



Early Years Foundation Stage Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported


Progression of Communication and Language

Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
<b>Listening, Attention and Understanding</b>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions <b>Play the robot instructions game- in pairs</b></p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more <b>Model when introducing the topic title and 1<sup>st</sup> literacy lesson</b></p> <p><b>Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding</b></p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p><b>Build familiarity with well-known stories</b></p> <p><b>Read and re-read selected stories.</b></p> <p><b>Show enjoyment</b></p> <p><b>Use different voices</b></p> <p><b>Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"</b></p> <p><b>Link events in a story to your own experiences.</b></p> <p><b>Talk about the plot and the main problem in the story.</b></p> <p><b>Identify the main characters in the story, and talk about their feelings, actions and motives.</b></p>	<p>To understand questions such as who, what, where, when, why and how <b>Model the hand Detective lesson</b></p> <p><b>make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</b></p>	<p>To have conversations with adults and peers with back-and-forth exchanges</p>	<p><b>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.</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</b></p>





<p><b>Speaking</b></p>	<p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary <b>Constantly model corrects of irregular tense</b></p> <p>Use longer sentences of four to six words. <b>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop".</b></p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day <b>Topic word of the day</b></p> <p><b>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</b></p> <p><b>Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".</b></p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because <b>Model use during show and tell</b></p> <p><b>Narrate events and actions</b></p> <p><b>Remind children of previous events</b></p>	<p>To share their work to the class- standing up at the front</p> <p>Develop social phrases <b>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</b></p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books <b>Model content/index page then given children an opportunity to</b></p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></p>
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Progression of Personal, Social and Emotional Development							
Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
<b>Self-Regulation</b>	<p>To recognise different emotions</p> <p>To understand how people show emotions <b>Model ways that you calm yourself down, such as stopping and taking a few deep breaths</b></p> <p>To focus during short whole class activities</p> <p>To follow onestep instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others Use dialogic story time <b>(talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</b></p> <p><b>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</b></p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> <p><b>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</b></p>
<b>Managing Self</b>	<p>To wash hands independently</p>  <p>To put coat and socks on</p>	<p>To develop class rules and understand the need to have rules</p>	<p>To begin to show resilience and perseverance in the face of challenge</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Forest Fridays</p>	<p>To identify and name healthy foods</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face</p>	<p><b>Be confident to try new activities and show independence,</b></p>



	<p>independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>Understand why we have rules</p>	<p>To put P.E kit on Independently</p> <p>To have confidence to try new activities</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>To practise doing up a zipper</p> <p>To practise doing buttons</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> </ul>  <ul style="list-style-type: none"> <li>• toothbrushing</li> </ul> <p><b>The tooth</b></p> <ul style="list-style-type: none"> <li>• sensible amounts of 'screen time'</li> </ul> <p><b>No screen days</b></p> <ul style="list-style-type: none"> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p><b>Road outside</b></p>	 <p>To manage own basic needs independently</p> <p>To be able to undo clothes that are inside out</p>	<p>of challenge To show a 'can do' attitude</p>	<p><b>resilience and perseverance in the face of challenge.</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>
<p><b>Building Relationships</b></p>	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p><b>Work and play cooperatively and take turns with others.</b></p> <p><b>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</b></p>



