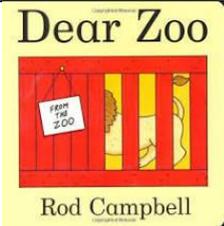
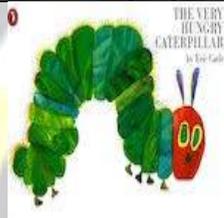
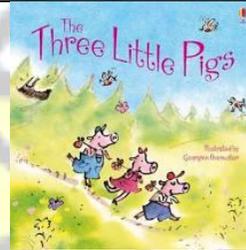
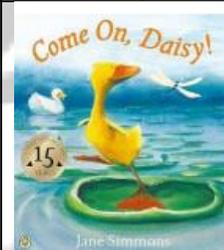
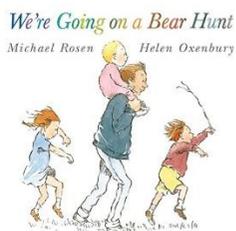
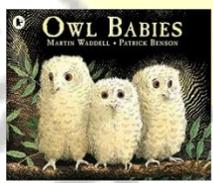
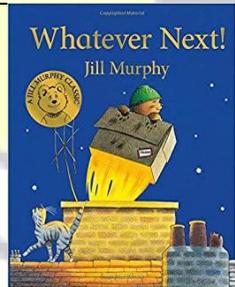
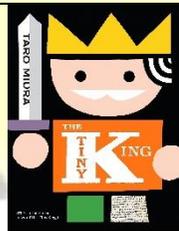
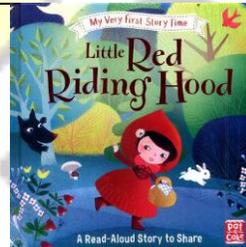
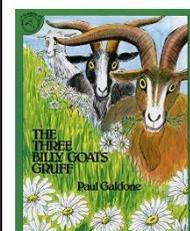




EYFS Skills and Knowledge Progression - Long Term Plan 2024 - 2025

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

DFE: Statutory framework for the early years foundation stage (March 2021)

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery - England and Scotland							
Nursery Topics	All Creatures Great and Small	Food Glorious Food!	Once upon a time...	Growing and Changing	Home Sweet Home!	Splish, Splash, Splish!	
Our Core Texts							
Reception - Northern Ireland and Wales							
	We're not scared!	It is getting dark!	We Have Lift-Off!	Turrets and Tiaras	Guess Who!	Happily Ever After	
Our Core Texts							

Communication and Language – Prime Area

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout every day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (EYFS Statutory Educational Programme)

Communication and Language is developed throughout the Early Years Foundation Stage through numerous activities, which include daily discussions, sharing circles, listening to stories, inventing stories, role-play, small world play, singing rhymes and songs and poetry.

Please also refer to the English Progression Document

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery Skills	<p>To sing rhymes daily and share books.</p> <p>To listen to stories and talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop ways to communicate with others.</p>	<p>To listen to stories about celebrations such as birthdays, Diwali, Christmas, Hanukah and to talk about them and why they are celebrated.</p> <p>To talk about celebrations they can remember and say what they liked.</p> <p>To listen to, and follow simple instructions.</p>	<p>To be able to identify whom the Gingerbread Man met.</p> <p>To use key vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p>	<p>To be able to talk about how the caterpillar changed.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions about the wolf using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To talk about a familiar book and retell the story.</p> <p>To be able to answer questions about why the duck was sad and use "because".</p> <p>To be able to talk about the setting, characters and</p>	

						the structure of the story with confidence.	
Nursery Knowledge	<p>To listen carefully to a story.</p> <p>To know to sing words clearly, so that they are audible.</p> <p>To know that you can talk to others about wants and needs.</p>	<p>To know that stories have a beginning and an end.</p> <p>To be able to understand simple instructions.</p> <p>To know that stories have different character which could be real and pretend.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To listen carefully and be able to understand simple questions.</p>	<p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>	
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To talk about things that are important to them.</p> <p>To listen to stories and rhymes and join in.</p> <p>To talk about items you will need to go on a bear hunt.</p> <p>To answer 'what', 'who' and 'where' questions.</p> <p>To start a conversation with an adult or friend.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To talk about a characters feelings.</p> <p>To be able to answer questions and speak about a text.</p> <p>To use talk to help them organise their play.</p> <p>To listen carefully to rhymes, paying attention to how they sound.</p> <p>To understand questions containing 'who', 'where', 'when' and 'why' about familiar stories and events.</p> <p>To initiate conversations in order to invite others into their play.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To talk about a setting and how the bear felt going about going in to space.</p> <p>To understand questions containing 'who', 'where', 'when' and 'why' about familiar stories and events.</p> <p>To listen carefully to rhymes, paying attention to how they sound.</p> <p>To recite rhymes and stories using copying and repetition.</p>	<p>To talk about the role of healthy food and exercise in staying healthy.</p> <p>To build up vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To answer 'who', 'what', 'where' and 'how' questions.</p> <p>How does the tiny king feel?</p> <p>To follow two step instructions. For example first...then...</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>To participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>To describe features of traditional stories.</p> <p>To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listening and Understanding</p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to</p>

<p>Reception Knowledge</p>	<p>To know about others by listening.</p> <p>To know familiar songs and rhymes.</p> <p>To be able to follow simple instructions, related to their new routine.</p> <p>To retell simple events in the correct order.</p> <p>To introduce a storyline or narrative into their play.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>To recite songs, rhymes and stories using copying and repetition.</p>	<p>Express their ideas and feelings about their experiences.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>	<p>To know different features of texts.</p> <p>To engage in meaningful conversations with others.</p> <p>To know a range of healthy food and exercise.</p> <p>To understand what instructions.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>	<p>To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to describe the wolf in the story.</p> <p>To 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.</p> <p>To explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To know different traditional stories.</p> <p>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.</p>	<p>clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full</p>
-----------------------------------	---	---	---	---	---	---	--

sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development – Prime Area

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

(EYFS Statutory Educational Programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>Make relationships with adults and children.</p> <p>To select and use activities and</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>Understand gradually how others might be feeling.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To show more confidence in new social situations.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p> <p>Show more confidence in</p>	

	resources, with some support if needed. To wash hands after using the toilet.		Develop appropriate ways of being assertive. Talk with others to solve conflicts. Make healthy choices about food, drink, activity and tooth brushing.		To begin to find solutions to conflicts. To show an awareness of how others may be feeling.	new social situations.	
Nursery Knowledge	To know that they can approach adults in Nursery when needed.	To know how to adapt behaviour to suit classroom routines such as sharing and sitting down to listen to a story. Become more outgoing with unfamiliar people, in the safe context of their setting. To show confidence in asking adults for support.	To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings, 'happy', 'sad'. To know that we must respect our resources and put them back when we have finished with them. To know about sharing and taking turns.	To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support. To know that oral hygiene is important and eating fruits and vegetables is healthy for teeth and our bodies.	To understand it is important to share and take turns. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad. Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.	To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to be kind. Talk about feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	
Reception Skills	To describe a friend. To recognise different emotions. To focus during short whole class activities.	To learn about a range of different festivals. To choose an activity independently. To understand how people show emotions. Identify and moderate their own feelings socially and emotionally. To learn to join in with whole group activities and begin to	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones. Form positive attachments to adults	To understand that people may need help. To identify ways of being helpful to others thinking how this will make them feel.	Think about the perspectives of other. Discuss the importance of healthy food choices. Set and work towards simple goals, being able to wait	Give focused attention, know right from wrong and try to behave accordingly. Show sensitivity to their own and to others' needs.	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

