

Theme	Prior Knowledge (Linked to aged 3-4 years)	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (3-4 years checkpoints / Reception)	Possible links to the NC
Traditional Stories (2 weeks)	<p>Word Reading He/she can begin to spot and suggest rhymes</p> <p>Comprehension Engages in extended conversations about stories, learning new vocabulary</p> <p>Speaking Sings a large repertoire of songs</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story</p> <p>LA&U Enjoys listening to longer stories and can remember much of what happens</p>	<p>Themed Role play areas/ acting out stories</p> <p>Listening to and retelling stories – The Gingerbread Man, Goldilocks and the Three Bears, The Three Little Pigs</p> <p>Ordering the stories activities</p> <p>Collage/ painting/drawing activities</p> <p>Ordering by size</p> <p>Making gingerbread men/ story characters (using play dough)</p> <p>ICT opportunities: Purple Mash- Goldilocks/Gingerbread men- paint projects.</p> <p>Related songs/action rhymes - learn a new nursery rhyme each week</p>	<p>Listening, Attention and Understanding</p> <p>Reception Engages in storytimes</p> <p>Listens to and talk about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Learns rhymes, poems and songs</p> <p>Comprehension</p> <p>Nursery Engages in extended conversations about stories, learning new vocabulary</p> <p>Reception Uses new vocabulary learned from stories and nursery rhymes.</p> <p>Speaking</p> <p>Nursery Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p>L, A & U</p> <p>Nursery Can answer simple 'why' questions using full sentences.</p> <p>Being Imaginative and Expressive</p> <p>Nursery Is able to remember and sing entire songs</p>	<p>Once upon a time</p> <p>Happily ever after</p> <p>Rhyme</p> <p>Traditional stories</p> <p>Character names</p>	<p>*To enjoy listening to stories and remember much of what happens.</p> <p>*To engage in conversations about stories</p> <p>*To learn and remember a nursery rhyme.</p>	<p>Science: Signs of Autumn, hibernation</p> <p>Art: portraits, clay, collage, arts week</p> <p>PSHE: ourselves, feelings, families, emotions, being a good friend</p> <p>Music: Introduction to instruments and how they are used/care for them</p> <p>History: Learning about our families now and past family members</p>
Ourselves	Past and Present	Circle time-Who looks different? Why?	Self-regulation Nursery	Uses a wider range of	*To know that we all look different.	

	<p>Is beginning to make sense of his/her own life-story and his/her family's history</p> <p><u>Managing Self</u> Is showing more confidence in new social situations</p> <p><u>Self-regulation</u> Talks about his/her feelings using words like 'happy', 'sad', 'angry'</p>	<p>Emotions (What makes me happy/sad?) What do I enjoy? Not enjoy?</p> <p><i>Stories:</i> Sharing a Shell, The Gruffalo</p> <p>Kapow- Art Marvellous Marks –</p> <p>Drawing faces – Self portraits using mirrors.</p>	<p>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p><u>Reception</u> Expresses his/her feelings and considers the feelings of others</p> <p><u>Managing Self</u> <u>Reception</u> Sees himself/herself as a valuable individual</p> <p><u>People, Culture, Communities</u> Talks about themselves and how they are the same/different</p> <p><u>Physical development</u> <u>Reception</u> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.<u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</p> <p><u>Expressive arts and design</u> <u>Reception</u> Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>different emotions vocabulary:</u> Sad, happy, angry, cross, frightened, worried, scared, relaxed, calm</p> <p>Drawing, pencils, picture, self portraits, features- eyes/ears/nose/ lips/mouth/ teeth/ freckles</p>	<p>* To think about what makes me happy? /sad? *To paint a self portrait</p> <p>.</p>	
Family/Friends	<p><u>Past and Present</u> Is beginning to make sense of</p>	<p>Family Photographs Circle time- Who is in my family? Who are my</p>	<p><u>People, Culture and Communities</u> <u>Nursery</u> Shows interest in different occupations <u>Reception</u></p>	<p>Uses a range of vocabulary to describe jobs.</p>	<p>*To talk about who is in my family *To know what makes a good friend.</p>	

