

Curriculum progression EYFS

The EYFS curriculum is taught through a holistic and child centred approach. Although each term has topic focuses, many skills and knowledge are taught and accessed through child-initiated learning across the year and when appropriate to do so for the individual child and/or group of children. All Prime Areas are focused on throughout the year and are tailored in response to children's current attainment and next steps.

Prime areas	Communication and language Listening, Attention and Understanding Speaking <i>(Page 2)</i>	Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships <i>(Page 3)</i>		Physical Development Gross Motor Skills Fine Motor Skills <i>(Page 4)</i>
Specific areas	Literacy Comprehension Word Reading Writing <i>(Page 5)</i>	Mathematics Number Numerical Patterns <i>(Page 6)</i>	Understanding the World Past and Present People, Culture and Communities The Natural World <i>(Page 7)</i>	Expressive Arts and Design Creating with Materials Being Imaginative and Expressive <i>(Page 8)</i>

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Our curriculum is shaped by the 4 guiding principles of the EYFS statutory framework.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships and purposeful interactions.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main Theme (but not limited to....)	'Our Super Selves SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
Focus area <i>(All areas are taught and accessed through child-initiated learning throughout the year)</i>	<ul style="list-style-type: none"> Personal, Social and Emotional Development Understanding the World 	<ul style="list-style-type: none"> Communication and Language. Literacy. Expressive Arts and Design. 	<ul style="list-style-type: none"> Physical Development. Understanding the world. Expressive Arts and Design. 	<ul style="list-style-type: none"> Understanding the World. Expressive Arts and Design. 	<ul style="list-style-type: none"> Understanding the World. Expressive Arts and Design. 	<ul style="list-style-type: none"> Personal, Social and Emotional Development. Understanding the World.
Key vocabulary	<i>Hero, personal, goal, wish, body, healthy, arm, leg, head, hand, foot, eyes, ears, nose, mouth, feeling words, emotions, senses, family, home, community, rules</i>	<i>Story, book, page, title, author, illustrator, fiction, non-fiction, traditional, characters, story language i.e. Once upon a time, repetitive phrases, time connectives (orally) re-tell, sequence</i>	<i>World, country, United Kingdom, England, Sittingbourne, travel, journey, destination, transport, airplane, train, car, bike, boat, sea, air, road, track, weather</i>	<i>Space, star, sun, moon, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, design, create, astronaut</i>	<i>Animals, birds, fish, dogs, cats, insects, pet, wild, babies, eggs, fur, feathers, scales, beak, teeth,</i>	<i>Community, safety, career, job, responsibility, , routine, timetable, , doctors, nurses, vets, police, firefighter, help, care, love, guidance</i>
Knowledge	Starting school / my new class / New Beginnings Routines/organisation Emotions and feelings How do I make others feel? Community and family All about me – appearance and characteristics What am I good at? What do I need to get better at? Think about what make us special and 'super'. Working as a Team. Our bodies - Staying healthy	Familiar tales/repetition Story language i.e. Once upon a time/performance Story structure Old favorites – having choice Traditional tales Fairy tale stories Alternative versions villains/heroes Story telling/ creating our own stories School Library visits Little Red Hen - Harvest Gingerbread Man The 3 little pigs Goldilocks and the 3 bears The Nativity Christmas Lists Letters to Father Christmas	Travelling and journeys - How to get to places. Different ways to travel – transport. Where do we live? What country? What town? What is the world? Different countries, cultural differences/similarities. Celebrations (Diwali, Chinese New Year Dancing, fireworks), Dance around the world. Art from around the world (Henri Matisse) Changes in the seasons/different climates Looking after the planet and recycling.	What is Earth? What is space? Travelling and journeys - How to get to places. How machines/rockets/telescopes operate? Creating their own. Planet names and simple facts. Life of an astronaut – Famous astronauts and significant events i.e. Neil Armstrong/Tim Peake Celebrations. Changes in the environment? Changes in the seasons.	Different types of animals, names, textures, habitats, what they eat and how to look after animals. Differences between animals in sea and on land. Animals habitats.	Differences/similarities. Acceptance of others. Planning and solving problems. Everyday superheroes- Firemen, Policemen, Ambulance crew – routines and practices. How to be safe/road safety. Talk about careers- what would you like to do when you're older? Transition – Emotions and feelings – Self-regulation.

