • Help other children when they are upset or facing a challenge 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Skip, hop and climb • Jump from a vault box and land appropriately • Ride and glide using a balance bike • Use obstacle courses to develop their gross motor skills <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a tripod grip when holding a pencil • Use a knife to cook and prepare snacks • Practices some appropriate safety measures with equipment without direct supervision 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds in them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read some Red words that have been taught • Segment the sounds in simple words and blend them together • Read CVC words and some CCVC and CVCC • Read simple sentences and phrases made up of words with known letter-sound correspondences • Talk about marks they have created • Read confidently books within their phonic ability • Explain what has been read to them • Join in simple discussions about books they have read • Join in simple rhymes, poetry and songs 	<p>Composition:</p> <ul style="list-style-type: none"> • Writing short captions/sentence independently. • Begin to write a simple sentence with support. • Begin to show finger spaces in more formal writing pieces • Place a full stop at the end of a sentence <p>Spelling:</p> <ul style="list-style-type: none"> • Spell to write words independently using taught graphemes • Spell some Red Words e.g., the, to, said, go, I, she, he, etc independently. <p>Handwriting</p> <ul style="list-style-type: none"> • Holds a pencil effectively to form recognisable letters (all lowercase letters). • Is starting to use some capital letters (uppercase) when writing. • Is forming clear ascenders and descenders. • Focus on developing a comfortable way of writing– tripod pencil grip, position on paper, writing from left to right when writing. Anticlockwise movements focussed; children should retrace vertical lines. 	<ul style="list-style-type: none"> • Subitize numbers 0-5 • Add two one-digit numbers together to find a total • Subtract two one digit numbers to find a total • Compare numbers using more, less and the same • Share groups of objects and begin to discuss odds and evens, fair and unfair and compare group sizes 	<ul style="list-style-type: none"> • Compare and contrast characters in stories including figures from the past • Recognise some similarities and difference between life in this country and life in other countries • Explore and talk about changes in their natural world around them • Understand that effect of the changing seasons on the natural world around them • Describe what they see hear and feel whilst outside 	<ul style="list-style-type: none"> • Carefully select resources for their desired outcome • Sing in a group or on their own matching the pitch and following the melody • Explain the process and evaluate their ideas and creations • Create AB music pattern

Summer 1 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> Explain why listening is important Have 2 channelled attention Use new vocabulary throughout the day Use complete sentences when talking Use the correct tense most of the time when talking Connect one idea to another using a range of connectives Articulate their ideas and thoughts in well formed sentences Re read and re select stories for pleasure Re tell a story that is familiar to them, sometimes using the exact same words as the story Talk about stories that have been read to them and those that they have read Engage in non-fiction texts and talk about them relating it to their own world Engage in back and forth conversations Begin to use talk to solve problems by thinking out loud Uses talk to organise, sequence, clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> Understand and use the learning pit See themselves as a valuable individual Talk about how they are feeling and why Begin to think about the perspective of others Understand and use the learning pit Describe how they are going to challenge themselves in their learning Show resilience and perseverance in the face of a challenge Express their needs and ask adults for help Begin to reflect back on their learning Complete regular daily feeling check ins Explain how to 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Revise and develop their fundamental skills- hopping, skipping and climbing Begin to throw, catch and aim a ball Begin to kick, pass and bat a ball <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a tripod grip when holding a pencil Correctly and safely use scissors and a range of art tools 	<ul style="list-style-type: none"> Read individual letters by saying the sounds in them Blend set 1 and set 2 sounds to read words Read most Red words that have been taught Segment the sounds in simple words and blend them together Read CVC, CCVC and CVCC words Read simple sentences and phrases made up of words with known letter-sound correspondences Read confidently books within their phonic ability Re read a phrase or sentence to build confidence in their word reading and fluency Join in simple discussions about the books they have been reading or been read to Join in simple rhymes, poetry and songs Re read books for pleasure, confidence and enjoyment Talk about their favourite books and why they are their favourite 	<p>Composition:</p> <ul style="list-style-type: none"> Developing the ability to write captions and short sentences independently. Can read writing back to themselves. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. <p>Handwriting:</p> <ul style="list-style-type: none"> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Can include spaces between words. Writing more capital letters correctly when needed. 	<ul style="list-style-type: none"> Count beyond 20 1:1 correspondence counting to 10 and beyond Begin to discuss place value of tens and ones in teen Link digit to cardinal value beyond 10 Recite some number bonds to 10 New mathematical vocabulary 	<ul style="list-style-type: none"> Compare and contrast characters in stories including figures from the past Comment on images of familiar situations in the past Recognise that people have different beliefs and celebrate special times in different ways Recognise some environments that are different from the one in which they live Talk about where minibeast live and their habitats Describe and explain the life cycle of a butterfly Talk about different people who help us in our community 	<ul style="list-style-type: none"> Explore using fabric collage to create a decorative piece Learn nursery rhymes and songs Watch and talk about dance and performance art expressing their feelings and responses Listen attentively, move to and talk about music expressing their feelings and responses Develop story lines into their role play Create music patterns Use instruments and patterns to create their own music Explore using sewing to create a decorative piece

