



Highcliffe St Mark Primary School- EYFS Skills and Progression Map



EYFS Vision

Our vision for EYFS is to provide a warm, inclusive and inspiring environment where every child is valued, supported and encouraged to thrive.

Rooted in our Christian values of respect, courage and compassion, we nurture children through positive relationships and enabling environments that promote curiosity, confidence and independence.

Through high-quality, play-based learning and the Characteristics of Effective Learning, children are supported to explore, investigate and problem-solve, building strong foundations for future learning.

We foster a clear ethos of being ready to learn, respectful of others and safe within the setting, empowering children to become happy, resilient and capable learners who develop a lifelong love of learning and flourish as individuals.

EYFS Intent

Our EYFS curriculum is rooted in the Statutory Framework and provides a strong foundation for future learning. We prioritise children's safety, wellbeing and happiness, recognising that secure children are ready to learn.

As a Church of England school, our values of respect, courage and compassion, inspired by the teachings of Jesus, underpin all that we do. We nurture confident, curious learners who flourish and develop a love of learning.

Our carefully sequenced and inclusive curriculum supports all children, including those with SEND and from disadvantaged backgrounds, with a strong focus on communication and language.

EYFS Implementation

Play is central to our curriculum, supported by a balance of adult-led teaching and child-initiated learning.

Practitioners use high-quality interactions to model language, extend thinking and support communication. The prime areas underpin all learning, enabling children to access the wider curriculum.

Learning is carefully sequenced and informed by ongoing assessment to ensure all children make progress. Our enabling environments promote exploration, independence, creativity and collaboration.

Through our values, children learn to show respect, develop compassion and demonstrate courage in their learning. Opportunities for awe and wonder support their spiritual development.

EYFS Impact

Children leave EYFS as confident, curious and resilient learners, well prepared for Year 1.

They demonstrate strong communication skills, independence and positive attitudes to learning. All children make good progress from their starting points, with many achieving the Early Learning Goals.

Children show respect for others, compassion in their relationships and courage in facing challenges. They flourish as individuals and are ready to contribute positively to their community and beyond.

Pre-school Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Baseline assessments Dough Disco 13 th Sept – Roald Dahl day	Christmas Tracking 17 th Nov - World Nursery Rhyme Week	A colour a week 29 th Jan – Lunar New Year 6 th Feb – NSPCC Number Day	Easter 5 th Mar - World Book Day	Planting 15 th Apr – World Art Day 20 th May – World Bee Day	Tracking Transition to school 8 th June - World Ocean Day
Theme	Marvellous Me	Let's talk about the seasons! Autumn and Winter	All the colours of the rainbow...	Animal Adventures	Let's talk about the seasons! Spring and Summer	Wonderful Water
Texts	- All are welcome - Lulu's first day - Colour monsters - Everybody has feelings - Kindness makes us strong - I like bees, I don't like honey - Fox's favourite autumn - Ready, steady Squirrel	- Sparks in the Sky (Leaf man) - We're going on a leaf hunt - We're going on a bear hunt - A thing called snow - Little robin red vest - We're going on a sleigh ride	- Elmer - The crayon's book of colour - Mix it up! - Rainbowsaurus - How do you make a rainbow? - How to catch a rainbow - Which food will you choose - (Daisy eat your peas) - First Festivals: Lunar New Year	Australia: - The Koala Who Could Africa: - One day on our blue planet: in the savannah Antarctica: - One day on our blue planet: in the Antarctic - Penguin Huddle Asia: - Monkey Puzzle The Americas: - The way home for wolf - Toucan, Toucan't - The Hare and the Tortoise	- <i>Little red hen</i> (Rosa explores life cycles) - Sam plants a sunflower - (Watch me bloom) - Luna loves gardening - Is it a seed? (Bothered by Bugs) - The girl who loved bugs	- Shark in the park (Ocean gardener) - Only one you - Rainbow fish - Sharing a shell - Somebody swallowed Stanley - Tilda tries again - <i>Three Billy Goats Gruff</i>
Nursery Rhymes	- If you're happy and you know it - Heads shoulder knees and toes - Days of the week - Firework	- Bear hunt song - Autumn leaves are falling down - Twinkle twinkle - Jingle bells - When Santa got stuck up the chimney - Christmas pudding/ father Christmas	- I can sing a rainbow - Twinkle twinkle rainbow star - Bumping up and down on my ... tractor	- Chick, chick, chicken - Animal Fair - Incy wincy - 5 little ducks - 5 speckled frogs	- I'm a little flower pot - Two Little Dicky Birds - Parts of plants	- One two three four five once I caught a fish alive - Row your boat