	<p>his/her own life-story and his/her family's history</p> <p><u>People, Culture & Communities</u> Shows an interest in different occupations</p>	<p>friends? What makes a good friend? Draw and label family (Sketch book)</p> <p>Kapow Art – Marvellous Marks – drawing with pencil</p> <p>What job do people in my family do? Circle time - What do I want to be when I am older? People from the community come in and talk about the jobs and roles – <i>police, fire fighters, nurses, army, opticians</i></p> <p>Stories: The Scarecrows Wedding, Percy The Park Keeper</p> <p>Share photos: Share photos of the people in our family</p>	<p>Talks about members of his/her immediate family and community Names and describes people who are familiar to him/her</p> <p><u>Speaking</u> <u>Nursery</u> Speaks in full sentences if more than four to six words. Uses words such as 'because, and' to extend their sentences. Use the future and past tense when speaking in full sentences <u>Reception</u> Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p><u>L, A & U</u> <u>Nursery</u> Can answer simple 'why' questions using full sentences.</p> <p><u>Understanding the world</u> <u>Reception</u> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the changing seasons on the natural world around them. <u>Being imaginative and Expressive</u> <u>Nursery</u> Is able to remember and sing entire songs Can sing the pitch of a tone sung by another person ('pitch match') Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <u>Reception</u> Sings in a group or on his/her own, increasingly matching the pitch and following the melody <u>Physical Development (Cutting the pumpkin)</u> <u>Reception</u> Develop small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Managing self</u></p>	<p>A range of vocab to describe what makes a good friend: kind, helpful, polite, friendly,</p> <p>Vocabulary related to family members e.g Mom, dad, sister, Brother</p>	<p>*To know some jobs that people in the community do. *To think about what job they would like to do .</p>
Harvest / Autumn	<p><u>Speaking / The Natural World</u> Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p>	<p>Autumn: Learn all about autumn, what do you notice, what happens and why.</p> <p>Music: Continue to learn to sing a range of nursery rhymes Harvest song (someone brought a loaf of bread) Dingle Dangle scarecrow Autumn leaves</p> <p>Stories: Little Red Hen Scarecrows Wedding Percy the Park Keeper</p>	<p><u>Being imaginative and Expressive</u> <u>Nursery</u> Is able to remember and sing entire songs Can sing the pitch of a tone sung by another person ('pitch match') Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <u>Reception</u> Sings in a group or on his/her own, increasingly matching the pitch and following the melody <u>Physical Development (Cutting the pumpkin)</u> <u>Reception</u> Develop small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Vocabulary related to the season of autumn; Leaves, colour changing, growth, dying, cold, weather, autumn, season</p> <p>pumpkin, orange, heavy, seeds, fruit, vegetable, taste, plant, blend, cut,</p>	<p>*To know that Autumn is a season *To know some seasonal changes they will see in Autumn *To know that a pumpkin is a fruit *To know what pumpkins can be used for *To know that a pumpkin can be made into a soup</p>

