

Reception Knowledge Hierarchies – EYFS Framework

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
EYFS ELG Statutory Framework Statements	ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	ELG: Self-Regulation 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.	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. ELG: Writing 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.	ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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 is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present 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. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - 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.	ELG: Creating with Materials 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Summer 2	To engage in shared texts. Generate original narratives using small world, figures or puppets or in role play with open ended props. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define specialist vocabulary for the half term. To join on with refrains and verses in shared class poems.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Use tools to cut and join safely and explain reasons for assembly techniques. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target and be able to catch a ball using both hands, manoeuvring body position when needed to catch items. Kick a ball with control at a target or to a friend.	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others.	Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. RWI Synthetic Phonics Programme- 2a and 2b consolidation Continue the reading scheme in line with progression of RWI sounds covered. Write short compositions with more than one sentence, capital letters formed correctly and full stops.	Count by rote beyond 20. Count in ten's. Recall and apply doubles and halves within 10 Continue and create more complex linear patterns. Continue and create circular and symmetrical designs, including tangrams with 2D and 3D shapes. Measure mass and capacity using simple non-standard measures. Review of • Comparison • Counting • number patterns • automatic recall	Describe changes to trees and woodland plants in summer. Know and demonstrate how to nurture edible plants. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs Describe natural and manmade beach rubbish and know the dangers to wildlife from man made rubbish.	Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects. Generate simple oral and enacted narratives with role play props or small world. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Simple sea shanties.

		To form all letters effectively and accurately using a fluid movement.			• Understanding of numbers to 10 • Rekenrek.		
Summer 1	To engage in shared texts. Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props – playing with story language. Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. To be able to articulate the difference between non-fiction and story texts. Extend their knowledge of the world by retaining information from non-fiction texts shared. Recall and define specialist vocabulary for the half term Answer open ended or speculative questions. Process three step instructions. Teach new skills to others verbally and by demonstration.	Use tools to cut and join safely and under supervision Join with tape and glue. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control, steer a ball by hand and catch with increasing accuracy. Aim, roll, track and collect a ball. To form all letters effectively and accurately.	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge. Building strategies to make new friends.	Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. RWI Synthetics Phonics Programme- Set 2b Read a few common exception words: her, was, all, they Continue the reading scheme in line with progression of RWI sounds covered. Write short sentences with words with known sound-letter correspondences using a capital letter formed correctly and a full stop.	Count forwards and back within 20. Recall and apply double 1 to double 5 Recall subtraction facts within 5 Recall evens and odds and apply Make 3D models out of 3D shapes Sort 3D shapes according to properties and use purposefully with model making Narrate the pattern of a week using the names of days, yesterday, today, tomorrow, yesterday Spot errors and explain pattern rules in ABB, ABC, ABBC patterns. Strategies for counting larger sets of objects that cannot be moved. Practice counting on from any given number. Subitising doubles on tens frames. Use own models and drawings to represent numbers within 5. Use spatial language to describe arrangements. Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames Identify missing numbers in sequences up to 10. Ordering different representations on a number track. Use language to describe positions on a number track. Describe and follow the rules for simple linear track games.	Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow seeds and care for seedlings. Retell the story of George Stephenson. Draw and label geographical features on the route to Stephenson's cottage. Name physical features of a beach environment using secondary sources. Sequence the life of a baby bird from hatching to maturity.	Make increasingly detailed observational drawings and paintings of natural found objects and living things Know how to join wood and reclaimed materials to make objects with a purpose. Print accurately with paint to achieve effect and describe design choices. Select reclaimed materials to collage representationally or with a design idea and explain choices. Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion: Sing Up Slap, clap, clap, learn about 3 beat patterns.