Progression of Physical Development							
Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
<b>Gross Motor Skills</b>	To move safely in a space	To balance	To roll and track a ball	To create short sequences using shapes, balances and travelling actions	To use counting to help to stay in time with the music when copying and creating actions	To develop accuracy when throwing and practising keeping score	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
	To stop safely	To run and stop	To develop accuracy when throwing to a target	To balance and safely use apparatus	To move safely with confidence and imagination, communicating ideas through movement	To follow instructions and move safely when playing tagging games	
<b>Fine Motor Skills</b>	To develop control when using equipment	To change direction	To dribble using hands	To jump and land safely from a height	To explore movement using a prop with control and coordination	To learn to play against an opponent	<p><b>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
	To follow a path and take turns	To jump	To throw and catch with a partner	To develop rocking and rolling	To move with control and coordination, expressing ideas through movement	To play by the rules and develop coordination To explore striking a ball	
<b>Gross Motor Skills</b>	To work cooperatively with a partner	To explore different ways to travel using equipment	To dribble a ball using feet	To explore traveling around, over and through apparatus		To move with control and coordination, copying, linking and repeating actions	
			To kick a ball to a target	To remember and repeat actions, exploring pathways and shapes			
<b>Fine Motor Skills</b>	To use a dominant hand to mark make using different shapes	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	<p><b>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
	To begin to use a tripod grip when using mark making tools	<b>Morning activities</b>	To hold scissors correctly and cut along a curved line	To write letters using the correct letter formation and control the size of letters	To paint using thinner paintbrushes	To create drawings with details	
<b>Fine Motor Skills</b>	To use tweezers to transfer objects		To thread small beads	To use a hammer, saw and screwdriver		To independently use a knife, fork and spoon to eat a range of meals	<p><b>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
		<b>Morning activities</b>	To use small pegs	To write taught letters using correct formation			
<b>Fine Motor Skills</b>	To thread large beads	To hold scissors correctly and cut along a straight and zigzagged lines	To use small pegs				<p><b>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
	<b>Pasta Necklaces (then paint)</b>	<b>Morning activities</b>	To use a hammer and saw				
<b>Fine Motor Skills</b>	To use large pegs	To use a tripod grip when using mark making tools					<p><b>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paintbrushes and cutlery.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
	To begin to copy letters and shapes	To accurately draw lines, circles and shapes to draw pictures					



To write taught letters using correct formation

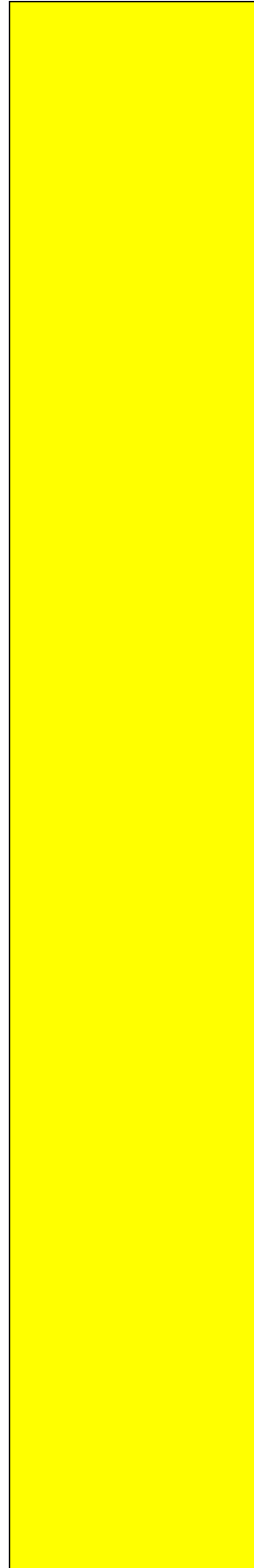
To begin to hold a knife correctly

To hold scissors correctly and make snips in paper

**Model**




To hold a fork and spoon correctly



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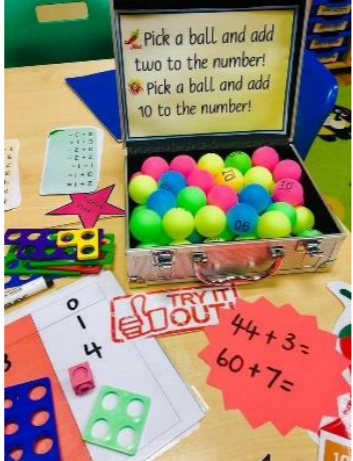








Progression of Literacy							
Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
<b>Comprehension</b> To use pictures to tell stories <b>Make lolly stick characters</b> To sequence familiar stories To independently look at book, holding them the correct way and turning pages <b>Model and Wednesday Reads</b>	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To sequence familiar stories and write or describe captions To begin to predict what may happen in the story <b>Literacy shed</b> To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To know about non-fiction texts and how to access them	To answer questions about what they have read To know that information can be retrieved from books	<b>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</b>  <b>Anticipate (where appropriate) key events in stories.</b>  <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>	
<b>Word Reading</b> 	To recognise their name to recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk) To recognise taught Phase 2 Tricky Words (the l is) To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk) To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his,	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little	<b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b>  <b>Read words consistent with their phonic knowledge by sound-blending.</b>  <b>Read aloud simple</b>	



