

## EYFS Knowledge and Skills Progression



Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

ELG		Nursery	Reception
		<b>Communication and Language</b>	
<b>Listening, Attention and Understanding</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Begin to listen to longer stories and recall some key events</li> <li>-Begin to pay attention to more than one thing at a time</li> <li>-Understand clear 2-step instructions</li> <li>-Understand and answer 'why' questions</li> <li>-Respond appropriately in simple conversation</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the importance of listening and how to do so carefully</li> <li>-Explore new vocabulary and show understanding by using it correctly</li> <li>-Develop social phrases - manners, 'good morning, how are you?' Etc.</li> <li>Ask questions to clarify understanding</li> <li>-Hold a sustained conversation with peers and adults</li> </ul>
	Vocabulary	rhymes, question, answer, conversation	question, answer, retell, sentence, vocabulary, conversation
	How is it Covered?	<p><b>Communication and Language is interwoven into all elements of the EYFS in each term.</b></p> <ul style="list-style-type: none"> <li>-Rich language environment</li> <li>-Listening and engaging in story time daily</li> <li>-Learning nursery rhymes and number rhymes</li> <li>-Positive play</li> </ul>	<p><b>Communication and Language is interwoven into all elements of the EYFS in each term</b></p> <ul style="list-style-type: none"> <li>-Rich language environment</li> <li>-Listening and engaging in story time and non-fiction texts</li> <li>-Answering and asking W questions in whole class reading and PSHE</li> <li>-Learning rhymes, poems and stories</li> <li>-Circle time and PSHE activities</li> <li>-Explicit teaching of new vocabulary in whole class reading</li> </ul>
<b>Speaking</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Retell familiar nursery and number rhymes</li> <li>-Speak in longer sentences (4-6 words)</li> <li>-Start a conversation and take turns speaking and listening</li> <li>-Use talk to organise their play</li> </ul>	<ul style="list-style-type: none"> <li>-Speak in well-formed sentences</li> <li>-Ask questions using Who, What, Where, When, Why and How</li> <li>-Use taught vocabulary when speaking</li> <li>-Use a growing range of conjunctions in speech to connect ideas (because, but, so)</li> <li>-Develop use of tenses</li> <li>-Describe events with growing detail (may include sequencing words)</li> <li>-Retell familiar stories</li> <li>-Use talk to explain their thinking and offer explanations</li> </ul>
	Vocabulary	Retell, rhymes, turn-taking, conversations	Retell, conjunctions, question, sentence, tense

	How is it covered?	<b>Communication and Language is interwoven into all elements of the EYFS in each term.</b> -Rich language environment -Listening and engaging in story time daily -Learning nursery rhymes and number rhymes -Positive play	<b>Communication and Language is interwoven into all elements of the EYFS in each term.</b> -Rich language environment -Listening and engaging in story time and non-fiction texts -Answering and asking W questions in whole class reading and PSHE -Learning rhymes, poems and stories -Circle time and PSHE activities -Explicit teaching of new vocabulary in whole class reading
<b>Personal, Social and Emotional Development</b>			
<b>Self-regulation</b>	Knowledge and Skills	-Follow 2-step instructions -Show focus on a member of staff for a short period of time -Show focus on a peer for a short period of time	-Follow instructions with more than 2 steps -View themselves as a valuable individual, recognising their strengths -Begin to moderate their feelings in social situations -Tolerate delay and show patience for a short period of time -Give focused attention to a staff member, managing simple distractions
	Vocabulary	instruction, attention	instruction, attention, strengths, qualities, attention, distraction
	How is it covered?	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time
<b>Managing Self</b>	Knowledge and Skills	-Select and choose resources to help them reach a goal -Increasingly follow rules -Develop appropriate ways of being assertive (Stop, I don't like it) -Begin to describe and recognise simple feelings happy, sad, angry, worried, tired, scared	-Express their feelings and develop respect and awareness of the feeling of others -Show growing confidence in trying new activities -Show resilience when faced with a challenge -Manage their own needs (washing their hands, dressing, toileting, making good food choices) -Explain the reason for rules and actively try to meet them
	Vocabulary	rules, voice, feelings - happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent
	How is it covered?	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time
<b>Building relationships</b>	Knowledge and Skills	-Become more confident with others in social situations -Play with one or more children, extending and contributing to the play -Begin to find simple resolutions to problems	-Build constructive and respectful relationships with adults and peers -Consider the perspectives of other people -Work and play cooperatively -Show growing sensitivity to the needs of others