Forest Explorers	- Nature portraits - Scavenger hunt - Bark rubbing - Leaf name collage	- Twig woodland animals - Craft cutters with leaves for confetti	- Leaf kebabs to look at colours - Match colours to paint strip sample paper - Hanging cellophane (like stained glass window)	- Bird feeders - Animal shadow drawing - Plant sweet pea teepee	- Planting seeds - Nature crowns - Rainbow colour hunt - Paint stones	- Potions - Bubble wands
Enhancements	- Baby pictures (baby, 1yr, 2yr, 3yr) - Bring in 3 things that fit in a paper bag to talk about within a small group	- Autumn walk - Christmas show	- Zones of Regulation - Colour mixing - Tasting a different coloured snack each week in correlation with colour of the week	- Winter walk - Bring in teddy for a forest explorers session - Caterpillars - Tadpoles - Chicks	- Spring walk - World book day-dress up day - Wormery? - Plant sunflowers - Cress heads	- Summer walk - Recycled art

Prime Area – Communication and Language	Autumn	Spring	Summer
	- Sing a repertoire of songs - Use longer sentences of four to six words - Understand a question or instruction that has two parts, such as ‘get your coat and wait at the door’ - Can start a conversation with an adult	- Enjoy listening to longer stories and can remember much of what happens - Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Can start a conversation with an adult or friend and continue it for many turns - Use talk to organise themselves and their play	- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions - Use a wider range of vocabulary
Prime Area – Personal, Social and Emotional Development	Autumn	Spring	Summer
<i>Schemes:</i> <i>SCARF</i> <i>Autumn 1 – Me and My Relationships</i> <i>Autumn 2 – Valuing Difference</i> <i>Spring 1 – Keeping Safe</i> <i>Spring 2 – Rights and Respect</i> <i>Summer 1 – Being my Best</i> <i>Summer 2 – Growing and Changing</i>	- Talk about their feelings e.g. happy, sad, angry, worried - Select and use resources with help when needed - <i>Begin to adjust to new people and setting</i> - Become more outgoing with unfamiliar people, in the safe context of their setting - Play with one or more children - <i>Talk about why I am special, who is special to me</i> - <i>Talk about my friends and my family</i>	- Begin to understand how others might be feeling - Show more confidence in new social situations - Play with one or more children, extending and elaborating play ideas - Increasingly follow rules, understanding why they are important - <i>Talk about people who help me and keep me safe</i> - <i>Understand safety indoors and outdoors and what is safe to go into my body</i> - <i>Talk about ways to look after myself, others and the environment</i>	- Help to find solutions to conflicts and rivalries - Do not always need an adult to remind them of the rules - Develop appropriate ways of being assertive - <i>Talk about what my body needs to be healthy</i> - <i>Discuss growth mindset attributes such as keeping trying and ‘I can do it!’</i> - <i>Discuss growing and changing in nature</i> - <i>Talk about when I was a baby</i>
Prime Area – Physical Development	Autumn	Spring	Summer
<i>Schemes:</i> <i>Healthy Movers</i>	- Go up steps and stairs - Start taking part in some group activities	- Continue to develop their movement, balancing, riding and ball skills - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	- Skip, hop and stand on one leg and pose for a game like musical statues - Use one-handed tools and equipment, for example, making snips in paper with

