

EY Curriculum Long Term Plan Reception

	Autumn 1 Geography Focus	ART	Autumn 2 History Focus	D&T	Spring 1 History Focus	ART	Spring 2 Geography Focus	D&T	Summer 1 Art Focus	Summer 2 D&T Focus
Early Years	I will learn to be a Geographer <u>Reception:</u> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.		I will learn to be an Historian <u>Significant Event:</u> <u>Reception:</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		I will learn to be an Historian <u>Significant Individual:</u> <u>Reception:</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <u>ELG: Past and Present</u> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.		I will learn to be a Geographer <u>Reception:</u> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. <u>ELG:</u> 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.		I will learn to be an Artist <u>Reception:</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses <u>ELG: Creating with Materials</u> Children at the expected level of development will: - 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.	I will learn to be a Designer <u>Reception:</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses <u>ELG: Creating with Materials</u> Children at the expected level of development will: - 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.
	<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <u>ELG:</u>		<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <u>ELG:</u>	<u>Science: Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <u>ELG:</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, 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.	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Computing: Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important. ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Computing: Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important. ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
R.E.: Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community.		R.E.: Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community.		R.E.: Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community.		R.E.: Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community.	R.E.: Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community.

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	PSHE: <u>Reception:</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		PSHE: <u>Reception:</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		PSHE: <u>Reception:</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		PSHE: <u>Reception:</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <u>ELG: Self-Regulation</u> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused	PSHE: <u>Reception:</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <u>ELG: Self-Regulation</u> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused

						attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - 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.	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. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - 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.
P.E: Reception: Play Move Explore Play: I can use my body to move in different ways. I can follow the rules & instructions in an activity. I can say someone has helped me in an activity. Move: I can explore different ways of moving when playing a game. I can suggest a new rule or instruction in an activity. I can tell other people my thoughts & ideas. Explore:	P.E: Reception: Move Match Magic Move: I can travel with different locomotion movements. I can follow a verbal instruction. I can perform tasks by myself & with others. Match: I can move objects to match different objects. I can follow a visual instruction. I can show respectful behaviour to others. Magic: I can move my body with control in creative ways.	P.E: Reception: Explore Evade Escape Explore: I can move around the playing area using different movements. I can find new ways to move & explore, using my imagination to make it fun. I can share my ideas with others & take turns leading the way. Evade: I can quickly change direction to avoid bumping into others or obstacles. I can watch where others are & decide the best way to avoid them.	P.E: Reception: Search Steal Share Search: I can run to specific spaces. I can describe a challenge within an activity. I can take part in activities by myself & with others. Steal: I can run to collect objects avoiding others. I can say what is easy for me & what is tricky. I can play co-operatively taking turns with others. Share: I can pull & carry objects with a partner.	P.E: Reception: Crawl Climb Collect Crawl: I can move in different ways & in different directions. I can negotiate space & obstacles safely. I can say which activity I liked most. Climb: I can show control of my body when still or moving. I can respond to instructions from an adult or friend. I can be confident to try new or tricky activities. Collect: I can send & catch an object.	P.E: Reception: Hands Feet Equipment Hands: I can move objects using hands, feet & equipment. I can add extra challenges into my activity. I can encourage others to complete a challenge. Feet: I can strike an object with hands, feet & equipment. I can choose to nuse equipment which could be challenging. I can allow others to choose equipment first. Equipment:		

	I can try new ways of moving myself & objects. I can say three things which will make our activity fair. I can share spaces & equipment with others.		I can perform movements which maintain an image. I can share ideas & resources with others.		I can encourage others & help them to succeed. Escape: I can throw objects at a target & move safely. I can select & collect equipment with other people. I work with others to solve simple problems.		I can keep trying to find solutions to a challenge. I can share positive words with my partner.		I can tell another person how to be successful in the activity. I can say what someone else was good at.	I can send an object with hands, feet & equipment. I can work with a friend to set our own level of challenge. I can set up & play a game co-operatively with a friend.
Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Children at the expected level of development will: - 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.	Literacy: Writing Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Children at the expected level of development will: - 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.	
Literacy: Reading Reception: Read individual letters by saying the sounds for them.		Literacy: Reading Reception: Read individual letters by saying the sounds for them.		Literacy: Reading Reception: Read individual letters by saying the sounds for them.		Literacy: Reading Reception: Read individual letters by saying the sounds for them.		Literacy: Reading Reception: Read individual letters by saying the sounds for them.	Literacy: Reading Reception: Read individual letters by saying the sounds for them.	

	Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. ELG: Comprehension Children at the expected level of development will: - 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. ELG: Word Reading Children at the expected level of development will: - 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.		Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. ELG: Comprehension Children at the expected level of development will: - 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. ELG: Word Reading Children at the expected level of development will: - 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.
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Maths: <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity	Maths: <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 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Compare length, weight and capacity <u>ELG: Number</u> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>ELG: Numerical Patterns</u> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity	Maths: <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 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