



William Stockton Primary School

EYFS Curriculum Progression Document 2025_26

At William Stockton Primary, we ensure learning is carefully sequenced from Nursery to Reception, so that children can build secure foundations in all seven areas of learning. The document reflects the statutory EYFS framework and supports high-quality teaching, consistent assessment and ambitious outcomes for all learners, showing how early experiences prepare children for a successful transition into Key Stage 1.

Communication & Language

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	(3-4 years)	<p>Listening, Attention and Understanding Children will point out objects/pictures in a story.</p> <p>The children show an interest in sounds, songs and rhymes.</p> <p>Speaking The children will talk to the class teacher and Nursery staff.</p> <p>Children will know and use vocabulary linked to their theme 'I am Special!' including family, home, and friends. (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will follow a one step instruction</p> <p>Speaking The children will use simple sentences to speak after modelling.</p> <p>Children will know and use vocabulary linked to their theme 'Sparkle, Shimmer Shine!' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will understand 'what' in simple questions.</p> <p>Children will identify action words by following simple instructions</p> <p>Speaking The children will speak in a familiar group. (key person)</p> <p>Children will know and use vocabulary linked to their theme 'Princesses, Knights & Dragons' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will understand 'who' in simple questions.</p> <p>Children will begin to follow a two step instruction eg put your toys away & sit on the carpet.</p> <p>Speaking The children will ask a question.</p> <p>Children will know and use vocabulary linked to their theme ' Let's Grow' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will understand 'where' in simple questions.</p> <p>Children will begin to <u>understand</u> prepositions</p> <p>Speaking The children will recall a past experience</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Minibeasts' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will understand 'why' in simple questions.</p> <p>Speaking The children will speak in front of a larger group using sentences of 4-6 words.</p> <p>Children will know and use vocabulary linked to their theme 'Pirate Adventure' (See subject specific vocabulary lists)</p>
	(4-5 years)	<p>Listening, Attention and Understanding Children will listen carefully to a story.</p> <p>Speaking To talk in a small group in their new teacher/ teaching assistant.</p> <p>To begin to use more complex sentences to link thoughts using connective 'and'.</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Me!' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will recall main events in a familiar story</p> <p>To answer simple questions</p> <p>Speaking To develop the confidence to talk to other adults they see on a daily basis</p> <p>To begin to use talk to explain what is happening and anticipate what might happen next in group reading sessions.</p> <p>To orally retell a familiar text using simple sentences and 'and' as a connective.</p> <p>Children will know and use vocabulary linked to their theme 'Let's Celebrate' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will talk about key events in a story with increasing detail.</p> <p>Speaking To talk in sentences using conjunctions eg and, because</p> <p>To begin to use a range of tenses – past, present and future</p> <p>Children will know and use vocabulary linked to their theme 'Off on an Adventure!' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings.</p> <p>To ask questions to check understanding.</p> <p>Speaking To share their work with the class.</p> <p>To talk in front of the whole class about something familiar to them extending ideas with connectives.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will know and use vocabulary linked to their theme 'Once Upon a time' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will make comments on what they hear linked to their own experiences.</p> <p>Speaking Children will link statements and stick to a main theme when speaking in full sentences.</p> <p>To share their work in a class assembly to a larger audience.</p> <p>To use correct tenses with increasing accuracy.</p> <p>Children will know and use vocabulary linked to their Geography theme 'Where our feet take us' (See subject specific vocabulary lists)</p>	<p>Listening, Attention and Understanding Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Children will talk about why things happen using newly introduced vocabulary</p> <p>Children will talk in compound sentences using a range of tenses.</p> <p>Children will know and use vocabulary linked to their 'Get Growing!' (See subject specific vocabulary lists)</p>

