Curriculum Progression- EYFS

Nursery

Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. This is embedded everyday through daily reading to the children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts. Daily conversations, story-telling and role play will also take place on a daily basis.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal (ELG) End of Reception
Listening, attention and understanding	-To enjoy listening to shorter stories and begin to remember them after hearing them a number of times. -To begin to understand a one part instruction -To learn familiar songs		-To enjoy listening to stories, join in with repeated refrains and remember what happens after hearing a story a number of times. -To begin to understand 'why' questions- modelling and stem sentences (Elklan - blank level questioning) E.g. Why did the hungry caterpillar feel sick? If reading the Hungry Caterpillar book -To understand a one part question or instruction.		-To enjoy listening to longer stories, join in with repeated refrains and remember what happens after hearing the story a number of times. -To understand a question or instruction that has two parts- e.g. 'get your coat and wait by the door'		**-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions.** **-Make comments about what they have heard and ask questions to clarify their understanding.** **-Hold conversations when engaged in back and forth exchanges with their teachers and peers.**
Speaking	-Speak in short sentences or phrases of 2-3 words -To begin to talk to other adults or children in the setting with support to continue it -begin to use talk in play, effectively modelled and scaffolded by adults in the setting -To begin to pronounce most words correctly (as developmentally appropriate) and immerse children in new vocabulary to		-To be able to retell a short story -To begin to talk about a point of view or preference e.g. 'I like…' - Model stem sentences -Speak in sentences of 3-4 words- key vocab modelled -To use talk in play, with some adult support when needed -To use talk with other adults or children in the		-To pronounce most words correctly (as developmentally appropriate) and immerse children in new vocabulary linked to texts -To be able to re-tell a longer story -To use talk in play -To use talk with an adult or other children and continue it for many turns -Use longer sentences of 4-6 words		**-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**

	challenge their pronunciation. -To teach children to begin to use social phrases and manners- good morning, please and thank you		setting with support to continue it.				**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.**
Personal, social and emotional development ***Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Daily support and guidance will be embedded to allow children to be able to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.***							
Skill	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal (ELG) End of Reception**
Self-regulation (adult's will support children to self-regulate)	To focus during small group or key group learning with support. To recognise the emotions of happy and sad using a picture cue with support and colour linked to zones of regulation. Begin to understand how others might be feeling.		To begin to recognise the emotions such as happy, sad, angry using a picture cue.	To begin to use words such as happy, sad to talk about their feelings.	To use words such as happy, sad and angry to talk about their feelings. With support begin to understand how others might be feeling.	To focus during a key group session (preparation for September) To check in using the zones of regulation. To follow a one step instruction.	**-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.
Managing self	To hang up coat independently (by recognising their photo on their peg) To explore the outdoor and indoor environment with support. To create a class charter together and begin to understand how it keeps you safe. To know where the toilet is and go independently most of the time. To begin to wash and dry hands after the toilet and at other points of the day. To eat a healthy snack during the day. To self-register using their name card. To begin to understand the routines of the day such as key group time and tidy up time (using support such as visuals etc) To begin to line up and go to the lunch hall with support.	To know where the toilet is and go independently. To begin to put a coat on independently. To explore the indoor and outdoor environment with growing independence. (Link to putting on wellies/ going to the den?) Follow the simple routines of the day (using visual prompts)	To hang up coat independently. To develop preferences for activities and resources and begin to select them. To wash and dry hands after the toilet and at different times of the day with few reminders.	To select activities and resources independently. To follow the class charter with support. To understand how tooth brushing helps health and wellbeing.	To wash and dry hands after the toilet and at different times of the day independently. To put on coat independently and do the buttons up or zip it up.	**-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.**
Building relationships	To play alongside another child, with support. To begin to share resources and tidy up the nursery. To know who their key adult is. To seek out support from an adult when needed. To know who to talk to if they have a worry. To know who is in their key group and join the group with support. To begin to wait for a turn.	To play alongside a group of children, with support. To seek adult support to solve conflicts or when needing support. To know who is in their key group and join the group.	To seek adult support to solve conflicts or when needing support and solve it alongside adult. To share resources and tidy up.	To play alongside a group of children independently. To show confidence with adults from around the school who are visiting the nursery.	To play alongside a group of children independently, extending play ideas. Talk with others to solve conflicts.	**-Work and play cooperatively and take turns with others.** **-Form positive attachments to adults and friendships with peers.** **-Show sensitivity to their own and others needs.**
Think Equal - Level 1 (Barlow - Spring Term)	**I Have A Strong Sense of Who I Am** – Global Citizenship – Self-Esteem – Resilience – Empowerment –Self-Acceptance – Diversity **I Am Able to Look After Myself** – The Things I Can Do – Self-Regulation –	**I Am Able to Look After Others** – Kindness and Friendship – Inclusion – Perspective-Taking – Taking Care of Nature, Animals and the World I Live In – Using Empathy – Being an Up-stander		**I Am a Critical Thinker** – Creating Strategies – Problem-Solving – Self-Knowledge – Similarities and Differences – Peaceful Conflict-Resolution – Gender Equality **I Am Able to Communicate** – Recognising		

