



Oughtrington Primary

Whole Year Curriculum Overview EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	Toys	Polar Lands	Fairytales (3 Little Pigs, Cinderella)	Fairytales (The Gingerbread Man, Little Red Riding Hood)	Minibeasts
Maths	We follow the NCETM's Mastering Number programme, which focuses on developing the core mathematical skills of subitising, counting, composition of numbers to 10 and recall of number facts within 10. This programme forms the main part of our whole class teaching. This is complemented by learning experiences which focus on the development of key skills within the areas of shape, space and measure. We ensure children are exposed to a wide variety of practical maths situations so that they can develop the strong problem solving and reasoning skills that are essential to becoming competent, confident mathematicians.					
	Key Learning -subitising sets of up to 3 - representing numbers to 5 on fingers - counting sets of up to 5 objects accurately - counting sounds -composition of numbers to 5 -comparing set using more than and fewer than White Rose (SSM) -using positional language - matching and sorting - comparing length & weight -pattern Maths DM 3-4: develop fast recognition of numbers recite nos past 5 cardinal principle show finger numbers link numerals to amount, compare quantities DM Rec: count objects, actions and sounds DM 3-4 understand position through words alone describe a familiar route discuss routes and locations make comparisons between objects relating to size, length and weight talk about, identify, extend and create patterns DM Rec: continue, copy and create repeating patterns Compare length and weight	Key Learning - representing numbers to 5, including dice representation - knowing and 5 make 10 - comparing sets using language of more than, fewer than, equal to, too many, not enough - learning about whole and parts - composing and decomposing numbers to 6 - understanding that when a set of objects is rearranged, the total stays the same White Rose (SSM) -using spatial language - exploring 2D shapes - selecting shapes appropriately when building Maths DM 3-4: experiment with own symbols & marks as well as numerals Solve real world probs (nos to 5) DM Rec: count objects, actions and sounds Subitise Link numeral with its cardinal number value Compare numbers Explore composition of numbers to 5 Understand the 1 more/less relationship between consecutive numbers Automatically recall number bonds for numbers 0-5 Select, rotate and manipulate shapes to develop spatial reasoning Compose and decompose shapes DM Rec: select, rotate and manipulate shapes	Key Learning - matching numerals to quantities - recognising die patterns and play track games - recognising and ordering numerals 1-5 - writing numbers 1-3 correctly - recognising that each number in counting sequence is 1 more than the previous number - partitioning number 5 in different ways - solving number problems and reasoning about number -revising more than, fewer than, equal to White Rose (SSM) - exploring 3D shapes - revising and extending pattern work Maths DM Rec: link number symbol with cardinal number value Subitise Compare numbers Explore composition of numbers to 5 Understand the 1 more/less relationship between consecutive numbers Automatically recall number bonds for numbers 0-5 Select, rotate and manipulate shapes to develop spatial reasoning Compose and decompose shapes ELG: subitise up to 5	Key Learning - revisiting the principles of counting - understanding the composition of numbers 6-10, including the '5 and a bit' structure - writing numbers 4-6 correctly - ordering numbers to 10 - understanding doubles - starting to recall doubles facts - understanding odd and even numbers - solving number problems and reasoning about number White Rose (SSM) - exploring and comparing length - exploring and comparing height - talking about, ordering and sequencing time Maths DM Rec: count objects, actions and sounds Link number symbol with its cardinal number value Explore composition of numbers to 10 Automatically recall number bonds for nos 0-5 and some to 10 Compare length ELG: have deep understanding of number to 10 - Automatically recall number bonds to 5 and some bonds to 10, incl. doubles facts, doubles facts, odd and evens and how	Key Learning - revisiting counting rules - discuss and practise strategies for counting larger sets - writing numbers 7-10 correctly - counting on from a given number - counting to 20 and beyond - consolidating doubles facts - understanding the composition of numbers 6-10, including the '5 and a bit' structure - exploring the composition of 10 - solving number problems and reasoning about number (including problems involving comparing quantities) - finding missing parts of numbers - recalling number bonds to 5, including subtraction facts - counting back - using number lines - reasoning about the position of numbers on the number track White Rose (SSM) - using weight and capacity in practical contexts (linked to food tech) Maths DM Rec: count beyond 10 Explore composition of numbers to 10 Automatically recall number bonds for nos 0-5 and some to 10	Key Learning Early learning goals... - continuing to develop subitising skills - using rekenreks to explore composition of number - recalling number bonds to 5 - recalling number bonds to 10 - recalling doubles facts - revisiting ability to manipulate shapes and continuing to develop spatial reasoning - revising pattern and creating more complex patterns - solving number problems and reasoning about number White Rose (SSM) - manipulating, composing and decomposing shapes - sharing and grouping - visualising, mapping and building - making connections Maths DM Rec: continue, copy and create repeating patterns ELG: have a deep understanding of nos to 10, including the composition of each number - Subitise - Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10, including double facts - Verbally counting beyond 20 - Compare quantities up to 10 in different contexts, recognising when 1 quantity is