	- Use large muscle movements to wave flags and streamers, paint and make marks - Match their developing physical skills to tasks and activities in their settings e.g. walk a plank - Explore one-handed tools and equipment - <i>Learn how to use equipment in the setting safely</i>	- <i>Develop fine motor skills to use a range of tools with increasing control</i>	- scissors with increasing refinement and control - Show a preference for a dominant hand.
Specific Area – Literacy	Autumn	Spring	Summer
<i>Schemes:</i> <i>Anima Phonics:</i> <i>Aut 1- environmental and instrumental sounds</i> <i>Aut 2-body percussion</i> <i>Spr 1- rhythm and rhyme</i> <i>Spr 2-alliteration</i> <i>Sum 1-voice sounds</i> <i>Sum 2- oral segmenting and blending</i>	- Understand that print has meaning and can have different purposes (five key concepts about print) - Recognise their first name - <i>Develop children's listening skills and awareness of sounds in the environment and sounds made with instruments.</i> - <i>To develop an awareness of sounds and rhythms and patterns made with these.</i> - <i>To explore and engage with a range of purposeful mark making opportunities.</i>	- Understand that text is read from left to right and top to bottom (five key concepts about print) - Develop their phonological awareness, so they can: spot and suggest rhymes, count or clap syllables, - Write some letters accurately - Begin to engage in conversations about stories, learning new vocabulary - <i>To develop an awareness of rhythm and rhyme in speech, songs and books</i> - <i>To develop an understanding of alliteration</i>	- Name different parts of a book and sequence pages (five key concepts about print) - Recognise words with same initial sounds - 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 - Write some or all of their name - Confidently engage in conversations about stories, learning new vocabulary - <i>To distinguish between differences in vocal and speech sounds, including oral segmenting and blending</i> - <i>Talk about different phonemes that make up words</i>
Specific Area – Mathematics	Autumn	Spring	Summer
<i>Schemes:</i> <i>White Rose Maths</i> <i>Ten Town</i> <i>NCETM</i>	- Compare quantities using language: 'more than', 'fewer than'. - Make comparisons between objects relating to size, length, weight and capacity.	- Notice and correct an error in a repeating pattern. - Say one number for each item in order: 1,2,3,4,5. - Show 'finger numbers' up to 5.	- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

	- Talk about and identifies 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. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Recite numbers past 5. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	- Experiment with their own symbols and marks as well as numerals. - 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'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Combine shapes to make new ones – an arch, a bigger triangle etc. - Develop fast recognition of up to 3 objects, without having to count them individually (subitising)	- 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. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Specific Area – Understanding the World	Autumn	Spring	Summer
	- Begin to make sense of their own life-story and family's history. - Begin to understand the need to respect and care for the natural environment and all living things. - Use all their senses in hands-on exploration of natural materials. - 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. - Talk about the differences between materials and changes they notice. - Explore and talk about different forces they can feel.	- Show interest in different occupations. - Explore how things work. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Continue developing positive attitudes about the differences between people.
Specific Area – Expressive Arts and Design	Autumn	Spring	Summer
<i>Schemes:</i> Kapow	- Remember and sing entire songs. - Develop their own ideas and then decide which materials to use to express them. - Explore different materials and different textures. - Make imaginative and complex 'small worlds' with blocks and	- Explore colour and colour-mixing. - Join different materials and textures. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - 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.

	construction kits, such as a city with different buildings and a park. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	- Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Take part in simple pretend play, using an object to represent something else even though they are not similar.	- 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 a variety of tools with increasing control and refinement
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Reception Overview	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks + 3 days)
Events	Autumn timetable Baseline Proud clouds home- P&E Introduce VIP scheme Dough Disco sessions	Nativity preparation Christmas cards Tracking Send letter formation sheets home	Spring timetable (begin literacy carousel) Proud clouds home- AL	Tracking Easter craft Plant seeds and order caterpillars ahead of Summer 1	Summer timetable Proud clouds home- C&TC Introduce playtimes on KS1 playground	Data submission Transition
Theme	Superstar Me! <i>(All about me and my family)</i>	Autumn Time & Sparkle and Shine <i>(Autumn, celebrations, past and present, toys)</i>	Real Life Superheroes <i>(Winter, Societal roles, transport...)</i>	Tickets Please? <i>(...transport, local geography, London)</i>	Garden Explorers! <i>(Lifecycles, minibeasts, growing)</i>	What a Wonderful World <i>(Summer, farms and how they've changed, animals, contrasting countries)</i>
Texts	Colour Monster What makes me, ME? In Every House, on Every Street Our Class is a family A Friend Like You <u>Goldilocks and the Three Bears</u>	Dipal's Diwali Sparks in the Sky Bonfire Night poetry Hello Autumn The Leaf Thief Pumpkin Soup Stickman The Christmas Department Store Pick a Pine Tree (and other Christmas stories)	Wanted-Ralphie Rabbit Book Burgler <i>Awesome Ambulances</i> George and the Dragon at the Firestation Hairy Mclary Rumpus at the Vet The Great Race <u>Little Red Riding Hood</u>	Naughty Bus Pussycat, Pussycat where have you been? The Queen's Hat <i>London non-fiction text</i> Emma Jane's aeroplane The boy that sailed the world <u>The Gingerbread Man</u>	The Extraordinary Gardener Tad Pip and Egg <i>The Big Book of Bugs</i> <u>Jack in the Beanstalk,</u>	<i>Look what I found on the farm (National Trust)</i> <u>The Three Little Pigs</u> Bog Baby Clean up! The mega magic teacher swap
Enhancements	-	Welcome church visit Road safety visit Life Education tent Cookery Sparklers Nativity Autumn walk Autumn Discovery Day	Emergency service visits Winter walk Winter Discovery Day	Spring walk World book day Library/Literacy officer visit Storyteller visit Spring Discovery Day Gingerbread Man baking	Planting Dress up as a minibeast day Caterpillars/ tadpoles/ chicks STEM Week Dance and Drama Workshop	Farm visit Summer walk Sports day Summer Discovery day