		<p>bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability</p>	<p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability</p>	<p>says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, - est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p><b>sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>
<p><b>Writing</b></p>	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form a few lowercase letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form some lowercase letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form most lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p><b>Write recognisable letters, most of which are correctly formed.</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p>

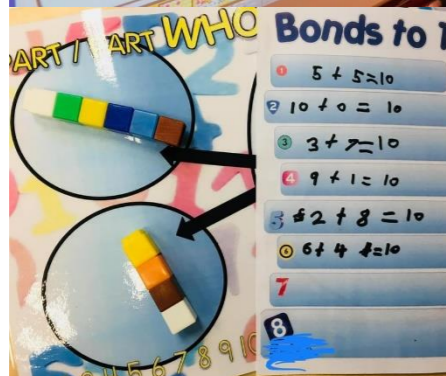
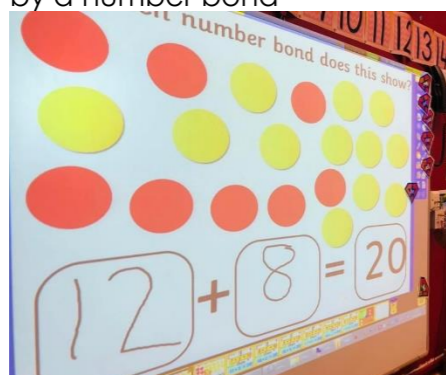


Progression of Mathematics							
Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
Number	<p>To recognise numbers 1-3</p>  <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p><b>Clipboard Challenge!</b></p>  <p>Can you find objects around the garden and write your own number sentences? Can you add the numbers together? 5 HOT 10</p> <p>To find one less of numbers to 3</p>  <p>To explore the composition of 2 and 3</p> 	<p>To recognise numbers 1-5</p>  <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>  <p>Solve real world mathematical problems with numbers up to 5.</p>  <p>Pick a ball and add two to the number! Pick a ball and add 10 to the number!</p> 	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p> <p>To recognise the addition symbol</p>  <p><b>Y1/2:</b> Place value + and - Money and time Measure and data</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p> <p><b>Y1/2:</b> + and - Multiplication Fractions Shape</p>  	<p>To recognise numbers to 20</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>  <p><b>Y1/2:</b> Place Value + and - X and / Time</p> 	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p> <p><b>Y1/2:</b> Revision Add three numbers</p> 	<p><b>Have a deep understanding of number to 10, including the composition of each number.</b></p> <p><b>Subitise (recognise quantities without counting) up to 5.</b></p> <p><b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</b></p>



Count objects and actions.

To understand what is meant by a number bond



Y1/2:  
Place Value  
+ and -  
Measure



Y1/2:  
Time  
+ and -  
Fractions and Multiplication

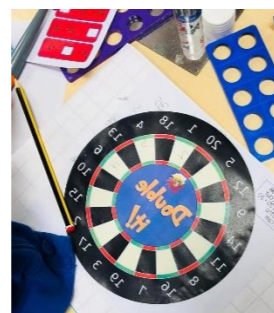




**Numerical Patterns**

To say which group has more  
To say which group has less  
To compare quantities to 3  
To count to 5

To compare quantities to 5  
To compare equal and unequal groups  
To count to 10

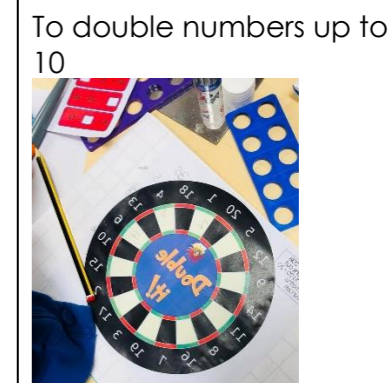


To count to 15  
To count objects to 10  
To compare quantities to 8  
To begin to understand the different between odd and even numbers up to 8  
To combine two groups of objects