	To put coat and socks on independently.	build relationships with peers and adults. To have confidence to try new activities.	and friendships with peers.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	for what they want and control their immediate impulses when appropriate.		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.
Reception Knowledge	To explore different areas within the EYFS environment. To describe and show friendly behaviour. To follow one-step instructions. To use the toilet and wash hands independently.	To be able to talk about different festivals. To understand why different people celebrate different things. To know and demonstrate friendly behaviour. Beginning to negotiate conflicts in play. To understand how to be a good friend. To begin taking turns and sharing with their friends.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice. Work and play cooperatively and take turns with others.	To talk about the effect my behaviour has on others. Manage their own needs (personal hygiene). Know and talk about different factors that support their overall health and wellbeing: healthy eating - tooth brushing - having a good sleep routine.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.	*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *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.

Physical Development - Prime Area.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

(EYFS Statutory Educational Programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To take care of toileting needs independently. To begin to show a preference for a dominant hand.	To independently put on their coats, with some support for the zipper and buttons.	To learn about different fine motor activities, e.g. threading, using tweezers, cutting, tearing, using tools,	To hold the pencil correctly using a tripod grip. To look at books independently	To hold the pencil confidently, using the tripod grip. To be able to use scissors confidently and make straight, zig	To be secure in holding the pencil, using the tripod grip.	

	<p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p> <p>To be able to throw and kick a ball.</p> <p>To climb apparatus safely.</p>	<p>holding a pencil and mark making.</p> <p>To mark make in sensory trays and copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of healthy food choices.</p>	<p>whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To use large-muscle movements to wave flags, streamers.</p>	<p>zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To join in and hold and move the parachute.</p>	
<p>Nursery Knowledge</p>	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, rolling pins and pencils.</p> <p>To know that they need to use tools</p>	<p>To know that the pencil needs to be held comfortably and with one hand.</p> <p>To know how to use one handed tools effectively.</p>	<p>To know how to hold scissors and use them to snip.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p>	<p>To know how to hold the pencil correctly.</p> <p>To successfully participate in group games with support from an adult.</p> <p>To move confidently and</p>	

	<p>To know that we read books in English from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to eat an apple at Snack Time.</p>	<p>music and fast on quicker beats.</p> <p>To know how to use mark-making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc. and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor 'A' frame as well as the bikes to move in different ways and safely.</p> <p>To know how to make healthy food choices looks like.</p> <p>To show independence in self-help skills such as toileting and dressing.</p>	<p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To be aware of obstacles whilst running, riding a bike etc. and display some spatial awareness.</p>	<p>safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>	
<p>Reception Skills</p>	<p>To hold a pencil and write recognisable letters which are mostly formed correctly.</p> <p>To put your jumper on and off independently.</p>	<p>To use a dominant hand.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p> <p>To throw, catch and kick a ball.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know how to use a knife, fork and spoon effectively.</p>	<p>To use a pencil effectively to write letters, most of which are formed correctly.</p> <p>To show good control and co-ordination in large and small movements.</p>	<p>To show good control and co-ordination in large and small movements. Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p><u>Gross Motor Skills.</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance</p>

	To use climbing equipment safely and competently. To begin to negotiate space effectively. (Au1)	To learn how to put on a safety helmet.	To negotiate space effectively.		To ride a balance bike with control. To aim and throw balls.	Continue to further develop and refine a range of ball skills including throwing, catching, kicking, dribbling, batting, and aiming.	and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Reception Knowledge	To know which hand to write with. To know how to use the outdoor equipment safely. To know how to use scissors safely.	To know how to use scissors effectively and cut along a line.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. Join in and play games involving hopping and balancing. Know how to play Duck, duck, goose and hide and seek and negotiate space and obstacles. To know how to ride a balance bike safely.	To know why it is important to handle different apparatus safely.	Hold a pencil with increasing control and copy patterns. To listen to instructions and join in with parachute games. Complete Obstacle courses, and play tag safely and with consideration for themselves and others. To know how to move energetically and safely: Running, jumping, hopping, dancing, skipping and climbing.	To know how to handle a range of equipment and tools effectively. To know how to form letters correctly. Create accurate drawings holding a pencil effectively. Know how to throw and catch a ball and kick it with control when playing games. Know how to complete races/ obstacle courses, which include rolling, crawling, walking, jumping, running and climbing.	<u>Fine Motor Skills.</u> *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 - Specific Area

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(EYFS Statutory Educational Programme)

The children will take part in daily story telling opportunities -

Reading as a writer: Introduce a Story Mountain to discuss the pattern of storytelling

Create a story - who? Where?

Text maps in setting - inside and outdoor area for children to initially use when retelling the story

Reading as a reader - Create a walk through story map (roll of paper) to identify the main events in the story.

Opportunities to create individual versions of the story e.g. story map / drawing and collaborative story map thinking about characters in the story and sequence of events.

Opportunities to play with words and sentences:

- Once upon a time, there was a little red hen who lived on a farm.
- Once upon a time, there was horse who lived in a meadow.

Role Play and using small world to retell the story

Play a missing link game e.g. leave out one of the animals that was chasing the *Gingerbread Man*

Simon Says game to copy gestures we are learning in T4W

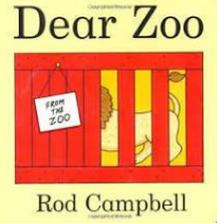
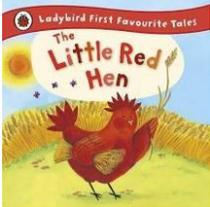
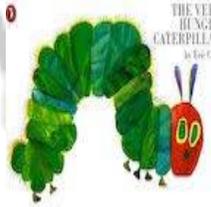
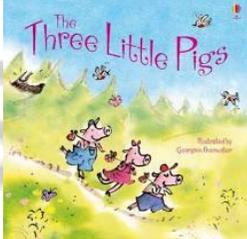
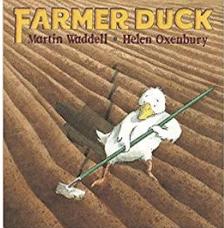
Opportunities for personal response:

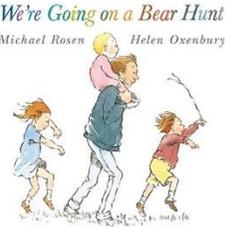
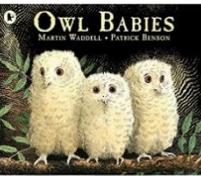
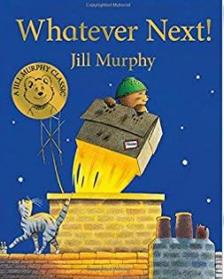
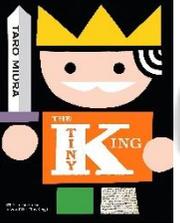
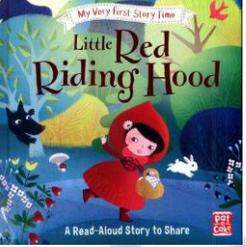
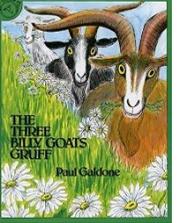
- Why did you like the story?
- Is there any part of the story you disliked? Why?
- Which character did you like and why?
- What is your favourite line in the story?