Prime Area- Communication and Language:	ELG: <u>Listening, Attention and Understanding:</u> • 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. <u>Speaking:</u> • 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.			
	Baseline	Autumn	Spring	Summer
Schemes: SCARF <u>Directed activities/ provision:</u> -Talk 4 Writing -Storycises -Circle time -Drawing Club	<u>Listening and Attention</u> -Listen to simple stories and understand what is happening, with the help of pictures. -Can find it difficult to pay attention to more than one thing at a time. <u>Speaking</u> -Talk about familiar books. -Sing a range of songs and rhymes. -Use talk to organise play. -Respond appropriately when spoken to and follow simple instructions. -Communicate with peers but may continue to muddle up tenses/ plurals/ pronouns.	<u>Listening and Attention</u> -Listen to longer stories and remember key events. -Listen carefully to rhymes, poems and songs, paying attention to how they sound. -Understand and follow two-part instructions. -Listen carefully and understand why listening is important. -Understand 'why' questions. <u>Speaking</u> -Talk about familiar books. -Respond to questions. -Start a conversation with a friend or adult and continue, taking turns. -Use new vocabulary through the day. -Express a point of view and to debate when in disagreement.	<u>Listening and Attention</u> -Learn a wider range of songs poems and rhymes. -Engage in non-fiction texts. -Listen with focus for a sustained period. <u>Speaking</u> -Articulate themselves and speak clearly. -Use a variety of connectives. -Tell you what has just been said. -Retell a sequence. -Ask a range of questions to friends and adults to find out more and to check they understand what's been said to them. -Use new vocabulary in different contexts. -Develop social phrases. -Use of tenses/ plurals/ pronouns are more accurate in everyday speech.	<u>Listening and Attention</u> -Describe events in some detail. -Listen to and talk about selected non-fiction. (minibeasts/farms) -Demonstrate clear understanding by action or response. -Think aloud to solve a problem. -Respond appropriately; asking questions or making comments, to a range of speakers. <u>Speaking</u> -Articulate ideas and thoughts in well-formed sentences. -Speak appropriately using social phrases based on audience. -Engage in back and forth conversations with friends and adults. -Make comments and ask questions about what they have heard. -Explain ideas and thoughts. -Speak in full sentences, using past, present and future tenses. -Confidently use new vocabulary when problem solving or expressing their thoughts and during their play.