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

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Emotional and Social Development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	3-4 years	<p>Self-Regulation Children will separate from main carer to come into nursery.</p> <p>Managing Self Children will know the class rules: - Looking eyes - Listening ears - Hands in baskets</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to play alongside each other.</p>	<p>Self-Regulation Children will know what adults can help them in nursery.</p> <p>Managing Self Children will know how to look after resources</p> <p>Children will know to drink water to be healthy.</p> <p>Building Relationships Children will play with others</p>	<p>Self-Regulation Children will become confident with visitors in nursery.</p> <p>Managing Self Children will know examples of healthy food.</p> <p>Building Relationships Children will share resources with support and play in a group.</p>	<p>Self-Regulation Children will show confidence talking to other adults and children in school.</p> <p>Managing Self Children will know to exercise to be healthy.</p> <p>Building Relationships Children will begin to consider the feelings of others</p>	<p>Self-Regulation Children will show confidence in new situations</p> <p>Managing Self Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Building Relationships Children will take turns whilst playing with support</p>	<p>Self-Regulation Children will show confidence when visiting their new Reception class</p> <p>Managing Self Children will know how to independently use the toilet.</p> <p>Building Relationships Children will begin to solve friendship problems with support</p>
	4-5 years	<p>Self-Regulation To focus during short whole class sessions.</p> <p>To understand how people show emotions</p> <p>Managing Self To get changed for PE/ role play with support.</p> <p>To put coat <u>on</u> independently.</p> <p>To use the toilet independently.</p> <p>Building Relationships To seek support of adults</p> <p>To gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will be able to talk about how they are feeling</p> <p>Children will respond to changes of routine eg Xmas play/ Assemblies</p> <p>Managing Self Children will show they understand our class rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will know how important it is to go to bed and rest your body.</p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Children will practise with zippers, buttons and buckles.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self The children will change for PE / role play independently.</p> <p>Children will know regular exercise is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Self-Regulation Children will know ways to control their emotions when they are feeling upset/angry.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Self-Regulation Children will maintain focus during extended whole class teaching</p> <p>Managing Self The children will show a 'can do' attitude to manage self help needs.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>
No Outsiders	<p>I can choose</p> 	<p>It's OK to like different things</p> 	<p>To say hello</p> 	<p>To make a new friend</p> 	<p>To understand all families are different</p> 	<p>To think about what makes me different</p> 	

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: 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: 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.

Physical Development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4	<p>Gross Motor Children will move safely in a space with support</p> <p>Children will run safely on whole foot.</p> <p>Children will know how to ride a scooter.</p> <p>Fine Motor Children will explore large mark making resources.</p>	<p>Gross Motor Children will know how to ride a tricycle using pedals.</p> <p>Children will put their arms in their coat.</p> <p>Fine Motor Children will turn pages in a book, sometimes several at once.</p>	<p>Gross Motor Children will know how to throw a ball and kick a ball.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p> <p>Children can use one handed tools with increasing control eg paintbrushes, ribbons , jugs etc..</p>	<p>Gross Motor Children will know how to climb using alternate feet.</p> <p>Fine Motor Children will thread large beads</p> <p>Children will mark make using large enclosed shapes</p>	<p>Gross Motor Children will know how to skip, hop and stand on one leg.</p> <p>Fine Motor Children will use loop scissors/ adaptive scissors to cut a straight line.</p> <p>Children will begin to copy letters in their name with support</p>	<p>Gross Motor Children will know how to work together to carry large items such as large construction.</p> <p>Children can travel cross a bench.</p> <p>Children can take off/on shoes & socks</p> <p>Fine Motor Children will begin to show preference for a dominant hand.</p> <p>Children will write some familiar letters accurately.</p>
	4 - 5	<p>Gross Motor Children will put on their coat independently.</p> <p>To follow a path.</p> <p>Fine Motor Children will thread/ place using large pegs/ beads.</p> <p>Children will use large tweezers to transfer large objects.</p> <p>Children will be able to trace and copy patterns - horizontal, vertical, wavy, circles.</p> <p>Children will know how to copy their name.</p>	<p>Gross Motor Children will know how to hop, and jump.</p> <p>Children will run, stop and change direction.</p> <p>Fine Motor Children will know how to zip up their coat.</p> <p>To spread using a knife.</p> <p>Children will develop an efficient pencil grip and posture for writing</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>Children will practise lower case letters in families - curly, bouncy, long and zig zag</p> <p>Children will write their name.</p>	<p>Gross Motor Children will throw and catch a beanbag</p> <p>Children will know how to roll and track a ball.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips/ cut along lines in paper (straight/ curved lines)</p> <p>Children will thread/ place using small pegs/ beads.</p> <p>Children will practise capital letters. C,A,D,G,Q,O,Q,E,S,F,L,I,T,J,U,Y</p>	<p>Gross Motor Children will develop accuracy when throwing/ kicking towards a target.</p> <p>Fine Motor Children will have an efficient pencil grip and posture for writing</p> <p>Children will know how to use two-hole scissors to cut out large shapes.</p> <p>Children will use knife and fork to cut playdough/ soft food stuffs into pieces.</p> <p>Children will practise capital letters. M,N,R,B,P,H,V,W,X,Z,K</p>	<p>Gross Motor Children will travel/ balance with control over apparatus.</p> <p>Children will follow instructions and move safely when playing group games</p> <p>Fine Motor Children will hold scissors to cut a variety of materials inc paper, string, tape etc</p> <p>To create drawings with details.</p> <p>Children will practise letter formation in digraphs and trigraphs and in words ff,ll,ss,zz,ck,sh,th,ng,nk,ai,ee,igh,oa</p> <p>Children will know how to undo buttons.</p>	<p>Gross Motor Demonstrate strength, balance and coordination across all movements in structured and unstructured times of the day.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut simple shapes</p> <p>Children will practise letter formation in digraphs and trigraphs and in words oo,ar,or,ur,ow,oi,ear,air,er,</p> <p>Children will know how to use a knife, fork and spoon to eat a variety of food stuffs.</p>