Summer 2 Assessment Statements: Children who are making the expected progress can...

CL	PSE	P	LR	LW	M	UW	EAD
<ul style="list-style-type: none"> Ask questions to check understanding and for help Describe events in some detail Ask and answer who, where, when, how and why questions Use talk to solve problems by thinking out loud Uses talk to organise, sequence, clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> Think about the perspective of others Reflect back on their learning Discuss private parts and the NSPCC pants rule Describe themselves in positive but realistic terms Manage personal hygiene such as washing hands, preparing food, toileting and how to brush their teeth Know and talk about factors that support their overall health and well being- healthy eating, sensible amounts of screen time, regular physical exercise, oral health, being a safe pedestrian, having a good sleep routine 	<ul style="list-style-type: none"> Begin to throw, catch and aim a ball Begin to kick, pass and bat a ball Develop water confidence Begin to swim, putting their face in the water Talk about aspects of water safety Use needles and thread to sew and stitch Participate in team games 	<ul style="list-style-type: none"> Read individual letters by saying the sounds in them Blend set 1 and set 2 sounds to read words Read most Red words that have been taught Segment the sounds in simple words and blend them together Read CVC, CCVC and CVCC words Read simple sentences and phrases made up of words with known letter-sound correspondences Read confidently books within their phonic ability Re read a phrase or sentence to build confidence in their word reading and fluency Join in simple discussions about the books they have been reading or been read to Join in simple rhymes, poetry and songs Re read books for pleasure, confidence and enjoyment Talk about their favourite books and why they are their favourite 	<p>Composition:</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell Red Words e.g., he, she, we, be, me independently. <p>Handwriting</p> <ul style="list-style-type: none"> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children should be using finger spaces between their words independently. 	<ul style="list-style-type: none"> Subitize numbers 0-5 and beginning up to 10 Name some 2D Shapes (circle, triangle, square, rectangle, heart, diamond) Name some 3D Shapes (sphere, cube, cone, pyramid, cylinder) Find empty, half full and full using capacity Create long and short line and compare which is longer and shorter Compare length of measurement Copy and complete repeating patterns 	<ul style="list-style-type: none"> Explore and talk about changes in their natural world around them Describe what they see hear and feel whist outside Understand that effect of the changing seasons on the natural world around them 	<ul style="list-style-type: none"> Create collaborative, sharing ideas, resources and skills Carefully select resources for their desired outcome Explain the process of their creation and evaluate the end product Replicate dances and choreography Create their own choreography and dances to perform

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Bassingbourn Community Primary School

Early Years Foundation Stage Vocabulary

2025-2026



Bassingbourn
Community Primary School

EYFS Vocabulary 2025-2026

Please note that this list is continuously being updated and is not a definitive list

