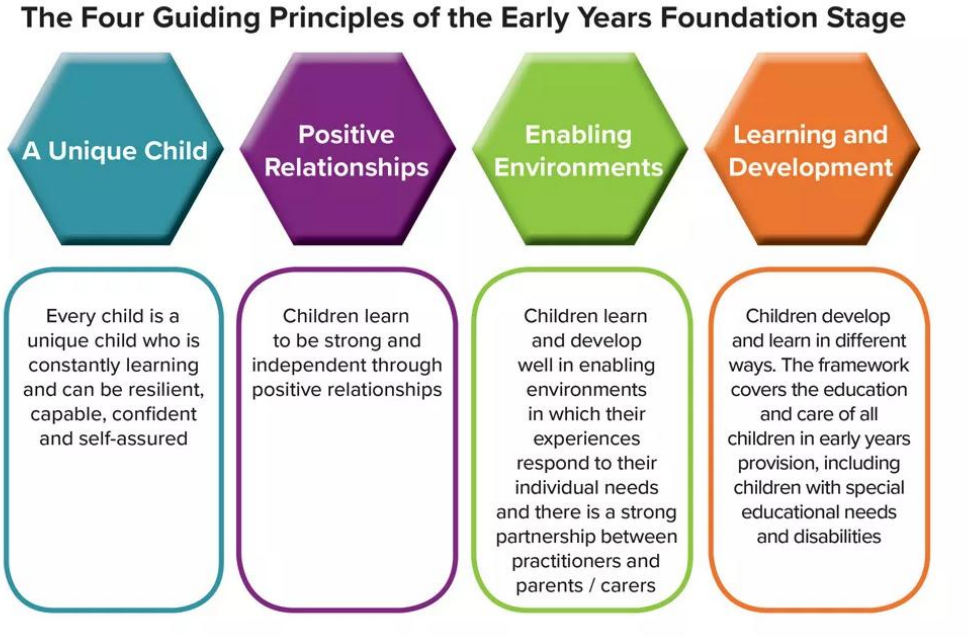
Waverton Primary School

Learning Together; Achieving Together

EYFS Curriculum

Intent
At Waverton Primary School, we are proud to promote curiosity, enquiry and creativity through a challenging progressive curriculum where learning enables all children to fulfil their potential. It is our intent that children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually and spiritually whilst embedding a positive attitude to school and learning, so that each child can achieve their full potential. We strive for educational excellence for all our pupils, by providing rich cultural experiences, enabling all children to be ready for the next stage of their learning. We promote language, communication and reading, ensuring that books are at the centre of our Early Years curriculum. We ensure coverage of the EYFS framework by teaching half termly topics. We value the individual and are committed to an inclusive education promoting respect for all; working in partnership with parents, the local community and school governors.
The EYFS is based upon four principles: 

At Waverton, staff reflect on the different ways children learn to ensure high quality teaching, the characteristics of effective Learning guide our practice.



Overview Key Texts						
Reception	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic/Theme	**What makes YOU amazing?**	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover Out and about in Waverton?**
Drawing Club Text	Elmer David McKee Ready Steady MO Mo Farah Funny Bones Jenny Alan Alberg Two Can toucan David McKee Zebra's Hiccups David McKee	Kipper Mick Inkpen Mick Inkpen Kipper's Toybox Festivals Jane Bingham Lots of Light K Sahai Kipper's Snowy Day This is my Book Mick Inkpen	How to Catch a Star Oliver Jeffers Stuck Oliver Jeffers The Way back home Oliver Jeffers Aliens love Underpants Clair Freedman The Boy from Mars Simon James	Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra Don't put your finger in the jelly Nelly Nick Sharratt People who help Phoebe Coghalan My Mum is a Supermum Alex Smith	Prince of Pants Sarah McIntyre Jack and the Beanstalk You Can't Eat a Princess!/The New Neighbours Gillian Rogerson & Sarah McIntyre	Superworm Julia Donaldson & Axel Scheffler Sharing a Shell Julia Donaldson The Bog Baby Jeanne Willis Gwen Millward Slug needs a Hug Jeanne Willis Tony Ross
Other Text	Only One You It's ok to be different Making Friends King of the Classroom My Body The Senses David McKee Author of half term Other Elmer books- Elmer & Wilbur Elmer in the Snow Elmer and the Rainbow Elmer's Special Day Elmer and Grandpa Eldo Not Now Bernard Same, Same but Different	Celebrations and Special Days Family Festivals Bonfire Night Diwali Mick Inkpen Author of half term Other Kipper books Kipper's Birthday Kipper's Monster The Blue Balloon It's Bedtime Wibbly Pig Kipper's New Pet	Q Pootle 5 in Space On the Moon The Sun is a Bright Star Astronaut Lucy M George Space Angela Royston Oliver Jeffers Author of half term Other Oliver Jeffers books Here We Are The Heart and the Bottle The Incredible Book eating Boy	Supertato Eliot Midnight Superhero Anne Collringer Alex T Smith Superkid Nick Sharratt Author of half term Shark In the Park Ketchup on your Cornflakes You Choose Caveman Dave Smart Aunties Daisy Eat Your Peas Ten Little Superheroes Mike Brownlow	Princess Mirrorbelle Julia Donaldson Jasper's Beanstalk Mick Inkpen Other Traditional Tales Little Red Riding Hood Sarah McIntyre Author of half term Other Sarah McIntyre Books Dinosaur Firefighters Don't Call me Grumpycorn	Aaaarrgghh, Spider! Diary of a Fly Doreen Spyder Minibeasts Yucky Worms Julia Donaldson Author of half term The Gruffalo The Gruffalo's child Monkey Puzzle A Squash and a Squeeze Sharing a Shell What the Ladybird Heard Next Creepy Crawly Hey Little Bug
Poetry	Nursery Rhymes and poems	Nursery Rhymes and poems Playtime Rhymes: Sally Gardener	Nursery Rhymes and poems A First Poetry Book: Pie Corbett and Gaby Morgan	Nursery Rhymes and poems The Booktime Book of Fantastic First Poems edited by June Crebbin	Nursery Rhymes and poems The Booktime Book of Fantastic First Poems edited by June Crebbin	Nursery Rhymes and poems Mad About Minibeasts! Giles Andreae & David Wojtowycz

Rhymes and songs	Traditional Nursery Rhymes Heads, Shoulders, Knees.... Name song Pat a cake If You're Happy And You Know it	I'm A Little Teapot The Grand Old Duke Of York Hickory Dickory Dock The ABC Song Dingle Dangle scarecrow Remember, Remember the 5th November 1 little, 2 little, 3 little divas Counting snowflake song 5 little elves Xmas Nativity songs	Wind The Bobbin Up Five Little Monkeys Ring a ring a roses Jumping On The Bed Twinkle Twinkle If You're Happy And You Know it Head, Shoulders, Knees And Toes Learn Twinkle, twinkle, alternative version, make up own version	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Learn Easter songs	Big Bear Funk Recap Nursery Rhymes	Recap All Nursery Rhymes
Trips/ Visits	Trip to Church	Pantomime	Xplore		Outdoor learning	Erddig, Park, canal
Important Dates	Harvest	Diwali Bonfire Night Remembrance Day Christmas	Pancake Day	Easter Eid		Sports Day

Communication and Language					
Listening, Attention and Understanding **Progression of skills**					
Autumn 1 Exposure & Early Participation	**Autumn 2 Participation & Early Response**	**Spring 1 Developing Understanding & Sustained Attention**	**Spring 2 Application & Independence Emerging**	**Summer 1 Independence & Greater Complexity**	**Summer 2 Mastery & Depth**
• Begin to understand what good listening looks like • Understand why listening is important • Focus for short periods during familiar activities • Show interest in a speaker (looking, stopping play briefly) • Understand familiar words and phrases from stories	• Engage in story times, joining in with repeated phrases and actions • Listen to teachers and peers in short interactions • Maintain focus for 5–10 minutes in adult-led sessions • Respond appropriately to simple questions about an activity	• Retell and sequence familiar stories with simple detail • Follow a series of simple instructions • Respond appropriately to what has been said • Maintain focus for 10–20 minutes during structured inputs (phonics, maths, stories)	• Listen carefully and recall key points from stories • Ask and answer questions appropriately • Demonstrate active listening (looking at speaker, reacting appropriately) • Sustain attention with reduced adult prompting	• Recall key points from stories, sometimes using exact language from the text • Follow more complex instructions (2–3 steps) • Engage in two-way conversations, staying on topic • Ask clarifying questions to support understanding *(e.g. "What do I do first?")* • Sustain attention for up to 30 minutes in group contexts	• Recall and discuss key information from stories, including opinions • Listen actively, taking turns and responding thoughtfully • Ask deeper questions to extend understanding *(e.g. "Why did that happen?" "What does that mean?")* • Apply listening skills independently across provision and group learning
Adult Role - Autumn: • Strong modelling of listening behaviours • Keep inputs short and engaging • Use simple, clear language • Prompt participation and attention • Notice and praise good listening		**Adult Role - Spring:** • Scaffold responses and retelling • Ask open-ended questions • Check understanding regularly • Extend children's answers • Begin to reduce support		**Adult Role - Summer:** • Extend thinking and reasoning • Encourage deeper questioning • Support sustained conversations • Step back to promote independence • Facilitate rather than lead	
Adult Questions: • "How do we show good listening?" • "Who is talking?" • "What happened in the story?"		**Adult Questions:** • "Can you tell me more?" • "Why did that happen?" • "What happened first?"		**Adult Questions:** • "What is your opinion?" • "Why do you think that?" • "Can you explain your thinking?"	

• "Can you show me good listening?" • "What do you think will happen next?"	• "How do you know?" • "Can you retell the story?"	• "How is this similar or different?" • "What question would you like to ask?"

ELGs

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, and during whole class discussions and small group interactions.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

EYFS at Waverton

Learning builds from short periods of attention and simple responses towards sustained listening, deeper understanding and independent participation in conversations.