Prime Area- Personal, Social and Emotional Development:	ELG: <u>Self-Regulation:</u> • 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. <u>Managing Self:</u> • 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. <u>Building Relationships:</u> • 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.			
	Baseline	Autumn	Spring	Summer
Schemes: SCARF_ <i>Autumn 1- Me and my relationships</i> <i>Autumn 2- Valuing difference</i> <i>Spring 1- Keeping safe</i> <i>Spring 2- Rights and respect</i> <i>Summer 1- Being my best</i> <i>Summer 2- Growing and changing</i> <u>Directed activities/ provision:</u> Class Charter Visual timetables, now/next Adults modelling Zones of Regulation, Colour Monster Jenny Mosely circle time	<u>Self-regulation</u> -Recognise how myself and others might be feeling by labelling some emotions -Seek adult support. <u>Managing Self</u> -Select activities and resources with support. -Meet their own care needs with minimal prompts or support. <u>Building Relationships</u> -Settles to activities within the new school environment. -Play with one or more children, beginning to interact. -Build constructive and respectful relationships.	<u>Self-regulation</u> -Deepen understanding how others might be feeling. -Talk about feelings: happy, sad, angry, worried, scared. -Develop appropriate ways of being assertive. <i>-Explain all about me and what makes me special.</i> <i>-Learn about my feelings.</i> <u>Managing Self</u> -Help to find solutions to conflicts. -Show more confidence in new social situations. -Become more outgoing with unfamiliar people in the setting. -Increasingly follow rules and understand why they are important. <i>-To have an awareness of the NSPCC 'Pantosaurus' initiative.</i> <u>Building Relationships</u> -Develop sense of responsibility and membership of a community (ready, respectful, safe). -Play with one or more children, extending ideas. <i>-Talk about people who are special to me and people who help me.</i> <i>-Consider similarities and differences between people, families and homes.</i> <i>-Explain how I am caring and a good friend.</i>	<u>Self-regulation</u> -Identify and moderate their own feelings socially and emotionally. -Think about things from the perspective of others. -Express their feelings and the feelings of others. <u>Managing Self-</u> Talk to friends to solve conflicts independently. -Manage own needs in setting, fully using their environment. -Try new activities and begin to persevere in the face of a challenge. <i>-Learn about how to keep ourselves safe and healthy.</i> <i>-To have an awareness of the NSPCC 'Pantosaurus' initiative.</i> <u>Building Relationships</u> -See themselves as a valuable individual, express their feelings and consider the feelings of others. -Build on positive relationships. <i>-Consider how we can look after our friends and family and be helpful to them.</i> <i>-Have ideas about how to look after the community and our world.</i>	<u>Self-regulation</u> -Regulate emotions and behaviour appropriately. -Set and work towards simple goals. -Learn patience when working in group situations. -Be fully engaged and follow multistep instructions given by adults. -Give focused attention in a learning task. <u>Managing Self</u> -Show increasing independence, resilience and perseverance in the face of challenge. <i>-Demonstrate school values consistently and help others to make the right choice.</i> -Manage self- hygiene and care effectively and understand why it is important to do some things to keep healthy. <i>-I understand why sleep, food and exercise and good dental hygiene keeps me healthy.</i> <i>-Learn about me and my body and where babies come from.</i> <i>-Keep trying if chosen way does not work at first.</i> <i>-To have an awareness of the NSPCC 'Pantosaurus' initiative.</i> <u>Building Relationships</u> -Learn and play cooperatively with a range of peers, sharing and taking turns. -Show empathy to the feelings and wishes of others. -Demonstrate secure attachments across the school setting. <i>-I value myself as part of the wider school community as I move on to Year One.</i>