	Emotional Literacy – Self-Awareness – Finding Positive Solutions – The Choices I Make and Their Outcomes	**I Am Able to Contribute and Create** –Self-Expression – Creativity – Collaboration – Turn-Taking – Sharing Ideas – Using my Head, Heart and Hands to Help others	Feelings – Self-Confidence – Listening to Others – Role-Play – Story Telling – Being Kind and Considerate of Others	
Physical Development ***Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Daily opportunities to access outdoor provision, as well as weekly PE sessions are provided.*** ***Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Daily activities of puzzles, arts and crafts and the practice of using small tools are available and supported in continuous provision daily.***				
Gross motor	Fundamental movement skills To go up steps using alternate feet. To use large muscle movements to paint and make marks. To develop fundamental movement skills (walking, running) To stop safely. To begin to develop ball skills e.g. throwing and climbing	- To match their developing physical skills to tasks and activities in the setting (Outdoors and during PE sessions). - To be increasingly independent as they get dressed and undressed (putting coats on).	-To skip, hop, stand on one leg. - To be increasingly independent as they get dressed and undressed (putting coats on and doing up zips).	**-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.**
	To develop movement skills such as balancing, riding (scooters, trikes and bikes)			
Fine motor	-To begin to use a comfortable grip when holding pens and pencils -To begin to use a range of fine motor equipment i.e large tweezers to transfer, large threading beads (continuous provision) -To begin to make marks (using large and small equipment)	-To begin to hold scissors effectively -To begin to use a dominant hand -To use a comfortable grip when holding pens and pencils with increasing control -To make marks (with large and small equipment)	-To use a comfortable grip when holding pens and pencils with good control. -To use a range of fine motor equipment (e.g…) -To hold scissors effectively and know how to use them (make snips in paper) -To use a dominant grip most of the time. -To begin to form some letters correctly. -To begin to use a tripod or effective grip.	**-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**