Speaking
Progression of skills

Autumn 1 Early Communication	Autumn 2 Building Confidence & Participation	Spring 1 Developing Structure & Vocabulary	Spring 2 Application & Performance	Summer 1 Organisation & Explanation	Summer 2 Mastery & Independent Communication
• Engage in simple conversations with adults and peers	• Talk with familiar adults Engage in partner talk Begin to learn and use new vocabulary • Describe events in simple detail • Understand and answer how and why questions Begin to speak in a small group • Join in with a range of songs, nursery rhymes and poems • Engage with stories, non-fiction, rhymes and poems	• Communicate confidently with peers, familiar and less familiar adults • Use talk to communicate needs, news, feelings and ideas • Begin to use sentences with conjunctions (e.g. and, because) • Use a wider range of questions in conversation • Retell events with increasing detail (including to the whole class) • Use plurals and some tenses correctly when talking about own experiences	• Share ideas and work with the class • Use new vocabulary in different contexts • Recall and perform familiar songs, rhymes and poems with growing confidence • Engage with stories and texts, developing familiarity with new knowledge and vocabulary	• Link ideas when speaking and stay on topic • Use talk to organise and sequence events • Use talk to explain ideas and events in full sentences • Use talk to explain feelings and emotions • Respond to discussions with comments and questions	• Use talk across play and learning to develop thinking, collaborate and express ideas • Use new vocabulary confidently in different contexts throughout the day • Take part confidently in conversations and discussions (whole class, group and 1:1) • Perform a range of familiar songs, nursery rhymes and poems to an audience • Talk confidently about stories and texts, showing familiarity with key ideas and vocabulary

Adult Role - Autumn	Adult Role - Spring	Adult Role - Summer
• Model simple sentences and correct language • Encourage turn-taking and partner talk • Introduce and repeat new vocabulary • Prompt children to speak in full sentences	• Extend sentences through modelling and questioning • Encourage use of conjunctions and new vocabulary • Support children to explain and retell ideas	• Model precise vocabulary and complex sentence structures • Encourage reasoning and explanation ("why/how") • Facilitate sustained conversations

• Praise attempts at communication	• Provide opportunities for speaking in groups • Begin to reduce scaffolding	• Support children to perform and present • Step back to promote independence
Adult Questions: • "Can you tell me about it?" • "What would you like to say?" • "Can you say that in a full sentence?" • "Who are you talking to?" • "What happened?"	**Adult Questions:** • "Why do you think that?" • "Can you explain your idea?" • "What happened first, next and last?" • "Can you use our new word?" • "Can you tell us more about that?"	**Adult Questions:** • "How could you explain that?" • "What is your opinion?" • "Why did you choose that?" • "Can you persuade us?" • "How is this similar or different?"
ELGs Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
EYFS at Waverton Children develop confidence in expressing ideas, using a widening vocabulary and participating in conversations with increasing clarity and independence.		
Transition into Year 1 Children leave Reception with the listening, attention and speaking skills needed to access the Key Stage 1 curriculum. They are able to listen with increasing attention, engage in discussions, express their ideas clearly and use a growing vocabulary to explain their understanding. **Year 1** Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. 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. Spoken Language Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.		

Personal, Social and Emotional Development					
Self-Regulation **Progression of skills**					
Autumn 1 – Early Awareness	**Autumn 2 – Developing Awareness**	**Spring 1 – Understanding Emotions**	**Spring 2 – Managing Behaviour**	**Summer 1 – Developing Self-Regulation**	**Summer 2 – Independence & Reflection**
• Begin to understand basic emotions (happy, sad) • Begin to recognise simple Zones of Regulation • Use the calm corner with adult support • Follow one-step instructions • Maintain focus during self-chosen activities	• Talk about own feelings (happy, sad) • Begin to adapt behaviour to different situations • Begin to consider the feelings of others • Follow one-step and begin two-step instructions with support • Maintain focus during short whole-class inputs	• Talk about a wider range of emotions (happy, sad, tired, angry) • Begin to link emotions to physical feelings • Continue to consider others' feelings • Set simple personal goals and recognise strengths • Follow one- and two-step instructions with visual support • Begin to shift attention between activities	• Talk about a wider range of emotions, including worry • Recognise how emotions are shown and felt in the body • Understand that people have different strengths • Begin to wait and manage impulses with support • Follow instructions with increasing independence • Sustain attention in whole-class sessions with fewer reminders	• Begin to manage and express emotions appropriately (e.g. anger, worry) • Use strategies to regulate emotions (e.g. calm corner, breathing) • Respond to more complex instructions • Shift attention between activities • Understand right and wrong and the impact of behaviour • Begin to regulate attention more independently	• Regulate emotions and behaviour with increasing independence • Control impulses in different situations • Show awareness of others' feelings and begin to demonstrate empathy • Reflect on learning and show pride in achievements • Respond to complex instructions in different contexts • Sustain focus independently during whole-class learning
Key Knowledge					
• Know basic emotions (happy, sad) • Know Zones link to feelings • Know how to follow a simple instruction	• Know facial expressions show feelings • Know others have feelings • Know simple phrases to communicate needs	• Know a wider range of emotions • Know emotions affect the body • Know kindness and not hurting others is important	• Know emotions vary (including worry) • Know we can improve and get better • Know how to listen and wait our turn	• Know strategies to manage emotions • Know actions affect others • Know perseverance is important	• Know how to regulate emotions independently • Know behaviour impacts others • Know to stop and think before acting
Adult Role - Autumn • Model recognising and naming emotions • Support children to follow simple routines and instructions • Use consistent language (e.g. Zones, feelings) • Provide immediate support to regulate behaviour		**Adult Role - Spring** • Support children to talk about feelings and link to behaviour • Introduce and model simple regulation strategies • Encourage children to consider others' feelings • Scaffold attention and persistence • Begin to reduce adult prompts		**Adult Role - Summer** • Support children to regulate behaviour more independently • Encourage reflection on behaviour and feelings • Promote problem-solving and perseverance • Reinforce expectations with minimal support • Facilitate independence and self-control	

• Reinforce expectations and praise positive behaviour		
Adult Questions: • "How are you feeling?" • "Can you show me your zone?" • "What can we do to help you feel calm?" • "What do we need to do first?" • "What does good choosing look like?"	**Adult Questions:** • "Why do you think you feel that way?" • "How do you think your friend feels?" • "What could you do instead?" • "What strategy could help you?" • "Can you keep trying?"	**Adult Questions**: • "What helped you solve that problem?" • "How did you manage your feelings?" • "What could you do differently next time?" • "Why is it important to think before we act?" • "What are you proud of today?"
ELGs 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 focussed 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
Progression of Skills

Autumn 1 – Settling into Routines	Autumn 2 – Building Independence	Spring 1 – Developing Responsibility	Spring 2 – Growing Independence & Resilience	Summer 1 – Independence & Challenge	Summer 2 – Independence & Self-care
• Begin to learn and follow the Waverton Way rules • Access the environment with support • Begin to follow daily routines • Use the toilet with some independence (with reminders) • Put belongings away with support • Change for PE with support • Explore areas of the environment	• Understand that rules keep us safe • Follow daily routines more independently • Use the toilet independently with reminders for hygiene • Put belongings away independently • Begin to change for PE with support (shoes, socks) • Access the environment with minimal support	• Help develop class rules and understand why they are important • Talk about right and wrong in relation to rules • Manage toileting and hygiene with fewer reminders • Change for PE with increasing independence (zips, buttons) • Make independent choices and try new activities	• Understand how behaviour keeps others safe and happy • Manage toileting and hygiene independently • Show resilience when changing for PE • Continue to make independent choices • Begin to understand healthy choices (food, hygiene)	• Explain why rules are important • Show a 'can do' attitude and perseverance • Complete challenges independently • Manage own needs (toileting, dressing) independently • Understand and identify healthy food choices	• Consistently follow rules and routines • Manage all basic needs independently • Change for PE independently • Demonstrate resilience and perseverance • Understand how to keep healthy (food, exercise, sleep)
Knowledge					
Settling into Routines	• Know rules keep us safe and happy • Know how to dress and undress with help • Know how to use labels to find things	• Know we follow rules in all areas • Know how to manage hygiene (toilet, washing hands) • Know to tidy up after ourselves	• Know how to keep trying when things are difficult • Know healthy food choices • Know how to look after teeth	• Know why rules are important • Know how to manage personal needs independently • Know what keeps us healthy (food, water)	• Know how to manage self-care independently • Know the importance of perseverance • Know that sleep, exercise and healthy food keep us well
Adult Role - Autumn • Model and reinforce school rules and routines		**Adult Role - Spring**		**Adult Role - Summer** • Promote independence in managing all basic needs	

• Support children to manage basic needs (toileting, dressing, belongings) • Provide clear instructions and consistent expectations • Encourage independence with support and guidance • Praise positive choices and attempts to do things independently	• Support children to understand why rules and routines are important • Encourage independence in managing personal needs • Model and promote resilience when facing challenges • Prompt children to try tasks before asking for help • Reinforce expectations with reduced adult support	• Encourage perseverance and a 'can do' attitude • Support children to reflect on their choices and behaviour • Reinforce healthy habits (e.g. food, hygiene, routines) • Step back and allow children to manage themselves independently
Adult Questions: • "What do you need to do before we go outside?" • "Can you remember our routine?" • "What could help you do that?" • "How can you look after our classroom?" • "What should you do when you finish?"	**Adult Questions:** • "What could you do if you get stuck?" • "How can you make a healthy choice?" • "What might happen if we don't follow the rule?" • "Can you think of another way to try?" • "What helped you complete the challenge?"	**Adult Questions:** • "How did you manage that on your own?" • "What helped you keep going?" • "What choice did you make?" • "How do you keep your body healthy?" • "Why is independence important?"

ELGs

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
Progression of Skills

Autumn 1 – Settling into Relationships	Autumn 2 – Building Friendships	Spring 1 – Developing Relationships	Spring 2 – Cooperation & Understanding	Summer 1 – Strong Relationships & Cooperation	Summer 2 – Independence & Empathy
• Come into school separating from carer • Begin to make new friends • Play alongside others with adult support • Seek adult support when needed • Begin to take turns and share with support	• Separate from carer confidently • Make friends and learn their names • Play with others independently • Talk to adults to share news • Continue to take turns with support • Begin to resolve simple disagreements with support	• Interact with adults and children to build relationships • Begin to recognise the needs of others • Begin to work in a group with support • Use taught strategies for turn-taking	• Build positive relationships with adults and peers • Recognise when others are upset and respond with support • Listen to others' ideas and begin to compromise • Work and play cooperatively with less support	• Build relationships with a wider range of adults • Cooperate with others, listening and sharing ideas • Use strategies to resolve disagreements • Identify how others feel and respond appropriately	• Communicate confidently with a range of adults • Maintain strong friendships • Show sensitivity to others' needs • Take turns and resolve conflict using appropriate language
Key Knowledge					
• Know staff will help and support them • Know how to ask for help	• Know friends' names • Know what a good friend does (kind, listens, gives space)	• Know to use words, not hands • Know how to play together and begin to	• Know listening helps build friendships • Know our words can affect others	• Know how to listen and accept others' views • Know we may need to wait our turn	• Know what good friendships look like • Know how behaviour affects others

• Know what taking turns means	• Know sharing means taking turns	negotiate • Know sharing can mean taking turns or swapping	• Know we sometimes follow others' ideas	• Know we sometimes adapt play to include others	• Know how to start conversations and take turns speaking

Adult Role - Autumn • Model positive interactions (kindness, turn-taking, sharing) • Support children to form friendships and learn names • Teach and model simple language for interaction (e.g. "stop", "my turn") • Scaffold play and encourage playing alongside and with others • Provide immediate support to resolve conflict	**Adult Role - Spring** • Support children to use language to solve disagreements • Encourage listening to others and taking turns in conversation • Model and reinforce strategies for cooperation and compromise • Prompt children to consider others' feelings • Gradually reduce adult involvement in play	**Adult Role - Summer** • Promote independent cooperation and group play • Encourage children to resolve conflict using appropriate language • Support children to show empathy and respond to others' feelings • Extend conversations and friendships • Observe, support and step back to allow independence
Adult Questions: • "Can you ask your friend to play?" • "How can we share together?" • "What could you say if you want a turn?" • "Can you tell your friend how you feel?" • "Who could help you?"	**Adult Questions**: • "How can we solve this problem together?" • "What could you say to make your friend feel happy?" • "Can you listen to your friend's idea?" • "What could we do to work together?" • "How do you think they are feeling?"	**Adult Questions:** • "How can you include everyone?" • "What could you do if you disagree?" • "Why is teamwork important?" • "How did you help your friend?" • "What makes a good friend?"