The focus in each unit includes:

- Speaking in sentences with the use of sentence stems
- Using the language of the story
- Retelling the story
- Story inventing
- Developing and extending vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Early Learning Goals
Nursery Core Text.							
	All Creatures Great and Small	Food Glorious Food!	Once upon a time...	Growing and Changing	Home Sweet Home!	Down on the Farm!	

<p>Our Core Texts</p> <p>Nursery Skills and Knowledge</p>	 <p>Class Innovation - to talk about and introduce a new perfect pet. Recap on "so" and introduce Once upon a time / who/ Early one morning. Non-Fiction - information about hens and farm animals - Create a Big book. Recognise familiar logos and labels within the environment.</p>	 <p>Class Innovation - to think of who else will help the hen. To speak in sentences. To use the language of the story. To retell the story of the Little Red Hen. Recap on "so" and Once upon a time / who/ Early one morning. Non-Fiction - information about hens and farm animals - Create a Big book.</p>	 <p>Class innovation - changing the characters who chase the Gingerbread Man. Talk about and retell a range of familiar stories.</p>	 <p>Class innovation - changing the food eaten. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. Listening to and identifying sounds in the environments.</p>	 <p>Class innovation - changing the pigs to other animals. E.g. sheep, chickens, rabbits, squirrels. Children will begin to identify some sounds during oral blending games.</p>	 <p>Class innovation - change the main character to a different animal. Many games focussing on oral blending. To mark make for a purpose and be able to talk about the marks. Make predictions about a story using the relevant vocabulary with independence.</p>	
<p>Key Vocabulary</p>	<p>zoo pet open tall jumpy scary fierce grumpy naughty wrote sent</p>	<p>flour bake corn windmill grind knead plant corn farm</p>	<p>river jump catch oven fox cat dog run cow</p>	<p>leaf moon cocoon hungry plum caterpillar egg butterfly</p>	<p>straw wood brick roof chimney huffed and puffed</p>	<p>fetch weepy fed up farmer crept creepy lazy bounce creak</p>	
<p>Reception Core Text.</p>							
<p>Topic</p>	<p>We're not scared!</p>	<p>It is getting dark!</p>	<p>We Have Lift-Off!</p>	<p>Turrets and Tiaras</p>	<p>Guess Who!</p>	<p>Happily Ever After</p>	

Our Core Texts	 <p>Journey Tale Innovation - change the animal and add new obstacles e.g. gorilla hunt, lion hunt, polar bear hunt, dragon hunt, dinosaur hunt, tiger hunt. Non-fiction List of items you need for a bear hunt.</p>	 <p>Wishing tale Innovation - change characters (to other animals that live in a tree - e.g. monkeys/squirrels/bats/koalas/sloths/lemurs/parrots Non-fiction Labels</p>	 <p>Journey Tale Innovation - Write a sequel - change the destination. Non-fiction Setting descriptions</p>	 <p>Wishing tale Innovation - add some more big, big objects for the Tiny King e.g. a throne, garden, car or add dialogue Non-fiction List of food for a party</p>	 <p>Warning Tale Innovation - change the main character and the villain - lion/tiger/leopard/bear Non-fiction Character</p>	 <p>Overcoming the monster tale Innovation - change the characters and the setting e.g. elephants, rhinos, sheep, cows, kangaroos, camels, Non-fiction Instructions</p>
Key Vocabulary	wavy under through over deep oozy stumble narrow cave shiny furry	twig leaves feathers branch brave fox owl swooped bounced flapped	moon rocket helmet packed passengers flew waved landed smart picnic	castle soldiers marched delicious splashing alone lonely gathered blessed snuggled	basket forest wolf woodcutter hugging grandmother greedily shrieked leaping dashed jaws cottage axe dashed	valley meadow hillside mean ugly gobble trampled butted tiniest roared enormous
Reception Reading Progression						
Autumn 1	<p>Word Reading Sounds Write Units 1-3 Skills To segment, blend and manipulate sounds in cvc words Code knowledge a, i, m, s, t, n, o, p, b, c, g h Conceptual That sounds can be represented by one letter Read High frequency words: <i>is, a, the, I</i> Plus Unit 1 - <i>at, it</i> Unit 2 - <i>on, an, in, not</i> Unit 3 - <i>can, him, big, got</i> Comprehension</p>					

	<p>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.</p>
Autumn 2	<p>Word Reading Sounds Write Units 4-7 Skills To segment, blend and manipulate sounds in words with the cvc structure Code knowledge d, e, f, v, k, l, r, u, j, w, z x y ff ll ss zz Read High frequency words: <i>for, of, are, was</i> Unit 4 - <i>dad, get, had, if</i> Unit 5 - <i>mum, up, but</i> Conceptual That sounds can be represented by one letter Some spellings are represented with a double consonant Read common exception words: for, of, are, was, 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.</p>
Spring 1	<p>Word Reading Sounds Write Units 7-9 Skills To segment, blend and manipulate sounds in words with the cvc structure To segment, blend and manipulate sounds in words with the vcc, cvcc and ccvc structure Code knowledge x y ff ll ss zz Reinforcement of previously taught code Read High frequency words: <i>all, come, some, to</i> Plus Unit 7 - <i>off, will</i> Unit 8 - <i>and, went, it's, help, just</i> Unit 9 - <i>from</i> Conceptual That sounds can be represented by one letter Some spellings are represented with a double consonant Read High frequency words: <i>all, come, some, to</i> 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;</p>

	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Spring 2	<p>Word Reading Sounds Write Units 10-11 Skills To segment, blend and manipulate sounds in words with the cvc structure To segment, blend and manipulate sounds in words with the vcc, cvcc and ccvc structure To segment, blend and manipulate sounds in words with the ccvcc, cvccc and cccvc structure Code knowledge Reinforcement of previously taught code Conceptual That sounds can be represented by one letter Some spellings are represented with a double consonant Read high frequency words: to, there, their, these, what, where, who Unit 11 - them, that, then, back, with, this, when 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.</p>
Summer 1	<p>Word Reading Sounds Write Consolidation and bridging lessons Skills To segment, blend and manipulate sounds in words with the cvc structure To segment, blend and manipulate sounds in words with the vcc, cvcc and ccvc structure To segment, blend and manipulate sounds in words with the ccvcc, cvccc and cccvc structure Code knowledge sh, ch, th, ck, wh, ng, q, u Conceptual That sounds can be represented by one letter Some spellings are represented with a double consonant Some spellings are written with two different letters q and u represent the sounds k and w 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.</p>
Summer 2	<p>Word Reading Sounds Write Consolidation and bridging lessons Skills To segment, blend and manipulate sounds in words with the cvc structure To segment, blend and manipulate sounds in words with the vcc, cvcc and ccvc structure To segment, blend and manipulate sounds in words with the ccvcc, cvccc and cccvc structure Code knowledge</p>