		(take turns being the main character in a role play) -Begin to grasp how someone else might feel	-Form positive attachments
	Vocabulary	problems, feelings, confidence	relationships, problems, cooperative, sensitive
	How is it covered?	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time -Planned opportunities for collaborative learning in Continuous Provision	<b>PSED is interwoven into all elements of the EYFS in each term.</b> -Weekly PSHE sessions - learning about ourselves and their feelings -Dialogic stories -Circle time -Planned opportunities for collaborative learning in Continuous Provision
<b>Health and Hygiene</b>	Knowledge and Skills	-Use the toilet independently -Follow steps and guidance to wash and dry hands -Brush their own teeth Begin to show an understanding of the need for good hygiene for everyday life -Understand some simple healthy food and drink choices.	-Recognise the importance of good dental hygiene. Know how to brush teeth and for how long -Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you -Understand the importance of sleep -Begin to recognise that there are sensible amounts of 'screen time' -Know simple road safety - Stop, Look and Listen, crossing points -Know that regular exercise can help to keep you healthy
	Vocabulary	problems, feelings, confidence	relationships, problems, cooperative, sensitive
	How is it covered?	-PE lessons -Dialogic stories -Circle time	-PE lessons -Dialogic stories -Circle time
<b>Physical Development</b>			
<b>Gross Motor Skills</b>	Knowledge and Skills	-Use alternate feet to climb up apparatus or stairs -Change direction on a tricycle -Demonstrate control on a balance bike using alternate feet and be able to change direction -Hold a position (balance) during games -Travel by hopping -Show control over the body to quickly stop and start movements such as walking, crawling and running -Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither) -Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam -Work with others to move objects safely	-Become more confident and precise in the following movements and begin to combine them: <b>Walking</b> - travelling confidently in different directions <b>Running</b> - showing an understanding of how to increase speed and slow speed down <b>Crawling</b> - coordinating 2 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl <b>Jumping</b> - showing control when landing on two feet <b>Skipping</b> - showing coordination to move with increasing speed <b>Climbing</b> - understand the need to check footing and hand grips. Show coordination in reaching a goal-traversing along a wall -Negotiate space and obstacles safely -Demonstrate good balance -Begin to understand the effects exercise can have on the body