ELGs

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

EYFS at Waverton

Children develop strong, supportive relationships with adults, enabling them to understand their own feelings and those of others. Using the Zones of Regulation, they learn strategies to manage emotions, build confidence, set simple goals and develop resilience and independence.

Transition

Children leave Reception able to manage their behaviour, make positive choices and show resilience. They understand that actions and words affect others and are beginning to take responsibility for themselves.

Year 1

Begin to understand that my choices can help or hurt myself or others.
Begin to understand what healthy choices for my mind and body look like.
Begin to understand that I can choose kind or unkind words.
Begin to understand that small lies can have a big impact.
Start to explore how I can adapt my strategy and try other things when I feel stuck.

Physical Development					
Gross- Motor Skills **Progression of skills**					
Autumn 1 – Early Movement	**Autumn 2 – Developing Control**	**Spring 1 – Coordination & Strength**	**Spring 2 – Application & Control**	**Summer 1 – Agility & Confidence**	**Summer 2 – Mastery & Fluency**
• Move freely in different ways (running, crawling, jumping) • Begin to negotiate space when moving • Develop core strength through climbing and balancing • Begin to use large equipment with support	• Develop balance when walking and running • Use equipment safely with increasing confidence • Begin to travel in different ways (hopping, skipping attempts) • Start to stop and change direction	• Develop control when running, stopping and changing direction • Jump and land with increasing control • Begin to use simple equipment (balls, hoops) with control • Develop coordination in climbing and balancing	• Move with increasing control and coordination • Use equipment with increasing accuracy (throwing, catching, rolling) • Begin to link movements together • Travel confidently in a range of ways	• Demonstrate good coordination and balance • Control movements when using equipment (throwing with aim, catching reliably) • Combine movements fluently (e.g. run and jump) • Show stamina in active play	• Move confidently and safely in a range of ways • Demonstrate strength, balance and coordination • Use equipment with accuracy and control • Apply skills in games and physical challenges
Key Knowledge					
• Know how to move safely in space • Know our bodies can move in different ways	• Know how to use space safely around others • Know how to stop and change direction	• Know how to control our bodies when moving • Know practice helps us improve	• Know how to control movements with equipment • Know how to follow simple game rules	• Know how to aim and combine movements • Know exercise keeps us healthy	• Know how to move safely and confidently • Know why being active is important
Adult Role - Autumn • Model safe movement and use of space • Provide opportunities for a range of movement experiences • Support children to use equipment safely • Encourage active play daily • Praise effort and participation		**Adult Role - Spring** • Model and teach control and coordination • Introduce simple games and challenges • Support children to develop specific skills (throwing, jumping) • Encourage perseverance • Begin to reduce support		**Adult Role - Summer** • Provide opportunities for skill application in games • Encourage teamwork and cooperation • Challenge children to refine movements • Promote independence in physical activity • Support confidence and stamina	
Adult Questions: • "Can you find a safe space?" • "How can you move safely around others?" • "What happens if we move too fast?" • "Can you balance without wobbling?" • "Which movement are you going to try?"		**Adult Questions:** • "How can you control your body?" • "What could help you throw more accurately?" • "Can you show me a different way to travel?" • "What do you need to do to keep trying?" • "How can we improve that movement?"		**Adult Questions:** • "How can you work together as a team?" • "What helped you complete the challenge?" • "Can you make your movements smoother?" • "How can you make your body stronger?" • "Why is exercise important?"	
PE PASSPORT SCHEME					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Movement</u> Move safely in a space, find a space, stop safely. Develop control when using equipment. Combine movements safely and fluently and twist and turn.	<u>Locomotion</u> Balance, run and stop, change direction, jump, hop. Explore different ways to travel using equipment. Work co-operatively with a partner. Gym- rocking and rolling. Rock on different body parts and perform a log, egg roll, pencil roll. Leap and jump off apparatus.	<u>Target Games</u> Throw a ball underarm with accuracy, kick a ball with both feet and roll a ball with both hands. <u>Dance</u> Move creatively making shapes and movements based on a theme, move creatively at different levels and work with a partner. Remember and perform a sequence of movements led by the teacher.	<u>Gymnastics</u> Jump in a variety of ways, showing good technique through take-off and landing. Jump through turns with control, show a tucked body shape in the air and change leg position in the air. <u>Movement Skills</u> Run skilfully, pick up, carry and put down with care showing increasing control over an object. Play games fairly.	<u>Net and wall games</u> Send a ball with some accuracy. Share a space and run with my head up. Jump 1 foot to 2 feet and 2 feet to 2 feet. <u>Invasion Games</u> Strike a ball with an open palm and send it back. Run within a lane- sports day. Jump for height.	<u>Athletics</u> Run with my head up and to react quickly and coordinate a run with a jump. Throw accurately and work with a partner. Run in a lane and sustain form. <u>Striking and Field Games</u> Use both hands when fielding and get in line with the ball. Stop a ball with 2 hands. Throw overarm and pick up a ball with 1 hand. Chase and retrieve a ball.
ELGs 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 Skills Progression of Skills					
Autumn 1 Early Independence	**Autumn 2 Developing Dexterity**	**Spring 1 Control & Coordination**	**Spring 2 Precision & Strength**	**Summer 1 Refinement & Accuracy**	**Summer 2 Fluency & Independence**
Dressing					
Select coat and find book bag	Pull up zips and begin fastening	Put on hat and gloves (with support)	Put on shoes (Velcro)	Explore different fastenings	Put on trousers and jumpers independently
Tools					
Rip masking tape Fat paint brushes	Hole punch Fat paint brushes	Stapler Thin brushes	String holder Thin brushes	Trowel, rake, fork Angled brushes	Sellotape Round brushes
Paint brushes					
Fat paint brushes.	Fat paint brushes.	Thin brushes.	Thin brushes.	Diagonally cut brushes.	Round headed brushes.
Scissors					
Make snips	Cut straight lines	Cut curved lines	Cut simple shapes	Cut complex shapes (e.g. spirals)	Cut complex shapes with control (moving paper)
Cutlery					
Scoop with large spoon	Scoop with teaspoon	Use fork (pricking)	Use fork with control	Use knife and fork	Cut food independently

Drawing					
Draw and explain meaning	Draw recognisable pictures	Draw familiar shapes/objects	Draw recognisable images confidently	Add detail to drawings	Draw accurately with detail
Pencil grip					
Dominant hand developing	Begins tripod grip	Tripod grip with reminders	Begins independent tripod grip	Secure tripod grip	Automatic, confident tripod grip
Introduce triangular pencils and pincer grip.	Refine use of grip using crocodile nip and flip.				Introduce narrower pencils and continue grip strengthening.
Hand grip and wrist strength					
Ball scoop	Tweezers	Small spoons (grasping)	Whisking	Mashing	Shelling (e.g. removing seeds/pods)
Hand strength					
Dough squeezing Ball scoop	Clay shaping Tweezers	Plasticine squeezing Small spoons	Rolling plasticine Whisking	Kneading Mashing	Fine manipulation (e.g. shelling)
Key Knowledge					
• Know how to use hands to make marks • Know how to use tools safely	• Know how to begin to hold tools with control • Know how to use both hands together	• Know how to hold a pencil using a tripod grip (with support) • Know practice helps improve control	• Know how to hold a pencil correctly • Know how to use tools with increasing control	• Know how to use a secure tripod grip • Know how to control small movements	• Know how to use tools and a pencil with control and precision • Know how to prepare for writing (sit correctly, use both hands)
Adult Role - Autumn •Provide daily opportunities to develop fine motor skills • Model correct use of tools and early pencil grip • Support development of hand strength and control • Encourage mark making across provision • Notice and praise effort and engagement		**Adult Role - Spring** • Model, check and correct pencil grip consistently • Reinforce tripod grip through focused activities • Provide opportunities to develop precision and control • Support children to use tools accurately • Begin to reduce adult support		**Adult Role - Summer** • Ensure a secure tripod grip is consistently used and corrected where needed • Promote independence and precision in writing and tool use • Refine control and presentation • Encourage application across provision • Support readiness for writing	
Adult Questions: • "Can you squeeze the dough tightly?" • "Which tool are you going to use?" • "Can you snip the paper carefully?" • "How should we hold our pencil?" • "Can you make smaller marks?"		**Adult Questions:** • "Can you check your finger grip?" • "How can you make your cutting neater?" • "What could help you control the pencil?" • "Can you use both hands together?" • "How can you make your marks more precise?"		**Adult Questions:** • "Can you form your letters carefully?" • "How can you improve your presentation?" • "Can you use the tool independently?" • "What do you notice about your writing?" • "How can you make your movements more controlled?"	
ELGs Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.					

EYFS at Waverton

Physical development is embedded throughout the EYFS curriculum, supported by the PE Passport scheme. By the end of Reception, children demonstrate good coordination, control and balance in both large and small movements, move confidently in a range of ways, and use equipment and tools safely and effectively. They are able to sit correctly at a table and hold a pencil with a secure tripod grip, ready for writing.

Transition

Children leave Reception able to move with coordination, control and confidence, using equipment and tools effectively and showing readiness for writing.

Year 1:

Describe how my body feels before, during and after an activity.
Move with control and care.
Talk about what they have done.
Copy / plan a sequence of movements and repeat them.
Control their body when balancing.
Make a short dance.
Use hitting, kicking and/or rolling in a game.
Use scissors to cut accurately.
Sit correctly at a table, holding a pencil comfortably and correctly.
Form letters correctly.

Literacy

Children will follow Ready Steady Phonics a daily phonics programme that is systematic and structured.
Children will access reading and writing through a range of high-quality texts using Drawing club and Talk for Writing.
Children will access weekly 'Helicopter Story' sessions to develop their story telling.