	<p>Sh, ch, th, ck, wh, ng, q, u Conceptual That sounds can be represented by one letter Some spellings are represented with a double consonant Some spellings are written with two different letters q and u represent the sounds k and w 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.</p>
<p>Reception Writing Progression</p>	
<p>Autumn 1</p>	<p>Transcription To include mark making and early writing in their play. To start to hold a pencil with a tripod grip. To hear and say the initial sounds in words and attempt to write them with spellings from Units 1-3 To begin to form letters correctly using straight line s and anti-clockwise movements: a, i, m, s, t, n, o, p, b, c, g h Write high frequency words: <i>is, a, the, I,</i> Plus Unit 1 - <i>at, it</i> Unit 2 - <i>on, an, in, not</i> Unit 3 - <i>can, him, big, got</i> Composition To retell a simple story using a text map using the language once upon a time, next, finally To innovate simple stories orally To invent simple stories orally</p>
<p>Autumn 2</p>	<p>Transcription To include mark making and early writing in their play To hold a pencil with a tripod grip To form letters correctly using straight line s and anti-clockwise movements: d, e, f, v, k, l, r, u, j, w, z To segment sounds in cvc words and write them with spellings from units 1-5 To write simple two word dictated sentences containing cvc words with spellings from Write High frequency words: <i>, for, of, are, was</i> Unit 4 - <i>dad, get, had, if</i> Unit 5 - <i>mum, up, but</i> Units 1-4 To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories. Write common exception words: for, of, are, was Composition: To retell a story using familiar language features - once upon a time, next, finally To invent their own stories using a basic problem/resolution structure</p>

	To innovate simple stories orally
Spring 1	<p>Transcription</p> <p>To include mark making and early writing in their play</p> <p>To form all letters correctly using straight lines and anti-clockwise movements.</p> <p>To begin to use the handwriting tramlines correctly.</p> <p>To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</p> <p>To write CVC, VCC and CVCC words with spellings from units 1-6</p> <p>To write simple two and three word dictated sentences containing CVC, VCC and CVCC words with spellings from Units 1-6</p> <p>Write High frequency words: <i>all, come, some, to</i></p> <p>Plus</p> <p>Unit 7 - <i>off, will</i></p> <p>Unit 8 - <i>and, went, it's, help, just</i></p> <p>Unit 9 - <i>from</i></p> <p>Unit 11 - <i>them, that, then, back, with, this, when</i></p> <p>Composition:</p> <p>To retell a story using prepositions and repeated phrases - over, under, through.</p> <p>To invent their own stories using a simple problem/resolution structure</p> <p>To innovate known stories orally</p>
Spring 2	<p>Transcription</p> <p>To form all letters correctly using straight line s and anti-clockwise movements</p> <p>To begin to use the handwriting tramlines correctly</p> <p>To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</p> <p>To write CVC, VCC and CVCC, CCVCC, CVCCC and CCCVC words with spellings from units 1-7</p> <p>To write three and four word dictated sentences containing CVC, VCC, CVCC, CCVCC, CVCCC and CCCVC words with spellings from Units 1-7</p> <p>Write high frequency words: to, there, their, these, what, where. who</p> <p>Unit 11 - <i>them, that, then, back, with, this, when</i></p> <p>Composition:</p> <p>To retell a story using familiar language features such as - Once upon a time early one morning, so, when, unfortunately, luckily,</p> <p>To invent their own stories using the basic 5 part structure.</p> <p>To innovate known stories</p>
Summer 1	<p>Transcription</p> <p>To form all letters correctly using the handwriting tramlines</p> <p>To write CVC, VCC and CVCC, CCVCC, CVCCC and CCCVC words with spellings from units 1-7</p> <p>To write three and four word dictated sentences containing CVC, VCC, CVCC, CCVCC, CVCCC and CCCVC words with spellings from units 1-7</p> <p>To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories.</p> <p>Composition:</p> <p>To retell a story using familiar language features such as - Once upon a time early one morning, so, when, unfortunately, luckily,</p> <p>To invent their own stories using the basic 5 part structure.</p> <p>To innovate known stories</p>
Summer 2	<p>Transcription</p> <p>To form all letters correctly using the handwriting tramlines</p>

	<p>To draw simple story patterns using s-shape story map pattern, including innovations on class story and own stories. To write CVC, VCC and CVCC, CCVCC, CVCCC and CCCVC words with spellings from units 1-7 To write dictated sentences containing CVC, VCC, CVCC, CCVCC, CVCCC and CCCVC words with spellings from Units 1-7 To write words with the spellings sh, ch, th, ck, wh, ng, q, u To write simple dictated sentences containing spellings from Unit 11. Composition: To retell a story using familiar language features such as - Once upon a time, but, so, then, next, finally To invent their own stories using the basic 5 part structure.</p>
--	---

<p>Early Learning Goals</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> *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. 	<p><u>Word Reading.</u></p> <ul style="list-style-type: none"> *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. 	<p><u>Word Reading.</u></p> <ul style="list-style-type: none"> *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. 	<p><u>Writing.</u></p> <ul style="list-style-type: none"> *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.
------------------------------------	---	--	--	---

Maths - Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (EYFS Statutory Educational Programme)

"The objective for those working in Early Years, then, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age." NCETM

EYFS Mathematical Vocabulary

In EYFS, we systematically introduce and use mathematical words to support children's mathematical thinking.

Matching

Same, different, match, pair, large, small, big, little, straight, round, rough, smooth, shiny, square, spiky, furry, red, blue, green, yellow

Sorting

Same, different, alike, sort, group, match, go together, belong together, odd, odd one out

Comparing and ordering

Medium, medium-sized, sort, same, different, match, red, yellow, blue, green, set, family, group, tall, taller, tallest, short, shorter, shortest, large, larger, largest, small, smaller, smallest, long, longer, longest, first, second, third, then, next, after, before, earlier, later, last

Patterning

Pattern, match, shape, same, different, first, second, last, next, repeat, loud, quiet, one, two, up, down, pointy, spotty, round, hard, soft, spiky, repeat,

Counting

1, 2, 3, 4, 5, one, two, three, four, five, how many, count, counting, forwards, backwards, order, compare, order, more, fewer, one, two, three, four, five, represent. Counting backwards, less, before, take away, subtract, first, then, now, match, equal, less than, more than, fewer than, same, different, Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, count on, count back, order

Time

First, next, later, then, before, after, every day, night, order, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November and December.