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		make comparisons between objects relating to size, length and weight talk about, identify, extend and create patterns	- Compare quantities up to in different contexts, recognising when 1 quantity is greater than, less than or the same as the other - Automatically recall number bonds up to 5	quantities can be distributed equally	Compare weight and capacity ELG: have a deep understanding of numbers to 10 - Automatically recall number - bonds to 5 including some subtraction facts and some bonds to 10, incl. doubles facts, odd and evens and how quantities can be distributed equally - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or equal to another	greater than, less than or equal to another - Explore and represent patters within numbers up to 10, including odds and evens, doubles and how quantities can be distributed equally
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NEXT STEPS IN Y1

Number & Place Value:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Addition and Subtraction:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Multiplication & Division:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement:

- Compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)



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- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry – Properties of Shape:

- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – Position and Direction:

- describe position, direction and movement, including whole, half, quarter and three quarter turns.



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English	We follow the Read, Write Inc Phonics programme, with children taught in homogenous groups as soon as they are ready for this. RWI covers all elements of the Development Matters statements for reading and ensures that children are able to meet the Early Learning Goals for Reading. Letter formation and spelling skills are also taught during phonics sessions and are reinforced and extended during our Literacy lessons. Development Matters Rec: - 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 phonics 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 - Form lower case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letters ELG READING: - 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 - 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					
	Autumn 1 Super Dooper Me Key Learning Core Texts: - Ladybird 1st Book of Nursery Rhymes - Pass the Jam Jim - We're Going on a Bear Hunt - Handa's Surprise Writing outcomes: - shopping list using at least initial sounds Communication & Language DM 3-4: - listening to longer stories - learning new vocab - understanding questions and 1 step instructions - retell a story once they are deeply familiar, some in own	Autumn 2 My Life Story Key Learning Core Texts: - IKipper's Toybox - Lost in the Toy Museum - Santa Post Writing outcomes: - labels for ingredients - writing own name correctly - captions for story - writing short phrases (for Santa, Christmas card inserts) Communication & Language C & L DM 3-4: - listening to longer stories & remembering much of what happens - be able to tell a long story	Spring 1 Polar Lands Key Learning Core Texts: - The Great Explorer - The Emperor's Egg - Non-fiction books related to polar animals Writing outcomes: - writing dictated sentence/s about what equipment to take on a polar expedition - writing dictated sentence/s to match pictures from The Great Explorer - writing factual sentences about polar animals (dictated sentences) - writing factual sentences about penguins (own ideas)	Spring 2 Fairytales Key Learning Core Texts: - The 3 Little Pigs - Cinderella Writing outcomes: - writing dictated sentences to match pictures from story - writing instructions for building a house - writing an invitation (own ideas) - writing a letter to the Ugly Sisters (own ideas) C & L DM Rec: - listening to & talk about stories to build familiarity and understanding - retell a story once they are deeply familiar, some in own	Summer 1 Fairytales Key Learning Core Texts: - The Gingerbread Man - Little Red Riding Hood - Little Red Writing outcomes: - writing sentences in speech bubbles for different characters - writing instructions 'How to Make a Gingerbread Man - writing own version of Gingerbread Man story - writing parts of the RRH story - Writing instructions – How to Catch a Wolf C & L DM Rec:	Summer 2 Minibeasts Key Learning Core Texts: - Mad about Minibeasts - Non-fiction books related to minibeasts - Superworm Writing outcomes: - writing descriptions of minibeasts - writing factual sentences about minibeasts - inventing and writing about own minibeast superhero Comprehension ELGs - demonstrate understanding of what has been read to them by retelling stories and narratives