Comprehension
Progression of skills

Autumn 1 Enjoying Stories	Autumn 2 Retelling & Recall	Spring 1 Understanding Stories	Spring 2 Talking About Texts	Summer 1 Predicting & Responding	Summer 2 Confident Comprehension
• Know how to hold a book the correct way and turn pages with support • Listen to familiar stories with increasing focus and attention, developing a love of stories. • Begin to answer simple questions about stories, recalling a main event. • Enjoy engaging with a range of books including fiction, non-fiction, poems and rhymes. • Begin to retell a story using role-play and small world resources, using some familiar story language. **Vocabulary** • Discuss the meaning of new words introduced by the adult. • Begin to link new vocabulary to known words and experiences.	• Independently look at books, holding them correctly and turning pages. • Listen to familiar and traditional stories, recalling main events with increasing detail. • Answer simple questions about stories including beginning, middle and end. • Use pictures to talk about and retell simple stories. • Retell stories using role-play and small world resources, using a wider range of story language. **Vocabulary** • Discuss the meaning of new words and begin to use them in talk. • Link new vocabulary to known words and experiences with increasing confidence.	• Talk about a range of familiar and favourite stories and make links to previously heard stories and their own experiences. • Demonstrate understanding of story structure by sequencing three events. • Talk about main characters and settings in stories. • Begin to make simple, sensible predictions about what might happen next. • Begin to understand the purpose of non-fiction texts and use them to find simple information. **Vocabulary** • Use new vocabulary introduced by the teacher when talking about stories and texts.	• Talk confidently about a range of familiar and favourite stories, making links between texts and their own experiences. • Show secure understanding of story structure by sequencing three to four events and adapting stories to include their own ideas. • Describe characters and settings using increasing detail. • Make sensible predictions using story context and prior knowledge. • Explain the purpose of non-fiction texts and use them to find simple facts independently. **Vocabulary** • Use new vocabulary in discussions and role-play about stories, non-fiction texts, rhymes and poems.	• Listen carefully to and discuss a range of texts including stories, non-fiction, poetry and rhymes. • Retell stories with increasing accuracy, recalling key events in sequence. • Answer questions about what has been read and begin to comment on characters' thoughts and feelings. • Make appropriate predictions based on story content. • Begin to create their own stories orally using familiar structures and vocabulary. **Vocabulary** • Use and begin to understand new vocabulary introduced through books in a range of contexts.	• Listen carefully to and confidently discuss a wide range of texts including stories, non-fiction, poetry and rhymes. • Retell stories accurately, recalling key events in sequence and using some key language from the text. • Answer questions about what has been read and describe characters' thoughts and feelings with increasing detail. • Make appropriate and justified predictions based on story content. • Create their own stories using language from texts in play and structured situations. **Vocabulary** • Use and understand a wide range of vocabulary introduced through books and apply it independently in talk and play.

Adult Role - Autumn	Adult Role - Spring	Adult Role - Summer
• Model how to handle and explore books independently • Read familiar stories repeatedly to build understanding and recall • Ask simple recall questions and support children to talk about key events • Use pictures, props and story maps to support retelling • Introduce and explain new vocabulary in meaningful contexts • Encourage children to join in with repeated phrases and story language	• Extend children's understanding through questioning and discussion • Model sequencing and retelling using clear story structure • Challenge children to explain and justify predictions. • Support discussion about characters, settings and events • Introduce a range of non-fiction texts and model how information can be found • Revisit and embed new vocabulary through stories, play and conversation	• Facilitate sustained discussions about a range of texts • Encourage children to explain answers using evidence from stories • Model and encourage precise vocabulary linked to texts • Support children to retell stories accurately and invent their own orally • Encourage independent use of books, story language and vocabulary in play • Reduce scaffolding to promote independent comprehension and discussion
Adult Questions: • "What happened in the story?" • "Who is this character?" • "Can you show me the front cover?" • "What do you think happens next?" • "Can you join in with the repeated words?"	**Adult Questions:** • "Why do you think the character did that?" • "What might happen next? Why?" • "Can you retell the story in order?" • "How are these stories the same or different?" • "Where could we find that information?"	**Adult Questions:** • "How do you know that?" • "Can you prove your answer using the story?" • "What is the character thinking or feeling?" • "Can you create your own ending?" • "Which vocabulary could you use from the story?"

ELGs

Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Word Reading
Progression of Skills

Autumn 1 First Sounds & Blending	Autumn 2 Building Early Reading	Spring 1 Digraphs & Decoding	Spring 2 Growing Fluency	Summer 1 Reading Longer Words	Summer 2 Fluent & Confident Reading
Recognise own name. Recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l). Recognise taught Phase 2 tricky words (the I is). Begin to blend sounds together to read words using the taught sounds.	Recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l ff ll ss) and Phase 3 sounds (j v w x y z zz qu ch sh th ng nk). Recognise taught Phase 2 tricky words (the I is to into so go no he me we be). Blend sounds to read words using taught sounds with increasing confidence.	Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er). Recognise taught Phase 2 and 3 tricky words (he we me be she my by her). Begin to read longer words. Recognise taught digraphs in	Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er tt gg pp nn). Recognise taught Phase 2 and 3 tricky words (he we me be she was my by her you they). Read words with double letters.	Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air ure er). Recognise taught Phase 2 and 3 tricky words (he we me be she was my by her you they all are). Read words with short	Recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air ure er). Recognise taught Phase 2, 3 and 4 tricky words (said like have some come). Read words with Phase 3 long vowel sounds with adjacent consonants.

	Begin reading captions and sentences using taught sounds. Read books matching their phonics ability. Recognise capital letters and begin to learn letter names.	words and blend the sounds together. Read words ending with s (e.g. hats, sits). Read sentences containing tricky words and digraphs. Read books matching their phonics ability.	Read words with -es /z/ at the end. Read words with s and s /z/ at the end. Read sentences containing tricky words and digraphs with increasing fluency. Read books matching their phonics ability	vowels and adjacent consonants. Read longer words. Read compound words. Read longer sentences containing Phase 4 words and tricky words. Read books matching their phonics ability.	Read longer words and compound words. Read words ending in suffix -ing. Read longer sentences containing Phase 4 words and tricky words with increasing fluency. Read books matching their phonics ability with increasing independence.
Adult Role – Autumn • Model pure sounds clearly and consistently • Provide daily opportunities for oral blending and segmenting • Encourage children to apply taught sounds when reading words and captions • Revisit tricky words regularly through games and shared reading • Match reading books closely to phonic knowledge • Praise confidence, effort and attempts at blending		**Adult Role – Spring** • Support children to blend sounds fluently when reading words and sentences • Draw attention to digraphs, tricky words and longer words during reading • Model decoding strategies when children become stuck • Encourage rereading to develop fluency and confidence • Provide regular opportunities to read independently and with an adult • Consolidate taught sounds and tricky words through repetition and practice		**Adult Role – Summer** • Encourage automatic recognition of taught sounds and tricky words • Support children to read longer words and sentences fluently • Model expression and phrasing during reading • Encourage children to apply phonics knowledge independently when decoding unfamiliar words • Provide opportunities for independent reading across provision • Develop confidence and stamina through regular rereading of familiar books	
Adult Questions: • "What sound can you hear at the beginning?" • "Can you blend the sounds together?" • "Which sound do we need next?" • "Can you find the tricky word?" • "What word have you made?"		**Adult Questions:** • "Can you spot the digraph?" • "What strategy could help if you get stuck?" • "Can you sound it out and blend it?" • "Does that sentence make sense?" • "Can you reread it more fluently?"		**Adult Questions:** • "Can you read that without sounding out?" • "What happens if we add -ing?" • "Can you work out the longer word?"	
ELGs 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.					
Writing **Progression of Skills**					

Autumn 1 Mark Making & Meaning	Autumn 2 Early Sounds & Letter Formation	Spring 1 Simple Words & Captions	Spring 2 Sentence Building	Summer 1 Developing Independence	Summer 2 Fluent & Purposeful Writing
Composition • Imagine and record ideas through drawing a character or setting. • Talk about what they have drawn and give meaning to their marks. Use talk to express simple ideas. **Transcription** • Recognise own name. Begin to copy name with support • Make marks with meaning and begin to give meaning to marks. • Begin to form some letters, showing awareness of letter shapes. • Begin to copy familiar words using a model. **Spelling & Punctuation** • Know that marks can represent sounds and meaning. • Begin to recognise that sounds can be represented by graphemes as taught in the phonics scheme. • Observe adults modelling how to represent sounds using graphemes taught in the phonics scheme. **Handwriting**	**Composition** • Imagine and record ideas through drawing a character and setting linked to their own experiences. • Use talk to describe their ideas in simple phrases. • Orally rehearse words and begin to identify initial sounds in words they want to write. **Transcription** • Write own name independently using a model. Some recognisable letters. • Form some recognisable letters with increasing control and accuracy. • Hear, say and write the initial sounds in words using taught graphemes. • Segment and write simple CVC words using taught graphemes with support. **Spelling & Punctuation** • Begin to represent initial sounds in words using graphemes taught in the phonics scheme. • Begin to understand that words are made up	**Composition** • Listen to and join in with orally modelled story plans. • Verbally rehearse simple sentences before writing. • Adapt an adult's modelled sentence with a small amount of support. **Transcription** • Write own name from memory. Increasingly accurate letter formation. • Write simple CVC words independently using phonic knowledge. • Write simple captions following adult modelling. • Begin to write a simple sentence with support, using phonic knowledge to represent sounds. **Spelling & Punctuation** • Represent some sounds in sequence when spelling simple CVC words using graphemes taught in the phonics scheme. • Show an awareness of finger spaces between words.	**Composition** • Join in with orally creating simple story plans. • Verbally rehearse simple sentences with growing independence before writing. • Begin to say a sentence and write it with support. • Read their sentence back to an adult to check it makes sense. **Transcription** • Write own name correctly formed. Use capital letter at the beginning. • Write simple sentences with support, showing increasing independence from adult modelling. • Use taught graphemes to spell words with greater accuracy. • Re-read writing with support to check it makes sense. **Spelling & Punctuation** • Spell simple words using graphemes taught in the phonics scheme with increasing accuracy.	**Composition** • Orally plan and describe a simple sequence of events using beginning, middle and end. • Generate their own sentence ideas with support. • Verbally rehearse sentences independently before writing. • Re-read writing to check it makes sense. **Transcription** • Write full name (first + surname) with support. • Mostly correct formation. • Write simple sentences independently using phonic knowledge. • Write simple dictated sentences that are phonetically plausible. • Spell words using taught graphemes with increasing accuracy and confidence. **Spelling & Punctuation** • Spell simple words using phonic knowledge from the phonics scheme with increasing independence.	**Composition** • Orally plan and describe a simple sequence of events with increasing independence. • Generate and write their own sentence ideas with minimal support. • Verbally rehearse sentences confidently before writing. • Re-read writing independently and make simple improvements. **Transcription** • Write full name independently. Consistent correct formation and orientation. • Write simple sentences consistently and independently with increasing accuracy. • Write dictated sentences with growing control and correct grapheme choices. • Write a short sequence of sentences, applying phonic knowledge with increasing fluency. **Spelling & Punctuation**