Spring 2	To engage in shared texts. Tell entire familiar stories using sequenced illustrations as prompts and to link events in stories to their own experiences. Answer open ended or speculative questions. Recall and define specialist vocabulary for the half term. To talk about the plot and the main problem of a story.	Use tools to cut and join safely and under supervision Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting, collecting and throwing. Travel across more complex obstacle courses including changes of height. To form RWI set 1 graphemes with increasing accuracy. To hold a pencil consistently in a tripod grip without the need for adult intervention/prompting.	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to a healthy snacks.	Understand cause and effect in books they have heard or read. Predict the endings of books. The most complex nursery rhymes. Word play songs- RWI Synthetics Phonics Programme- Set 2a Read a few common exception words: my, you, are Continue the reading scheme in line with progression of RWI sounds covered. Write simple sentences with regular words ,including those with digraphs. Begin to form capital letters correctly when writing sentences.	Count forwards and back within 10. To know how to play track games, counting along a track. Make comparison of length and height using non-standard measures. Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames Designs with 2D shapes - problems and properties. Narrate the pattern of a week using the names of the days. Make their own ABB, ABBC patterns. Focus on counting 'how many' objects. Opportunities to practice counting beyond 20. Stable order principle of numbers to 10. Representing '5 and a bit' quantities. Ordering numbers to 8 (number blocks – staircase pattern). Composition of 7 using part part whole. Explore doubling quantities to 10. Sorting groups of objects linking to odd and even numbers.	Identify similarities and differences between babies and four year olds. Describe how to look after animals they are familiar with. Identify similarities and differences between young and adult animals. Describe how animals grow up and change. Describe the roles of significant adults in the community. Describe changes of state with clay	Make considered choices to create mixed media or relief design in clay. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Retell episodes from a known story with dialogue using small world figures or puppets Learn about changing tempo through singing action songs with changing speeds –Sing Up-Shake my Silles out. Memorising short dance sequences to accompany songs
Spring 1	To engage in shared texts. Play with words and "funny" rhymes, including "add your own word" rhymes. Retell familiar stories as a group, using different voices for narrator and characters. Add connectives on the end of simple responses to include detail or causative extensions. Recall and define specialist vocabulary for the half term	Weave, thread and tie Use small hammers accurately with some adult supervision. Recognise body changes during exercise. Carry and control small equipment Travel across simple obstacle courses-combining different movements. To form RWI set 1a and b graphemes with increasing accuracy. To have increased control of tripod grip using good pressure.	Articulate the rationale for school regimes and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem solving approaches. To make or talk about what is a healthy snack, providing a simple explanation.	Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. RWI Synthetics Phonics Programme- 1c digraphs Continue the reading scheme in line with progression of RWI sounds covered. Read a few common exception words: into, he, she, we, me, be Read simple phonically regular captions and sentences. Begins to write simple sentences with regular words ,including those with digraphs with support.	Count forwards and back within 10. Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes. Make 2D shapes out of other 2D shapes To experiment more complex ABC variations: ABBC, ABBC, AABB Perceptual subitising skills in increasingly complex arrangements. Recognition of numerals to 5. To know how to play track games, counting along a track. Stable order principle of numbers to 5. Use of 'language 'one more' 'one less' Talk about the difference in numbers. Composing and decomposing of numbers to 5 using part part whole relation. Composition 6, 7 and 8, partitioning and recombining. (using die, Dice, double dice frames) Focus on the numerosity of sets, without being diverted by colour, shape or size.	Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water Name locality features on a simple route to the library. Interpret Google Earth street view of the route between school and the library. Name features and navigate right and left turns on line. Name street furniture on a short locality. Name some other special buildings in our community and explain their function through role play and small world re-enactment.	Create new colours by layering and overlapping blue, green, and white translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Draw familiar landmarks from memory. Retell episodes from a known story in role or small world play. Imitate more complex rhythm patterns with tapping instruments or body percussion. For example: https://youtu.be/57FCBqwWS94 Dance with large arm movements using props – ribbon and fabric Sing Up-Up and down. Exploring <i>pitch</i> and the <i>high</i> and <i>low</i> notes in music.