PSHE	Family, feelings, happy, sad, angry, love, fear, scared, rules, safe, danger, endangered, litter, reduce, reuse, recycle, poster, real, fake, danger, good touch, bad touch, pants, private, rules, healthy, unhealthy, exercise, teeth, screen time, job, money, same, different, needs, wants, friendship, respect, challenge, resilience, kind, consequence, structure, community, kindness, together, charity, emergency, oral health, decay, plaque, teeth, toothbrush, achievement, proud								
PE	Gymnastics	Athletics	Games		Dance		Balance Bike		
	Forwards, backwards, sideways, bench, mat, table, land, safety, roll, long, slow, on, off, curled, tuck, body parts, tall, small, shape, hold, still, jump, hop, bounce, travel, copy	Walk, jog, throw, target, jump, run, hop, skip, fast, pass, pairs	Free space, own space, opposite, team, follow, shooting, scoring, cones, ball, kick, dribble, aim, bat, throw, target, bouncing, catching, hopping, climbing,		Travel, stillness, direction, space, beginning, middle, end, feelings, body parts, levels, directions, pathways, speed, rhythm		Bike, balance, coordinate, listen, glide, follow, listen, helmet		
Reading	Blend, decode, digraph, fairy story, fiction, fluent, grapheme, non-fiction, phoneme, poetry, prediction, retell, segment, sense, split digraph, story, suffix, traditional tale, trigraph, predict, sequence, character, plot, setting, joy, super sight words								
Writing	Pencil, posture, draw, create, handwriting, round, straight, lines, circles, clock wise, anti-clock wise								
Maths	Number and Place Value	Statistics	Addition and subtraction	Multiplication and division	Measure	Geometry (position and direction)	Geometry (shapes)	Fractions	Reasoning and problem solving
	number, zero 1-20 count on/back lots, more, few, fewer, compare, sort, order, before, after, less, many, most, the same as, ones, pair, estimate, subitise, order, ordinal, numerals, digit, first, second, third, fourth, fifth, before, after, next,	count, sort group, set, list	add, plus, altogether, more, altogether, takeaway, minus, number line, one more, one less, equals, equal to, double, half, how many, make, total, part, whole, number bonds, sum	Sharing, doubling, number patterns, halving, group, left, left over	Measurement: Measure, size, compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under Length: Metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, thick, thin, longer, shorter, taller, higher, longest, shortest, tallest, highest, on, far, near, close Time:	Position, over, under, above, below, top, bottom, side, on, in, outside, inside, around in front, behind, front, back, beside, next to ,opposite, apart, between, middle, edge, corner, direction, left, right, up,	shape, group, sort, round, flat, straight, make, build, draw, square, circle, triangle, rectangle, cube, cuboid, sphere, cone, pyramid, bigger, larger, smaller symmetrical, pattern,	parts of a whole, half, double, whole	listen, join in, say, think, imagine, remember, start from, start with, start at, look at, point to, put, place, fit, change, split, carry on, what comes next?, find, choose, collect, use, make, build, tell me, pick out, talk about, explain, show me read, write, finish, copy, colour, tick, cross, draw, draw a line between, join (up), ring, arrow, cost, count, work out, answer, fill in, check, in order, every, each

					<p>time days of the week, birthday, holiday, morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow, before, after next, last now, soon, early, late, quick, quicker, quickest, quickly, slow, slower, slowest, slowly ,old, older, oldest, new, newer, newest takes longer, takes less time, hour, o'clock clock, watch, hands,</p> <p>Capacity: full empty half full holds container</p> <p>Money: money coin penny, pence, pound price, cost buy, sell spend, spent pay</p>	<p>down forwards, backwards, sideways, across, next to, close, near, far along, through, to, from, towards, away from, movement, slide, roll, turn stretch, bend whole turn, half turn</p>	<p>repeating pattern, match face, edge, vertex, vertices</p>			
Science	Working Scientifically	Animals including humans	Plants	Living things and their habitat	Seasonal changes	Light	Sound	Earth and space	Electricity	Materials
	<p>compare question observe look identify sort group compare difference similarities test guess diagram answer explore</p>	<p>baby child grow change features head elbow knees toes face lips eyes nose ears mouth animal</p>	<p>leaf tree bulb flower bud petals root fruit pollen trunk leaves alive dead grow seed plant</p>	<p>habitat life cycle mini beast forest garden water rain butterfly caterpillar cocoon egg pupa nocturnal nest pollinate hive</p>	<p>Winter Spring Summer changes seasons warm cold temperature freezing weather cloudy sunny rainy snowing</p>	<p>dark bright see through</p>	<p>loud quiet whisper volume sound silence away near high low</p>	<p>stars moon planet space earth sun</p>	<p>on off switch plug dim</p>	<p>metal plastic wood paper cardboard glass clay rock fabric sand hard soft rough bendy smoothy shiny</p>

[illegible]