• Develop gross motor and fine motor movements that underpin letter formation. • Engage in a range of activities to strengthen core strength, shoulder stability and hand control. • Explore large and small movements through mark making using a variety of tools. Begin to form some letters through mark making. • Begin to copy letters in their name with support. • Begin to learn letter formation linked to graphemes taught in the phonics scheme (s a t p i n m d g o c k e u r h b f l).	of sounds linked to phonics learning. • Observe adult modelling of finger spaces, capital letters and full stops within shared writing. . **Handwriting** • Continue to develop gross motor and fine motor control to support handwriting. Show increased control and coordination in fine motor activities. • Begin to use movements more precisely to support letter formation. • Form some recognisable letters with increasing control. • Begin to use a comfortable grip when holding writing tools. • Begin to form letters linked to graphemes taught in the phonics scheme (j v w x y z). • Begin to form letters from their name with increasing accuracy.	• Begin to recognise the use of capital letters at the beginning of names. Begin to spell some tricky words as introduced in the phonics scheme using visual prompts. **Handwriting** • Demonstrate increased control and precision in fine motor movements to support handwriting. Sit correctly at a table with two feet on the floor when writing. • Hold a pencil with increasing control using a comfortable and effective grip. • Form letters more accurately, focusing on correct starting and finishing points. • Practise letter formation using the letter families (i l t j u y). • Consistently form some lower-case letters correctly.	• Show an awareness of finger spaces between words in their writing. • Begin to use capital letters and full stops with support. • Continue to spell tricky words from the phonics scheme using visual prompts. **Handwriting** • Apply increased control and consistency in fine motor movements during writing tasks. • Maintain correct sitting position and pencil grip when writing. • Form a wider range of letters correctly using the letter families (c o a d g q). • Form most lower-case letters with increasing accuracy and correct orientation. • Write letters with greater consistency in size and formation.	• Use finger spaces in their writing more consistently. • Use capital letters and full stops to demarcate simple sentences with support. • Spell some tricky words from the phonics scheme independently or using available resources. **Handwriting** • Demonstrate consistent control and coordination in fine motor movements for writing. • Sit correctly and hold a pencil effectively for sustained writing tasks. Form most lower-case letters accurately using the letter families (s f e r n m h). • Begin to form some capital letters correctly. Show increased consistency in letter size, orientation and spacing.	• Spell words using phonic knowledge from the phonics scheme with increasing accuracy and independence. • Use finger spaces consistently in their writing. • Use capital letters and full stops appropriately in simple sentences with increasing independence. • Use capital letters for names with increasing consistency. • Spell a range of tricky words from the phonics scheme independently or by selecting appropriate support. **Handwriting** • Demonstrate strong control and fluency in fine motor movements when writing. • Form all lower-case letters accurately and with consistent orientation using the letter families (k b p v w x z). • Begin to form capital letters correctly, including those used for names. • Develop a fluent and efficient handwriting style with increasing speed and control.

					• Apply correct letter formation consistently in independent writing.

Adult Role - Autumn	**Adult Role - Spring**	**Adult Role - Summer**
• Model mark making, drawing and early writing regularly in meaningful contexts • Encourage children to talk about their drawings, marks and ideas • Provide opportunities for shared storytelling, Drawing Club and role-play • Model oral rehearsal before writing • Reinforce correct pronunciation of taught phonemes and link sounds to graphemes • Support children to hear initial sounds in words • Model correct letter formation using the phonics scheme sequence • Develop fine and gross motor strength through a range of practical activities • Encourage correct pencil grip, posture and control • Praise all attempts at writing and give children confidence to "have a go"	• Model how to say a sentence aloud before writing it • Support children to segment words using taught phonics • Encourage children to apply phonic knowledge independently when writing • Use shared writing to model captions, sentences, spaces and punctuation • Extend children's vocabulary through stories, Talk for Writing and Drawing Club • Encourage rereading to check that writing makes sense • Model accurate letter formation and reinforce letter families • Support increasing independence while providing appropriate scaffolding • Provide purposeful opportunities for writing in play and across provision • Celebrate children's developing confidence as writers	• Encourage children to generate and organise their own ideas for writing • Challenge children to add detail, problems and solutions to stories • Model how to expand sentences and sequence events clearly • Support children to write independently using taught phonics and tricky words • Encourage children to reread, check and improve their writing independently • Reinforce consistent use of capital letters, finger spaces and full stops • Promote stamina and fluency in independent writing tasks • Model and reinforce accurate handwriting, orientation and presentation • Provide opportunities for meaningful writing across all areas of provision • Encourage children to apply vocabulary from stories, role-play and topic learning • Reduce adult scaffolding to promote independence, confidence and resilience as writers
Adult Questions: • "Tell me about your picture." • "What sounds can you hear in that word?" • "Can you make marks to match your idea?" • "What letter does your name start with?" • "Can you say the word slowly?"	**Adult Questions:** • "What sentence are you going to write?" • "Can you hear the sounds in the word?" • "What do you need between your words?" • "Can you reread your sentence?" • "How can you make your writing clearer?"	**Adult Questions:** • "Can you add more detail to your sentence?" • "What could happen next in your story?" • "Can you check your punctuation?" • "Which tricky words could you use?" • "How can you improve your writing?"

ELGs
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.

EYFS at Waverton
We have a strong focus on language development, recognising that speaking and listening underpin reading and writing. Through a language-rich environment, children develop a love of stories, rhymes and books, and grow in confidence when communicating ideas in different contexts. Children are encouraged to use their phonic knowledge to read and write with increasing independence and confidence. At Waverton, we use Ready, Steady Phonics, Drawing Club, Talk for Writing and Helicopter Stories to support early reading and writing development.

Transition

Children leave Reception with increasing confidence in reading and writing, able to apply their phonic knowledge to read simple texts and write recognisable letters, words and sentences independently.

Year 1:

Reading

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 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).
Accurately read aloud 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
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- 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 based on what is being said and done
- predicting what might happen based on what has been read so far.

Writing

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 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

Transcription

Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and practise these.

Form letters correctly, produce neat handwriting, sitting on the line.

Vocabulary, grammar, punctuation

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, exclamation mark

Using a capital letter for names of people, the days of the week, and the personal pronoun I

Spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

- Name letters of the alphabet in order

Use 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 rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPC and common exception words

Handwriting

- Sit correctly at a table holding a pencil comfortably and correctly
- Begin to form lower case letters correctly, starting and ending in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting families(ie letters that are formed in similar ways, and to practise these)

Mathematics					
Number **Progression of skills**					
Autumn 1 Counting & Comparing	**Autumn 2 Exploring Number Bonds**	**Spring 1 Securing Number to 10**	**Spring 2 Addition & Subtraction**	**Summer 1 Calculating with Confidence**	**Summer 2 Fluency to 20**
• Count to 5 and have a good understanding of numbers to 5. • Compare identical and non-identical objects.	• Introduce the part-whole model. • Learn number bonds to 5. • Identify when objects have the same, more, fewer, most and fewest. • Find 1 more and 1 fewer. • Find one more using sets of objects using a tens frame.	• Continue number bonds to 5 and then to 10. • Count to 10 and have a good understanding of numbers to 10. • Subitise to 5 and 6. • Compare groups up to 10.	• Subtraction to 10. • Use ten frame and whole-part model to understand bonds to 10. • Combine 2 groups to find the whole • Subtraction within 10. • Find one more and one less using sets of objects on a tens frame and in our heads.	• Adding by counting on. • Taking away by counting back. • Counting to and back to 20. • Doubling facts.	• Recap Numbers to 20. • Counting on and back to 20, adding and subtracting. • Recap bonds to 10.
Adult role- Autumn • Model counting accurately through songs, games and practical activities • Encourage children to count objects carefully using one-to-one correspondence • Model mathematical vocabulary such as more, fewer, same, most and fewest • Use concrete resources and ten frames to develop number understanding • Support children to recognise small quantities through subitising • Reinforce number recognition and number formation through continuous provision		**Adult role -Spring** • Model part-whole understanding using practical resources and representations • Encourage children to explain their mathematical thinking using full sentences • Support children to use number bonds and simple addition and subtraction strategies • Use games and practical activities to develop recall of number facts • Encourage children to compare quantities and explain their reasoning • Revisit and consolidate previously taught concepts regularly		**Adult role- Summer** • Encourage children to apply number knowledge independently during play and problem-solving • Model counting on and counting back strategies • Support children to solve practical addition and subtraction problems • Encourage rapid recall of number bonds and doubles facts • Provide opportunities for reasoning, pattern spotting and mathematical discussion • Reduce scaffolding to promote independence and fluency in number skills • Challenge children to explain their mathematical thinking	

Adult Questions: • "How many can you count?" • "Can you touch each object as you count?" • "Which group has more?" • "How do you know they are the same?" • "What number comes next?"	**Adult Questions:** • "Can you show me the parts and the whole?" • "How did you work that out?" • "What happens if we add one more?" • "Can you explain your thinking?" • "Which number is fewer and how do you know?"	**Adult Questions:** • "Can you count on from that number?" • "What pattern can you see?" • "How did you solve the problem?" • "What do you notice about the doubles?" • "Can you prove your answer?"

ELGs
Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Number Pattern
Progression of Skills

Autumn 1 Exploring Shape	Autumn 2 Position & Space	Spring 1 Measure & Compare	Spring 2 Spotting Patterns	Summer 1 Number Patterns & Relationships	Summer 2 Applying Shape & Measure
• Identify properties of 2D and 3D shapes.	• Spatial awareness. Understand positional language.	• Measure length, height and weight.	• Explore simple and more complex patterns.	• Patterns in numbers eg Doubling, halving, odds and evens.	• Compose and decompose shape. • Measure volume and capacity. • Sort into groups- extra. • Introduce time- extra.

Adult role- Autumn • Model mathematical language linked to shape, space and position • Encourage children to explore, describe and compare shapes practically • Support children to use positional language during play and routines • Provide opportunities to build, sort and manipulate shapes and objects • Model pattern making through practical experiences and continuous provision	**Adult role -Spring** • Encourage children to identify, continue and create patterns independently • Model comparison language linked to measure such as taller, shorter and heavier • Support children to explore shape composition and spatial reasoning • Use practical equipment to develop understanding of length, height, weight and capacity • Encourage mathematical talk during construction, small world and creative activities	**Adult role- Summer** • Support children to recognise and explain patterns within number • Encourage children to apply shape, measure and pattern knowledge independently • Model reasoning and problem-solving using mathematical vocabulary • Provide opportunities to investigate doubling, halving, odds and evens practically • Encourage children to explain their thinking and justify answers • Reduce adult support to promote independence and confidence in mathematical exploration
Adult Questions: • "What shape can you see?" • "Can you describe where it is?"	**Adult Questions:** • "How do you know it is taller?" • "Can you continue the pattern?"	**Adult Questions:** • "What number pattern can you see?" • "What happens when we double it?"