Specific areas- Comprehension and word reading ***It is crucial for children to develop a life-long love of reading. Daily focused input through topics/ key texted are planned for and delivered as whole class/ small groups. Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and rhymes, poems and songs are incorporated within daily provision.***						
Comprehension	-To listen to simple stories and understand what is happening, with the help of the pictures.	-Begin to understand the five key concepts about printing ● understanding that print relays a message ● knowledge about book orientation and directionality of print ● book handling (e.g. holding a book right way up, turning pages) ● emerging knowledge of the alphabet ● awareness of books, pages, words and letters. -To enjoy sharing a book in groups and 1:1 with an adult -To show enjoyment in stories and join in with simple comprehension		-Understand the five key concepts about print -Enjoy sharing a book in a group and 1:1 with an adult		**-Demonstrate understanding of what has been read to them by retelling stories and narratives using 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 during role play.**
Word Reading- Phase 1/ Sounds-Write	-To begin to recognise their name with a picture (i.e. on their name peg) Environmental sounds	Instrumental sounds Body percussion sounds	Rhyme Alliteration	Voice sounds Sounds-Write principles	Oral blending and segmenting Sounds-Write principles	**-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 common exception words.**
Specific areas- Writing (Literacy)						
Writing	Freely mark-make and draw Make vertical lines, top to bottom Make horizontal lines, left to right Make circles Begin to use a comfortable grip with control when holding pencils / pens	Begin to form a horizontal / vertical cross Use familiar and new vocabulary to orally say a label, caption, simple sentence. Begin to write name with some recognisable letters, using name card, focusing on directionality, letter sequence, letter formation		Continue to develop print and letter knowledge in early writing (i.e writing the initial sound correctly in their independent writing, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy)		**-Write recognisable letters, most of which are correctly formed.** **-Spell words by identifying sounds in them and representing the sounds with a**

	Begin to make marks to represent words Write initial letter of name	Use symbolic shapes and begin to use some letters from their own name within mark making / early writing and give meaning to the marks they make. Mark-make and write for a purpose in role play e.g. lists, cards and labels	Write all of their name Write some letters accurately	**letter or letters.** **-Write simple phrases and sentences that can be read by others.**
Specific areas- Understanding the World				
Past and Present	-To discuss activities/ experiences from the past (sharing learning on tapestry, photos of family, sharing weekend activities, daily calendar) -Know some things that are the same and different between things in the past and now. Link to parents/ grandparents and what they did when they were young.	Talk about the lives of people around them and their roles. (Firefighters) Talk about family and family history	Understand the past through settings, characters and events in books read in class. What was it like in the past. Understand now, today, in the past.	**-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**
People, Culture and Communities	-To begin to talk about their own family and who they live with (i.e. looking at family photos) -Use place vocabulary: near, far, wood, park, field, river. -Journeys: going to places including school. What do they see / pass on their way to school. -Know how buildings, transport and people are linked together through small world play etc. -To talk about how Christmas is celebrated (perform a singalong for families)	Know there are different places and countries in the world, link this to peoples families and identities. Use photographs to know some differences. -To talk about how the Lunar New Year is celebrated - To talk about the Hindu festival Holi and read the story - To talk about how Easter is celebrated To talk about how Muslims celebrate Eid (Eid cards?)	To show an interest in different occupations To begin to understand road safety	**-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **-Know some 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 and**

				non-fiction texts.
The Natural World	-Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties (Autumnal items). Seasons- Autumn	-Use all their senses in hands-on exploration of natural materials Natural materials. -Talk about what they see, using a wide vocabulary Seasons- Winter Habitats- Hot and cold countries	Use all their senses in hands-on exploration of natural materials. -Begin to Understand the key features of the life cycle of a plant and an animal (Butterflies). -Begin to understand the need to respect and care for the natural environment and all living things Seasons- Spring/ Summer- changes Growing- plants (Observation)	**-Explore the natural world around them, making observations and drawing pictures of animals and plants.** **-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** **-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**
Specific areas- Expressive Arts and Design **Artists:**				

Creating with materials	To begin to experiment with materials	To begin to explore colour using pencils, crayons and paint -To experiment with different materials (junk modelling, paper and card) -To begin to join materials using glue and tape -To begin to name colours and explore with them (mixing colours) -To begin to explore materials and decide what to make -Show an interest in drawing and begin to represent ideas -Use drawing using some simple representations such as a circle for a face.		-Use drawing with increasing complexity and detail, such as representing a face with a circle and including some facial details -Decide which materials to use to express ideas (i.e making resources in the role play area)		**-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.**
Being imaginative and expressive	-To begin to take part in simple pretend play -To begin to develop stories using small world (such as animals and dolls) -To sing simple songs including nursery rhymes, usually joining in	-Continue to develop stories using small world -Begin to make imaginative play with blocks and construction kits -To begin to experiment with musical instruments -Begin to use closed shapes with continuous lines	-To take part in simple pretend play, using an object to represent something -Remember songs, including nursery rhymes -Sing a song in the same pitch as modelled -To listen to different sounds and begin to comment on them	-Begin to develop more complex stories using small world -Make imaginative and complex play with blocks and construction kits -Sing the melodic shape of a song -To model how to play musical instruments with increasing control -To create closed shapes with continuous lines and begin to use these shapes to represent objects.	-To create own songs or adapt a well-known song -Listen with increased attention to sounds -To play musical instruments with increasing control to express their feelings and ideas.	**-Invent, adapt and recount narratives and stories with their 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 the music.**