		<p>We're Going on a Bear hunt Autumn non-fiction texts The Best Pumpkin soup</p> <p>Kapow Cooking and nutrition -Pumpkin soup</p>	<p>ELG: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices</p> <p>L, A & U Can answer simple 'why' questions using full sentences.</p> <p>Speaking Speaks in full sentences if more than four to six words.</p> <p>Uses words such as 'because, and' to extend their sentences.</p> <p>Use the future and past tense when speaking in full sentences</p> <p>Uses new vocabulary through the day</p> <p>Understanding the world</p> <p>Reception</p>	<p>ingredients, soup.</p>	
Arts Week/Autumn	<p>Speaking / The natural world Talks about what he/she sees, using a wide vocabulary when discussing the different seasons</p> <p>Creating with materials Colour mixing opportunities Exploring materials freely to develop their own ideas.</p>	<p>Autumn Walk / Talk about Autumn- Kapow Seasonal Project- hibernation boxes</p> <p>Autumn Animals- Hibernation Kapow Seasonal Project- hibernation boxes</p> <p>Designing and making a hedgehog hibernation box- Kapow Seasonal project- hibernation boxes</p> <p>Design and make a clay hedgehog Kapow- Creation station – design and make an animal sculpture.</p>	<p>Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the changing seasons on the natural world around them.</p> <p>Expressive Arts and Design</p> <p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>L, A & U Can answer simple 'why' questions using full sentences.</p> <p>Speaking Speaks in full sentences if more than four to six words. Uses words such as 'because, and' to extend their sentences. Use the future and past tense when talking about past/future experiences.</p> <p>Physical development</p>	<p>Vocabulary related to the season of autumn; Leaves, colour changing, growth, dying, cold, weather, autumn, season. Hibernation, shelter, warmth,</p> <p>Future and past tense vocabulary when talking about Halloween experiences.</p>	<p>*To walk in the local area to identify seasonal changes.</p> <p>*To use Autumn treasures to make crafts/ an Autumn landscape</p> <p>*To know that some animals hibernate</p> <p>*To design and make a hedgehog hibernation box.</p> <p>*To talk about my own Halloween experiences.</p> <p>*To make a clay hedgehog</p>

	<p>Create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</p> <p><u>Past and Present</u> Has had experiences of Halloween and what it involves</p>	<p>Art Activities using Autumn treasures collected-</p> <p>Make an Autumn landscape picture – Kapow- Creation Station 3D landscape art.</p> <p>Nature wreath- Kapow Art- seasonal activity</p> <p>Jon the Potter – make a clay leaf</p> <p>Halloween activities and dress up day</p>	<p>Reception Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient; <u>Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design Reception Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. <u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>costume, trick or treat, lantern, apple bobbing</p> <p>3D, clay, design, sculpture</p>		
Kapow Design Technology	<p>Experiences with junk modelling at home/ pre school setting</p>	<p>Structures Junk Modelling</p> <p>Cooking and nutrition Soup</p> <p>Seasonal Hibernation boxes</p> <p>Covered through Continuous provision</p> <p>*Exploring junk modelling</p> <p>*Cutting and scissor skills (Kapow Art link- Craft and design- Lets get crafty)</p> <p>*Temporary joins (Kapow Art link- Craft and Design- Lets get crafty)</p>	<p>Physical development Reception Develop small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Expressive arts and design Reception Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express ideas and feelings. <u>ELG: Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Join Stick Cut</p> <p>Scissors, blades, handle, snip, cut, squeeze, thumb, fingers</p> <p>Materials: Bubble wrap, pasta, tin foil, playdough, straws.</p> <p>Join, temporary, permanent,</p>	<p>*To explore and investigate tools and materials in the junk modelling area.</p> <p>*To develop cutting skills</p> <p>*To know that we can join materials together.</p>	

Kapow Art	Early Mark making experiences	<p><u>Marvellous Mark Making</u></p> <p>Covered through Continuous Provision</p> <p>*Mark Making with wax crayons</p> <p>*Mark Making with felt tips</p> <p>*Mark making with chalk</p> <p><u>Sculpture and 3D: Creation station</u></p> <p>*Clay- Clay hedgehogs (link to Autumn Theme-week 6/7)</p> <p>*Playdough- Dough disco for every morning for 5 weeks. Playdough is regularly available through continuous provision throughout the year.</p> <p>*Design and make animal sculptures- Clay hedgehogs</p> <p><u>Painting and Mixed media</u></p> <p>Covered through continuous provision</p> <p>*Finger painting</p>	<p>Physical development</p> <p>Reception</p> <p>Develops small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design</p> <p>Reception</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Range of vocabulary related to mark making</p> <p>Hard, long, rough, short, smooth, soft, straight, thick, thin, wavy, zig zag, line, curved, circle</p> <p>Pinch, roll, squeeze, stretch, twist, slimy, slippery, sticky, bend, chop, cut</p> <p>Colours</p> <p>Textures- slimy, wet, slippy, cold, dab, dot</p>	<p>*To explore mark making with wax crayons, felt tips and chalk,</p> <p>*To investigate the marks and patterns made by different textures.</p> <p>*To explore different textures and mediums.</p> <p>*To explore paint through finger painting</p>	