• "Which object is bigger?" • "Can you make a pattern?" • "What happens next in the pattern?"	• "What shapes can you combine?" • "Which container holds more?" • "Can you explain how you sorted them?"	• "How do you know it is equal?" • "Can you explain your thinking?" • "What could happen next in the pattern?"

ELGs

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

EYFS at Waverton

Children develop confidence and enjoyment in mathematics through practical exploration, talk and problem-solving. Using the Power Maths scheme, children build a secure understanding of number, pattern, shape and measure, applying mathematical skills with increasing independence and confidence.

Transition

Children leave Reception with a secure understanding of number to 10, confidence in counting and problem-solving, and the ability to apply mathematical skills independently across play and learning.

Year 1

Number and 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 2s, 5s and 10s
- given a number, identify 1 more and 1 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

Number 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 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9

Number Multiplication and 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

Number Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 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)
- 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

Understanding the World					
Past and Present **Progression of skills**					
What makes YOU amazing?	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover out and about in Waverton?**
Autumn 1 My Life & Me	**Autumn 2 Celebrations & Memories**	**Spring 1 Understanding the Past**	**Spring 2 People & Change**	**Summer 1 Comparing Past & Present**	**Summer 2 Then & Now**
• Talk about own life story. • Comment on own baby photos, talk about how we have changed. • Understand the difference between past and present.	• Build up knowledge of key historical events through topic, stories and community events e.g. Bonfire Night, Remembrance Day, Christmas. • Say/ sing the days of the week.	• Continue to understand the difference between past and present. • Build up knowledge of key historical events through topic, stories and community events.	• Talk about the lives of the people around us and their jobs. • Look at jobs in the past, compare clothes. • Begin to understand that week's turn into months, we have a new Year	• Continue to understand the difference between past and present and build up knowledge of key historical events through topic, stories and community events. • Compare and contrast characters from stories including figures from the past- Castles/ knights. • Compare and contrast houses we live in to castles.	•Look at maps from long ago and now, compare.
Key Knowledge					
• Know who is in my family, families can be different. • Know I was different when I was a baby. • Know each day is a new day- today, yesterday, tomorrow. • Know we celebrate lots of events.	• Name events eg Bonfire night, Christmas, Remembrance Day. • Know Guy Fawkes was alive long ago. • Know there were no cameras or electricity long ago • Know we celebrate Xmas because of the birth of Jesus long ago.	• Know that years have different numbers. • Know that Neil Armstrong was the first man on the moon .	• Know what jobs people around us do. • Know about the emergency services. • Know we can call 999 to contact emergency services. • Know people wore different clothes long ago.	• Know that there was a hierarchy in the past- rich and poor which affected where they lived. • Know about life in a castle- Kings, Queens and Knights lived there. There was no electricity. • Know many castles are ruins now and we live in houses not castles.	• Know the canal has been in Waverton for 100s years. • Know that compare means look for similarities and differences. • Know long ago there were no planes and people travelled abroad by boat.

				• Know knights wore different clothes to armed forces today.	
Vocabulary					
Now Then Present Myself Baby Toddler 4 years old	Old New Then Newer Long ago	In the past Then Long ago	Compare Jobs Police Officer Firefighter Paramedic Vet Doctor Nurse	Before I was born More recent In the olden days Past	Now Date Jobs Shop keeper Groomer hairdresser
Adult role - Autumn • Talk about familiar events, family and celebrations • Use photos, stories and artefacts to discuss the past • Introduce vocabulary such as now, then and long ago • Model simple comparisons between past and present		**Adult role - Spring** • Encourage discussion about jobs, people and events from the past • Use stories and topics to develop historical understanding • Ask questions to encourage noticing similarities and differences • Reinforce chronological language through routines and discussion		**Adult role - Summer** • Support children to compare past and present independently • Encourage use of new historical vocabulary in play and discussion • Explore local history and changes over time • Model curiosity and questioning about the past	
Adult Questions: • "What was different when you were a baby?" • "Who is in your family?" • "What happened yesterday?" • "What do we celebrate at Christmas/Bonfire Night?" • "How is the past different from now?"		**Adult Questions:** • "Who helps us in our community?" • "What job would you like to do?" • "How were clothes different long ago?" • "Why is Neil Armstrong important?" • "What is the same and different about then and now?"		**Adult Questions:** • "How is a castle different from your house?" • "Why were castles built long ago?" • "What can you notice about this old map?" • "What has changed in Waverton over time?" • "How did people travel long ago?"	
ELGs 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 experience 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 Progression of Skills					
What makes YOU amazing?	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover out and about in Waverton?**
Autumn 1 Exploring Our Environment	**Autumn 2 Maps & Where We Live**	**Spring 1 Our World**	**Spring 2 Different Places & Features**	**Summer 1 People, Places & Landmarks**	**Summer 2 Discovering Our Local Area**
• Create story maps within their immediate environment.	• With support draw information from simple maps. • Find our country and find India on a world map.	• Draw information from simple maps and create their own maps with immediate environment. • Find the land and sea on a globe.	• With support, begin to recognise that different places have different features eg recognise the difference between a city and the countryside.	• Continue to recognise that different places have different features eg castle built on a hill, near a river • Talk about features of a castle.	• Continue to make maps of the local and immediate environment and describe their journey within this environment. • Make 3D map of Waverton. • Listen carefully to stories about different places and continue to recognise that different places have different features. • Talk about countries the children have visited.
Key Knowledge					
• Know I go to school in a village called Waverton. • Know what a map is. • Know that there are many countries around the world.	• Know maps give information about where places are. • Know India is a country far from us- look at world map.	• Know we live in England, Wales. • Know that the globe shows countries around the world. • Know the difference between the land and sea on a globe and map.	• Know that a city is busy with buildings. • Know that our village Waverton is in the countryside because we have fields and space around us.	• Know our village has different features like houses, roads and fields. • Know a city has different features to the countryside (e.g. more buildings and busy roads).	• Know there are different types of maps. • Know what a 3D map is. • Know a world map shows different countries.

<table>
<tr><th colspan="6">Vocabulary</th></tr>
<tr><td>Map
Direction
Waverton
School
Village
Home</td><td>World Map
England
India
Country</td><td>England
Wales
Land
sea</td><td>Village
Town
City
Countryside</td><td>Most
Drawbridge
Battlements
River
hillside</td><td>3D map
Canal
Road
Bridge
Natural</td></tr>
<tr><td colspan="2">Adult role - Autumn
Explore maps, places and journeys
Introduce geographical vocabulary
Encourage discussion about the local environment
Use stories and photos to explore different places</td><td colspan="2">Adult role - Spring
Develop map and globe skills
Encourage comparison of environments
Model geographical language
Explore features of places through play and discussion</td><td colspan="2">Summer
Support children to describe places confidently
Encourage independent map making
Compare local and wider environments
Promote curiosity about the wider world</td></tr>
<tr><td colspan="2">Adult Questions:
• “Where is our school?”
• “Can you follow the map?”
• “What can you see in Waverton?”
• “Where do you live?”
• “Can you find England on the map?”</td><td colspan="2">Adult Questions:
• “What is the difference between land and sea?”
• “What can you see on the globe?”
• “How is a city different from the countryside?”
• “What features can you notice?”
• “Why do people use maps?”</td><td colspan="2">Adult Questions:
• “What can you see on your map?”
• “How is Waverton different from other places?”
• “What is near the castle?”
• “Which countries have you visited?”
• “What is the same and different about these places?”</td></tr>
<tr><td>Christianity
Find out what Harvest means.
Understand that Christians celebrate Harvest as a time to be thankful.</td><td>Christianity
Find out why Christians give presents at Christmas time.
Develop curiosity as to why Christians do nativity plays at Christmas.
Explain why Christians give and receive presents at Christmas.
Understand that some places are special for some members of the community e.g., Methodist church</td><td>Christianity
Find out what happens in a Christian Church.
Talk about how Christians might worship God in church.
Explore why Christians say Jesus is special through miracle stories.
Talk about the bible as a special book for Christians that has many special stories.</td><td>Christianity
Find out how Jesus came back to life in the Easter story.
Recall key important aspects of the Easter story and begin to say why Christians think the resurrection is important.
Talk about Christians they celebrate in this country celebrating Easter.
Know the Easter story.
Know that some communities celebrate Easter</td><td>Other world religions
Understand that there are other religions. Talk about Judaism. Find out why the candle stick needs so many candles. (Menorah)
Understand that some places are special for some members of the community</td><td>Other world religions
Talk about Ramadan and how Muslims help other people.</td></tr>
</table>

			• Talk about Chinese New Year or Ramadan.		
Key Knowledge					
• Know about some celebrations and can talk about how they might be celebrated - Harvest	• Know about some celebrations and can talk about how they might be celebrated – Diwali • Know Diwali is a celebration of Light. • Know that churches are special places for Christians. • Know what the Christian cross is. • Know why Christians give presents at Christmas.	• Know what happens in a Christian church. • Know the bible is a special book.	• Know about some celebrations and can talk about how they might be celebrated- Easter • Know Jesus came back to life in the Easter story.	• Know that there are many religions. • Know some similarities and differences between different religious/non-religious communities.	• Know that there are many religions
Vocabulary					
Harvest Christianity	Christmas Nativity Son of God incarnation Celebration Diwali	Church Minister Bible	Easter Resurrection God Christians	Celebration Menorah- candlestick Judaism	EID Ramadan Muslim
Adult role - Autumn • Introduce celebrations and special stories • Model respectful discussion about beliefs • Explore religious vocabulary through stories and play • Encourage curiosity and questioning		**Adult role - Spring** • Discuss churches, celebrations and special books • Reinforce key religious vocabulary • Encourage children to talk about similarities and differences • Explore beliefs through stories and artefacts		**Adult role -Summer** • Develop understanding of different religions and communities • Encourage respectful discussion and comparison • Support children to talk about celebrations and beliefs confidently • Promote curiosity about different cultures and traditions	
Adult Questions: • "What do we celebrate at Harvest/Christmas?" • "Why do people give presents at Christmas?" • "What is special about a church?"		**Adult Questions:** • "What happens inside a church?" • "Why is the Bible special to Christians?" • "Why do Christians celebrate Easter?"		**Adult Questions:** • "What religions do people follow?" • "Why is the menorah important in Judaism?" • "How do Muslims help others during Ramadan?" • "What makes a place special to people?"	

• "What do you notice about this celebration?" • "How can we show respect for other beliefs?"	• "What do you remember about the Easter story?" • "How are celebrations similar or different?"	• "What have you learnt about different beliefs and traditions?"
ELGs Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.		