Prime Area-Physical Development:	ELG: <u>Gross Motor:</u> - 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. <u>Fine Motor:</u> - 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.			
	Baseline	Autumn	Spring	Summer
Schemes: Complete PE <i>Autumn 1- Locomotion (walking)</i> <i>Autumn 2- Ball skills (Hands 1)</i> <i>Spring 1- Gymastics (High, Low, Over, Under)</i> <i>Spring 2- Dance (Dinosaurs)</i> <i>Locomotion (Jumping 1)</i> <i>Summer 1- Sports day practise</i> <i>Ball skills (Feet 1)</i> <i>Summer 2- Attack v Defence- games for understanding</i> <i>Dance (Ourselves)</i> Healthy Movers <u>Directed activities/ provision:</u> -Storycises -Dough Gym/ dough area -Fine motor sessions -Sticky Kids -Bikes and scooters -Parachute games -BCP road safety -Drawing Club	<u>Gross Motor</u> -Skip, hop, stand on one leg and hold a pose. -Use large muscle movements (focusing on shoulder and elbow pivots) to wave scarves, paint and make marks. -Start taking part in group games. <u>Fine Motor</u> -Hold one handed tools such as scissors in the correct position and be able to make snips in paper. -Use a comfortable grip with good control when using mark making tools -Show a preference for a dominant hand.	<u>Gross Motor</u> -Use core muscle strength to achieve good posture when sitting at a table or on the floor. -Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. -Continue to develop their movement, balance, riding and ball skills. -Go up steps and climbing apparatus using alternate feet. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Talk about being a safe pedestrian -Embed walking in different pathways and directions, showing control. -Develop confidence, competence, precision and accuracy when playing ball games. <u>Fine Motor</u> -Increasing independence when dressing, using zips and buttons. -Develop small motor skills to use a range of tools safely and with increasing confidence -Use a pencil with increasing accuracy and pressure, mainly using the correct grip. -Suggest and access the correct tools such as pencils, scissors, paintbrushes and cutlery.	<u>Gross Motor</u> -Combine different movements with control, ease, fluency and grace -Begin to negotiate space and obstacles with increasing safety. -Revise and refine fundamental movement skills such as balance, riding and ball skills and movement in a variety of ways. -Develop overall body strength, coordination, balance and agility to engage successfully with other physical disciplines. -Embed moving and making shapes, demonstrating strength and balance. -Embed jumping in a variety of directions, levels, position and momentum. -Develop gymnastics skills by exploring apparatus. -Make shapes with our bodies and move in time to music. <u>Fine Motor</u> -Hold a pencil effectively and in the tripod grip and strengthen wrist pivot to support the development of handwriting (see handwriting policy). -Independently dress and undress doing buttons, zips, shoes and socks. -Develop small motor skills to use a range of tools competently.	<u>Gross Motor</u> -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine -Negotiate space and obstacles considering themselves and others whilst moving energetically. -Move confidently in a range of ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. -Independently select equipment and apparatus which demonstrate their strength, balance and coordination. -Understand taking turns, keeping the score and playing by the rules. -Use our feet to kick and dribble a ball. -Collaborate with others to create movements that represent actions, alongside music. <u>Fine Motor</u> -Hold a pencil effectively and in the tripod grip, using appropriate pressure and control when completing writing tasks. -Select a range of tools for a purpose and with accuracy, precision and control -Complete drawings demonstrating accuracy, detail and care.

Specific Area-Literacy:	ELG: <u>Comprehension:</u> • 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 <u>Word Reading:</u> • 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 <u>Writing:</u> • 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.			
Schemes: <i>Anima Phonics</i> <u>Directed activities/ provision:</u> Drawing Club Book vote Quality texts Role play/ small world	Baseline <u>Comprehension</u> -Listen to simple stories and understand that print has meaning. <u>Word Reading</u> -Demonstrate awareness of rhyme and alliteration in familiar stories and songs. -Discriminate environmental sounds and suggest what is making them. <u>Writing</u> -Ascribe meaning to marks made. -Attempt some emergent writing. -Use a comfortable grip with good control when using mark making tools (PD). -Show a preference for a dominant hand (PD).	Autumn <u>Comprehension</u> -Listen to and engage in conversations about stories, learning new vocabulary. -Ask questions about stories. -Repeat new vocabulary, and phrases from stories in their play. -Engage with patterned language in books and finish off sentences. -Seek familiar and new texts to read in the book area to read for enjoyment. <u>Word Reading</u> -Understand the '5 key concepts' around print. -Complete a rhyming string. -Begin to read individual letters by saying the sounds for them. -Can supply words with the same initial sound. -Begin to recognise digraphs and understand that two letters can make one sound. -Recall phase 2 and 3 sounds including some digraphs. -Begin to blend sounds into words (CVC words), so that they can read short words made up of known letter sounds. -Begin to learn common exception words, understanding that sometimes, letters can have alternative sounds. <u>Writing</u> -Begin to form lower case letters in correspondence to phonics scheme. -Begin to write VC/ CVC words.	Spring <u>Comprehension</u> -Answer questions about a text that has been read to them. -Begin to predict what might happen next in a story. -Continue to build on new vocabulary <u>Word Reading</u> -Independently use sound buttons/lines to identify how many sounds are in a word. -Recall and apply phase 2 and 3 sounds including digraphs. -Continue to learn and spot familiar common exception words within a text in line with reading scheme stage. -Continue to blend sounds in order to read simple words, phrases and sentences. -Reread phonetically decodable books; building confidence, fluency, understanding and enjoyment. <u>Writing</u> -Most letters are accurately formed. -Write short captions/ sentences with support using their phonic knowledge (including digraphs). -Begin to use capital letters, finger spaces and full stops. -Improve pencil grip and strengthen wrist pivot to support the development of handwriting (see handwriting policy) (PD).	Summer <u>Comprehension</u> -Infer key events in stories by using pictures and their understanding of the story. -Retell stories using a range of techniques such as role play, puppets, story maps, small world. -Accurately uses own words and new vocabulary (within context) during discussions about stories and non-fiction books and during play. <u>Word Reading</u> -Use sound knowledge to segment and read familiar and unfamiliar words as well as polysyllabic words. -Identify digraphs and trigraphs (at least 10) within a word. -Read aloud from a book matched to their phonics stage within our reading scheme. <u>Writing</u> -More confident to use capital letters appropriately and full stops to demark sentences. -Use finger spaces most of the time. -Use correctly formed letters in their writing. -Use phonic knowledge to spell words to build sentences. -Writing can be reread by themselves and enjoyed by others. -Hold a pencil effectively and in the tripod grip, using appropriate pressure and control when completing writing tasks (PD).