Indoor P.E: Enacting a story	Gross motor Moving in a variety of ways using large muscle movements – crawl, walk, run, hop, jump <u>LA&U</u> Enjoys listening to longer stories and can remember much of what happens	Act out the story: <ul style="list-style-type: none"> The Gruffalo We're Going on a Bear Hunt 	Fine motor skills Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery) Managing self Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG) Physical Development Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception) Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.	Walk, run, hop, crawl, jump, skip, balance, opposite	How to find a space in the hall. Fundamental movements-walk, run, hop, crawl (opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position) To move from one movement to another with fluency (agility) Developing balance (holding positions) Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)	
Nelson Handwriting	Fine motor Uses a range of one-handed tools and equipment, e.g. making		Physical development Fine motor Nursery Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand Reception Is developing the foundations of a handwriting style which is fast, accurate and efficient	Pencil Paper Pencil grip Marks Lines Circle Square Rectangle	Which hand feels the most comfortable and use this when they write and draw. Learn to hold a pen with a comfortable grip	

	snips in paper with scissors Beginning to have a comfortable pen grip		Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Vocabulary related to themes each week.		
RE	Own experiences/ family beliefs	Why is the word God so Important to Christians?	<p><u>People, Culture and Communities</u></p> <p>Reception</p> <p>Understands that some places are special to members of his/her community Recognises that people have different beliefs and celebrate special times in different ways</p>	Christians, God, Creation, Adam, Eve, Bible, Parable, Precious, Jesus	<p>* Christians believe that God created the world and everything in it. *Christians have a special book called a Bible. *Harvest is a time to say thank you to God for creation. *God created Adam and asked him to be in charge. *Christians believe that we should care for the world because it is a precious gift created by God. *For Christians, God is the most important thing in their lives.</p>	
Jigsaw		<p>* Accept that everyone is different. <i>I can identify something I'm good at and understand everyone is good at different things</i></p> <p>* Include others when working and playing. <i>I'm special, I'm me! I understand that being different makes me special.</i></p>	<p><u>Specific curriculum links</u></p> <p>Managing Self, Reception. Sees himself/herself as a valuable individual. P, C & C, Nursery. Is continuing to develop positive attitudes about the differences between people. Building Relationships, Reception. Builds constructive and respectful relationships. P, C & C, Nursery. Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos. Building Relationships, Nursery. Is beginning to understand how others might be feeling. Self-Regulation, Nursery. Is developing his/her sense of responsibility and membership of a community.</p>	<p><u>Vocabulary</u></p> <p>Similar Different Proud Special Family Friend Kind Unkind</p>	<p><u>What we want the children to remember</u></p> <p>We are all similar and different in some ways. I can why I am special and why my home is special to me. We can use kind words and be kind friends. We can say 'please don't do that, I don't</p>	<p>PSED P, C & C: talking about different houses from around the world, using photos from different countries.</p>