Gross Motor: 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: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4	<p>Baseline</p> <p>To join in with familiar songs, rhymes and stories.</p> <p>Writing</p> <p>Explore and experiment with the different types of marks they are able to create, such as straight, wavy and curved lines.</p>	<p>Word Reading</p> <p>To hear the same initial sound for words and names of objects</p> <p>To blend CVC words using <u>oral blending</u> and objects.</p> <p>s,a,t,p,i,n</p> <p>Writing</p> <p>Add some marks to their drawings, which they give meaning to.</p>	<p>Word Reading</p> <p>To hear initial sounds of words and names of objects. Teach children to distinguish different sounds</p> <p>To blend CVC words using oral blending and objects.</p> <p>m d g o c k e</p> <p>Writing</p> <p>To use enclosed shapes to communicate meaning</p>	<p>Word Reading</p> <p>To hear initial sounds of words and names of objects.</p> <p>Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>To blend CVC words using oral blending and objects.</p> <p>u r h b f l j</p> <p>Writing</p> <p>To make some letter like forms in their child initiated writing</p> <p>To talk about their mark making.</p>	<p>Word Reading</p> <p>To hear initial sounds of words and objects.</p> <p>To blend CVC words using oral blending and objects.</p> <p>v w y z qu ch</p> <p>Writing</p> <p>To trace/copy their name.</p> <p>To write some familiar letters freely.</p>	<p>Word Reading</p> <p>To hear the final sounds of words and objects</p> <p>To blend CVC words using oral blending and objects.</p> <p>ck x sh th ng nk</p> <p>Writing</p> <p>To write some/all of their name.</p> <p>To write some familiar letters to communicate meaning.</p> <p>To begin to represent initial sounds in their mark making/ writing using letter shapes.</p>
	4 - 5	<p>Word Reading (Little Wandle)</p> <p>To read GPC's s a t p i n m d g o c k i s c k e u r h b f l</p> <p>To orally blend CVC words containing taught GPC's</p> <p>To read CVC words containing taught GPC's</p> <p>To read tricky words is, the, l</p> <p>Writing</p> <p>To hear and represent initial sounds when writing labels/ lists</p>	<p>Word Reading (Little Wandle)</p> <p>To read GPC's ff ll ss j v w x y z zz qu</p> <p>words with s /s/ added at the end (hats sits) ch sh th ng nk</p> <p>To orally blend CVC words containing taught GPC's</p> <p>To read CVC words containing taught GPC's</p> <p>To read simple captions containing taught GPC's</p> <p>To read tricky words as, has, his , her, go, no, to, into, he, we, be, me, she, of</p> <p>Writing</p> <p>To represent dominant sounds when writing labels/ lists</p>	<p>Word Reading (Little Wandle)</p> <p>To read GPCs ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff are</p> <p>To orally blend CVC words containing taught GPC's</p> <p>To read words containing taught GPC's</p> <p>To read simple captions / sentences containing taught GPC's</p> <p>To read tricky words was you they my by all sure pure</p> <p>Writing</p> <p>To represent dominant sounds when writing captions</p>	<p>Word Reading (Little Wandle)</p> <p>To review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Writing</p> <p>To represent dominant sounds when writing captions/ simple sentences.</p> <p>To write tricky words (linked to Little Wandle Scheme)</p>	<p>Word Reading (Little Wandle)</p> <p>To read short vowels CVCC CVCC CCVC CCVCC CCCVC CCCVCC words</p> <p>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>To read tricky words: said so have like were here little says out today some come love do there when what one</p> <p>Writing</p> <p>To write short sentences with words with known sound -letter correspondences including some digraphs and trigraphs learned.</p>	<p>Word Reading (Little Wandle)</p> <p>To read long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending -s /s/ s /z/-es</p> <p>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er -est</p> <p>Writing</p> <p>To write short sentences with words with known sound -letter correspondences using a capital letter and a full stop</p>

Comprehension. *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. *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. *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.

Maths

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4 y e a r s	Children will: Take part in finger number rhymes. Show counting like behaviour. Count in everyday contexts Notice numbers around them, both inside and out. Explore numbers 1, 2 and 3. Show an interest in patterns, songs & rhymes Demonstrate some spatial awareness, e.g., climbing into a space, doing a puzzle. Begin to put objects inside each other. Explore shapes around them in their play. Explore 2D and 3D shapes Make simple constructions		Children will: Give 2 or 3 objects from a group. Say when there is 2/3 or Not 2/3 Begin to show numbers on their fingers Point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. Recite numbers beyond 5. Explore numbers 3 and 4. Recognise when two shapes are the same. Begin to compare amounts and use words like 'lots' and 'more'. Explore the difference in weight, length, size and capacity Make arches and enclosures in their play with construction sets. Begin to anticipate times of the day eg snack, lunch, home, story Talk about 2D and 3D shapes/pattern using informal language eg pointy, spotty, blobs etc...		Children will: Compare groups of up to 5 objects. Show finger numbers to 5. Explore numbers 1 to 5. Explore the 'cardinal principle' - the last number reached when counting tells them how many there are in total. Begin to link numerals and amounts, e.g., show 4 fingers. Experiment with their own marks for numbers. Subitise to 3 with no need to count them. Begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. Copy a simple AB pattern. Explore repeating patterns in everyday objects. Respond to and use the language of direction and position. Begin to use words like 'in front of' and 'behind'. Talk about 2D and 3D shapes/pattern using some mathematical language eg side, corner, round, straight, flat	

Reception Mastering Number – In addition please see Reception Termly Overview (See Appendix Below)
Children will learn, embed and develop automaticity across the following areas: Subitising, Cardinality, ordinality and counting, Composition and Comparison

R e c e p t i o n	4 - 5 y e a r s	1&2 To recognise numeral 1 & 2 To subitise number 1 & 2 To explore the composition of 2 To say 1 more/less than focus numbers To know Double 1 is 2 To say which group has more/less To count saying numbers in order to 10 Identify, describe and sort circles Identify, describe and sort spheres Recognise the 1p / 2p coin Identify the first person in a line Create / finish an AB pattern	0,3,4 To recognise numeral 0,3 &4 To subitise number 0, 3 &4 To explore the composition of 3 & 4 To say 1 more/less than focus numbers To know Double 2 is 4 To count up to 10 (min) in order Compare quantities to 3 /4 To say when a group s equal/ not equal Identify, describe and sort triangles, cylinders, squares & rectangles Explore ways of making 3p / 4p Identify the 3 rd / 4th person in a line Create / finish an ABC pattern Recognise full, half full and empty Use vocabulary heavy and light to compare weights/ capacity	5 & 6 To recognise numeral 5 & 6 To subitise number 5 To explore the composition of 5 & 6 To say 1 more/less than focus numbers To know Double 3 is 6 To count up to 20 (min) in order To identify parts and the whole Identify, describe and sort pentagons and hexagons Explore ways of making 5p/6p To order objects by length	7&8 To recognise numeral 7 & 8 To explore the composition of 7 & 8 To say 1 more/less than focus numbers To know Double 4 is 8 To count beyond 20 To combine two groups of objects. To take away objects from a set and count how many are left. To find a missing number Explore ways of making 7p/8p To order objects by height	9 & 10 To recognise numeral 9 & 10 To explore the composition of 9 & 10 To say 1 more/less than focus numbers To know Double 5 is 10 To count to 30 (min) in order To compare quantities to 10 To explore the double patterns up to 10 To add 2 single digit numbers using part whole To order numbers to 10 To know odd and even numbers up to 10	<i>Have a deep understanding of number to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds up to 5 and some number bonds to 10, including double facts Verbally count beyond 20, recognising the pattern of the counting system Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity</i>
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Number :Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns: Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding of the World

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3	<p>Children will:</p> <p>Past and Present Use the Nursery daily visual timetable Talk about immediate family Describe special times or events for family and friends (ongoing)</p>		<p>Children will:</p> <p>Past and Present Sequence 2 photos then and now e.g. baby and now Use photos to talk about when they were a baby Describe special times or events for family and friends (ongoing)</p>		<p>Children will:</p> <p>Past and Present Sequence 2 objects then and now eg Caterpillar, Butterfly Describe special times or events for family and friends (ongoing)</p>	
	4	<p>People, Culture & Communities Talk about their home and garden Name areas of the classroom e.g. toilet, snack area, carpet, outdoors Show interest in different occupations e.g. police, post delivery, Talk and discuss the weather in Autumn/winter and the clothes needed in each season</p> <p>The Natural World Living Things - My Body Name body parts: arm, leg, nose, ear, eyes, head, wrist, ankle, elbow, shoulder, neck Describe what our body parts can do.</p> <p>Materials Explore collections of materials with similar and/or different properties Eg shells, leaves, colour, soft/hard Describe objects with similar/different properties: hard, cold, soft, by colour Observe changes eg baking (Ongoing)</p> <p>Seasonal Changes Observe changes in Autumn, Winter</p>		<p>People, Culture & Communities Talk and discuss the weather in Spring and the clothes needed in each season</p> <p>The Natural World Forces Explore how things work eg wind up toys, toy cars Explore and talk and about different forces they can feel eg floating/sinking/magnets, push, pull Describe if you push something that it moves</p> <p>Seasonal Changes Observe changes in Spring</p>		<p>People, Culture & Communities Talk about places they have visited locally and on holidays. Name different types of transport/vehicles Use small world play explore different settings eg farm, train station, harbor, zoo Talk about story settings from familiar stories. Talk and discuss the weather in Summer and the clothes needed in each season Talk about where children have been on holiday</p> <p>The Natural World Animals, Habitats and environment Name some animals they are likely to see in their familiar world eg farm animals// mini beasts/ zoo animals Find and observe creatures/animals and how they act.</p> <p>Seasonal Changes Observe changes in Summer</p>	

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Children will:

Past and Present
 Sequence 3 familiar events from the day
 Talk about their immediate family with confidence.
 Describe the life cycle of a person
 Describe special times or events in their own lives using time language

People, Culture & Communities
 Name areas in the classroom and the wider school
 Know our school is called William Stockton Primary School
 My address is the place I live
 Talk about different jobs people have in the local community (Ongoing)
 Show and understanding there are different types of home
 Understand the role of a farmer at Harvest time

The Natural World
Materials
 Name the 5 senses
 Name some everyday materials
 Describes similarities and differences in relation to familiar objects and materials
 Use observation skills: looking and touching to find properties of materials.
 To sort materials by properties eg shiny, soft/hard, smooth/ rough
 Observe and interact with natural processes eg melting, floating, heating, cooling, waterproof/not waterproof

Seasonal Changes
 Describe the effect of Autumn , Winter (season) on the natural world around them.

Children will:

Past and Present
 Sequence 3 events: starting school, christmas and now
 Describe similarities and differences between an old/new object
 Know things happened before they were born
 Know the name of a famous person from the past

People, Culture & Communities
 Name features in our local town
 William Stockton School is on Heathfield Road, Ellesmere Port.
 Draw information from a simple photos
 Draw a simple map of their journey to school
 Describe a story settings using photographs
 Draw simple maps of their immediate environment/ imaginary story settings
 Follow simple directions to complete a route.

The Natural World
Habitats and Environments
 Describe some habitats that different animals like to live in
 Describe how to show care and concern for living things
 Observe animals/creatures in their habitat.

Living Things
 Make observations of animals eg legs, wings
 Make observational drawings of animals
 Name/ match adult/baby animals
 Sort and classify animals into chosen criteria eg legs/ non legs, Farm animals/ zoo animals, nocturnal
 Talk about the life cycle of a chicken/duck.

Seasonal Changes
 Describe the effect of Spring (season) on the natural world around them.

Children will

Past and Present
 Sequence two familiar objects/photos now and then
 Describe similarities and differences between an old/new object.
 Use the words old and new to describe items

People, Culture & Communities
 Know there are different countries in the world
 Explore globes and atlases.
 Use stories to know that some environments are different to the one that we live in.

The Natural World
Plants and changes
 Explain plants are living
 Name and describe some common plants they see in their familiar world - Daisy, Daffodil, Dandelion, Buttercup, blossom tree
 Grow a plant/flower from a seed and talk about what a plant needs to grow.
 Makes observations of plants/ changes

Seasonal Changes
 Describe the effect of Summer (season) on the natural world around them.

Past and Present: Talk about the lives of the people around them and their roles in society, Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class, Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: 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 experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts & Design

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3	Children will: Drawing: Make curved lines and straight lines on different types of surfaces		Children will: Drawing: Create closed shapes e.g. Circles with continuous lines and begin to use these shapes to represent familiar objects.		Children will: Drawing: Draw with some detail representing a face with a circle and including details e.g. eyes, nose, mouth (using a mirror)	
	4	Name mark making tools - pencil, pen, crayon ,chalk Painting: Begin to close some lines to create a shape Know how to put on an apron. Name painting tools - paintbrush, paint apron, water pot Name colours red, blue, yellow Experiment making print patterns with different objects eg cars, bricks, leaves, twigs, rollers (inc large scale) 3D Sculpture/Malleables: Name moulding tools - cutters, stamps, rolling pins Manipulate dough to create 3D shapes Build models with construction toys Construction/ Structure Stack blocks horizontally and vertically Make enclosures and spaces with construction/small world (small & large scale) Joins Join construction pieces together - button joins, magnetic joins, screw blocks, push joins eg stickle bricks/ duplo Use glue to join paper (stick/ PVA) Using Tools Use a glue spreader. Use palm scissors to make snips With support use tools safely Food Technology With support, practise spreading, stirring and mixing. Develop snack preparation skills daily: chopping, spreading, pouring		Painting: Create different effects with paint eg splat., bubble, string. Use large paintbrushes to paint paper on the floor Create a Jackson Pollock style painting 3D Sculpture/Malleables: Explore different joining techniques - PVA, glue & masking tape. Experiment with 3D junk modelling eg houses, vehicles Construction/Structure Make imaginative 'small world' with blocks and construction (small & large scale) Explore materials freely eg boxes to develop ideas about what to make and build models eg castle Joins Use different tapes to join Using Tools Use loop/ three finger scissors to cut a snips/straight line. Use one handed tools and equipment with increasing control eg knives, spoons, With support use tools safely Food Technology Melt chocolate to make Easter nests Observe changes in food when heating Develop snack preparation skills daily: chopping, spreading, pouring		Painting: Select and use different drawing materials and use with increasing control Painting: Match colours to objects in the environment Explore colour and colour mixing Create a Mondrian style painting 3D Sculpture/Malleables: Roll and sculpt shapes eg rolling, twisting, coiling Make impressions in clay/ pastry Construction/ Structure Make simple models by choosing the materials they want to use. (small & large scale) Joins Select how to join their models/ product together by independently choosing from the making trolley. Using Tools Continue to develop a comfortable scissor grip using adaptive scissors Food Technology See Skill Snack Overview	

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Drawing:
Hold and use drawing tools with increasing control to make marks - pens, chalk, crayon
Make simple representations of familiar objects and people e.g. family using different enclosed shapes.
Develop and practice closed lines using good control
Develop and practice different line types: wavy, curved, straight, thick, thin
Painting:
Independently access painting resources from continuous provision.
Name and recognise primary colours
Paint on an easel
Select thick and thin brushes for a purpose.
Describe a picture created by an artist - Kandinsky
3D Sculpture/ Malleables:
Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil
Mould clay to create a Diwali diva lamp.
Music
Sing at different speeds.
Use the voice to create loud and soft sounds.
Sing call and response songs.
Perform movements to a steady beat.
Construction/Structure
Build with a purpose using large and small construction eg crates, planks, small join construction eg lego
Discuss how they they can build stronger models
Joins
Use paper fasteners to create a simple lever mechanism
Using Tools
Use a vegetable peeler and masher when preparing vegetables for soup.
Food Technology
Make a harvest vegetable soup following simple instructions

Drawing:
Select coloured drawing tools for a purpose.
Rehearse and refine using marks, lines and curves to create simple representations of familiar objects and people.
Make simple drawings from observations eg self portrait
Painting:
Select colours for a purpose and begin to mix these colours eg orange, green and purple.
Use a stencil to create printed artwork.
3D Sculpture/ Malleables:
Sculpt, shape, twist and bend materials to make new 3D shapes.
Use nature objects to create transient art in the style of Andy Goldsworthy
Attach and join materials using glue, tape, staples, paper fasteners.
Music
Play instruments to a steady beat. Hold and play an instrument with care.
Explore the different sounds instruments make e.g. loud, quiet, fast, slow, high, low.
An instrument can be chosen to create a specific sound.
Wheels & Movement
Dismantle a toy vehicle/ objects using screwdrivers
Make junk model vehicle with moving wheels
Joins
Use a hole puncher to make holes.
Use a variety of joining materials - tape, string, glue, paper clips
Using Tools
Use a screwdriver to dismantle.
Use a knife to spread/cut/chop (Ongoing snack)
Use a grater to grate cheese
Food Technology
Prepare and make a sandwich/ pancake

Drawing:
Use mark making tools to make drawings that represent ideas or tell a story: Handa's journey, story map, lego model design
Share their drawings, explaining the process used;
Painting:
Experience the effect of watercolour paint.
Look at and talk about their artwork (Ongoing)
Describe a picture created by an artist - Van Gogh
3D Sculpture/Malleables:
Make a paper mache model.
Music
Experiment performing songs and music together with body movements to a steady beat.
e.g. march to the sound of a drum/creep with a maraca.
Watch and talk about dance, music and performance art
Construction/ Structure
Make simple models by choosing the materials they want to use. (small & large scale)
Joins
Select how to join their models/ product together by independently choosing from the making trolley.
Using Tools
Continue to develop a comfortable scissor grip
Explore how a blender works.
Food Technology
Chop and blend fruit to make a summer smoothie.

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

RE
Cheshire West & Chester Agreed Syllabus

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4 y e a r s	Special People to me (Family/ Friends)	Special Times for my family & I (Birthdays/ Christmas)	Special Places to me	Special Books to me	Special Objects to me	People who help me!
R e c e p t i o n	4 - 5 y e a r s	Special Times 1 What is the Bible?	Special Times 1 Why do people perform Nativity plays at Christmas? Why do people give and receive presents?	Special People. Why do Christians believe Jesus is special?	Special Times 2. Why is Easter a sad and a happy time? How do Muslims celebrate Eid?	Special Places. What happens in a Church?	Special Stories 2 What do Christians believe about God?

Computing
MGL

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Information Technology		Computer Science		Digital Literacy	
N u r s e r y	3 - 4 y e a r s	Use technology appropriately through role-play e.g. phones/cameras Use an IWB to complete a simple program- e.g. paint		Use a range of control toys and devices Make an electronic object move e.g. bee-bot or remote control toy		Speak to an adult about what I have seen on the Internet Say if something I find on the internet makes me feel bad.	
		Digital Literacy		Information Technology		Computer Science	
R e c e p t i o n	4 - 5 y e a r s	MGL - I am a Super Surfer I know to ask an adult before using the internet I can talk about technology used at home and in school		MGL Look what I Can do I can use a touch screen to move objects on a screen I can create text and shapes on a screen. I can talk about different types of information.		MGL - I am a Computer Scientist I can give a beebot instructions to make it move. I understand what happens when I touch a button or icon. I can use simple software and explain what I am doing.	

Appendix

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	<ul style="list-style-type: none"> • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. 	<ul style="list-style-type: none"> • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'.
2 Children will:	<ul style="list-style-type: none"> • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. 	<ul style="list-style-type: none"> • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
3 Children will:	<ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy 	<ul style="list-style-type: none"> • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 	<ul style="list-style-type: none"> • continue to compare sets using the language of comparison, and play games which involve comparing sets

	<ul style="list-style-type: none"> explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.
4 Children will:	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmany-ness' of a number, and its position in the number system.
5 Children will:	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 	<ul style="list-style-type: none"> explore the composition of 10. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system.
6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			