Specific areas- Maths				
	Recite numbers past 5. Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Say one number for each item in order: 1,2,3,4,5 Solve real word problems with numbers up to 5 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc. Talk about and explore •	MASTERING THE CURRICULUM Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real word problems with numbers up to 5 ·Make comparisons between objects relating to size, length, weight and capacity. ·Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' or fictional, Understand position through words alone – for example "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route. Compare quantities using language: 'more than', 'fewer than' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Experiment with their own symbols and marks as well as numerals Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - .	**ELG: Number** **Children at the expected level of development (GLD) 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts.** **ELG: Numerical patterns** **-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 evenly distributed.**

Educational visits		Smithills farm (BB)		

Reception

Prime Areas							
Communication and Language							
Skill	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal (ELG) End of Reception**
Listening, attention and understanding	To show good listening by looking at the speaker/ responding to 'good listening' visual prompt To know why listening is important To begin to understand 'why' questions	To engage with story times and begin to join in repeated refrains or actions. To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more (using prompts if needed) To have to and fro conversations with teachers and peers (with support and modelling)		To understand questions such as who, what, where, when, why and how. To have to and fro conversations with teachers and peers. To ask questions to get more information if they need it.		**-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversations when engaged in back and forth exchanges with their teachers and peers.**
Speaking	-To use stem	-To understand what	-To say sentences using connectives such as		-Connect one idea or action to another using		**-Participate in small group, class and**