		<p>* Know how to help if someone is being bullied. <i>Families/I know we are all different but the same in some ways.</i></p> <p>* Try to solve problems. <i>Houses and homes/I can tell you why I think my home is special to me.</i></p> <p>* Try to use kind words. <i>Making friends/I can tell you how to be a kind friend.</i></p> <p>* Know how to give and receive compliments. <i>Standing up for myself/I know which words I can use to stand up myself when someone says or does something unkind</i></p>	Self-Regulation, Nursery. Helps to find solutions to conflicts and rivalries. Is developing appropriate ways of being assertive.		like it,' if someone is unkind to us.	
	<p><u>Reading and writing</u></p> <p>Can recognise words with the same initial sound, such as money and mother</p> <p>can count or clap syllables in a word</p> <p>can spot and suggest rhymes</p> <p>Uses some of his/her letter knowledge in</p>	<p>Essential Letters and Sounds</p> <p><u>Intervention groups for:</u></p> <p>Oral blending</p> <p>Grapheme – phoneme correspondence</p> <p>Blending for reading</p>	<p>Comprehension</p> <p>Nursery</p> <p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Reception</p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p>Word reading</p> <p>Nursery</p> <p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p>	<p>Phase 2 grapheme names</p> <p>Use the correct vocabulary in lessons:</p> <p>Letter</p> <p>Sound</p> <p>Phoneme</p> <p>Grapheme</p> <p>Blend</p> <p>Segment</p> <p>Diagraph</p> <p>Handwriting:</p> <p>Patter to support formation.</p>	<p><u>Word reading:</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter- sound correspondences.</p> <p>Is able to read simple phrases and sentences made up of words with known letter- sound correspondences.</p>	

	<p>his /her early writing.</p> <p>Writes some or all of his/her name.</p> <p><u>(Assessed as part of Baseline)</u></p>		<p>Reception Reads individual letters by saying the sounds for them Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Can read a few common exception words matched to the school's phonic programme Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Writing Nursery Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy Writes some or all of his/her name Writes some letters accurately</p> <p>Reception Can form lower-case and capital letters correctly Is able to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Starting at the top of the letter.</p> <p>Where to start on the writing frame.</p>	<p><u>Autumn 1</u></p> <p>S a t p i n m d g o c k c k e u r s s h b f f l l</p> <p><u>HRSW:</u></p> <p>Can read a few common exception words matched to the schools phonic programme</p> <p>I the no put of is to go into pull as his</p> <p><u>Writing</u></p> <p>To use the handwriting patters to form some letters correctly.</p> <p>To spell words by identifying the sounds and then writing the sound/s with letters</p>	
<p>Mathematics</p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children's next steps</p>	<p><u>Number and Numerical patterns</u></p> <p>Practise of sorting objects.</p> <p>Begin to compare amounts using the language more/ less</p>	<p>Week 1 - Counting rhymes and songs to 5 and 10. Matching numeral to quantity to 5. Positional language for putting away resources.</p> <p>Week 2 – Counting rhymes and songs to 5 and 10. Matching numeral to quantity to 5. Make comparisons of objects by size.</p> <p>Week 3 – Matching, sort and compare –</p>	<p>Number Nursery Recites numbers past 5 Can say one number for each item in order: 1,2,3,4,5 Can show 'finger numbers' up to 5 Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 Can compare quantities using language such as; 'more than', 'fewer than'</p> <p>Reception Is able to compare numbers Can count beyond ten Counts objects, actions and sounds</p> <p><u>Numerical patterns</u> Nursery Can make comparisons between objects relating to size, length, weight and capacity</p>	<p>More / fewer Compare Sort Match Bigger / smaller Heavier/lighter/ Longer/shorter Taller/shorter Fat/thin Pattern Repeat How many Altogether</p>	<p>Comparing quantities using the language more/ fewer</p> <p>Make comparisons of objects by size, weight, length, capacity</p>	

	<p>Recognise simple AB patterns</p> <p>Counting by rote to at least 10</p>	<p>match objects, match pictures</p> <p>Week 4 – Match, sort and compare – comparing amounts</p> <p>Week 5 – Talk about measure and patterns – compare size</p> <p>Week 6 – Talk about measure and patterns – compare mass and capacity</p> <p>Week 7 -Talk about measure and patterns – Explore simple patterns, Copy and continue simple patterns, create simple patterns</p> <p>Week 8– Consolidation (Matching, sorting, comparing amounts, comparing mass, size, capacity, pattern)</p>	<p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notifies and corrects an error in a repeating pattern</p> <p>Reception</p> <p>Is able to continue, copy and create repeating patterns</p> <p>Can compare length, weight and capacity</p>			
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