			<ul style="list-style-type: none"> <li>-Show good posture when sitting at a table</li> <li>-Throw and catch the same object</li> <li>-Throw balls, beanbags at targets</li> <li>-Roll and pass balls to a partner showing good aim and the ability to stop a ball</li> </ul>
	Vocabulary	walk, hop, crawl, travel, stop, start, balance, turn, direction	direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
	How is it covered?	<p><b>Gross Motor Skills are interwoven into elements of the EYFS in each term. We also teach skills from Get Set 4 PE in designated PE lessons (shown in red below).</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Stop and start on a tricycle/balance bike.</li> <li>-Explore using a balance bike with alternative feet, steering around a simple route.</li> <li>-Gain confidence using alternate feet on a balance bike.</li> <li>-Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam. Move across obstacles on the climbing frame.</li> <li>-Begin to demonstrate balance and co-ordination when playing games.</li> <li>-Begin to negotiate space safely.</li> <li>-Begin to take turns with others.</li> <li>-Explore movement skills- skipping, crawling, hopping and jumping.</li> <li>-Begin to make guided choices.</li> <li>-Follow instructions with support.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Safely move equipment.</li> <li>-Explore moving our bodies in different ways- skipping, hopping, jumping and landing on two feet.</li> <li>-Move their body to music, showing control when to stop and start.</li> <li>-Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither).</li> <li>-Negotiate space safely.</li> <li>-Take turns.</li> <li>-Confidence to try new challenges.</li> <li>-explore movement skills.</li> <li>-match skills to tasks and apparatus.</li> <li>-Use a range of large and small apparatus with awareness.</li> <li>-Begin to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>-Show respect towards others.</li> </ul>	<p><b>Gross Motor Skills are interwoven into elements of the EYFS in each term. We also teach skills from Get Set 4 PE in designated PE lessons (shown in red below).</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Explore travelling in different direction, changing speed and movement to avoid obstacles by running, walking, skipping, hopping and jumping.</li> <li>-Roll and stop balls.</li> <li>-Begin to throw and catch the same object (bibs, bean bags, then balls)</li> <li>-Make independent choices</li> <li>-Negotiate space safely with consideration for myself and others.</li> <li>-Follow instructions involving several ideas or actions.</li> <li>-Play co-operatively and take turns with others and encourage others.</li> <li>-Use movement skills with developing balance and co-ordination.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Demonstrate good balance when travelling under, across and over objects.</li> <li>Jump from equipment landing safely on two feet.</li> <li>Combine movements to music.</li> <li>Throw objects at targets with increasing accuracy.</li> <li>-Confident to try new challenges.</li> <li>-Combine movements, selecting actions in response the task and apparatus.</li> <li>-Confidently use large and small apparatus with awareness.</li> <li>-Use movement sills showing increasing control and grace.</li> <li>-Confident to perform in front of others.</li> <li>-Combine movements fluently, selecting actions in response to the task.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Develop speed when running.</li> <li>-Show control over a ball when using their feet. Pass a ball to a partner.</li> <li>-Develop jumping technique to jump further.</li> <li>-Make independent choices.</li> <li>-Persevere when playing games which challenge</li> </ul>

		<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Explore space, recognising the position of their body in relation to others.</li> <li>-Compete in simple races - running at speed, following instructions to complete an obstacle course.</li> <li>-Begin to roll and stop a ball.</li> <li>-Begin to explore a range of ball skills.</li> <li>-Persevere with support when playing a game that challenges.</li> </ul>	<ul style="list-style-type: none"> <li>-Play games with consideration for the rules.</li> <li>-Use ball skills with developing competence and accuracy.</li> </ul>
<b>Fine Motor Skills</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Use one-handed tools such as paintbrushes, pencils and scissors</li> <li>-Make snips in paper using scissors</li> <li>-Snips paper moving scissors forwards</li> <li>-Begins to cut in a line holding the paper with their non-dominant hand</li> <li>-Show a preference for a dominant hand</li> <li>-Progress towards holding a pencil with a modified tripod grip to show increasing control</li> <li>-Demonstrate growing independence putting on a cart and show, begin to do up zips and poppers</li> <li>-Begin to use a knife and fork</li> </ul>	<p>Show growing competence using a range of tools safely and confidently-</p> <p><b>Scissors</b> - moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines</p> <p><b>Cutlery</b> - use both knife and fork simultaneously</p> <p><b>Paintbrush</b> - make a range of marks - dot, dash, continuous lines, straight and curved marks, show control staying within lines</p> <ul style="list-style-type: none"> <li>-Use the tripod grip to hold a pencil for writing</li> <li>-Show increasing accuracy when forming letters</li> <li>-Demonstrate increasing accuracy and care when drawing to create identifiable representations</li> </ul>
	Vocabulary	snip, cut, turn, grip, control	curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture
	How is it covered?	<p>Fine motor skills are taught consistently throughout the year with opportunities to practise daily in Continuous Provision, as well as during Funky Fingers session time.</p> <p>Funky Fingers activities include:</p> <ul style="list-style-type: none"> <li>-Peg boards</li> <li>-Weaving</li> <li>-Threading</li> <li>-Pincer movements</li> <li>-Play dough</li> </ul>	<p>Fine motor skills are taught consistently throughout the year with opportunities to practise daily in Continuous Provision, as well as during Funky Fingers session time.</p> <p>Funky Fingers activities include:</p> <ul style="list-style-type: none"> <li>-Peg boards</li> <li>-Weaving</li> <li>-Threading</li> <li>-Pincer movements</li> <li>-Play dough</li> <li>-Discrete handwriting opportunities.</li> </ul>
<b>Literacy</b>			
<b>Comprehension</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Engage in conversations about stories they have listened to - express simple likes and dislikes</li> <li>-Retrieve answers from a story answering what and who questions</li> <li>-Learn new vocabulary linked to stories, rhymes, non-fiction and poems</li> <li>-Join in with repeated refrains in familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>-Retell key events in familiar stories</li> <li>-Answer who, what, where, when and why questions about familiar stories</li> <li>-Identify the characters in stories, heroes, villains</li> <li>-Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role play</li> </ul>

			<ul style="list-style-type: none"> <li>-Begin to make simple predictions about what might happen next in stories</li> <li>-Begin to sequence key events in stories</li> </ul>
	Vocabulary	stories, opinion, question, answer, refrain	characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction
	How is it covered?	<p><b>Nursery Children will have exposure to Fiction, Non-Fiction and poems throughout the year.</b></p> <ul style="list-style-type: none"> <li>-Daily story sessions in Nursery</li> <li>-Children always have the opportunity to retell focus stories for the week during small-world role play in Child Initiated Learning</li> </ul> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Join in with repeated refrains in shared familiar stories</li> <li>-Express simple likes about a shared story</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Answer who and what questions linked to stories shared</li> <li>-Express simple likes and dislikes about a shared story</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Answer who and what questions linked to stories shared</li> <li>-Express simple likes and dislikes about a shared story</li> <li>-Use new vocabulary in their play and in conversations</li> </ul>	<p><b>Comprehension questions linked to the text read are shared during daily story time, during Literacy lessons.</b></p> <ul style="list-style-type: none"> <li>-Pupils have the opportunity to retell focus stories for the week during small-world role play in Child Initiated Learning</li> </ul> <p><b>Fiction, Non-Fiction and Poetry will be part of whole-class reading throughout the year.</b></p>
<b>Word Reading</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Listen carefully and discriminate between sounds.</li> <li>-Recognise that print has meaning and that it can be used for different purposes</li> <li>-Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book - pages, front cover, back cover. Know that pages have an order.</li> <li>-Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-clap or count syllables in a word</li> <li>-recognise words with the same initial sound, such as, cat and cup</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Know the sounds for individual letters</li> <li>-Blend sounds in words to read short words containing taught GPCs</li> <li>-Recognise taught digraphs and trigraphs from Phase 2 and 3.</li> <li>-Read tricky words from phases 2 and 3.</li> <li>-Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</li> </ul>
	Vocabulary	sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	Curved, zigzag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture
	How is it covered?	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Phase 1 activities - developing listening and attention skills. Focus on sound discrimination</li> <li>-Rhymes and stories - discriminate between sounds</li> <li>-Develop book handling skills</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Phase 2 sounds. New sounds daily until all Phase 2 sounds are taught: 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</li> </ul> <p>New tricky words to be taught:</p>

		<p><b>Spring</b>          -Introduce Phase 2 sounds          -Rhymes and stories - clap syllables and spot and suggest rhymes</p> <p><b>Summer</b>          -Continue to introduce Phase 2 sounds          -Begin to identify initial sounds and develop oral blending skills</p>	<p>is, I, the, put, pull, full, as, and, her, has, his, her, goo, no, to, into, she, push, he, of, we, me, be</p> <p><b>Spring</b>          -Phase 3 sounds. New sounds daily until all Phase 3 sounds are taught:          ai, ee, high, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>New tricky words to be taught:          was, you, they, my, by, all, are, sure, pure</p> <p><b>Summer</b>          -Recap Phase 2 and 3 sounds          -Short vowels          -Longer words, compound words and root words ending:          -ing, -ed /t/, -ed /id/, -ed /est/, -ing, -ed /d/          -Long vowel sounds          -Phase 4 words ending in:          -s /s/, -s /z/, -es</p> <p>-New tricky words to be taught:          said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, they, one, out, today</p>
<b>Writing</b>	Knowledge and Skills	<p>-Ascribe meanings to marks          -Make marks during play          -Form different movements using fine-motor skills:          Straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements          -Begin to form recognisable letters          -Begin to learn to write their name</p>	<p>-Form lower-case and capital letters correctly          -Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters          -Write short sentences with words with known GPCs using a capital letter and a full stop.          Write short phrases and sentences that can be read by others          -Begin to re-read what they have written to check it makes sense.</p>
	Vocabulary	straight lines, diagonal lines, circles, spirals, clockwise, anti-clockwise	lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, letter, word, phrase, sentence, tripod grip
	How is it covered?	<p>-Mark making activities available daily in Child Initiated Learning          -Handwriting practise sessions throughout the week          -Name writing practise</p> <p><b>Autumn</b>          -Focus on movement and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines</p> <p><b>Spring</b>          -Name writing practise          -Fine motor activities</p> <p><b>Summer</b>          -Specific letter formation (linked to names to begin with)          -Opportunities to respond to focus texts recording letter strings and ascribing meaning to marks</p>	<p>-Daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Child Initiated Learning.          -Child Initiated Learning activities cover a range of genres - both narrative and non-fiction. Handwriting as part of phonics and discrete sessions.</p> <p><b>Autumn</b>          -Letter formation - focus on lower case          -Applying GPCs to record words, phrases and simple sentences.          -Use phase 2 sounds for spelling          -Hold a sentence, build a sentence</p> <p><b>Spring</b>          -Letter formation - focus on lower and upper case          -Sentence punctuation - capital letters, finger spaces and full stops          -Focus on building and recording their own sentences</p>

		-Beginning to record some sounds in sequence	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Letter formation - focus on lower case and upper case</li> <li>-Sentence punctuation - capital letters, finger spaces and full stops</li> <li>-Focus on building and recording their own sentences</li> <li>-Begin to re-read what they have written to check it makes sense</li> </ul>
		<b>Maths</b>	
<b>Number</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>-Count accurately beyond 5</li> <li>-Touch-count accurately within 5</li> <li>-Know that the last number reached when counting a small set of objects tells you how many there are in total</li> <li>-Represent numbers on fingers up to 5</li> <li>-Links numerals to amounts within 5</li> <li>-Solve real-world problems with numbers to 5</li> <li>-Compare quantities using 'more than', 'less than'</li> <li>-Explore representing numbers through marks as well as numerals</li> </ul>	<ul style="list-style-type: none"> <li>-Count objects, actions and sounds</li> <li>-Subitise to 5 and extend to 10</li> <li>-Link numerals to their cardinal value</li> <li>-Accurately count beyond 10</li> <li>-Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'</li> <li>-Find one more and one less than a given number within 10</li> <li>-Explore the composition of numbers to 10</li> <li>-Recall number bonds to 5 (including subtraction facts)</li> <li>-Recall most number bonds to 10</li> <li>-Recall doubles to double 5</li> </ul>
	Vocabulary	count, number, numeral, more than, less than, total, altogether	number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond
	How is it covered?	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Develop fast recognition of up to 3 objects</li> <li>-Recognise numbers to 2 in different pictorial representations</li> <li>-Count accurately to 5 and touch count 3 objects accurately, including counting out from a larger group</li> <li>-Link numerals to amounts to 3</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Develop fast recognition of up to 5 objects</li> <li>-Recognise numbers to 5 in different pictorial representations</li> <li>-Count accurately to 10 and touch count 5 objects accurately, including counting out from a larger group</li> <li>-Link numerals to amounts to 5</li> <li>-Represent numbers to 5 with fingers</li> <li>-Compare two quantities within 5, recognising which has more and which has less</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Begin to compare two quantities within 10, recognising which has more and which has less</li> <li>-Solve real world problems using numbers to 5</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Subitising</li> <li>-Ordering numbers to 10</li> <li>-Exploring the value of numbers to 10</li> <li>-Addition within 10</li> <li>-Exploring number bonds to 5</li> <li>-One more, one less</li> <li>-Comparing groups</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Subitising</li> <li>-Number bonds to 10</li> <li>-Addition within 10</li> <li>-More than, fewer than, equal</li> <li>-Accurately count beyond 10, forwards and backwards</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Doubles facts</li> <li>-Subtraction within 10</li> </ul>



		<ul style="list-style-type: none"> <li>-Begin to represent numbers beyond 5 with pictorial representations and fingers</li> <li>-Explore counting backwards from 5</li> <li>-Use key language - total, altogether, when combining amounts within 5</li> </ul>	
Numerical Patterns	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Count accurately beyond 5</li> <li>-Compare quantities using more than and less than</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
	Vocabulary	more than, less than	pattern, even, odd, less, more, some, equal
	How is it covered?	<p>Autumn</p> <ul style="list-style-type: none"> <li>-Counting accurately within 5</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>-Counting accurately to 10</li> <li>-Use more and less to compare groups within 5</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>-Explore counting to 10 and beyond</li> <li>-Use more and less to compare numbers within 10</li> </ul>	<p>Autumn</p> <ul style="list-style-type: none"> <li>-Recognise the pattern of the counting system within 10</li> <li>-Begin to compare quantities using greater than, less than, same with groups</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>-Compare quantities using greater than, less than, same and equal to using number balances and addition</li> <li>-Recognise the pattern of the counting system beyond 10</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>-Odd and even numbers</li> <li>-Doubles</li> <li>-Sharing between two and three equal groups</li> <li>-Recognising groups that are not equal</li> </ul>
<b>Understanding the World</b>			
Past and Present	Knowledge and Skills	-Begin to make sense of their own life-story and family history	<ul style="list-style-type: none"> <li>-Talk about the lives of people around them and their roles in society</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	Vocabulary	family, change, growth, baby, toddler, child, adult	past, present, change, time, timeline
	How is it covered?	<p>Autumn</p> <ul style="list-style-type: none"> <li>-All About Me and my Family – discuss the notion of growing up.</li> <li>-Talk about immediate family and their role in the family</li> </ul>	<p>Autumn</p> <ul style="list-style-type: none"> <li>-All About Me and My Family</li> <li>-Explore the terms past and present</li> </ul>

		<p><b>Spring</b> -What do I know? -Family stories Share past experiences</p> <p><b>Summer</b> -Look how I've grown – explore change over time</p>	<p>-Dinosaurs – compare change over time. Comment on familiar situations in the past, such as houses/caves</p> <p><b>Spring</b> Compare and contrast characters from stories – including figures from the past – in whole class reading</p> <p><b>Summer</b> -Comment on familiar situations in the past using images, e.g. seaside scenes -Explore a simple timeline from birth to now</p>
<p><b>People, Culture and Communities</b></p>	<p>Knowledge and Skills</p>	<p>-Show an interest in different occupations and recognize people who can help them – emergency services etc. -Continue to develop positive attitudes about the differences between people -Know that there are different countries in the world and talk about differences they have seen or experienced</p>	<p>-Recognise some similarities and differences between life in this country and life in other countries -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Draw information from a single map. Use a simple key and add features to a map -Understand that some places are special to members of the community -Recognise that people have different beliefs and celebrate special times in different ways</p>
	<p>Vocabulary</p>	<p>jobs, differences, similarities, countries, world, land, sea</p>	<p>similar, different, country, world, map, religion, belief, community, celebration, family</p>
	<p>How is it covered?</p>	<p><b>Autumn</b> -Family celebrations and events celebrated by different groups of people – Christmas, Diwali, Eid</p> <p><b>Spring</b> Easter – who celebrates Easter and why?</p> <p><b>Summer</b> -Real life superheroes – people who help us</p>	<p><b>Autumn</b> -Talk about members of their immediate family and describe them -Christmas – who celebrates and why</p> <p><b>Spring</b> -Explore Lunar New Year and how it is celebrated and by who -Explore stories from around the globe and discuss similarities and differences</p> <p><b>Summer</b> -Explore famous people who help us</p>
<p><b>The Natural World</b></p>	<p>Knowledge and Skills</p>	<p>-Use their senses to practically explore natural materials. -Explore collections of materials with similar or different properties -Talk about changes to materials -Plant seeds and take care of plants -Understand the key features in the life cycle of a plant and an animal -Recognise the need to care for the natural world -Explore and talk about different forces</p>	<p>-Recognise some similarities and differences between life in this country and life in other countries -Explore the natural world around them -Use their senses to describe the natural world around them -Recognise some environments that are different to the one we live in -Understand the effect of the changing seasons on the world around them</p>