Number

1 more, 1 less, first, next, then, before, after, one, two, three, four, five, pair, part, whole, Sets, how many, altogether, counting, total, counting on, more, after, add, move forwards, first, then, now, altogether, total, how many more? Double, more, same, different, 1 more, 1 less, twice, two times, adding the same amount, share, equal, sharing, fair, equal groups, half, halving, one by one, more, less, the same, odd, even, pairs,

2D and 3D shapes

Circle, triangle, rectangle, square, sides, corners, same, different, length, hexagon, pentagon, octagon, side, straight, curved, round, round, ball, sphere, cube, cuboid, pyramid, cylinder, curve

Positional language

Circle, triangle, rectangle, square, sides, corners, same, different, length

Measure

More than, less than, the same as, shorter, taller, longer, shortest, tallest, longest, height, length, container, empty, full, half full, nearly full, nearly empty, liquid, capacity, space, heavy, heavier, heaviest, light, lighter, lightest, large, small, balance, equal, the same, mass, weight, more, less, full, empty, half full, almost full, almost empty, container, width, wide, wider, widest, height, compare, same, different, tall, taller, tallest, volume, capacity, Pence, coin, bronze, silver, cost, price, spend, how much, change, left over

Data

How many?, most, least, favourite, more, less, the same, data, information, pictogram, tally, chart, diagram

Nursery Areas of Learning

The progression of learning in the Nursery is to enable children to become independent and confident mathematicians who:

- Say the numbers in order from 1 - 10
- Know that numbers tell them how many things there are altogether (0 - 5)
- Use their fingers, pictures, marks or symbols to show how many things there are (0 - 5)
- Begin to appropriately match some numerals to groups of objects (0 - 5)
- Are interested in talking and asking questions about numbers.
- Know when there are the same number of objects in groups (0 - 5)
- Begin to share objects out into different groups.
- Know that they can count sounds and actions as well as objects.
- Can identify shapes in the environment.
- Enjoy exploring and talking about shapes in their play activities.
- Make simple comparisons of length, weight, and capacity using some appropriate vocabulary and mathematical language.
- Are beginning to use positional and prepositional language.

There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond. These are incorporated into the long-term overview.

- Cardinality and counting
- Comparison
- Composition
- Measuring
- Pattern
- Shape and space

Mathematical learning progression in Nursery				
Term	Daily WWN session			
Autumn 1	See Nursery overview document	Settling in and baselines	Reciting numbers past 5 Number recognition 1 to 1 counting Show finger numbers up to 5	Talk about and explore 2d shape Identify environmental patterns
Autumn 2	See Nursery overview document	Reciting numbers past 5 Number recognition 1 to 1 counting Matching numeral and objects to 5 Cardinality Talk about and identify patterns around them Extend and create ABAB patterns		Talk about and explore 3d shapes Compare objects relating to size, length, weight and capacity.
Spring 1	See Nursery overview document	Reciting numbers past 5 Number recognition 1 to 1 counting Number representation Symbols and mark making Subitising up to 3 objects		Combine shapes to make new ones. Position using words alone (in front and behind) Describe a familiar route
Spring 2	See Nursery overview document	Reciting numbers past 5 Number recognition 1 to 1 counting Compare quantities using 'more than' and 'fewer than'		Extend and create patterns using the natural environment.

Summer 1	See Nursery overview document	Reciting numbers past 5 Number recognition 1 to 1 counting Begin to describe a sequence of events Solve real world problems with numbers up to 5	Time language - first, then
Summer 2	See Nursery overview document	Reciting numbers past 5 Number recognition 1 to 1 counting Notice and correct an error in a repeating pattern	Select shapes appropriately for building.

Reception Areas of Learning Covered

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills and Knowledge	<u>Number and Pattern Matching</u> 1. Simple Matching 2. Matching by Function 3. Matching by Number 4. Matching Different Orientations 5. Matching by Other Properties <u>Sorting</u> 1. Simple Sorting 2. Sorting Shapes 3. Identifying Sets 4. Finding Sorting Rules	<u>Shape, Space and Measure</u> <u>Time</u> 1. Day and Night 2. Ordering Events in the Day 3. Days of the Week 4. Birthdays 5. Making Fruit Caterpillars <u>Number and Pattern</u> <u>Composition of Numbers up to Five</u>	<u>Number and Pattern</u> <u>Counting</u> 1. Zero Book 2. Visualising Zero 3. Zero Game 4. 1 Fewer Than 5. Adding and Subtracting Zero <u>Counting and Ordering</u> 1. Counting Forwards 2. Counting Backwards	<u>Number and Pattern</u> <u>Counting</u> 1. Number Bonds to 7 2. Number Bonds to 8 3. Number Bonds to 10 4. Partitioning Into More Than 2 Parts 5. Making Number Stories <u>Patterns</u>	<u>Number and Pattern</u> <u>Counting On to Add</u> 1. Counting Sequences 2. Counting On from 5 3. Adding On a Ten Frame 4. Counting On from Any Number 5. Counting On from a Hidden Number <u>Counting Forwards and Backwards</u> 1. Counting Backwards 2.	<u>Shape, Space and Measure</u> <u>Mass</u> 1. Heavy and Light 2. Exploring Mass 3. Comparing Masses 4. Cooking 5. Using Non-Standard Units to Measure Mass <u>Volume and Capacity</u> 1. Describing Different Volumes of Liquids	<u>Number</u> *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)

	<p>5. Matching Amounts <u>Shape, Space and Measure</u> Comparing and Ordering</p> <ol style="list-style-type: none"> Sort and Compare Ordering from Shortest to Tallest Investigating Height Comparing Lengths Ordering by Time <p><u>Number and Pattern</u> AB Patterns</p> <ol style="list-style-type: none"> Spotting Patterns Around Us Exploring Abstract Patterns Patterns Using 10 Objects Finding the Unit of Repeat Exploring Non-Linear Patterns <p>Counting</p> <ol style="list-style-type: none"> Teddy Bears' Picnic Finding 5 Counting Teddies and Bees Counting Actions Counting in Five Frames <p>Counting</p> <ol style="list-style-type: none"> Comparing Numbers of Objects Comparing Numbers 3. Comparing Groups 4. Counting with Towers 	<p>Exploring Representations of 1/2/3/4/5</p> <ol style="list-style-type: none"> Making 5 Identifying 5 Constructing Models of 5 Breaking Apart 5 Making Number stories with 5 <p><u>Shape, Space and Measure</u> 2D Shapes</p> <ol style="list-style-type: none"> Comparing 2D Shapes Comparing Squares and Rectangles Identifying Triangles Identifying Squares Triangles and Squares <ol style="list-style-type: none"> Identifying Rectangles Making Rectangles Identifying Circles Making Figures using 2D Shapes Making Figures using 2D 	<p>3. Ordering Numbers</p> <ol style="list-style-type: none"> Position in a Queue Running Races Outdoors <p>Counting</p> <ol style="list-style-type: none"> Introduce the Five Frame Changing the Amount in the Frame Introduce the Ten Frame Changing the Amount in the Frame Conservation of Number <p>Addition</p> <ol style="list-style-type: none"> Adding to 5 Adding to 10 Part Part Whole and Comparison Using a Ten Frame Adding by Counting On <p>Comparing and Ordering</p> <ol style="list-style-type: none"> Comparing Quantities of Similar Items Comparing Quantities of Different Sized Items 	<p>1. Recognise and Describe Patterns</p> <ol style="list-style-type: none"> Extend a Pattern Create a Pattern Spot Mistakes in Patterns Abstract Patterns <p><u>Shape, Space and Measure</u> Measuring lengths and heights</p> <ol style="list-style-type: none"> Non-Standard Units Body Parts Using a Ruler Comparing Heights Estimating and Measuring <p><u>Capacity - developing language</u></p> <ol style="list-style-type: none"> Empty and Full Empty, Full and Half-Full Empty, Full and Half-Full, Nearly Full and Nearly Empty Comparing Capacity Estimating Capacity <p>2D Shapes</p> <ol style="list-style-type: none"> Tangram Cat 	<p>Counting Back from 10</p> <ol style="list-style-type: none"> Finding 1 More and 1 Less Find the Quantity of a Hidden Collection Finding the Unknown Amount <p>Counting to 20</p> <ol style="list-style-type: none"> Counting to 20 Forwards and Backwards Making Numbers 1–20 Different Representations of Numbers 11–20 1 More, 1 Less Ordering Numbers to 20 <p>Doubling</p> <ol style="list-style-type: none"> Exploring the Term Double Doubling with Fingers 3. Doubling on a Five Frame to a Ten Frame Recognising Doubles 5. Doubles and Not Doubles <p>Halving and Sharing</p> <ol style="list-style-type: none"> Equal Sharing Halving Halving as the Opposite of Doubling Halving Patterns Sharing Between More Than 2 People <p>Odds and Evens</p>	<p>2. Finding the Volume of Liquid in a Container</p> <ol style="list-style-type: none"> Comparing Capacities Capacity of Everyday Objects Quantifying Capacity <p>Money</p> <ol style="list-style-type: none"> Recognising Coins Shopping with Coins Combining Coins Sharing Money Equally Giving Change <p>Number and Pattern</p> <ol style="list-style-type: none"> Pictograms Collecting Data Interpreting Data Recording Data Tally Charts <p><u>Number and Pattern; Shape, Space and Measure</u></p> <ol style="list-style-type: none"> Combinations of Coins Estimating Height 3. Constructing Shapes from 2D Shapes 	<p>number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
--	---	---	--	---	--	--	--