	sentences to ensure children use more than one word to answer questions. -To teach children social phrases and manners -To use sentences of four to six words during conversations or play.	a question is (provide stem sentences) -Begin to describe events (i.e. going on an educational visit/ trip) using picture prompts using future and past tense. -To understand what a non-fiction book is	'and' -To describe events using future and past tense -To ask questions to find out more and check they understand what has been said to them. -Describe events in detail using photos and pictures.		a range of connectives. -Listen to and talk about non-fiction and fiction books to develop new knowledge and vocabulary. -Retell the strory once they have familiarity with the text, some as exact repetition and some in their own words. -To explain how things work and why they might happen.		**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.**
Personal, social and emotional development (PSED)							
Skill	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Early Learning Goal (ELG)** **End of Reception**
Self-regulation	-To recognise different emotions using the zones of regulation -To focus during short whole class activities -To follow one step instructions	-To express feelings and check in using the zones -To begin to consider the feelings of others -To begin to understand our class charter	-To focus during longer whole class lessons -To follow two step instructions	-To express feelings and use the zones to find a strategy to help (e.g red zone- read a book)	-To work towards a simple goal (making a model) -To follow more complex instructions -To express feelings appropriately and consider the feelings of others		**-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.
Managing self	-To put a coat on independently -To explore the indoor and outdoor environment independently (modelled if needed) -To use the toilet independently -To wash hands independently -To make a class charter together and begin to understand why it is important.	-To know about and talk about how brushing your teeth helps health and wellbeing. -To know about and talk about how a good sleep routine helps health and wellbeing. -To talk about being a safe pedestrian and road safety -To try new activities	-To know about and talk about how regular physical activity is good for you. -To discuss the class charter and know the difference between right and wrong. -To practise doing up a zipper and button		-To spend a sustained period of time on an activity of their choosing. -To put on a coat independently, including zipping or buttoning it up. -To spend a sustained period of time on an activity of their choosing even when faced with a challenge (including showing perseverance and resilience)	**-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.**
Building relationships	-To understand they are part of a class -To begin to take turns (with a timer if needed) -To gain confidence to speak to peers and familiar adults -New children- to separate from parent/ carer (with support if needed, building to independently in the first half-term) -To form positive relationships and begin to develop friendships. -To have positive relationships with all reception team.		-To see themselves as a valuable individual -To take turns with a little support -To cooperate as part of a group		-To think about the perspective of others -To take turns independently -To begin to develop relationships with other adults around school (attending assembly, sharing work) -To have and be able to discuss friendships.	**-Work and play cooperatively and take turns with others.** **-Form positive attachments to adults and friendships with peers.** **-Show sensitivity to their own and others needs.**
Think Equal (Level 2)	**I Have A Strong Sense of Who I Am** – Global Citizenship – Self-Esteem – Resilience – Empowerment –Self-Acceptance – Diversity **I Am Able to Look After Myself** – The Things I Can Do – Self-Regulation – Emotional Literacy – Self-Awareness – Finding Positive Solutions – The Choices I Make and Their Outcomes		**I Am Able to Look After Others** – Kindness and Friendship – Inclusion – Perspective-Taking – Taking Care of Nature, Animals and the World I Live In – Using Empathy – Being an Up-stander **I Am Able to Contribute and Create** –Self-Expression – Creativity – Collaboration – Turn-Taking – Sharing Ideas – Using my Head, Heart and Hands to Help others		**I Am a Critical Thinker** – Creating Strategies – Problem-Solving – Self-Knowledge – Similarities and Differences – Peaceful Conflict-Resolution – Gender Equality **I Am Able to Communicate** – Recognising Feelings – Self-Confidence – Listening to Others – Role-Play – Story Telling – Being Kind and Considerate of Others	

Physical Development				
Gross motor	-To practise fundamental movement skills e.g. walking and running -To introduce changing direction -To stop safely -To teach children the skills to manage the day successfully (e.g. lining up) -To roll and track a ball -To practise throwing and catching	-To practise fundamental movement skills e.g. to roll, crawl, hop, jump, climbskip -To understand a sequence of movements -Combine different movements with ease and fluency	-To throw, catch, aim and pass a ball -To roll and track a ball towards a target with increasing accuracy.	**-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.**
Fine motor	-To use a dominant hand. -To begin to use a tripod or effective grip. -To use a range of equipment (large tweezers to transfer, threading) -To hold scissors correctly -To mark make using different shapes (using large and small equipment) -To begin to use small tools accurately (paintbrushes)	-To use a tripod or effective grip -• Develop skills to use a range of tools competently, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -To form most of the letters taught correctly.	-To competently and confidently use small tools accurately. -To always use a tripod or effective grip. -To form almost all the letters taught correctly. -To create drawings with detail.	**-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**
Specific areas- Comprehension and word reading				
Comprehension	-To show enjoyment in stories and join in with simple comprehension aspects during guided reading/ whole class reading -To begin to anticipate key events in the story or how the story might end.	--To show enjoyment in stories and join in with simple comprehension aspects during guided reading/ whole class reading -To retell a simple story (once a deep familiarity has been developed) -To anticipate key events in the story or how the story might end.	-To retell a story using their own words and some of the vocabulary they have learnt (some exact repetition, some exact words) -Use recently learnt vocabulary correctly and demonstrate an understanding of meaning.	**-Demonstrate understanding of what has been read to them by retelling stories and narratives using 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 during role play.
Word Reading- Follow Sounds write progression guidance	Unit 1- a,i,m,s,t Unit 2- n,p,o is , a	Unit 3- b,c,g,h The, I Unit 4- d,f,v,e For, of Unit 5- k,l,r,u Are Unit 6- j,w,z Was Unit 7- x,y,ff,ll,ss,zz All	Unit 7- x,y,ff,ll,ss,zz All Unit 8- VCC/ CVCC Come, some Unit 9- CVCC To	Unit 10 ccvcc, cvccc, cccvc Unit 11- sh Unit 11 - /sh/ - < sh Unit 11 - /ch/ - < ch Unit 11 - /th/ - < th > un/voiced • Unit 11 - /ng/ - < ng > & < n > Unit 11 - /k/ - < ck > Unit 10 to run concurrently with: Unit 11) Unit 11 - /k/w/ - < q > < u> Unit 11 - /w/ - < wh >	Lesson 6 – Bridging Units Consolidation and introduction to the extended code.	**-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 common exception words.**
Specific areas- Writing (Literacy)						
Writing	-To write their name. - Begin to form some letters correctly (e.g in their name). Write speech bubbles. With support, write 'I am…' followed by name. -To hear, say and write the initial sound	-To write their name, with most of the letters correctly formed. -To form some letters taught correctly. -To hear, say and write the initial sounds in words (specific focus on	-To form most of the letters correctly. -To hear, say and write the initial and other sounds taught. -To begin to write short sentences or phrases linked to text (Hello Penguin) e.g. labelling a penguin	-To write their name with all the letters correctly formed. -To form most of the taught letters correctly (up to unit 11). -To begin to use finger spaces when writing simple	-To form almost all the letters taught correctly. . -To use finger spaces when writing a simple sentence. -To write simple sentences using a capital letter and a full stop. For example, linked to Someone Swallowed Stanley, children write an instructional sentence e.g.Put it in the bin. Turn off the tap. To re-read what they have written to check it	**-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.**