	Vocabulary	senses, materials, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze	similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	How is it covered?	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Explore changes in Autumn</li> <li>-Explore what happens on cold winter days – ice, frost</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-New life in Spring – taking care of the world around us</li> <li>-Simple animal life cycles</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Create a vegetable patch</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Continue and complete repeating patterns with signs of autumn</li> <li>-Autumn nature walk using their senses, leaf rubbings</li> <li>-Which animals might we see on the Village Green?</li> <li>-Make shadows using shadow puppets</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Winter nature walk, signs of spring</li> <li>-Explore stories from around the world and recognise similarities and differences where we live.</li> <li>-Plant beans and explore how to take care of them to help them to grow as tall as they can be</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Seaside – senses. Discuss summertime and different activities that might happen in the summer.</li> </ul>
<b>Expressive Art and Design</b>			
<b>Creating with Materials</b>	Knowledge and Skills	<ul style="list-style-type: none"> <li>-Join different materials together using tape and glue, fasteners, paperclips</li> <li>-Make choices about which materials to use when creating</li> <li>-Create closed shapes with continuous lines when drawing to represent objects</li> <li>-Begin to include details on their drawings – e.g. an enclosed circle for a face with an attempt at features</li> <li>-Represent feelings, noises, movements through drawing</li> <li>-Explore colour mixing with paint</li> </ul>	<ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>-Share their creation and explain the process they have used</li> <li>-Make use of props and materials when role playing characters in narratives and stories</li> <li>-Begin to refine techniques to express their ideas and feelings</li> <li>-Create collaboratively to share ideas and skills</li> </ul>
	Vocabulary	join, combine, materials, shapes, lines, details, feelings, colour mixing, colour, light, dark	colour, warm, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat
	How is it covered?	<p>Construction, fine motor, creative and role play are always available in Child Initiated Learning to allow pupils to explore a range of materials.</p> <p><b>Autumn</b></p> <p>Sculpture – junk modelling – joining different materials</p> <ul style="list-style-type: none"> <li>-Clay - Diwali pots</li> </ul> <p>Paint – firework paintings</p> <ul style="list-style-type: none"> <li>-Drawing – self-portraits, all about me</li> </ul>	<p>Construction activities are always available during Child Initiated Learning. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem</p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Drawing-follow guided drawings – dinosaurs, portraits, animals etc.</li> <li>-Explore line and colour creating firework pictures</li> <li>-Paint-colour mixing</li> </ul>