	5. Identifying Representations of Five	Shapes (Partner Work) Positional Language 1. The Greatest Gymnast of All 2. Navigating an Obstacle Course 3. Locating Items in the Classroom 4. Rosie's Walk 5. Finding 2D Shapes in 3D Shapes	3. Perceptual and Conceptual Subitising 4. 1 More, 1 Fewer on a Ten Frame and Ordering 5. Conceptual Subitising Counting 1. Sharing 2. Identifying Groups 3. Number Bonds 4. Making 6 – Hidden Objects 5. Making number stories	2. Guess My Shape 3. Find My Shape 4. Describing Shapes 5. Filling a Space 3D Shapes 1. Cube 2. Cuboid 3. Cylinder 4. Sphere 5. Creating and Copying 3D Constructions	1. Understanding Odd and Even Numbers 2. Finding Odd and Even Numbers 3. Using Ten Frames to Show Odds and Evens 4. Pairs 5. Adding and Subtracting 1	4. Combinations of Numbers 5. Finding Routes Number and Pattern Word Problems 1. Numberless 2. Understanding the Problem 3. Addition 4. Subtraction 5. Creating Word Problems	
--	--	---	--	---	---	---	--

Understanding of the World – Specific Area

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

(EYFS Statutory Educational Programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills and Knowledge	Notice changes in themselves (ongoing) (History Link) To make self-portraits. (History Link)	Children to begin to talk about significant events in their life. (History Link)	Children to talk about significant events in their life. (History Link) Using an iPad to take photographs of	Recalling events in their own life then and now. (History Link)	Children to talk about significant events in their life with confidence. (History Link)	To be able to identify similarities and differences between themselves and peers.	

	<p>Talk about our homes, where we live and our family. (Geography/ History Link)</p> <p>Go on an autumn walk - using our senses and describe what you see. (Science Link)</p> <p>To draw silhouettes and name body parts - arm/ knee/ neck/nose. (Science Link)</p> <p>Understand how we can get information from the computer about wild animals. (Computing Link)</p>	<p>To know that everyone has a birthday. (History Link)</p> <p>To know about celebrations in other cultures. (RE Link)</p> <p>Talk about seeds and Harvest - sunflower seeds / pumpkin seeds. (RE/ Science Link)</p> <p>Bake bread. (RE/ Science Link)</p> <p>To know that some celebrations are specific to some cultures, for example, Hindu's and Sikhs usually celebrates Diwali. Jewish people celebrate Hanukah and Christians usually celebrate Christmas. (RE Link)</p> <p>Understand how we can get information from the computer about farms and farm animals. (Computing Link)</p>	<p>how we know it is winter, using senses to explore the world around them. (Geography/ Computing Link)</p> <p>Talk about what you see, using a wide vocabulary on a winter walk. (Science Link)</p> <p>Make a simple map to show the journey of the Gingerbread Man. (Geography Link)</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fighters/ shop assistant etc). (Geography Link)</p> <p>To recognise and follow arrows and use Beebots. (Computing Link)</p>	<p>To learn about Easter. (RE Link)</p> <p>Go on a spring walk. (Science Link)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)</p> <p>Young/old Growth changes, how we grow. (Science Link)</p> <p>Learn about life-cycles - butterfly Understand the key features of the life cycle and talk about the class caterpillars. (Science Link)</p> <p>Use an iPad to scan a QR code. (Computing Link)</p>	<p>Plant seeds (cress) and care for growing plants. Understand the key features of the life cycle of a plant. (Science Link)</p> <p>Make collections of natural materials and recognise items from nature. (Science Link)</p> <p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. (Science Link)</p> <p>Talk about where food comes from and take part in cookery sessions. . (Science/ Geography Link)</p> <p>Make own habitats using a range of resources. (Science/Art Link)</p> <p>To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in</p>	<p>(History Link) How do we know it is summer? To use senses to explore the world around them and talk about how we know it is summer. (Geography/ Science Link)</p> <p>Know plants need sunshine & water to grow and the importance of respecting and caring for the natural environment and all living things. (Science Link)</p> <p>How the properties of a material can be changed. (Sand/ice). (Science Link)</p> <p>Explore collections of materials with similar and/or different properties. (Science Link)</p> <p>Explores how things work and offers their own explanations. (Science Link)</p>	
--	---	---	--	---	--	---	--

		<p>Explore how Beebots work.</p> <p>(Computing Link)</p>			<p>forests/jungles /safaris/ zoos or aquariums .</p> <p>(Science Link)</p> <p>To know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p> <p>(Geography Link)</p> <p>To use the computer/ IWB to complete a simple game.</p> <p>(Computing Link)</p>	<p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep. Talk about where eggs/wool come from and how they are used.</p> <p>(Science Link)</p> <p>Make comparisons between habitats of farm animals and wild animals.</p> <p>(Science/ Geography Link)</p> <p>To explore materials which will float and which will sink.</p> <p>(Su2)</p> <p>(Science Link)</p> <p>To use the computer to complete a simple task.</p> <p>(Su2)</p> <p>(Computing Link)</p>	
Discovery RE Units	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