		-Spell words by identifying sounds and writing corresponding letter (initial, then initial and end, followed by some medial). -Develop small motor skills to use a range of tools safely including a pencil with increasing confidence(PD) -Write name with increasing accuracy.		
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Specific Area-Mathematics:	ELG: <u>Number:</u> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns:</u> • 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.			
	Baseline	Autumn	Spring	Summer
Schemes: <i>White Rose/ NCETM Mastery</i> <u>Directed activities/ provision:</u> Numberblocks Ten Town	<u>Number</u> -Recite numbers past 5. -Accurate 1-1 counting to 5. -Understand the cardinality of numbers (total of a group is the final number reached). <u>Numerical Pattern</u> -Identify a group that contains 'more'. -Talk about simple patterns in their environment. -Describe a sequence of events using words such as first, next, then.	<u>Number</u> -Recite numbers past 10. -Recognise numerals and subitise to 5. -Develop 1-1 counting skills, matching a number to an amount within 5. -Participate in counting songs, rhymes and stories. -Begin to look at the composition of numbers to 5, exploring how numbers are made of ones. -Show 'finger numbers' up to 5. <u>Numerical Pattern</u> -Sort and compare amounts -Use vocabulary: more, less, same to describe groups. -Recognise the ordinality of numbers to 5 using the staircase pattern to support. -Experiment with marks to make and represent numerals.	<u>Number</u> -Recite numbers to 20. -Recognise numerals to 10 and beyond. -Subitising in familiar patterns, random arrangements, and within a larger – group (conceptual subitising). -Use 5 frames and 10 frames to support understanding of the tens structure in our number system. -Deepen understanding of composition of numbers within 10 including number bonds. -Combine two groups of numbers. -Use the part-whole model to support understanding of number bonds, doubling, addition and subtraction facts. <u>Numerical Pattern</u> -Understand one more than/ one less than relationship between consecutive numbers. -Recognise the ordinality of numbers to 10 using the staircase pattern to support. -Make unequal sets, equal and use vocabulary accurately. -Sorting numbers according to attributes -explore and make pairs of odd and even numbers -Find and make double to 10	<u>Number</u> -Recite numbers past 20. -Deep knowledge of the composition of numbers to 10 including the ability to add and subtract. -Build numbers beyond 10. -Confidently recall number bonds to 5 and some to 10, demonstrating a good understanding of these. -Recall and apply doubling facts when adding and using number bonds. <u>Numerical Pattern</u> -Verbally count beyond 20 using counting patterns. Recognise when a set can be subitised or requires counting. -Become familiar with two- digit numbers. -Compare quantities in different contexts, applying understanding of more, less, fewer, same, equal to describe groups up to 10. -Explore and explain patterns within 10 such as odd/even/double and equal. -Solve problems using doubling, halving and sharing -Distribute items evenly from a group.
SSM (no longer ELG)	-Extend and create repeating patterns, correcting if there is an error. –Explore, describe and compare measures such as mass, capacity, time, length, height and money. -Explore, rotate, describe, make patterns and create 2D and 3D shapes. –Recognise shapes within the environment. –Describe the position of an object.			