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	words and some as exact repetition - know many rhymes - talk about familiar books - use longer sentences of 4 to 6 words Reading Literacy DM 3-4: - understanding 5 key concepts about print - developing phonological awareness (spot & suggest rhymes, recognise words with the same initial sound) - engage in extended conversations about stories, learning new vocab Literacy DM Rec: read individual letters by saying sounds for them blend sounds into words (orally) Writing Literacy DM 3-4: - using some of their print and letter knowledge in early writing attempts - write some or all of their name - write some letters accurately	- understand why questions - using a wider range of vocabulary - understanding why questions and 2 step instructions - learn rhymes, poems and songs Reading Literacy DM 3-4: - engage in extended conversations about stories, learning new vocab Literacy Rec: - read individual letters by saying sounds for them - blend sounds into words so that they can read words made up of known letter-sound correspondences Writing Literacy 3 & 4: - use some of their print and letter knowledge in early writing attempts - write some letters accurately - write all of their name Literacy Rec: - spell words by identifying sounds and writing the corresponding letters - write short sentences with words with known sound-letter correspondences <u>Comprehension ELGs</u> - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab - anticipate (where appropriate) key events in stories - use and understand recently introduced vocab <u>Word Reading</u> - say a sound for each letter in the alphabet	Communication & Language C & L DM 3-4: - listening to longer stories & remembering much of what happens C & L DM Rec: - learning new vocabulary and using it throughout the day - understanding why questions and 2 step instructions - ask questions to find out more and check understanding - engage in non-fiction books Reading Literacy DM Rec: - blends sounds into words - read some letter groups that each represent 1 sound and say sounds for them - read a few common exception words matched to phonics programme Writing Literacy DM Rec: - Form lower case and capital letters accurately - spell words by identifying most dominant sounds and writing the corresponding letters - write short sentences with words with known sound-letter correspondences - re-read what they have written to check that it makes sense <u>Comprehension ELGs</u> - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab - anticipate (where appropriate) key events in stories - use and understand recently introduced vocab <u>Word Reading</u>	words and some as exact repetition - use new vocabulary in different contexts - ask questions to find out more and check understanding Reading Literacy DM Rec: - blends sounds into words - read some letter groups that each represent 1 sound and say sounds for them - read a few common exception words matched to phonics programme - read simple phrases and sentences with known letter sound correspondences Writing Literacy DM Rec: - Form lower case and capital letters accurately - spell words by identifying most dominant sounds and writing the corresponding letters - write short sentences with words with known sound-letter correspondences - re-read what they have written to check that it makes sense <u>Comprehension ELGs</u> - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab - use and understand recently introduced vocab <u>Word Reading</u> - 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 <u>Writing ELG</u>	- listening to & talk about stories to build familiarity and understanding - retell a story once they are deeply familiar, some in own words and some as exact repetition - use new vocabulary in different contexts - ask questions to find out more and check understanding - learn rhymes, poems and songs Reading Literacy DM Rec: - read simple phrases and sentences with known letter sound correspondences and a few exception words - rereading books to build up confidence and word reading, fluency, understanding & enjoyment Writing Literacy DM Rec: - Form lower case and capital letters accurately - spell words by identifying most dominant sounds and writing the corresponding letters - write short sentences with words with known sound-letter correspondences - re-read what they have written to check that it makes sense <u>Comprehension ELGs</u> - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab - use and understand recently introduced vocab <u>Word Reading</u> - 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 <u>Writing ELG</u>	<i>using their own words and recently introduced vocab</i> - anticipate key events in stories - use and understand recently introduced vocab <u>Comprehension ELGs</u> - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab - use and understand recently introduced vocab <u>Word Reading</u> - 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 <u>Writing ELG</u> - write recognisable letters, most of which are correctly formed - spell words by identifying sounds within them and representing the sounds with letter/s - write simple phrases and sentences that can be read by others
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			- say a sound for each letter in the alphabet and at least 10 digraphs - read words consistent with their phonic knowledge by sound blending <u>Writing</u> - write recognisable letters, most of which are correctly formed - spell words by identifying sounds in them and representing the sounds with letters	including some common exception words <u>Writing</u> - write recognisable letters, most of which are correctly formed - spell words by identifying sounds in them and representing the sounds with letters - write simple phrases and sentences	- write recognisable letters, most of which are correctly formed spell words by identifying sounds within them and representing the sounds with letter/s write simple phrases and sentences that can be read by others	
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NEXT STEPS IN Y1

Word reading: apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.

Comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.

Writing Transcription: spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week English 23 Statutory requirements ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting: sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition: write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation: develop their understanding of the concepts set out in English Appendix 2 by: ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing.