Reception Skills and Knowledge

<p>Talk about members of their immediate family. (History Link)</p> <p>To talk about the changes they observe in their environment - I can discuss daily weather/ Seasons link. (Science/ Geography Link)</p> <p>Describe changes including states of matter - freezing. (Science Link)</p> <p>Recycling household waste. (Science Link)</p> <p>To know the names of different body parts. (Science Link)</p> <p>I can talk about some features of the areas where I live. (Geography Link)</p> <p>To know that there are many countries around the world. (Geography Link)</p>	<p>Know that adults were children in the past. Know that adults can remember things from the past and share stories. Talk, draw or write about aspects of the past. (History Link)</p> <p>To talk about how Hindus celebrate Diwali. (RE Link)</p> <p>Describe family Christmas traditions e.g. special food and know that people around the world have different religions. (RE/Geography Link)</p> <p>Explore the natural world around them and describe what happens to trees in autumn. Begin to understand that things change over time.</p>	<p>To be able to recount changes within living memory and talk about special events. (History Link)</p> <p>Recognises and describes special times or events for family or friends. (RE Link)</p> <p>Winter weather -understand the effect of changing seasons on the natural world around them. (Science Link)</p> <p>. Describe and explain changes of state with butter, when cooking. (Science Link)</p> <p>To identify and group a range of fruits and vegetables. (Science Link)</p> <p>Name some features in our local community on a familiar route. (Geography Link)</p> <p>To identify members of the community who help us. (Geography Link)</p>	<p>Identify some similarities and differences between now and the past. (History Link)</p> <p>Identify some similarities and differences between ways of life in different periods. Link to T4W text. (History Link)</p> <p>To know that Christians celebrate Easter. (RE Link)</p> <p>Describe changes to plants in spring. (Science Link)</p> <p>Interpret Google Earth street view of our school. (Geography/ Computing link Link)</p> <p>To know that there are many countries around the world. (Geography Link)</p> <p>Name features and navigate right and left turns on line using Beebots. (Computing Link)</p>	<p>Answer basic questions about the past. (History Link)</p> <p>Shows interest in different celebrations and ways of life and listens to stories. (RE Link)</p> <p>Describe what they see, hear and feel while they are outside and how they know it is summer. (Science Link)</p> <p>Know and demonstrate how to grow seeds and care for seedlings. (Science Link)</p> <p>Investigate food from around the world. (Geography Link)</p>	<p>To begin to understand that things happened a long time ago. (History Link)</p> <p>To know that dinosaurs no longer exist. (History/ Science Link)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Forest School) (Science Link)</p> <p>Describe changes to plants in summer. Name plants and parts of plants. (Science Link)</p> <p>Talk about the life cycle of plants, animals, and things they need to survive. (Forest School) (Science Link)</p> <p>To name and identify a range of different materials and to know how they are used. (Science Link)</p> <p>To explain why geographic changes occur.</p>	<p><u>Past and Present.</u></p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different</p>
--	--	---	---	--	--	--

	<p>To know that people in other countries may speak different languages. (Geography Link)</p> <p>To begin to use an iPad or computer to play a simple game. (Computing Link)</p>	<p>(Science/ Geography Link)</p> <p>To know owls are nocturnal. (Science Link)</p> <p>Know and demonstrate how to plant bulbs. Predict how it will grow. (Science Link)</p> <p>Describe and explain changes of state with water and other materials. (Science Link)</p> <p>Name street furniture on a short locality. To know that adults do a variety of jobs. (Geography Link)</p> <p>To know that the emergency services exist and what they do. (Geography Link)</p> <p>To use directional language to describe a sequence (Beebots)</p>	<p>To be able to say how members of the community help them. (Geography Link)</p> <p>To use a mouse/pad to complete a simple ICT programme. (Computing Link)</p>	<p>To identify and sort healthy/unhealthy foods. (Science Link)</p> <p>To talk about features of my own immediate environment and how environments may vary from one another. (Science/ Geography Link)</p>	<p>Draw a map of the route to school. (Geography Link)</p> <p>I can make observations and express their views of the environment. (Science/ Geography Link)</p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Geography Link)</p> <p>School visit - Recognise some environments that are different to the one in which they live. (Geography Link)</p>	<p>(Geography Link)</p> <p>To begin to understand that things change over time. (Science/ Geography Link)</p> <p>Draw local landmarks and make a leaflet for our local area. (Geography Link)</p> <p>To know how to use a keyboard and a mouse effectively. (Computing Link)</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (RE Link)</p>	<p>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.</p> <p><u>The Natural World.</u> *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,</p>
--	--	--	--	---	---	--	---

		(Computing Link)					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.
--	--	------------------	--	--	--	--	--

Discovery RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
-----------------	--	--	---	--	--	---

Expressive Arts and Design - Specific Area

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(EYFS Statutory Educational Programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
--	----------	----------	----------	----------	----------	----------	----------------------

Nursery Skills and Knowledge

<p>During Learning Labs explore and develop ideas including role play in the home corner, small world and painting.</p> <p>Ongoing listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>(Music Link)</p> <p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>(Music Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>(Art/Geography Link)</p> <p>Uses various construction materials and construct with a purpose and safely e.g. Build walls / vertical structures.</p> <p>(DT Link)</p>	<p>Listen and move to different genres of music and listen to live performance. World Nursery Rhyme Week.</p> <p>(Music Link)</p> <p>Make sounds and change them e.g. fast/slow, loud/quiet</p> <p>(Music Link)</p> <p>To know how different colours and materials can be used to create things.</p> <p>(Art Link)</p> <p>Explore paint and use different colours paint and materials to make Rangoli Patterns.</p> <p>(RE/ Art Link)</p> <p>To make salt dough Diva's.</p> <p>(RE/ DT/Art Link)</p> <p>To make Diwali/Christmas cards and decorations for friends and family using a range of media.</p>	<p>To use their imagination to create different works of art.</p> <p>(Art Link)</p> <p>To know how colours can be mixed to make a new colour.</p> <p>(Art Link)</p> <p>To make patterns with paint and different objects and explore what happens when you mix colours.</p> <p>(Art Link)</p> <p>Sing familiar songs or make up own songs.</p> <p>(Music Link)</p> <p>Move in time to music Clap and pat knees along to rhythm in popular songs</p> <p>(Music Link)</p> <p>Plan and make 3d models with playdough.</p> <p>(DT Link)</p> <p>To begin to act out different scenarios using props to</p>	<p>Ongoing opportunities for observational drawing. To create closed shapes with continuous lines which represent objects.</p> <p>(Art Link)</p> <p>Learn about different textures and materials and talk about them.</p> <p>(Art Link)</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>(Art Link)</p> <p>Learns simple attachment techniques (masking tape and glue stick).</p> <p>(DT Link)</p> <p>Realises tools can be used for a purpose.</p> <p>(DT Link)</p> <p>To engage in role-play by making stick puppets of different story characters. To use their knowledge of</p>	<p>Safely use different techniques for joining material and make masks for role-play.</p> <p>(DT/Art Link)</p> <p>To use puppets and props to act out different traditional stories.</p> <p>(Art Link)</p> <p>Create their own songs or improvise a song around one they know.</p> <p>(Music Link)</p> <p>Draw to represent movement e.g wind, explode.</p> <p>(Music Link)</p> <p>Copy rhythms.</p> <p>(Music Link)</p> <p>Explores how materials can be manipulated.</p> <p>(DT Link)</p> <p>Building more complex structures and narrative.</p> <p>(DT Link)</p> <p>Recognises there are different genres of music. (Music Link)</p> <p>Sing familiar songs in the correct tone and</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>(Art Link)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>(Music Link)</p> <p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>(Music Link)</p> <p>To listen to music and create movements to the different beats.</p> <p>(Music/PE Link)</p> <p>Building more complex structures and narrative e.g. Construct with bricks and blocks to make an enclosure.</p> <p>(DT Link)</p> <p>Explore different materials freely,</p>
--	--	---	--	--	--

		<p>(DT/Art/RE Link)</p> <p>Create lines and closed shape. (Art Link)</p> <p>Joins construction pieces together to build and balance. Build bridges. (DT Link)</p>	<p>enhance imaginative play. (Art Link)</p> <p>Sing familiar songs or make up own songs. (Music Link)</p> <p>To play instruments with increasing control. (Music Link)</p>	<p>stories in acting them out with friends. (DT/Art Link)</p> <p>Sing songs clearly using correct words. (Music Link)</p>	<p>change melody if appropriate. (Music Link)</p> <p>Uses available resources to create props to support role-play. (DT/Art Link)</p> <p>To use available props to develop stories and make imaginative play more purposeful. (DT/Art Link)</p> <p>To show different emotions in pictures clearly. (Art Link)</p> <p>To draw with increasing control, representing features and detail clearly. (Art/PE Link)</p>	<p>using them with a purpose. (Art Link)</p> <p>Beginning to be interested in and describe the texture of things. (Art Link)</p>	
<p>Nursery's rhymes and songs with a focus of learning a new one every week.</p>	<p>One, two, three, four five Humpty Dumpty Baa Baa Black Sheep Incy Wincy Spider Twinkle Twinkle Little Star Two Little Dickie Birds</p>	<p>Three Blind Mice Ring a Ring a Roses Hickory Dickory Dock Little Miss Muffett Diddle Diddle Dumpling Wind the Bobbin Up</p>	<p>Five Little Speckled Frogs Row, Row, Row Your Boat Hey Diddle Diddle Jack and Jill The Wheels on the Bus The Grand Old Duke of York</p>	<p>Ladybird, ladybird Sing a Song of Sixpence 5 Currant Buns Down at the Station Polly Put the Kettle On I'm a Little Teapot</p>	<p>Two fat gentlemen Little Bo Peep Little Peter Rabbit I Hear Thunder Tommy Thumb Teddy Bear, Teddy Bear</p>	<p>Old MacDonald The Farmer's in his Den Dingle Dangle Scarecrow Mary, Mary Quite Contrary Five Little Ducks Pussy Cat, Pussy Cat</p>	

<p>Reception Knowledge and Skills</p>	<p>Exploring mark making using a range of drawing materials. (Art Link)</p> <p>Ongoing observational drawing. (Art Link)</p> <p>Ongoing learning and singing nursery rhymes and songs and remembering the words to a range of songs. (Music Link)</p>	<p>Exploring mark making using paint to mix, create patterns and explore different painting tools. (Art Link)</p> <p>Create narratives based around stories and using small world. (Art Link)</p> <p>Learn songs for the Christmas play. (Music Link)</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments. (Music Link)</p> <p>Listen to a live performance. (Music Link)</p> <p>To design a Rangoli pattern. (DT/Art Link)</p> <p>To use role play to show how 'People who Help Us'. (Art Link)</p> <p>To learn the names of</p>	<p>Sculpture and 3D using clay, playdough and natural materials. (DT/Art Link)</p> <p>Retell events from a known story in role or small world play. (Art Link)</p> <p>Imitate more complex rhythm patterns with tapping instruments. (Music Link)</p> <p>To use resources to create own props. (DT/Art Link)</p> <p>Constructs with a purpose in mind, using a variety of resources. (DT Link)</p> <p>To use paints, pastels and other resources to create observational drawings of fruit and plants. (Art Link)</p> <p>For children to be able to safely construct with a purpose and</p>	<p>Craft and Design developing skills of cutting, threading and joining to create. (DT/Art Link)</p> <p>Move in time to the music. (Music Link)</p> <p>Draw single or a sequence of images from the imagination to illustrate a story. (Art Link)</p> <p>Developing narratives using small world and role-play props and use a range of resources to create own props to aid role-play. (DT/Art Link)</p> <p>To plan, carry out, evaluate, and change where necessary. (DT Link)</p>	<p>Learn about artists use a variety of artistic effects to express their ideas and feelings. (Art Link)</p> <p>Play an instrument following a musical pattern. (Music Link)</p> <p>Echo simple short rhythmic phrases with untuned percussion. (Music Link)</p> <p>Make up and sing own songs and rhymes. (Music Link)</p> <p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Art Link)</p> <p>Junk modelling Selects appropriate resources and adapts work where necessary. (DT/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art Link)</p> <p>To move along to the beat of a familiar song. (Su2) (Music Link)</p> <p>Make increasingly detailed observational drawings and paintings of natural found objects and living things. (Art Link)</p> <p>Share creations, talk about process and evaluate artwork. Use attachment techniques to create a function. (DT/Art Link)</p> <p>Invent their own narratives, stories, poems, use body percussion, and instrumental sound effects to tell a story.</p>	<p><u>Creating with Materials</u></p> <p>*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.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*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 -</p>
	<p>Copy, memorise and perform a repertoire of simple hand-action songs. (Music Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (DT Link)</p> <p>To give meaning to marks. (Art Link)</p> <p>To show awareness of how to use musical instruments appropriately.</p>						

	<p>Explore the different sounds of a range of instruments. (Music Link)</p> <p>To learn a range of songs from around the world. (Music/ Geography Link)</p> <p>To know that people from different countries may have different traditions. (Geography Link)</p>	<p>different tools and techniques used to create Art. Use tools and techniques competently and appropriately. (DT/Art Link)</p> <p>To know how different colours and materials can be used to create things. (Art Link)</p>	<p>evaluate their designs. (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Music Link)</p>	<p>Manipulates materials to achieve a planned effect. (DT/Art Link)</p> <p>To identify and select resources and tools to achieve a particular outcome. (DT Link)</p>		(Music/Art Link)	when appropriate - try to move in time with music.
Reception's rhymes and songs with a focus on learning a new one every week	<p>Doctor Foster went to Gloucester There's a Worm at the Bottom of My Garden A Wise Old Owl Here We Go Round the Mulberry Bush There's a Wide-eyed Owl Five Little Candles</p>	<p>1, 2, Buckle My Shoe Little Boy Blue The North Wind Doth Blow Mary Had a Little Lamb Five Mince Pies in a Baker's Shop p81 Here we go Round the Christmas Tree</p>	<p>I Saw a Ship a Sailing Sing a Song of Sixpence Old King Cole There was a Crooked Man The Queen of Hearts London Bridge is Falling Down</p>	<p>Animal Fair There Was an Old Woman Who Lived in a Shoe Heads, Shoulders, Knees and Toes Lucy Locket Ten Green Bottles Hot Cross Buns</p>	<p>Three Little Kittens Five Little Men in a Flying Saucer There Were Five Little Spacemen p 294 London's Burning There Was an Old Woman Tossed Up in a Basket</p>	<p>There Was a Princess Long Ago Simple Simon Old Mother Hubbard Ten Fat Sausages I had a Little Nut Tree Diddle Diddle Dumpling The Goats Came Marching</p>	