To count to 20  
To compare quantities to 10  
To explore odd and even numbers  
To order numbers to 10  
To count back from 10  
To combine two groups of objects  
To take away objects and count how many are left  
To share object equally between two plates






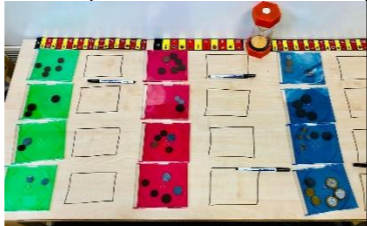





To count to 25  
To add numbers  
To subtract numbers  
To find the missing number  
To order numbers to 20  
To order numbers e.g. 13, 15, 19  
To find the missing number in an addition and subtraction sentence problems

To count to 30 and beginning to count higher (100).  
To know that 1, 3, 5, 7 and 9 are odd  
To know that 2, 4, 6, 8, 10 are even



**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.**



				 <p>To find the missing number</p>		<p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>
<p><b>Shapes space and measure</b></p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p>	<p>To recognise and name square and rectangle</p>  <p>12p 11p 10p</p> <p>To recognise o'clock to 5</p> <p>To order the days of the week</p> <p>To measure time (sand timers)</p> <p>To measure simple lengths using non-standard measurements</p>  <p>To find half</p> 	<p>Compare weight</p>  <p>To recognise 1p and 2p and 5p</p>  <p>To order objects by height and length</p>  <p>To measure height using cubes</p> 	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To recognise and create symmetrical patterns</p>  <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p> 	<p>To add money To recognise the time to o'clock</p> <p>To measure capacity</p>  <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	



Name:



To compare capacity using containers








To begin to names and properties 3D shapes









Progression of Understanding the World							
Skill	Autumn 1 Is Conflict Necessary?	Autumn 2 Do Dragons Exist?	Spring 1 What comes with great Power?	Spring 2 Home or Away	Summer 1 Does the Past Still Matter?	Summer 2 What will be the next Dinosaur?	ELG
<p><b>Past and Present</b></p> <p><b>Throughout year:</b> Calendar- today, tomorrow, next week</p> <p>Festivals</p> <p>What did they do in the holidays?</p>	<p>To know how I have changed</p> <p><b>Baby pictures- can we match them to</b></p> <p>Begin to make sense of my own life story and family's history</p> <p><b>Family Tree</b></p> <p>Comment on images in familiar situations</p> <p><b>Poppies</b></p> <p>Show an interest in a different occupation</p> <p><b>Look at a soldier and what they carried</b></p> <p>History: changes within living memory- <b>family tree</b> events beyond living memory that are significant nationally or globally- <b>Remembrance Day</b></p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p><b>Guy Fawkes- read stories</b></p> <p><b>Compare dragon paintings- what would you need to fight a dragon?</b></p> <p>Compare and contrast characters from stories including figures in the past- <b>Dragons and Dragon stories around the world/compare castles to our modern homes</b></p> <p>History: events beyond living memory that are significant nationally or globally – <b>Guy Fawkes/ Dragons in art and history</b></p>	<p>To know about figures from the past</p> <p><b>Florence Nightingale</b></p> <p>To know that some stories have been around for a while and some are new</p> <p><b>Read about powerful gos (viking/Greek) compare to modern superheroes- design a superhero</b></p> <p>History: events beyond living memory that are significant nationally or globally- <b>real life superheroes- Florence Nightingale etc</b></p>	<p>Comment in more detail on images of familiar situations in the past-</p> <p><b>Compare London in the past to today</b></p> <p>History- changes within/beyond living memory- <b>history of London</b></p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p> <p><b>Mary Anning</b></p> <p>History: the lives of significant individuals in the past who have contributed to national and international achievements- <b>Mary Anning</b></p>	<p>To know more similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p><b>History of Stedham (Local History)</b></p> <p>To sequence some events in order</p> <p><b>History of Stedham (Local History)</b></p>	<p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
<p><b>People, Culture and Communities</b></p>	<p>To know about family structures and talk about who is part of their family</p> <p><b>Family Tree</b></p> <p>To identify similarities and differences between themselves and peers.</p> <p><b>Baby pictures- can we match them to – can they discuss any similarities and difference between children</b></p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To know that there are many countries around the world- <b>China and the Chinese New Year</b></p>	<p>To know that people in other countries may speak different languages- French/<b>Start looking at UK and widen out- Greeks/Vikings-gods (see above) Runes/Greek letters- name</b></p> <p>Geography: name, locate and identify characteristics of the four countries and capital cities of the</p>	<p>To know that Christians celebrate Easter.</p> <p>Be aware of some of the names countries around the world</p> <p><b>Where do different plants grow? Match the plant to the habitat</b></p>	<p>To know that some significant people changed how we view aspects of our lives</p> <p><b>Mary Anning</b></p> <p>History: the lives of significant individuals in the past who have contributed to national and international achievements- <b>Mary Anning</b></p>	<p>To know that there are many countries around the world and to describe (based on books) some of these environments and how they are similar and different to Stedham- <b>Local history- ask parents/ grandparents- discuss in class.</b></p> <p>To know why animals are important to many cultures around the world</p> <p><b>Animal creation stories</b></p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</b></p> <p><b>Know some similarities</b></p>



	<p>To know the name and features of the village the school is in.</p> <p>Harvest- <b>Compare harvest in the past</b></p>	 	<p>United Kingdom and its surrounding seas</p> 			<p>Be aware of some of the seas and oceans around the world</p> <p><b>Explorers</b></p> <p>Geography: name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
<p><b>The Natural World</b></p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know about and recognise the signs of Autumn</p>  <p><b>Leaf collecting Walk, followed by a discussion</b></p> <p>To know some of the senses</p>	<p>To know about features of the world and Earth- beach, forest, sea, river</p> <p>To name a few types of trees and plants found in the woods near school</p> <p><b>Flower hunt- go around into the forest before hand and take pictures</b></p> <p>To be able to remember the four seasons- <b>season songs</b></p> <p>To devise a simple map</p>	<p>To know about and recognise the signs of Winter</p> <p><b>Winter Walk, followed by a discussion</b></p> <p>To know that some things in the world are man-made and some things are natural</p> <p><b>Material treasure hunt and discussion</b></p> <p>To have a basic understanding of forces (cars running down a slope, water running down a pipe)</p> <p>To know some important processes</p>	<p>To know about and recognise the signs of Spring</p> <p><b>Spring Walk, followed by a discussion</b></p> <p>To know about features of my own immediate environment and how they might vary from another. <b>Map of Stedham/Map of London</b></p> <p><b>Discussion after watching video of London. Take a video around Stedham</b></p> <p>To plant seeds</p>	<p>To know how to tell the difference between man-made and natural materials</p> <p>Describe some properties of different materials</p> 	<p>To learn about lifecycles of plants and animals</p>  <p>To know that some animals are nocturnal</p>  <p>To know the four seasons and give examples of</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environment</p>





	<p><b>Sense walk</b></p> <p>To know some body parts  <b>Heads, shoulders knees and toes</b>  <b>Simon says</b>  <b>Post it notes on people</b></p> <p>To learn about harvest and why it is important  <b>Harvest stories- compare harvest around the world</b></p> <p>Recognise different types of weather  <b>Weather chart- cut up stickers of weather to make a chart each day</b></p> <p>Geography:          identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Science:          identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees          identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Geography:          use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- create a magical land</p>	<p>and changes in the natural world including states of matter (melting, freezing floating and sinking)  <b>Freezing experiment</b></p> <p>To know and understand some basic vocabulary associated with space</p> <p>To become familiar with some simple electrical components- <b>tuff tray electricity</b></p> <p>To understand how shadows are formed and how to make shadows- <b>shadow puppets- make a theatre using baking paper.</b></p> <p>distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	 <p>To know how to care for growing plants</p> <p>To observe the growth of seeds and talk about changes</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and suitable temperatures to stay healthy</p> <p>Geography:          key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- <b>maps of london</b></p>	  <p>distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on properties.</p>	<p>what happens in each season</p> <p>To know the different between herbivores and carnivores</p>   <p>To know about food chains of animals</p> <p>Science:          explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>s, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</b></p>
							