Prime Area: Communication and Language

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves' SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 					<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: -</p> <p>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.</p> <p>ELG: Speaking Children at the expected level of development will: -</p> <p>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.</p>

Prime Area: Personal, Social and Emotional Development

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves' SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ tooth brushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian 					<p>ELG: Self-Regulation Children at the expected level of development will: -</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: -</p> <p>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</p> <p>ELG: Building Relationships Children at the expected level of development will: - 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.</p>

Prime Area: Physical Development

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes 					<p>ELG: Gross Motor Skills Children at the expected level of development will: -</p> <p>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.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: -</p> <p>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</p>
Term 1 PE	Term 2 PE	Term 3 PE	Term 4 PE	Term 5 PE	Term 6 PE
<p>First PE</p> <ul style="list-style-type: none"> Throw and catch to self with a soft ball and attempt to bounce catch to self Balance an object e.g. beanbag on racket Hand eye co-ordination passing ball to a partner Move on the floor ball with hand in a variety of ways Push the ball with throw down strips to develop hand eye co-ordination Marching/running for co-ordination 	<p>Dance</p> <ul style="list-style-type: none"> Moving in time to happy and sad music Experiment with different ways of moving Experiment with actions at different levels Moving around as different characters or animals to the music <p>Ball games</p> <ul style="list-style-type: none"> Moving around in a space in different ways 	<p>Multi Skills</p> <ul style="list-style-type: none"> Experiment with different ways of balancing Experiment with different ways of moving (agility) Experiment with different ways of throwing a moving ball with different body parts (co-ordination) Working with friends in a team – taking turns <p>Dance</p> <ul style="list-style-type: none"> Moving in time to happy and sad music 	<p>Indoor Athletics</p> <ul style="list-style-type: none"> Moving in time to happy and sad music Experiment with different ways of moving Experiment with actions at different levels Moving around as different characters or animals to the music 	<p>Tennis</p> <ul style="list-style-type: none"> Throw and catch to self with a soft ball and attempt to bounce catch to self Balance an object e.g. beanbag on racket Hand eye co-ordination passing ball to a partner <p>Athletics</p> <ul style="list-style-type: none"> Marching/running for co-ordination Experiment with different ways of throwing under/overarm 	<p>OAA</p> <ul style="list-style-type: none"> Collaborate with your peers to achieve a task Different ways can you communicate Work as part of a team <p>Dodgeball</p> <ul style="list-style-type: none"> Move on the floor ball with hand in a variety of ways Push the ball with throw down strips to develop hand eye co-ordination Experiment with different ways of throwing

<ul style="list-style-type: none"> • Experiment with different ways of throwing under/overarm • Experiment with different ways of jumping- measuring with various objects Working with friends in a team – taking turns 	<ul style="list-style-type: none"> • Fun games encouraging throwing and catching with different types of balls • Passing with a partner and counting to 5 and 10 • Passing an object to another child • Moving around at speed and changing direction • Watching a ball to try and catch it • Scoring points with beanbag in a simple hoop invasion game 	<ul style="list-style-type: none"> • Experiment with different ways of moving • Experiment with actions at different levels • Moving around as different characters or animals to the music 		<ul style="list-style-type: none"> • Experiment with different ways of jumping- measuring with various objects • Working with friends in a team – taking turns 	
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Specific Area: Literacy