Natural World **Progression of Skills**					
What makes YOU amazing?	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover out and about in Waverton?**
Autumn 1 My Body & Seasons	**Autumn 2 Animals & Environments**	**Spring 1 Materials & Exploration**	**Spring 2 Living Things & Growth**	**Summer 1 Plants & Habitats**	**Summer 2 Life Cycles & Investigation**
• Explore the body and five senses. • Describe signs of autumn. • Talk about and draw observations outdoors. Developing Experts Our Body (6 lessons)	• Name and talk about animals. • Explore light and dark. • Identify similarities and differences in environments. Developing Experts Animals (6 lessons)	• Explore materials and their properties. • Observe ice, water and snow. • Explore push and pull. • Make observations and talk about findings. Developing Experts Space (2 lessons) Forces push and pull (1 lesson) Materials (2 lessons)	• Talk about baby animals and pets. • Explore healthy eating. • Recognise signs of spring. Developing Experts Food (6 lessons)	• Grow seeds and care for plants. • Observe living things and habitats. • Explore natural and man-made materials. Developing Experts Plants (3 lessons) Materials (lesson3-6)	• Talk about life cycles and habitats. • Explore floating and sinking. • Observe signs of summer with increasing detail. Developing Experts Insects (2 lessons) Forces Float and sink (1 lesson)
Key Knowledge					
• Know body parts and five senses. • Know signs of autumn .	• Know animals are living things. • Know some animals are nocturnal. • Know signs of winter.	• Know water freezes to make ice. • Know materials have different properties. • Know pushes and pulls create movement.	• Know the four seasons. • Know baby animals grow into adults. • Know how to stay healthy.	• Know plants are living things. • Know plants need water, sunlight, soil and air to grow. • Know parts of a plant.	• Know creatures live in different habitats. • Know some objects float and some sink. • Know summer is the warmest season
Vocabulary					
Same Different	Autumn Weather	Winter Icy	Season Spring	Seeds Soil	Insect habitat

My body Senses Sight Smell Taste Hearing touch	Windy Change Animal Light and dark Nocturnal Living Non living	Cold Melt Freeze Push Pull Sort	Summer Baby Adult Healthy Fruit Vegetable Exercise	Grow Light Water Plant Root Stem Leaf	Spider Fly centipede Observe Compare Float Sink

Adult role - Autumn • Encourage exploration and observation outdoors • Introduce simple scientific vocabulary • Support children to talk about what they notice • Explore seasonal changes through discussion and play	**Adult role - Spring** • Encourage questioning and investigations • Explore materials, forces and living things practically • Reinforce observation and comparison skills • Model curiosity about the natural world	**Adult role - Summer** • Support children to observe plants, habitats and life cycles • Encourage children to describe and explain findings • Explore floating, sinking and habitats through play • Promote independent exploration and scientific talk
Adult Questions: • "What can you notice outside?" • "How are these the same or different?" • "Which sense are you using?" • "What happens in autumn/winter?" • "Which animals come out at night?"	**Adult Questions:** • "What happens when ice melts?" • "How does it move when we push it?" • "Which material feels different?" • "How do baby animals change?" • "What helps us stay healthy?"	**Adult Questions:** • "What does a plant need to grow?" • "What can you see in this habitat?" • "Why do you think it floated/sank?" • "What changes can you notice in summer?" • "Can you compare these living things?"

ELGs

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 season and changing states of matter

EYFS at Waverton

Understanding the World in EYFS is fun, practical and investigative. Children develop curiosity about the world around them through exploration, questioning and first-hand experiences. Through active learning, discussion and investigation, children build an age-appropriate understanding of people, places, nature and the wider world.

Transition

Children leave Reception with curiosity and confidence to explore, observe and talk about the world around them, using their knowledge and experiences to ask questions, investigate and make sense of what they see.

Year 1

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants including trees.

Animals Including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common on animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure and variety of common animals.
- Identify name and draw the basic parts of the human body and say which part of the body is associated with each sense.

Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials including wood, plastic., glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Geography

Locational Knowledge

- Name and locate the worlds 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capitals cities of the UK and its surrounding areas

Place Knowledge

- Understand geographical similarities and difference through studying human and physical geography of a small area of the UK and of a small area in a contrasting non- European country

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- Understand the location of hot and cold areas of the world in relation to the equator and the north and south poles
- Use basic geographical vocabulary to refer to
- Key physical features- beach, cliff, coats, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key Human Features including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Expressive Arts and Design					
Creating with Materials **Progression of skills**					
What makes YOU amazing?	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover out and about in Waverton?**
Autumn 1 Exploring Materials & Marks	**Autumn 2 Creative Techniques & Imagination**	**Spring 1 Colour, Texture & Design**	**Spring 2 Developing Creativity**	**Summer 1 Choice, Detail & Expression**	**Summer 2 Independent & Collaborative Creation**
• Make marks on paper using a range of tools. • Create a simple representation of themselves. • Use drawing materials to create pictures with a range of lines and shapes. • Begin to use a range of tools and equipment safely. • Begin to use a range of techniques including drawing, painting and collage. • Explore materials through sensory play.	• Create simple representations of people and objects. • Use a range of techniques using a variety of materials e.g. drawing, painting, collage and weaving. • Begin to use one-handed tools with increasing control. • Explore colour and pattern through art. • Look at paintings by Jackson Pollock. • Use splash and splat techniques to make a group painting.	• Use colour for a purpose e.g. *Starry Night* painting. • With support, begin to plan a design before starting. • Select the most appropriate tool or joining material with support. • Explore different textures and media. • Look at paintings by Vincent Van Gogh. • Begin to talk about what they like about their own work. • Use props to develop short	• Use different textures in creations and combine media. • Combine materials to create different textures. • Mix colours to produce different shades. • Add increasing detail to drawings and paintings. • Suggest changes to improve creations. • Explore warm and cool colours. • Create scenes using multiple props.	• Draw detailed pictures based on observations and ideas. • Look closely and observe carefully. • Make independent choices about the resources needed and talk about creations. • Use different techniques and materials to achieve a desired effect. • Select the most appropriate tool or joining material independently. • Explore sketching, painting, chalk, charcoal and pastels.	• Plan what they are going to make before beginning construction or junk modelling. • Manipulate and combine materials with increasing control. • Join materials using appropriate techniques. • Share creations and talk about the process, evaluating what worked well and what could improve. • Independently select and use props to tell detailed stories. • Guide peers in using props

• Role play using given props and costumes. • Begin to understand the use of props in role play.	• Use a variety of props to create scenes and act out basic stories. • Start linking props to characters and actions in familiar stories.	narratives. • Control mark making using smaller movements.	• Develop imaginative storylines collaboratively.	• Explain choices and evaluate effectiveness. • Switch between props and roles during play to build a story with narrative progression.	effectively to expand shared stories. • Collaborate confidently during imaginative play and creative activities.
Key Knowledge					
• Know how to draw a person. • Know how to paint and draw a building. • Know what collage means. • Know that tools can be used safely for different purposes. • Know that props can represent characters and everyday actions.	• Know how to hold and use a paintbrush and scissors safely. • Know how to weave using over and under patterns. • Know about the artist Jackson Pollock. • Know that artists use different techniques to create effects. • Know how to use a variety of props creatively to represent characters and stories.	• Know and compare the artists Vincent Van Gogh and Jackson Pollock. • Know that Van Gogh painted *Starry Night*. • Know that designs help when making models. • Know different resources create different effects e.g. chalk smudges. • Know that colours can be chosen for a purpose. • Know how props can help create a simple story.	• Know that colours can create different feelings. • Know some colours are warm and some are cool. • Know colours can be mixed to create new shades. • Know details can improve artwork. • Know different materials create different textures. • Know how props can be combined to build detailed settings and stories.	• Know how to design, make and explain creations. • Know that observation means looking closely. • Know artwork can be improved and changed. • Know how sketching, painting, pastel, chalk and charcoal create different effects. • Know role play can develop over time through changing characters and props. • Know imagination can be expressed through art, movement and storytelling.	• Know different joining techniques can make models stronger. • Know it is acceptable to have opinions about artwork and share views respectfully. • Know how to evaluate artwork by discussing strengths and improvements. • Know how to independently select and use props to tell detailed stories. • Know how to guide and collaborate with peers during role play and creative activities.
Vocabulary					
draw paint line shape glue cut colour pretend	weave splat splash brush pattern artist costume character	design plan texture smooth rough shade story join	mix warm cool detail collage texture prop scene	observe sketch pastel chalk charcoal improve effect role	build construct evaluate create model choose collaborate imagination
Adult role - Autumn		**Adult role - Spring**		**Adult role - Summer**	

• Model mark making, painting, collage and weaving techniques • Introduce and model the safe use of tools and materials • Discuss artists such as Jackson Pollock and explore different painting styles • Encourage children to explore colours, textures and materials independently • Support imaginative play through modelling storylines, characters and use of props	• Model how to plan before creating • Encourage children to select appropriate tools and materials • Discuss the work of Vincent Van Gogh and *Starry Night* • Model colour mixing and combining media to create effects • Encourage children to talk about creations and suggest improvements • Support collaborative storytelling and imaginative role play	• Encourage independence when selecting tools, materials and props • Model observational drawing and construction techniques • Support children to explain, evaluate and improve creations • Promote collaboration and leadership during imaginative play • Extend children's ideas through open-ended questioning and shared thinking
Adult Questions: • "What are you going to create?" • "Which colours will you use?" • "How does this material feel?" • "Can you tell me about your picture?" • "Who are you pretending to be?"	**Adult Questions:** • "What is your plan?" • "Why did you choose those materials?" • "What happens when we mix these colours?" • "How could you improve your creation?" • "What might happen next in your story?"	**Adult Questions:** • "What details can you add?" • "How can you make your model stronger?" • "Can you explain your choices?" • "What could you change or improve?" • "How can you work together to develop the story?"
ELGs 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
Progression of Skills

Autumn 1 Imaginative Play & Stories	Autumn 2 Sharing Stories Together	Spring 1 Changing & Retelling Stories	Spring 2 Collaborative Story Making	Summer 1 Developing Story Ideas	Summer 2 Confident & Creative Storytelling
• Create simple stories from experiences. • Begin imaginative play using small world and role play resources.	• Play with others to develop a storyline. • Share simple events and experiences. • Rehearse for and perform in a Christmas play.	• Change familiar stories with simple new twists. • Recall events and stories in order with increasing detail.	• Work with others to create stories and adapt parts of shared stories. • Add more detail to retellings of events.	• Add a problem and resolution to stories. • Explore different story endings.	• Create detailed stories independently. • Adapt familiar stories independently. • Recall personal experiences with reflections.
Key Knowledge Storytelling					
• Know basic story structure. • Know stories can come from real experiences.	• Know stories and events have an order. • Know stories can be acted out and performed.	• Know stories can be changed and adapted.	• Know and recall a range of narratives and stories.	• Know stories often have a problem and resolution.	• Know and recall a range of narratives and stories and invent their own.
Charanga Music Scheme					