<p><b>Technology</b></p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p> <p>To explore how a Bee-Bot works</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p> <p>To use the BeeBots and program them to go forwards and backwards</p>	<p>To use the IWB, changing games and programmes</p> <p>To log into an iPad (numbots) using a password</p>		<p>To begin to give reasons why we need to stay safe online</p> <p>To type their name using a laptop</p>	<p><b>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</b></p>
<p><b>French</b></p>			<p>To repeat modelled words and phrases:          Bonjour Au revoir          Bonsoir Bonne nuit Salut          Ca va? Ca va bien Mal          Pas Mal Comme ci          comme ca Je          m'appelle</p>	<p>To repeat modelled words and phrases:          Bonjour Au revoir Bonsoir          Bonne nuit Salut Ca va?          Ca va bien Mal Pas Mal          Comme ci comme ca          Je m'appelle</p>	<p>To count to 10 To say colour names          To answer simple questions:          What is your name? How are you?</p>	<p>To count to 10          To say colour names          To answer simple questions:          What is your name? How are you?</p>	



Progression of Expressive Arts and Design							
Skill	Autumn 1 <i>Is Conflict Necessary?</i>	Autumn 2 <i>Do Dragons Exist?</i>	Spring 1 <i>What comes with great Power?</i>	Spring 2 <i>Home or Away</i>	Summer 1 <i>Does the Past Still Matter?</i>	Summer 2 <i>What will be the next Dinosaur?</i>	ELG
<p><b>Creating with Materials</b></p> <p>To name colours <b>White rabbit colour books (youtube) create a colour wheel as a group- cardboard roll</b></p>  <p>To experiment with mixing colours <b>Teach children how to use brushes and how to hold, mix &amp; wash them- make an adding sheet with the paints</b></p>  <p>To create simple representations of people and objects <b>Self-portrait for frames on walls</b></p>  <p>To draw and colour with pencils and crayons <b>Draw a friend</b></p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically <b>Handwashing every day- discussion in 1<sup>st</sup> week why</b></p> <p>To use nonstatutory measures (spoons, cups)</p>	<p>To use colours for a particular purpose <b>Dali- tone</b></p> <p>To share their creations <b>Art gallery</b></p> <p>To explore different techniques for joining materials (Glue Stick, PVA) <b>Make a model dragon</b></p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques <b>Christmas Biscuit making</b></p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk <b>Andy Warhol- look at a different painting each week</b></p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, mixing) Biscuits</p> <p>To use tools to cut and join wood To know the names of tools</p>	<p>To use some cooking techniques (spreading, cutting, threading, mixing) <b>Pancakes</b></p>  <p>To share creations and talk about the process <b>Discussion about pancakes- what could we do better next time?</b></p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) <b>Can you make a flag? Model first</b></p>	<p>To know some similarities and differences between materials <b>See science</b></p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To manipulate materials <b>Clay</b></p> <p>To sculpt using clay <b>Clay- Greek pots</b></p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects <b>Drawing of the school</b></p> <p>To create observational drawings <b>Drawing of the school</b></p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p>	<p><b>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Share their creations, explaining the process they have used.</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>	



	To use some cooking techniques (Mixing, spooning) <b>Bread</b>						
	To hold scissors correctly						
<b>Being Imaginative and Expressive</b>	To sing and perform nursery rhymes  To join in with whole school singing assemblies  To experiment with different instruments and their sounds  To talk about whether the like or dislike a piece of music  To create musical patterns using body percussion  To use costumes and resources to act out narratives	To perform a song in the Christmas Play  To learn and perform a line of dialogue at the Christmas Play  To pitch match  To sing the melodic shape of familiar songs  To begin to build up a repertoire of songs  To sing entire songs  To use costumes and resources to act out narratives	To create musical patterns using untuned instruments  To begin to create costumes and resources for role play	To create more elaborate costumes and resources for role play	To move in time to music  To learn dance routines  To join in with whole school singing assemblies  To act out well know stories  To follow a musical pattern to play tuned instruments To create narratives based around stores	To listen to poems and create their own  To create own compositions using tuned instruments	<b>Invent, adapt and recount narratives and stories with peers and their teacher.</b>  <b>Sing a range of well know nursery rhymes and songs.</b>  <b>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</b>