	in words. Use initial letter sounds to write shopping lists- linked to 'The Friendship Bench'.	taught sounds up to unit 7). -Write labels and captions and begin to write a simple sentence e.g. 'It is red' or 'Sam is sad'. - Begin to re-read what they have written to check that it makes sense.	with 'leg, wing, web etc.' and writing a sentence 'It is in a nest'. -Begin to write some taught high frequency words linked to SW **(is, a, the, I, for** and **of**).	sentences. -To write short sentences using a capital letter and sometimes using a full stop. For example, when describing a character from The Elephant's Umbrella, children write 2 sentences such as: This is … She / He / It … - Continue to write taught high frequency words (words previously taught plus **to, are, was, all)**.	makes sense. To write some previously taught high frequency words linked to SW (increased accuracy of all previous words and come/some).	
Specific areas- Understanding the World						
Past and Present	-To compare and contrast characters and events from stories -To begin to know about the similarities and differences between now and in the past (Children as babies. Memories) -Know that some things are different between things in the past and now (compare sources such as photographs) Toys including Victorian toys. Bonfire night- past- similarities and differences to children's own experiences.		-Talk about the lives of people around them -Comment on images of familiar situations in the past. (Street scenes, focusing on post boxes/ postal workers and transport)		-Understand the past through settings, characters and books read in class- link to local area and Manchester -To begin to know the similarities and differences between now and in the past (old forms of vehicles that fly- Amelia Earhart)	**-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**

People, Culture and Communities	-To talk about members of their immediate family and community -Name a describe people who are familiar to them -To talk about the occupations of people in the community (know the role of the emergency services- linked to previous learning from Nursery) -Children know where they live- name and describe the local features and what people do there e.g. Chorlton Water Park, Beech Road, local library, local area -Map the schools environment (draw a map of the playground, the den.) -Talk about why the nativity is celebrated- performance to parents/ carers	-Talk about members of the community -Recognise some similarities and differences between life in this country and life in other countries (link to text) -Talk about how and why Christians celebrate Easter.	-Know where children have been on holiday- name and locate on a world map -Draw information from a simple map -Explore the natural world around them using the school site- know what is different and link to human and physical features -Know how to look after our school and the habitats on our school site (environmental issues and influences).	**-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **-Know some 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 and non-fiction texts.**
	-Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas, Lunar New Year, Easter, EID, Bonfire Night)			
The Natural World	-To know about and recognise the signs of Autumn -To respect and care for the natural environment (the EYFS outdoor and den)	-To know and recognise the signs of Winter. - To begin to understand some important processes including states of matter (freezing/ melting) -To know and recognise the signs of Spring. Habitats- Hot and cold countries (Animals- Zoo visit)	-To explore the natural world including observations and drawing pictures of plants and animals -To plant a seed and watch it grow and discuss the changes -To know about the features of own environment (e.g. Chorlton Eze, meadow, fields) -Recognise the signs of Summer -Identify and discuss minibeasts and other animals (Observation of caterpillars- butterflies)	**-Explore the natural world around them, making observations and drawing pictures of animals and plants.** **-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.** **-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