Autumn 2	To engage in story sessions and rhymes. Secure more complex rhymes and be able to predict the word that comes next following the pattern of the rhyme. Secure agreed rules for conversational turn taking in small and larger groups. Ask "Tell me more" to extend responses. Ask "Tell me more" to extend responses. Formulate and respond to "Why?" and "How?" questions. Follow two step instructions. Describe events in some detail, including some sequencing vocabulary; First, then, after. To articulate their ideas and thoughts in well formed sentences. Recall and define specialist vocabulary for the half term	Stack, aligning, balancing with magnetic or interlocking joints Join and separate small contruction kit components by clicking and twisting. Dig with trowels and hand forks Use squashing techniques including rolling pins to achieve desired effects. Cut and turn along outlines. Travel in different ways with control and co-ordination. Jump in different ways. To transport equipment and move along balancing apparatus and obstacles with good control using gross motor skills. To be able to throw and catch a ball. To refine movement skills in: jumping, skipping, hopping and climbing. To hold a pencil between thumb and two fingers developing a tripod grip with increasing control of vertical, horizontal and anti-clockwise movements.	Follow wider school regimes Articulate and demonstrate teeth cleaning. Articulate and demonstrate handwashing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Perform confidently to an audience in a simple adult structured presentation. To consider the feelings of others and demonstrate acts of kindness towards their peers.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. RWI Synthetics Phonics Programme- Set 1b and 1c beginning (all initial letters sounds – 26 letters) Read a few common exception words: I, no, the, to, go To blend sounds into words- box 1 reading scheme (CVC and common exception words) Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing – beginning to use finger spaces between words with support. Write labels, lists and captions.	Sort by one criterion. Recognise the odd one out in a set. Count backwards within 10, understanding the number before and counting back from a given number To name 3D shapes and talk about the properties. Comparison of mass and capacity. To know how to continue an ABC pattern Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time Count sets of objects or actions, demonstrating the cardinal rule within 5. Number composition to 5.(Introduction to Part whole model). Subitising different amounts. Understanding 'equal' and knowing when a number is the same. Cardinality of objects and more abstract things such as claps.	Describe changes to trees and woodland plants in autumn. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions in the UK and around the world. Describe and explain changes of state with chocolate To learn about traditions from our culture and others around the world.	Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. Locate and reproduce geometric patterns in the urban environment. Generate short narratives about the environment Retell small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs – Based on Christmas performance and Be able to join in with a call and response song- Sing Up 'witch-witch.

		To form RWI set 1a graphemes with increasing accuracy.					
Autumn 1	To engage in story sessions. Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Recall a range of simple nursery rhymes. To respond to either/or questions to check they understand what has been said Participate in adult narration of independent learning. Recall and define specialist vocabulary for the half term. Respond to social phrasing, E.g. Good morning, how are you?	Stack, align and balance blocks of different shapes and sizes. Thread, peg, and sew on cards. Cutting along lines – straight and then curved. Participate in hand action songs Move safely in a large space, negotiating obstacles. To refine movement skills in: rolling, crawling, walking, running. Change direction. Stop quickly. To be able to kick a ball into a large target. To show good posture when sitting at a table or on the floor. To hold a pencil between thumb and two fingers in a tripod grip. To engage in structured mark making activities: writing their name and forming letters in line with the RWI phonics scheme.	Follow classroom routines including self-help with clothing. Follow classroom expectations. Distinguish between healthy food choices and special treats. Define what makes me special. To listen to adults and peers during play activities, developing constructive and respectful relationships Build a vocabulary around feelings.	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. RWI Synthetics Phonics Programme- Set 1a Read individual letters by saying the sounds for them – 1a To hear/say and write initial sounds in words. Form recognisable letters correctly. Use marks or some letters for meaning. Write labels. Write own name.	Count forwards to 10, naming the number after and counting on from a given number. Recognise commonality and make sets. Comparison of length and height To name common 2D shapes and describe properties in relation to sides and corners. Narrate the pattern of the school day using now, next, after playtime, after lunch, before home-time etc. Count sets of objects or actions, demonstrating the cardinal rule within 5. Subitising different amounts. Number songs using numbers to 5. Comparing sets of objects using more than, fewer than.	Name plants and parts of plants in allotment harvest. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycling household waste Talk about members of their immediate family and community.	Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of songs.