		<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Paint – symmetrical butterflies, explore colour mixing</li> <li>-Collage – Easter eggs</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Paint – landscapes (seaside)</li> <li>-Drawing – chalk</li> </ul>	<ul style="list-style-type: none"> <li>-Mixed media – creating models</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Mixed media – creating a small world setup, combining materials and exploring attaching materials in different ways, tape, collage, glue, staples</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-Drawing – observational drawings</li> <li>-Painting - watercolours to create beach scene pictures</li> </ul>
<p><b>Being Imaginative and Expressive</b></p>	<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> <li>-Take part in pretend play, imagining objects are other things from their experiences</li> <li>-Begin to make their own small worlds to act out storylines</li> <li>-Listen with increasing attention</li> <li>-Respond to what they hear, expressing simple feelings and thoughts</li> <li>-Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc.</li> <li>-Sing to match the pitch and tone of another person</li> <li>-Create their own songs or improvise around a song they know</li> <li>-Play instruments to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>-Sing a range of well-known nursery rhymes and songs</li> <li>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>-Listen attentively to music and move their body to express their response</li> <li>-Express their feelings about dance and performance art</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>-Develop storylines in play</li> <li>-Compose music and dance both alone and in a group</li> </ul>
	<p>Vocabulary</p>	<p>instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs</p>	<p>retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</p>
	<p>How is it covered?</p>	<p><b>During Child Initiated Learning, there is always the opportunity to develop storylines through play in role play areas, small world areas and construction, both indoors and outdoors.</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Join in with simple repetitive rhymes and songs</li> <li>-Perform songs and dances in a Christmas performance</li> <li>-Sing to match the pitch and tone of an adult</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-Copy simple rhythmic patterns</li> <li>-Explore the sounds that can be made from percussion instruments. Know how to use instruments safely.</li> <li>-Practise playing and stopping following teacher signals</li> <li>-Make simple percussion instruments</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>-To begin exploring some musical elements – singing or playing loudly/quietly and quickly/slowly</li> <li>-Explore creating their own songs using musical accompaniments</li> <li>-Move scarves and ribbons to music</li> </ul>	<p><b>During Child Initiated Learning, there is always opportunity to develop storylines through play in role play areas, small world areas and construction, both indoors and outdoors.</b></p> <p><b>Listening:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>-Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>-As above</li> <li>-To be able to explain their preferences using simple, musical terminology/description words e.g. loud/fast and exciting</li> </ul> <p><b>Summer</b></p> <p>Move in response to music, create art work, talking about how it makes you feel.</p> <p><b>Performance</b></p> <p>Recount narratives through small world representations of the focus story for the half term/week</p> <p><b>Autumn</b></p>

		<p>-Express simple likes and dislikes about a piece of music and how it makes them feel</p>	<p>-Sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands</p> <p>-Prepare  <b>Spring</b>          -Learn to sing a selection of songs and rhymes. Explore the different sounds that can be made by classroom percussion instruments</p> <p><b>Summer</b>          -Use voice, body and classroom percussion instruments to accompany a song or instrumental</p> <p><b>Composition/Improvisation</b>  <b>Autumn</b>          -Copy rhythmic patterns and then experiments with creating their own for others to copy (call and response)</p> <p><b>Spring</b>          -Select an instrument to represent a character or event from a story e.g. claves as horse's hooves</p> <p>-Create a dance to music. Move their bodies to represent the tempo of the music.</p> <p><b>Summer</b>          -As above, playing an active role in deciding the type of sounds needed. E.g. choosing a tambourine to represent the rain and shaking it as a long sound.</p>
<b>Religious Education</b>			
	<p>Knowledge and Skills</p>	<p><b>Autumn</b>          Identity and belonging.          Joseph, Moses, Harvest Sukkot, Hannukah          Why do Christians perform Nativity Plays at Christmas?</p> <p><b>Spring</b>          Which stories are special and why?          Why do Christians put a cross on the Easter Garden?</p> <p><b>Summer</b>          Why is the word 'God' so important to Christians?          Where do we belong?</p>	<p><b>Autumn</b>          Identity and belonging.          Joseph, Moses, Harvest Sukkot, Hannukah          Why do Christians perform Nativity Plays at Christmas?</p> <p><b>Spring</b>          Which stories are special and why?          Why do Christians put a cross on the Easter Garden?</p> <p><b>Summer</b>          Why is the word 'God' so important to Christians?          Where do we belong?</p>