Specific areas- Expressive Arts and Design (AccessArt/ DT-Kapow) Artists:							
Creating with materials	-To name colours and use colours for a particular purpose -To experiment with mixing colours -To begin to explore different techniques for joining materials (using glue sticks, masking tape -Make 3D objects using junk modelling and decorating using pippets and sponges -To begin to create simple representations of people and objects -To share their creations		-To experiment with different mark making tools such as pencils, pastels and chalk -To explore different techniques for joining (Designing a junk model boat)		-To create observational drawings (Artist- Monet, Lily pads) - using fingerprints and leaves -Developing fine motor/cutting skills with scissors **-**Reflecting on a finished product and comparing to their design. -To know that a design is a way of planning our idea before we start		**-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.**
Being imaginative and expressive	-To sing in a group -To begin to listen to different music and move to it. -To begin to recount narratives and stories as a class or with peers. -To rehearse and perform in the Christmas play -To experiment with different instruments and different sounds.		-To sing in a group or on their own, increasingly matching the pitch and the melody. -To develop storylines and narratives in their play		-To listen attentively, move to and talk about music, expressing their feelings and responses. -To explore and engage in music making, performing solo or in groups. -To join in with KS1 singing assemblies		**-Invent, adapt and recount narratives and stories with their 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 the music.**
Specific areas- Maths							
	Early Mathematical Experiences- perceptually subitise within 3 Identify sub-groups in	**Subitise, order and count within 5.** Continue from the first half-term. Subitise within 5,	**Numbers within 10** Continue to develop verbal counting to 20 and beyond.	**Doubles** Explore symmetrical patterns, in which each side is a familiar pattern, linking this to	**Depth of numbers** Continue to practise increasingly familiar subitising arrangements, including those	**Depth of numbers within 20** In this half-term, the children will consolidate their understanding of	**<u>ELG: Number</u> Children at the expected level of development (GLD) will: -Have a deep understanding of number to 10, including the composition of each**

	larger arrangements. Create their own patterns for numbers within 4. Practise using their fingers to represent quantities which they can subitise. Experience subitising in a range of contexts, including temporal patterns m**ade by sounds.** **Numbers within 5** Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting. Have opportunities to	perceptually and conceptually, depending on the arrangements. Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count. Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5. **Calendar and time** Days of the week, seasons. •Sequence daily	Continue to develop object counting, skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number. Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'. **Measures** Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and sorting.	'doubles'. Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20. Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10. **Shape and pattern** Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns.	which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised. Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting. Explore the composition of 10.	concepts previously taught through working in a variety of contexts and with different numbers. Explore numbers and strategies. •Recognise and extend patterns. •Count forwards and backwards. **Numbers beyond 20** One more one less •Estimate and count •Grouping and sharing. **Measures** Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths.	**number** **-Subitise (recognise quantities without counting) up to 5** **-Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.** **ELG: Numerical patterns** **-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 evenly distributed.**

	develop an understanding that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting. **Calendar and time** Days of the week, seasons. •Sequence daily events.	events.	Describe, and sort 2-D & 3-D shapes •Describe position accurately.		**Money** Coin recognition and values •Combinations to total 20p •Change from 10p		
Educational visits				Blackpool zoo (BB)		Smithills Farm (BH)	