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Science Science Progression.docx PLAN EYFS Matrices.pdf	Humans -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Name simple body parts -Explore different sounds around us (sound walks/recording sounds) -Explore using senses; what we see, hear and feel when outside (sensory walk) Working like a Scientist : -Describe, ask questions, using simple equipment -Classification, Pattern seeking UtW 3 & 4: use all their senses in hands on exploration of natural materials Rec: explore the natural world around them - Talk about members of their immediate family and community - Describe what they see, hear and feel whilst outside Understanding the World ELG <i>- explore the natural world around them, making observations and drawing pictures</i>	Seasonal Changes Weather and seasonal changes linked to autumn Earth & Space -Knowing that we can see the moon at night and sometimes during the day, -Knowing that we can only see the stars at night, talking about what happens during the day and night time. Working like a Scientist: -Explore -Classify -Observing over time, discuss findings UtW 3 & 4: use all their senses in hands on exploration of natural materials Rec: explore the natural world around them - Describe what they see, hear and feel whilst outside - Understand the effect of the changing seasons on the natural world around them Understanding the World ELG <i>- explore the natural world around them, making observations</i> <i>- understand some important processes and changes in the natural world around them, including the seasons</i>	Animals Excluding Humans Looking at pics of animals in different habitats, describing polar habitats Introduction to Changing Materials -Describe different polar habitats -Identify different animals and their habitats through pictures -Explore melting UtW 3 & 4: use all their senses in hands on exploration of natural materials - Talk about changes they notice - Begin to understand the need to respect and care for the natural environment and all living things Rec: explore the natural world around them Understanding the World ELG <i>- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i> <i>- 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</i>	Materials Exploring a range of natural and manmade materials Light Noticing movement of sun, exploring shadows and rainbows Seasonal Changes Signs of spring; flowers and leaves, weather, baby animals UtW 3 & 4: Use all of their senses in hands-on exploration of materials - Explore collections of materials with similar/different properties - Talk about the differences between materials - Talk about what they see using a wide vocabulary - Explore how things work Rec: describe what they see, hear and feel whilst outside - Understand the effect of the changing seasons on the natural world around them Understanding the World ELG <i>- explore the natural world around them, making observations and drawing pictures</i> <i>- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>	Changing Materials Noticing changes during and after baking – melting, dissolving, solidifying Forces To understand some important processes & changes in the natural world: floating & sinking UtW 3 & 4: Use all of their senses in hands-on exploration of materials - Talk about what they see using a wide vocabulary -Explore and talk about different forces they can feel - Talk about the differences between materials and the changes they notice Understanding the World ELG <i>- understand some important processes and changes in the natural world around them, including changing states of matter</i> <i>- make observations and drawing pictures</i>	Living Things and their Habitats Plants and minibeasts in local environment, identification of minibeasts by matching to photos of them, observe closely & draw, sorting according to own criteria Plants and minibeasts in a contrasting environment - Australia Seasonal Changes (signs of summer; plants, weather, clothes) UtW 3 & 4: Talk about what they see using a wide vocabulary - Understand the key features of the life cycle of an plant and an animal - Begin to understand the need to respect and care for the natural environment and all living things Rec: describe what they see, hear and feel whilst outside - Explore the natural world around them - Understand the effect of changing seasons on the natural world around them Understanding the World ELG <i>- explore the natural world around them, making observations and drawing pictures of animals and plants</i> <i>- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</i>



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						<i>and what has been read in class</i> <i>- understand some important processes and changes in the natural world around them, including the seasons</i>
SCIENCE - NEXT STEPS IN Y1	Humans - identify basic body parts and which is associated with each sense - recognise that humans are animals - recognise own features and similarities between humans	Light & Astronomy, Seasonal Change - observe changes across 4 seasons and weather associated with the seasons and how day length varies	Other Animals - identify and name a range of common animals including fish, amphibians, reptiles, birds and mammals, herbivores, carnivores and omnivores - understand that animals are alive and move, feed, grow, use their senses and reproduce	Everyday Materials - distinguish between an object and the material it is made from - identify and name a variety of everyday materials - describe their common physical properties - compare and group materials Light & Astronomy, Seasonal Change - observe changes across 4 seasons and weather associated with the seasons and how day length varies	Everyday Materials - distinguish between an object and the material it is made from - identify and name a variety of everyday materials - describe their common physical properties - compare and group materials	Other Animals - understand that animals are alive and move, feed, grow, use their senses and reproduce - describe and compare animal structures - group animals according to features - understand need to care for animals



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Art Progression in Art and Design.docx	Drawing self-portrait -drawing skills baseline assessment (chn to draw themselves - whole body) -introducing what a portrait is & showing historical portraits -drawing portrait of friend - drawing self-portrait using range of lines -collaging photo portrait of self by joining different materials and exploring different textures EA&D 3&4: create closed shapes with continuous lines and begin to use these shapes to represent objects - draw with increasing complexity and detail, such as representing a face with a circle and including details, use imagination as they consider what they can do with different materials	Printing - making simple rubbings - printing with a variety of objects - introduction to press printing technique - access to range of simple printing activities in art area of continuous provision EA&D 3&4: use imagination as they consider what they can do with different materials, explore different materials freely, to develop their ideas about how to use them and what to make Rec: explore, use and refine a variety of artistic effects to express their ideas and feelings	Colour & Painting Skills - learning about primary colours - naming colours and mixing them (not formal colour mixing) - using a range of tools to make colours - learning simple paintbrush skills - creating collaboratively EA&D 3&4: explore colour and colour mixing - join different materials and explore different textures Rec: explore, use and refine a variety of artistic effects to express their ideas and feelings - create collaboratively, sharing ideas, resources and skills <u>Expressive Art & Design ELG Creating with Materials</u> <i>-safely use & explore a variety of materials, tools and techniques, experimenting with colour & texture</i> <i>- share their creations, explaining the processes they have used</i> <u>PD Fine Motor Skills ELG</u> <i>Use a range of small tools including scissors and paintbrushes</i>		Sculpture - handling, feeling, enjoying and manipulating materials. - constructing, building and destroying using a variety of materials - shaping and modelling with plasticine and clay, learning a range of shaping techniques - returning to and build upon their previous learning, refining ideas and developing their ability to express them EAD Rec: explore, use and refine a variety of artistic effects to express their ideas and feelings - return to and build upon their previous learning, refining ideas and developing their ability to express them <u>Expressive Art & Design ELG Creating with Materials</u> <i>-safely use & explore a variety of materials, tools and techniques, experimenting with form and function</i> <i>- share their creations, explaining the processes they have used</i> <u>PD Fine Motor Skills ELG</u> <i>- use a range of small tools including scissors and paintbrushes</i>	Observational Drawing & Collage - observational drawing of plants & animals as part of Science -creating Eric Carle inspired collages of minibeasts (creating textured papers by returning to and building upon previous printing experiences and collage techniques) <i>- explore, use and refine a variety of artistic effects to express their ideas and feelings</i> - return to and build upon their previous learning, refining ideas and developing their ability to express them <u>Expressive Art & Design ELG Creating with Materials</u> <i>-safely use & explore a variety of materials, tools and techniques, experimenting with form and function</i> <i>- share their creations, explaining the processes they have used</i> <u>PD Fine Motor Skills ELG</u> <i>- use a range of small tools including scissors and paintbrushes</i>
ART - NEXT STEPS IN Y1	Observational drawings of spirals, birds and feathers	Printing using printing plates	Printing using printing plates			Observational drawings of spirals, birds and feathers Mixed media sculpture - birds



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DT Design Technology Progression	Assessing scissor skills (cutting paper; fringing, straight lines)	Scissor skills, folding and joining Christmas crafts Learning simple scissor skills -holding scissors correctly & snipping - cutting curved lines - exploring simple joining skills (glue, sellotape, masking tape) - learning to fold - following instructions and using taught skills to complete a range of Christmas crafts PD 3&4: use 1 handed tools and equipment Rec: develop their small motor skills so that they can use a range of tools competently, safely and confidently		Free Standing Structure Building a home for a fairytale character -exploring manmade materials - paper, cardboard, plastic) -exploring a range of joining techniques (glue, masking tape, sellotape, hinges) -choosing from a range of materials to build a model house to fulfil basic given criteria (must have walls that stand on their own). Focus on using taught folding & joining techniques - suggesting & making simple improvements (if appropriate) EAD Rec: return to and build upon their previous learning, refining ideas and developing their ability to express them EAD ELG Creating with Materials -safely use & explore a variety of materials, tools and techniques, experimenting with form and function - share their creations, explaining the processes they have used PD 3&4: use 1 handed tools and equipment Rec: develop their small motor skills so that they can use a range of tools competently, safely and confidently	Food Technology Fruit Salad Baking - scooping, stirring and using cutters whilst baking - cutting soft fruits using a simple knife to make fruit salad for Grandma - Refining cutting skills using playdoh, plasticine in continuous provision - knowing fruits and vegetables & understanding the principles of healthy eating PD 3&4: use 1 handed tools and equipment Rec: develop their small motor skills so that they can use a range of tools competently, safely and confidently PSED 3+4 : make healthy choices about food, drink, activity and toothbrushing Rec – know and talk about different factors that support their overall health and wellbeing: healthy eating, toothbrushing	
DT - NEXT STEPS IN Y1		Slides and levers when making a simple story book		Free standing structures when making a simple bridge	Food and nutrition when designing, making and evaluating a fruit smoothie	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	Toys	Polar Lands	Fairytales (3 Little Pigs, Cinderella)	Fairytales (The Gingerbread Man, Little Red Riding Hood)	Minibeasts
History History Progression.docx		How Have I Changed Since I was a Baby? What were Toys Like in the Past? - photos of self as a baby & discussing changes that happen as we grow - talking about toys we played with when we were younger - use a range of books e.g. 'The Toymaker' and non-fiction books (Toys & Games: Ways into History, The History of Toys) as a stimulus to learn about what toys were like in the past - Exploring old toys from Warrington museum - Grandparent visit to talk about Christmas in the past? UtW 3&4: begin to make sense of their own life-story and family's history UtW Rec: comment on images of familiar situations in the past UtW ELG Past and Present - talk about the lives of people around them and their role in society		How has daily life changed over time? - Comparing Cinderella's house to own houses - comparing the way Cinderella cleans and travels to the way these things are done now - look at photos of kitchens/cooking in the past, noting similarities and differences - look at what parties were like in the past and what they are like now (music, dancing, food) - experience an old style ball UtW Rec: comment on images of familiar situations in the past - compare and contrast characters from stories, including figures from the past UtW ELG Past and Present - 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		What Has Happened During my Year in Reception? - revising the terms past and present - introducing concept of a timeline - sequencing events from this academic year to create own timeline of year in Reception (autumn, spring, summer memories using photos as a prompt) - thinking about what they couldn't do in September and how they have changed (look back at preschool visit photos as a prompt and discuss changes) UtW Rec: comment on images of familiar situations in the past UtW ELG Past and Present - 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
History - NEXT STEPS IN Y1	History of our school - what school grounds were like in the past and how school day was different for grandparents Local high streets through time - how has shopping changed? Using a range of sources, similarities and differences between past and now Holidays over time - how and why have holidays and how we travel changed over time?					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Geography Geography Progression	My New Environment (Place knowledge, geographical & fieldwork skills) - sensory walks around the outdoor school environment - naming different areas of the natural environment -listening walks - walks around the inside of school - Make physical map of classroom and of story settings - Use 'My Map Book' as stimulus - Drawing simple drawing map of bedroom UtW 3&4: talk about what they see, using a wide vocabulary		Polar Lands (Contrasting Environment -place & locational knowledge, human & physical geography, geographical skills & fieldwork) -- Using Google Maps and photos to learn about Lymm landmarks/Lymm village centre - Locate Polar Lands on world map - Explore a range of non-fiction books about life in Polar Lands - Using Google Maps, videos and photos to research life in polar lands UtW 3&4: know that there are different countries in the world and talk about the differences they have experienced or seen in photos Rec: draw information from a simple map - recognise some similarities and differences between life in this country and life in other countries - recognise some environments that are different from the one in which they live ELG: The Natural World <i>- 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</i>		Mapping Stories and Journeys (Human & physical geography, geographical skills and fieldwork) - creating story maps - using simple map to find hidden gingerbread men - starting to understand human & physical features PLUS see links to Computing Unit UtW Rec: draw information from a simple map ELG: The Natural World <i>- 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</i>	Minibeasts Abroad - Contrasting Environments - Mapping location of minibeasts found in our school grounds - Where have I been on holiday? What minibeasts were there? (look at photos of chn on holiday to cover development matters statement re talk about differences experienced or seen in photos) - locating holiday places on a very simple map of the world - Australia as a contrasting environment: locating on a map, looking at pictures of Australia, environment and wildlife - talk from Mrs Shipton about weather, plants and animals in Australia UtW 3&4: know that there are different countries in the world and talk about the differences they have experienced or seen in photos Rec- recognise some similarities and differences between life in this country and life in other countries - recognise some environments that are different from the one in which they live ELG: The Natural World <i>- 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>