• Learn, sing and perform nursery rhymes. • Experiment with different instruments and their sounds. • Talk about likes and dislikes in music. • Join in with singing in a familiar group. • Explore a range of percussion instruments.	• Move to the pulse of music. • Sing the melodic shape of familiar songs. • Build a repertoire of familiar songs and sing entire songs.	• Create musical patterns using untuned instruments. • Learn rhymes and invent new verses. • Listen and respond to songs. • Sing a range of familiar songs confidently.	• Associate genres of music with characters and stories. • Continue building a repertoire of songs. • Perform songs at the Easter concert. • Play a range of percussion instruments.	• Move in time to music and learn simple dance routines. • Follow musical patterns. • Use percussion instruments to compose simple music.	• Develop a wide repertoire of songs and rhymes. • Share and perform learnt nursery rhymes. • Join in with whole-school singing assemblies. • Sing confidently alone and with others.
Key Knowledge Music - Charanga					
Listen and Respond • Know five nursery rhymes off by heart. **Explore and Create** • Know that we can move with the pulse of music. **Singing** • Sing or rap five nursery rhymes and simple songs from memory. **Share and Perform** • Sing rhymes together as a whole class.	**Listen and Respond** • Know eight nursery rhymes off by heart. **Explore and Create** • Know that we can move with the pulse of music. **Singing** • Sing or rap eight nursery rhymes and simple songs from memory. **Share and Perform** • Sing rhymes together as a whole class.	**Listen and Respond** • Know ten nursery rhymes off by heart. • Know the stories of some nursery rhymes. **Explore and Create** • Know that we can move with the pulse of music. • Know songs have words. **Singing** • Sing or rap ten nursery rhymes and simple songs from memory. • Know songs have sections. **Share and Perform** • Sing rhymes together as a whole class and small groups.	**Listen and Respond** • Know twelve nursery rhymes off by heart. • Know the stories of some nursery rhymes. **Explore and Create** • Know that we can move with the pulse of music. • Know words in songs can tell stories and paint pictures. **Singing** • Sing or rap twelve nursery rhymes and simple songs from memory. • Know songs have sections. **Share and Perform** • Sing rhymes together as a whole class and small groups.	**Listen and Respond** • Know fifteen nursery rhymes off by heart. • Know the stories of some nursery rhymes. **Explore and Create** • Know that we can move with the pulse of music. • Know words in songs can tell stories and paint pictures. **Singing** • Sing or rap fifteen nursery rhymes and simple songs from memory. • Know songs have sections. **Share and Perform** • Know a performance is sharing music.	**Listen and Respond** • Know twenty nursery rhymes off by heart. • Know the stories of some nursery rhymes. **Explore and Create** • Know that we can move with the pulse of music. • Know words in songs can tell stories and paint pictures. **Singing** • Sing or rap twenty nursery rhymes and simple songs from memory. • Know songs have sections.
Songs					
Listen and respond to:	Listen and respond to	Listen and respond to:	Listen and respond to:	Listen and respond to:	Listen and respond to:

Happy Pharrell Williams Sing, share and perform Heads, Shoulders, Knees.... Name song Pat a cake If You're Happy And You Know it	Don't go breaking my heart Sing, share and perform I'm A Little Teapot The Grand Old Duke Of York Hickory Dickory Dock The ABC Song Dingle Dangle scarecrow	We are Family Sing, share and perform Wind The Bobbin Up Five Little Monkeys Ring a ring roses Jumping On The Bed Twinkle Twinkle If You're Happy And You Know it Head, Shoulders, Knees And Toes Learn Twinkle, twinkle, alternative version, make up own version	Frog's legs and dragon's teeth Sing, share and perform Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey Learn Easter songs	Big Bear Funk Sing, share and perform Big Bear Funk and all learnt Nursery Rhymes	Flight of the Bumble Bee Sing, share and perform all learnt Nursery Rhymes
Adult role- Autumn 1 **Storytelling** • Model simple storytelling from real-life experiences • Use puppets, small world and role play to develop imagination • Encourage children to talk about familiar events and experiences **Music** • Model nursery rhymes, songs and actions • Introduce percussion instruments and explore sounds • Encourage children to join in with singing and pulse activities		**Adult role- Spring** **Storytelling** • Encourage children to adapt familiar stories and add detail • Support children to recall and retell stories in sequence • Model imaginative language and collaborative storytelling **Music** • Model creating musical patterns and rhythms • Encourage children to invent verses and respond to music • Support confident singing, instrument playing and performances		**Adult role- Summer** **Storytelling** • Encourage children to create detailed stories independently • Support children to add problems, solutions and different endings • Promote sustained role play, collaboration and storytelling language **Music** • Encourage expressive movement, dance and music making • Model composing simple musical patterns using percussion instruments • Support children to perform confidently and reflect on performances together	
Adult Questions - Storytelling • "Who is in your story?" • "What happened first?" • "What could happen next?" • "How is your character feeling?" • "Can you act it out?" **Music** • "What sounds can you hear?" • "Can you move to the beat?" • "Which instrument would you like to play?"		**Adult Questions - Storytelling** • "How could you change the story?" • "Can you add more detail?" • "What problem could happen?" • "Can you retell the story in order?" • "What different ending could there be?" **Music** • "Can you copy this rhythm?" • "What happens if we play faster/slower?" • "Can you make your own verse?"		**Adult Questions - Storytelling** • "How can you make your story more exciting?" • "What solution could your character find?" • "Can you explain your story idea?" • "How can you work together in your role play?" • "What might happen after the ending?" **Music** • "Can you compose your own pattern?" • "How can we improve the performance?" • "What movements match the music?"	

• "How does the music make you feel?" • "Can you join in with the song?"	• "Which instrument matches the music?" • "Can you keep the pulse?"	• "Can you perform confidently to an audience?" • "What did you enjoy about the music?"

ELGs

Invent, adapt and recount narratives and stories with peers and their teacher.
Sing a range of well know nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

EYFS at Waverton

Children in EYFS at Waverton confidently express their ideas, thoughts and feelings through art, music, storytelling and imaginative play. They safely explore a range of materials, tools and techniques whilst developing creativity, curiosity and independence.
Music is taught through the progressive Charanga scheme, where children sing, perform, compose and explore a range of instruments.
Design and Technology is woven throughout Understanding the World and Expressive Arts and Design, giving children opportunities to explore, investigate and create through practical, hands-on experiences.

Transition

Children leave Reception with confidence and creativity, able to express their ideas through art, music, storytelling and imaginative play. They explore materials, tools and instruments independently, using imagination and curiosity to create, perform and share their ideas with others.

KS1

Art and Design

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Design and Technology

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate
- explore and evaluate a range of existing products

Evaluate

- evaluate their ideas and products against design criteria technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Cooking and Nutrition

use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from
Produce a range of patterns and textures.

Computing There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.					
Progression of skills					
What makes YOU amazing?	**What do we celebrate?**	**Can you Catch a Star?**	**How can we be superheroes?**	**What would it be like to live in a castle?**	**What can we discover out and about in Waverton?**
Autumn 1 Exploring Technology	**Autumn 2 Using Technology Safely**	**Spring 1 Developing Independence**	**Spring 2 Technology for Learning**	**Summer 1 Confident Digital Learners**	**Summer 2 Independent Technology Use**
• Show an interest in technological toys such as IWBs, iPads and toys with buttons, knobs and pulleys. • Explore technology within the classroom environment. • Begin to follow classroom technology rules.	• Time themselves with support whilst using iPads. • Open and complete simple games and apps. • Begin to understand how to skip adverts on the IWB. • Continue to follow classroom technology rules.	• Continue to explore and use technological toys and devices. • Time themselves independently using technology. • Use classroom technology rules independently.	• Play phonics games on the IWB. • Use the camera on an iPad with support. • Talk about simple e-safety rules. • Ask First, Tell an Adult, Be Gentle, Use Safe Apps, Keep It Private.	• Continue to confidently access and explore technology within the environment. • Reinforce e-safety and classroom technology rules. • Use technology appropriately during play and learning.	• Access, understand and interact with a range of technology independently. • Use programmable toys. • Reinforce and apply e-safety and technology rules independently.

<table>
<tr><td colspan="6">Key Knowledge</td></tr>
<tr>
<td>• Know how to switch on an iPad.

• Know how to pull and push buttons.

• Know they must ask before using a device.

• Know devices should be used gently.</td>
<td>• Know iPad time should be limited.

• Know how to use an app.

• Know only apps on the home screen should be used.

• Know they should tell an adult if something goes wrong.</td>
<td>• Know how to time themselves on an iPad and limit screen time.

• Know how to tap and interact with the IWB.

• Know simple camera rules.</td>
<td>• Know IWB rules.

• Know they must ask before using the camera.

• Know they must ask before going online.

• Know never to talk to strangers online.

• Know personal information should be kept private online.</td>
<td>• Know e-safety rules.

• Know classroom technology rules.

• Know technology can help with learning and play.</td>
<td>• Know how to enter simple instructions into a programmable toy.

• Know simple instructions can control movement e.g. forwards, backwards, left and right.

• Know technology should be used safely and respectfully.</td>
</tr>
<tr>
<td colspan="2">Adult role- Autumn
• Model how to use classroom technology safely and respectfully
• Introduce classroom technology rules and routines
• Support children to explore iPads, IWBs and technological toys independently
• Encourage children to talk about how technology works
• Reinforce asking an adult before using devices</td>
<td colspan="2">Adult role- Spring
• Model how to use apps, cameras and interactive games appropriately
• Support children to use technology for learning and play
• Introduce simple e-safety rules including Ask First and Keep It Private
• Encourage children to talk about what technology is used for
• Reinforce screen time limits and safe handling of devices</td>
<td colspan="2">Adult role- Summer
• Support children to access and use a range of technology independently
• Model how to use programmable toys and follow simple instructions
• Reinforce online safety and respectful use of technology
• Encourage problem solving and independence when using devices
• Promote safe, sensible and responsible use of technology throughout provision</td>
</tr>
<tr>
<td colspan="2">Adult Questions:
• “What does this button do?”
• “How can we use the iPad safely?”
• “Who do we ask before using technology?”
• “What technology can you see in our classroom?”
• “How should we look after the device?”</td>
<td colspan="2">Adult Questions:
• “What app are you using?”
• “What should you do if something pops up on screen?”
• “Why is it important to keep information private?”
• “How can technology help us learn?”
• “Can you show me how to use the camera safely?”</td>
<td colspan="2">Adult Questions:
• “What instructions do we need to give the programmable toy?”
• “What happened when you pressed that button?”
• “How can we solve the problem?”
• “How can we use technology respectfully?”
• “Why is it important to stay safe online?”</td>
</tr>
<tr>
<td colspan="6">EYFS at Waverton
Children in EYFS at Waverton become confident using a range of technology, including iPads, interactive whiteboards, cameras and programmable toys. Through play and exploration, children learn how technology can support learning, creativity and communication. Children are also taught how to use technology safely, respectfully and independently within their everyday provision.</td>
</tr>
<tr>
<td colspan="6">Transition
Children leave Reception able to use a range of technology confidently and safely. They understand basic online safety rules and can use simple programs, devices and programmable toys independently within their learning and play.
KS1
• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
• create and debug simple programs</td>
</tr>
</table>

- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies