







Garrick Green Infant School
EYFS Curriculum 2023-2024



	Autumn		Spring		Summer	
Project (Cornerstones)						
	Let's Explore	Marvellous Machines	Starry Night	Dangerous Dinosaurs	Animal Safari	Big Wide World
Overview	In the Let's Explore project, your child will explore their class environment and school grounds so that they feel settled and happy in their new surroundings. They will learn about the local environment and find out about places they have visited on holiday. They will look at and create maps for journeys.	In the Marvellous Machines project, your child will learn about technology that is part of their daily lives. They will explore various machines, learn about how machines help us and find out about how machines have changed and developed over time. They will learn about products that use electricity to make them work and explore magnetic and non-magnetic materials.	In the Starry Night project, your child will explore the differences between the world at night time compared with daytime, through a range of exciting and creative activities. They will find out about nocturnal animals and how they find food when it is dark. They will find out about people who work at night and the different jobs that people do when we are asleep. They will discuss bedtime routines and the importance of a good night's sleep. They will explore the night sky and find out about the Moon and stars.	In the Dangerous Dinosaurs project, your child will find out about prehistoric animals that lived on Earth. They will learn facts about dinosaurs and discover how big some of these giant creatures were. They will learn about the difference between carnivores and herbivores. They will also find out about the animals that lived after the dinosaurs and which modern-day animals have prehistoric relatives.	In the Animal Safari project, your child will learn about incredible animals that live worldwide. They will explore various animal habitats and compare the animals that live there with animals in their locality. They will learn how to care for pets and what all animals need to grow, survive and stay happy and healthy. They will explore animal features and find out how they survive in the wild. They will compare the ways that animals are similar and different.	In the Big Wide World project, your child will find out about the world in which they live. They will learn about different climates and explore habitats, including their flora and fauna. They will locate the United Kingdom on a world map and compare life in the United Kingdom with life elsewhere. They will also learn about caring for their environment, both locally and beyond.
Physical Development	<ul style="list-style-type: none"> • Cut, tear, fold and stick a range of papers and fabrics. • Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. • Draw or paint a place from observation or imagination. • Make simple prints using a variety of tools, including print blocks and rollers. 	<ul style="list-style-type: none"> • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. • Create art in different ways on a theme, to express their ideas and feelings. • Follow rules and instructions to keep safe. • Make simple prints using a variety of tools, including print blocks and rollers. • Manipulate malleable materials into a variety of 	<ul style="list-style-type: none"> • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. • Choose and explore appropriate tools for simple practical tasks. • Create art in different ways on a theme, to express their ideas and feelings. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Demonstrate strength, balance and coordination when playing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Negotiate space and 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Demonstrate strength, balance and coordination when playing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Negotiate space and obstacles safely, with 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. • Demonstrate strength, balance and coordination when playing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Negotiate space and obstacles safely, with

	<ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Move confidently in a range of ways and safely negotiate space, obstacles and terrains. Represent different parts of the human body from observation, imagination or memory with attention to some detail. 	<p>shapes and forms using their hands and other simple tools.</p> <ul style="list-style-type: none"> Select appropriate tools and media to draw with. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. 	<ul style="list-style-type: none"> Move confidently in a range of ways and safely negotiate space, obstacles and terrains. Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. Select appropriate tools and media to draw with. Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. 	<p>obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining. 	<p>consideration for themselves and others.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. 	<p>consideration for themselves and others.</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select vocabulary and pictures to express their feelings and consider the feelings of others. 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. Play cooperatively with others and take turns. See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> 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. Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. Follow rules and instructions to keep safe. Play cooperatively with others and take turns. 	<ul style="list-style-type: none"> Look after basic hygiene and personal needs and talks about the importance of good oral health. 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. Select vocabulary and pictures to express their feelings and consider the feelings of others. Talk about what constitutes a healthy lifestyle. 	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others.
Understanding world	<ul style="list-style-type: none"> Begin to notice and talk about the different places around the world, including oceans and seas. Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Discuss and describe places that are important to them. Discuss how the local environment has changed over time using photographs and first-hand experiences. Input simple instructions to technological toys, including floor robots and onscreen sprites. 	<ul style="list-style-type: none"> Use age-appropriate software to create images and record sounds and videos. Explore and describe electrical and non-electrical light sources. Describe some similarities and differences between things in the past and the present. Describe what they would do if they saw something online that made them sad, scared or worried. Explain that digital technology is used in the home and at school for communication. Explore and discuss similarities between aspects 	<ul style="list-style-type: none"> Identify common features for different groups of animals, including wild and domestic animals. Compare and group objects and materials according to simple given criteria. Talk about the different occupations that familiar adults and members of their community have. Describe a contrasting environment to their own. Describe, predict and sort things that float and sink and talk about the forces that they can feel. Explore and describe electrical and non-electrical light sources. Input simple instructions to technological toys, including 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Find out about and use a range of everyday technology. Make observations about the world around them. Use technology to record their work and ideas. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between different religious and cultural communities in this country, 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences

	<ul style="list-style-type: none"> • Make and use simple maps in their play to represent places and journeys, real and imagined. • Observe and describe living things and their habitats within the local environment. • Share stories and talk about significant people who lived in the past. 	<ul style="list-style-type: none"> • of their life and life in the past, using books, stories and pictures. • Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. • Input simple instructions to technological toys, including floor robots and onscreen sprites. • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond. • Talk about the different occupations that familiar adults and members of their community have. 	<ul style="list-style-type: none"> • floor robots and onscreen sprites. • Make a shadow bigger or smaller using toys, play equipment and a light source. • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Share stories and talk about events in the past. • With support, observe, record and talk about materials and living things. 		<ul style="list-style-type: none"> • drawing on their experiences and what has been read in class. • 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. • Talk about the lives of the people around them and their roles in society. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Create simple programs. • Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. • Know ways to care for their local environment. • Make observations about the world around them. • Use technology to record their work and ideas. 	<ul style="list-style-type: none"> • and what has been read in class. • 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 the past through settings, characters and events encountered in books read in class and storytelling. • Create simple programs. • Find out about and use a range of everyday technology. • Know ways to care for their local environment. • Sort and group materials and resources and talk about how they are similar or different. • Use technology to record their work and ideas.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Construct simple structures and models using a range of materials. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Cut, tear, fold and stick a range of papers and fabrics. • Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. • Draw or paint a place from observation or imagination. • Explore, build and play with a range of resources and construction kits with wheels and axles. • Learn and sing songs and rhymes as part of a larger group. • Make simple prints using a variety of tools, including print blocks and rollers. 	<ul style="list-style-type: none"> • Explore, build and play with a range of resources and construction kits with wheels and axles. • Communicate their ideas as they are creating artwork. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or • Construct simple structures and models using a range of materials. • Create art in different ways on a theme, to express their ideas and feelings. • Describe what, why and how something was made and compare with others. • Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. • Identify products that use electricity to make them work. • Join in with repeated 	<ul style="list-style-type: none"> • Listen to a variety of music and talk about how it makes them feel. • Learn and sing songs and rhymes as part of a larger group. • Communicate their ideas as they are creating artwork. • Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • Construct simple structures and models using a range of materials. • Create art in different ways on a theme, to express their ideas and feelings. • Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart. • Explore, build and play with a range of resources and construction kits with wheels and axles. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Make use of props and materials when role playing characters in narratives and stories. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • 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. • Sing a range of well known nursery rhymes and songs. • Take part in imaginative, creative and sensory play activities. • Test their ideas. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Make use of props and materials when role playing characters in narratives and stories. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • 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. • Sing a range of well known nursery rhymes and songs. • Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. • Listen to a variety of music and sounds. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Make use of props and materials when role playing characters in narratives and stories. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • 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. • Sing a range of well known nursery rhymes and songs. • Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. • Listen to a variety of music and sounds. • Take part in imaginative, creative and sensory play

	<ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Represent different parts of the human body from observation, imagination or memory with attention to some detail. 	<p>refrains and phrases in rhymes, songs and stories, paying attention to how they sound.</p> <ul style="list-style-type: none"> Make simple prints using a variety of tools, including print blocks and rollers. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Select appropriate tools and media to draw with. Use natural materials and loose parts to make 2-D and 3-D art. Use writing to communicate thoughts, ideas, experiences and events. 	<ul style="list-style-type: none"> Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound. Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. 		<ul style="list-style-type: none"> Take part in imaginative, creative and sensory play activities. Test their ideas. 	activities.
Communication and Language	<ul style="list-style-type: none"> Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. Talk about the pictures in storybooks and use them to discuss how characters might be feeling. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. During small group, class and 1:1 discussions, ask questions to understand what has been said. Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Talk about stories and make connections with events in their own lives or other familiar stories. 	<ul style="list-style-type: none"> Ask a relevant scientific question to find out more, explain how things work and why they might happen. Talk about stories and make connections with events in their own lives or other familiar stories. 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. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. During small group, class and 1:1 discussions, ask questions to understand what has been said. Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Select appropriate materials when constructing and making. Select appropriate tools and media to draw with. Use primary and other coloured paint and a range of methods of application. Use writing to communicate thoughts, ideas, experiences and events. 	<ul style="list-style-type: none"> 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	<ul style="list-style-type: none"> Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. 	<p>class and 1:1 discussions and during play activities.</p>				
Literacy	<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. Read words consistent with their phonic knowledge by sound-blending. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Enjoys looking at books and sharing stories. Write recognisable letters, most of which are correctly formed. 	<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. Read words consistent with their phonic knowledge by sound-blending. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Enjoys looking at books and sharing stories. Write recognisable letters, most of which are correctly formed. 	<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. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write simple phrases and sentences that can be read by others. Enjoys looking at books and sharing stories. 	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. Enjoys looking at books and sharing stories. 	<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. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. Enjoys looking at books and sharing stories. 	<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. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. Enjoys looking at books and sharing stories.
Maths	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Recognise and name common 2-D shapes. Understand and use positional language in relation to place, direction and objects. Use everyday language to talk about length and height, weight and capacity. 	<ul style="list-style-type: none"> 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including 	<ul style="list-style-type: none"> 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Have a deep understanding of number to 10, including 	<ul style="list-style-type: none"> 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. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Compare the length and height of everyday objects. Have a deep understanding of number to 10, including the composition of each number. Solve simple problems related to length, height, 	<ul style="list-style-type: none"> 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. Have a deep understanding of number to 10, including the composition of each number. Recognise and name common 2-D shapes. Understand and use positional language in relation to place, direction and objects. Use everyday language to talk about length and height, weight and capacity.

			<p>the composition of each number.</p> <ul style="list-style-type: none">• Subitise (recognise quantities without counting) up to 5.• Recognise and name common 2-D shapes.• Understand and use positional language in relation to place, direction and objects. <p>• Use everyday language to talk about length and height, weight and capacity.</p>	<p>the composition of each number.</p> <ul style="list-style-type: none">• Subitise (recognise quantities without counting) up to 5.• Recognise and name common 3D shapes.• Understand and use positional language in relation to place, direction and objects.• Use everyday language to talk about length and height, weight and capacity.• Use everyday language associated with time.• Measure short periods of time in simple ways.• Use everyday language to talk about money.	<p>capacity, weight, time and money.</p> <ul style="list-style-type: none">• Understand and use positional language in relation to place, direction and objects.	
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