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Geography - NEXT STEPS IN Y1	Our Lovely School Grounds -human & physical features of school grounds - using compass directions, symbols and routes on a map -creating simple map using basic symbols		The U.K. - 4 countries and capital cities of the UK - main characteristics of the 4 countries, human and physical features Oceans & continents - names of 7 continents and 5 oceans - using world maps, atlases and globes - compass vocabulary		Our Lovely School Grounds -human & physical features of school grounds - using compass directions, symbols and routes on a map -creating simple map using basic symbols	Oceans & continents - names of 7 continents and 5 oceans - using world maps, atlases and globes - compass vocabulary
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Computing Computing Progression Early Years EN Barefoot Computing	Autumn 1 Me and my World	Autumn 2 Toys	Spring 1 Polar Lands	Spring 2 Fairytails (3 Little Pigs, Cinderella)	Summer 1 Fairytails (The Gingerbread Man, Little Red Riding Hood)	Summer 2 Minibeasts
	Information technology around us - learning how to use information technology in the classroom (IWB) - learning how to use an ipad to take a simple photo Computing Concepts Covered: pattern (similarities and differences between people, CC Science) abstraction (what makes a circle, triangle etc using examples of 'almost' shapes to help, CC Maths) algorithms (introduction to commands CC Maths positional language, sequencing stories and planning journeys, CC English) decomposition (planning a journey CC English) Project Evolve – Privacy and Security (link to PSHE & Science/All about Me) - identify some simple examples of personal info (e.g. name, birthday, age) - describe who would be trustworthy to share this information with and explain why they are trusted	Computing Concepts Covered: pattern & logical reasoning (spotting patterns, predicting what comes next in a pattern, debugging patterns) algorithms & decomposition (sequencing instructions related to Christmas crafts CC D.T.) Project Evolve – Self-Image & Identity (link to PSHE) - recognise (online or offline) that anyone can say no, please stop, I'll tell, I'll ask to somebody who makes me feel sad, embarrassed, uncomfortable or upset	Digital Painting - exploring how to use simple drawing app to create a winter scene - learning to use stamping tools Computing Concepts Covered: logical reasoning (anticipating & explaining what happens during experiments into melting and freezing CC Science) Project Evolve – Managing Online Information - talk about how to use the internet as a way of finding information online - identify devices I could use to access information on the internet	Digital Writing - using ipad keyboard Computing Concepts Covered: Decomposition (breaking project down into simple steps CC D.T.) Project Evolve - Health, Well-Being & Lifestyle (link to PSHE) - identify rules that help keep us safe and healthy in and beyond home when using technology - give some examples of these rules	Programmable Toys Computing Concepts Covered: algorithms (introduction to command, creating simple algorithm to move Red Riding Hood moving around map to collect food for Grandma, following recipes to make Gingerbread Men CC English) logical reasoning (making predictions about how materials will change CC Science) Project Evolve – Online Relationships (link to PSHE) - recognise ways internet can be used to communicate - give examples of how might use technology to communicate with people I know	Grouping Minibeasts (abstraction & logical reasoning) Computing Concepts Covered: pattern spotting and abstraction (grouping minibeasts according to own criteria CC Science) Project Evolve – Online Bullying - describe ways that people can be unkind online - offer examples of how this makes other people feel
	E-Safety -Project Evolve Early Years Online Safety Program https://projectevolve.co.uk/toolkit/resources/years/early-years-7 Ongoing – Copyright and ownership know that work I create belongs to me, name work so others know it belongs to me					
Computing - NEXT STEPS IN Y1	Information Technology around Us - identifying technology in school, using computers		Digital Painting - use freehand, fill and undo tools, compare digital and traditional painting	Digital Writing - using keyboard, shift key, backspace - using cursor	Moving a Robot - understanding a program as set of commands a computer can run, predict outcome of a command,	Grouping Data - labelling and grouping objects - grouping objects with similar properties



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				- using bold, italic and underline buttons - changing font	combine a series of commands and run a programme) Programming Animations - use ScratchJr to use commands to move a sprite - compare this to using a Beebot,, using blocks of commands, - creating simple algorithms)	- group objects in more than 1 way - share their findings
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Music Music Progression.docx Charanga	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my World	Toys	Polar Lands	Fairytales (3 Bears, Cinderella)	Fairytales (The Gingerbread Man, Little Red Riding Hood)	Minibeasts
	- listen with increasing attention - learn, sing and perform songs and rhymes from memory -find the pulse through copying -move to the pulse of music - copy rhythms of small phrases (e.g. names)	- enjoy movement to music - movement in time to music (link to P.E.) - explore high and low sounds -sing along with pre-recorded songs (Christmas songs) - perform for an audience	- enjoy music of a variety of styles - invent ways to find the pulse - copy rhythms or phrases from simple songs - high and low pitch in terms of songs - performing and recording a song	- - Listening and responding to music that people would have danced to in the past (classical music) - move in time to music - talk about music, expressing responses/feelings - sing in a group - increasingly match the pitch and melody of a song - begin to create own rhythms - learn the name of instrument they play (glockenspiel) - explore sounds that can be made by glockenspiels	- talk about music of a variety of styles, expressing responses/feelings - learn the names of instruments they are playing - learn the name of a note (G) - play 1 note on glockenspiel to accompany a song	- Listening and responding to music from a wider range of musical styles - compare 2 different musical styles (classical and funk) - begin to name instruments they hear in music - begin to compose their own tunes - perform in groups
Music - NEXT STEPS IN Y1	Introducing beat, rhythmic and melodic patterns, adding rhythm and pitch, dynamics, tempo, texture and articulation, playing glockenspiels, performing songs with actions, exploring and creating graphic scores by inventing own symbols					