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Our Super Selves SUPERHEROES</p> <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Joining in with rhymes and showing an interest in stories with repeated refrains. Noticing Environment print. Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. <p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Reciting known stories, listening to stories with attention and recall. Identifying initial sounds Practising oral blending Help children to read the sounds in CVC words speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge 	<p>'Our Favourite Stories' STORIES</p> <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Retell stories related to events through acting/role play. Sequencing familiar stories through the use of pictures to tell the story. Retelling stories using images or Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Hear and join in with rhyme and alliteration Know that print is read from left to right. Point to each word as they read. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read some letter groups (digraphs) that each represent one sound and say sounds for them. For HRSW such as 'the' and 'said', help children identify the sound that is tricky to spell. 	<p>'Travelling Ted' AROUND THE WORLD</p> <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Retell stories related to events through acting/role play. Sequencing familiar stories through the use of pictures to tell the story. Retell stories using images or Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories and begin to record with a familiar structure. Make up their own stories use vocabulary of beginning, middle and end. Enjoys an increasing range of books <p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Identify and become familiar with letter groups, such as th, ee, igh and provide opportunities for children to read words containing taught letter groups (digraphs/trigraphs) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>'Is there anybody out there?' SPACE</p> <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Retell stories using images or Pie Corbett Actions to retell the story – Know story structure–beginning, middle, end. Innovating and retelling stories to an audience. Identify and use information texts about familiar themes and interests. Develop their own narratives and explanations by connecting ideas or events Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and exception words Identify and become familiar with letter groups, such as th, ee, igh and provide opportunities for children to read words containing taught letter groups Listen to children read some longer words made up of letter–sound correspondences they know: 'rabbit', 'himself', 'jumping'. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>'Fur, feathers and scales' ANIMALS</p> <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can identify characters/ events / setting in a story. Identify and use information texts about familiar themes and interests. Develop their own narratives and explanations by connecting ideas or events Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and exception words Identify and become familiar with letter groups, such as th, ee, igh and provide opportunities for children to read words containing taught letter groups Listen to children read some longer words made up of letter–sound correspondences they know: 'rabbit', 'himself', 'jumping'. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<p>'Helpful heroes' PEOPLE WHO HELP US</p> <p>ELG: Comprehension Children at the expected level of development will: -</p> <p>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.</p> <p>ELG: Word Reading Children at the expected level of development will: -</p> <p>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.</p>
<p>(Phonics- ESL): Phase 2</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words 	<p>(Phonics- ESL): Phase 2</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words 	<p>(Phonics – ESL): Phase 2 - 3</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2 	<p>(Phonics – ESL): Phase 3 - 4</p> <ul style="list-style-type: none"> Oral blending No new GPCs No new HRS words Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3 	<p>(Phonics – ESL): Phase 4.</p> <ul style="list-style-type: none"> Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words Revision of Phase 2, Phase 3 and Phase 4 	<p>(Phonics – ESL): Phase 4 – 5 Consolidation</p> <ul style="list-style-type: none"> Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words Revision of Phase 2, Phase 3 and Phase 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<p>Writing</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Re-telling stories and adult story scribing. Identify a dominant hand/pencil grip Mark making, giving meaning to marks (labelling/lists/messages in play) Recalling initials sounds in line with their phoneme awareness. 	<p>Writing:</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy, instructions for porridge. Name writing - Write some or all of their name. Story sequencing/story maps Re-telling stories and adult story scribing. Write some letters accurately. Guided writing based around labels, captions and short sentences and in line with their phonic knowledge. HRSW – helping children to identify sounds that are tricky to spell. 	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'T' for teddy, postcard with 'To' and 'from' Name writing – write own name Form some lower-case and capital letters correctly Story sequencing/ story maps Re-telling stories and adult story scribing. Guided writing based around labels, captions and short sentences and in line with their phonic knowledge. HRSW – helping children to identify sounds that are tricky to spell. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words independently to label or in guided writing of captions/sentences. Guided writing based around developing short sentences in a meaningful context. 	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; recount of space visit. Name writing – write own name Form most lower-case and capital letters correctly Guided writing based around labels, captions and short sentences and in line with their phonic knowledge. HRSW – helping children to identify sounds that are tricky to spell. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words independently to label or in guided writing of captions/sentences i.e. Labelling rocket or captions for life cycle diagram Guided writing based around developing short sentences in a meaningful context. Creating own story maps, writing captions and labels, writing simple sentences more independently. 	<p>Writing</p> <ul style="list-style-type: none"> Writing for a purpose in role-play/play using phonetically plausible attempts at words in line with their own phonic knowledge. Name writing – write own name using a capital letter and the correct formation. Form most lower-case and capital letters correctly beginning to use finger spaces. Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Guided writing based around developing short sentences in a meaningful context. Creating own story maps, writing captions and labels, writing simple sentences, modelled poems more independently. 	<p>ELG: Writing Children at the expected level of development will: -</p> <p>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</p> <ul style="list-style-type: none"> Recounts Stories Information

NB: Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

This will very much depend on each child's individual needs.

Specific Area: Mathematics

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Our Super Selves SUPERHEROES</p> <ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>'Our Favourite Stories' STORIES</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<p>'Travelling Ted' AROUND THE WORLD</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<p>'Is there anybody out there?' SPACE</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns Compare length, weight and capacity 	<p>'Fur, feathers and scales' ANIMALS</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns Compare length, weight and capacity 	<p>'Helpful heroes' PEOPLE WHO HELP US</p> <p>ELG: Number Children at the expected level of development will: -</p> <p>Have a deep understanding of number to 10, including the composition of each number; 14 - 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.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: -</p> <p>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.</p>

Specific Area: Understanding the World

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<ul style="list-style-type: none"> Identifying and describe their family; Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Understand that some places are special to members of their community i.e. Church/Mosque Navigating around our classroom and outdoor areas. Explore the environment to find places/ objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Comment on images of familiar situations in the past. Be aware of 'Long ago' – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Compare and contrast characters from stories, including figures from the past. Share stories from different cultures. Use maps to show children where some stories are based- Draw information from maps in stories and begin to understand why maps are so important i.e. The gingerbread man Stranger danger (The wolf). Talking about occupations and how to identify strangers that can help them when they are in need. Explore features of the natural world linked to stories i.e. Which material would be best for the 3 pigs house? How did the beanstalk grow? Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> Continue developing positive attitudes about the similarities and differences between people. Recognise people may have different beliefs and celebrate special times in different ways. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them. Draw information from a simple map and begin to create own pictorial maps to represent familiar environments. 	<ul style="list-style-type: none"> Introduce children to different occupations and how they use transport to help them in their jobs. Talk about the lives of significant figures in the past and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences. Explore how things work and why things happen. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Make observations of contrasting environments (Earth and Moon) Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them. 	<p>ELG: Past and Present Children at the expected level of development will: -</p> <p>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.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: -</p> <p>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.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Specific Area: Expressive Arts and Design

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Our Super Selves SUPERHEROES	'Our Favourite Stories' STORIES	'Travelling Ted' AROUND THE WORLD	'Is there anybody out there?' SPACE	'Fur, feathers and scales' ANIMALS	'Helpful heroes' PEOPLE WHO HELP US
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. 	<p>ELG: Creating with Materials Children at the expected level of development will: - 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.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.</p>