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RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my WORldorid	Toys	Polar Lands	Fairytales (3 Bears, Cinderella)	Fairytales (The Gingerbread Man, Little Red Riding Hood)	Minibeasts
	Special Times – Celebrations Autumn Term EYFS RE Unit - Special Times - What is a celebration? - Harvest - Diwali	Special Times – Celebrations Autumn Term EYFS RE Unit - Special Times - what times are special to different people and why - Learning about Diwali (12-16th November) - Christmas UtW 3&4: continue developing positive attitudes about the differences between people Understanding the World ELG <i>know some similarities & differences between different religious and cultural communities, drawing on experiences and what has been read in class</i>		Special Stories – Bible Stories Spring Term EYFS RE Unit - Special Stories - What makes an object special? - Look at different bibles - Why are some stories special? What special messages can we learn from stories? Read bible stories (e.g. wise & foolish builder) - Parent visit – Qu’ran - Learning about Ramadan (starts 22nd March) & Eid-ul-Fitr (21-22nd April) - Learning about Easter UtW 3&4: continue developing positive attitudes about the differences between people Rec: recognise that people have different beliefs and celebrate special times in different ways Understanding the World ELG <i>know some similarities & differences between different religious and cultural communities, drawing on experiences and what has been read in class</i>	Special Places Summer Term EYFS RE Unit - Special Places - what makes a place special? How do we show respect when visiting special places? - what buildings/places are special to different people? exploring pictures of churches, mosques - inviting parents in to talk about their places of worship UtW 3&4: continue developing positive attitudes about the differences between people Rec: recognise that people have different beliefs and celebrate special times in different ways Understanding the World ELG <i>know some similarities & differences between different religious and cultural communities, drawing on experiences and what has been read in class</i>	
RE - NEXT STEPS IN Y1	Why do Christians say that God is a Father? (families and our roles in them, prayer in church) Why is Jesus special to Christians? (babies, nativity story, giving presents and Jesus as a gift from God) How might beliefs about creation affect the way people treat the world? (exploring why it is important to care for the environment, environmental issues and how this connects with Islamic beliefs about God’s creation of the world, caretakers of the world) Why might some people put their trust in God? Judaism (what promises are, Noah and rainbow as a sign of God’s promise, festival of Sukkot) What do Hindu’s believe about God? (different roles we have, Hindu worship and Hindu gods)					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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PSHCE Login	Being Me in My World 'Who am I and how do I fit?' PLUS – learning about the roles of members of school and local community and about Diwali PSED 3&4: develop their sense of responsibility and membership of a community Rec: see themselves as a valuable individual - express their feelings and consider the feelings of others - build constructive and respectful relationships -express their feelings and consider the feelings of others	Celebrating Difference - Respect for similarity and difference - Anti-bullying and being unique PLUS – learning about the roles of members of school and local community and about Diwali PSED 3&4: find solutions to conflicts and rivalries - develop appropriate ways of being assertive talk with others to solve conflicts Rec: think about the perspective of others	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this PLUS – learning about how Chinese New Year is celebrated (10 th – 24 th February) PSED Rec: show resilience and perseverance in the face of challenge - identify and moderate their own feelings socially and emotionally PSED ELG Self-Regulation - set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Healthy Me Being and keeping safe and healthy PSED 3&4: be increasingly independent in meeting their own care needs - make healthy choices about food, drink, activity and toothbrushing Rec: manage their own personal hygiene needs - 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, good sleep routine, being a safe pedestrian) PSED ELG Managing Self - manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Relationships Building positive, healthy relationships PSED Rec: build constructive and respectful relationships - express their own feelings and consider the feelings of others - identify and moderate their own feelings socially and emotionally - think about the perspective of others PSED ELG Self-Regulation - show an understanding of their own feelings and those of others, and begin to regulate their own behaviour accordingly Building Relationships - work and play cooperatively and take turns with others - show sensitivity to their own and others' needs	Changing Me Coping positively with change PSED 3&4: talk bout their feelings using owrds like happy, sad, angry, worried - understand gradually how others might be feeling Rec: express their feelings and consider the feelings of others - identify and moderate their own feelings socially and emotionally PSED ELG Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
	NEXT STEPS IN Y1: progression clearly mapped out by our PSHCE scheme – Jigsaw					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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PE Physical Education Progression.docx Get Set 4 PE	Introduction to PE -move safely and sensibly in space - stop with control -use equipment safely - travel in different ways PLUS Gross motor skills sessions PD 3&4: skip, hop, stand on one leg and hold a pose for a game like musical statues	Dance - explore how different parts of the body move - remember and repeat action sequences - move in different directions and at different levels - move with control and coordination - link, copy and repeat actions PLUS Gross motor skills sessions PD 3&4: increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm Rec: combine different movements with ease and fluency	Fundamentals of Movement - develop balancing when stationary and on the move - develop running and stopping - develop changing direction - explore different ways of travelling - develop jumping, hopping and landing PD Rec: revise and refine the fundamental movement skills they have already acquired (rolling, walking, running, hopping, skipping) - develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - develop overall body strength, balance, coordination and agility Physical Development ELGs Gross Motor Skills - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Gymnastics - copy and create shapes - copy and create shapes on apparatus - balancing and taking weight on different parts of body - jumping and landing safely - develop rocking and rolling - copy and create short sequences by linking actions together PD Rec: revise and refine the fundamental movement skills they have already acquired (rolling, walking, running, hopping, skipping) - progress towards a more fluent style of moving, with developing control and grace - combine different movements with ease and fluency - confidently and safely use a range of large and small apparatus - develop overall body strength, balance, coordination and agility Physical Development ELGs Gross Motor Skills - negotiate space and obstacles safely, with consideration for themselves and others - demonstrate strength, balance and coordination when playing	Ball Skills - develop rolling a ball to a target - develop stopping a rolling ball - develop accuracy when throwing to a target - develop bouncing and catching a ball - develop dribbling a ball with feet - develop kicking a ball PD Rec: further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming - develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - develop overall body strength, balance, coordination and agility Physical Development ELGs Gross Motor Skills - 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	Games - stopping and running safely - further develop throwing - play cooperative team games involving PD 3&4: start taking part in some group activities which they make up for themselves or in teams PD Rec: further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming - develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Physical Development ELGs Gross Motor Skills - negotiate space and obstacles safely, with consideration for themselves and others - move energetically, such as running, jumping, dancing, hopping, skipping and climbing - demonstrate strength, balance and coordination when playing
	NEXT STEPS IN Y1: progression clearly mapped out by our PE scheme – Get Set 4 PE					