Specific Area- Understanding the World:	ELG: <u>Past and Present:</u> • 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. <u>People, Culture and Communities:</u> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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, nonfiction texts and (when appropriate) maps. <u>The Natural World:</u> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
Schemes: <i>Discovery/ Understanding Christianity Kapow</i> <u>Directed activities/ provision:</u> Visit to church Open the Book assemblies_	Baseline <u>Past and Present</u> <u>People, Cultures and Communities</u> <u>The Natural World</u>	Autumn <u>Past and Present</u> - Comment on the past through settings, characters and events encountered in books read in class, storytelling and pictures. -Talk about past events in their own lives and lives of their family members. -Make sense of their own life story and family history. - <i>Compare toys and technology from the past to now</i> <u>People, Cultures and Communities</u> -Talk about members of their immediate family. -Name and describe people who are familiar to them. -Recognise that some places are special to members of the community e.g. church. -Recognise that people have different beliefs and celebrate different times in different ways. - <i>Demonstrate an understanding of special people (within Christianity and Judaism)</i> -Understand the importance of the Christmas Story to Christians and how it is celebrated around the world. <u>The Natural World</u> -Explore the natural world around them using our school environment,	Spring <u>Past and Present</u> -Compare and contrast characters and settings from stories including real figures from the past. -Develop an understanding that life in the past was different (transport). -Develop an understanding of the past and suggest simple reasons for differences. - <i>Celebrate a local historical figure- Mary Anning (fossils)</i> - <i>Look at photos and discuss differences they notice at the seaside over time.</i> <u>People, Cultures and Communities</u> -Draw maps and discuss local environment. -Talk about members of our community including occupations. -Recognise similarities and differences between different religions and cultures- <i>celebrations (Hinduism)</i> . -Learn and retell stories from the Bible. -Understand the importance of the Easter Story to Christians. -Recognise similarities and differences between communities and life in this country and life in other countries. <u>The Natural World</u>	Summer <u>Past and Present</u> - Using life experience to talk about how things have changed from the past to present across a variety of different timescales. -Look at how farms have changed, and jobs animals were used for in the past. -Draw on knowledge about settings, characters and events encountered in books to retell events from the past. <u>People, Cultures and Communities</u> -Talk about life in other countries drawing on stories read and knowledge from their own travels. -Know some similarities and differences between different religions, cultures and communities learnt from stories. -Reference Christian stories learnt and why the word of God is so important to Christians. -Demonstrate an understanding of our core Christian values. <u>The Natural World</u> -Understand and be inspired by the natural world to make creative representations of animals, plants and environments. -Understand, talk and ask questions about seasons and the natural world around them, beginning to develop an understanding of their impact. E.g recycling, sustainable travel. -Discuss our local environment comparing it to a contrasting locality and country.

		commenting on similarities and differences. -Describe what they see, hear and feel while outside. -Observe seasonal changes from summer to autumn to winter and why these have occurred. <i>-Know the name of our school and the place in which we live.</i>	-Observe, understand and compare seasonal changes from winter to spring and why these have occurred. -Use directional language. -Recognise some environments that are different to the ones that we live in though books, enrichment, technology and life experience. <i>-Understand that a map is a picture of a place and draw information from a simple map.</i> <i>-Describe the effects of different weather conditions.</i>	-Develop an awareness of life cycles and know about the similarities and differences (frog, butterfly, chicken). <i>-Compare different landscapes and climates around the world.</i>
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Specific Area- Expressive Arts and Design:	ELG: Creating with Materials: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			
	Baseline	Autumn	Spring	Summer
Schemes: Kapow <u>Directed activities/ provision:</u>	<u>Creating with Materials</u> <u>Being Imaginative</u>	<u>Creating with Materials</u> -Explore some artistic effects to express ideas and feelings. -Explore using a range of materials and tools including how to join materials together. -Create collaboratively, sharing resources, ideas and skills. -<i>Drawing, painting and mixed media: Investigate marks and patterns, describing texture and colour.</i> -<i>Talk about ingredients and process involved in making a soup.</i> -<i>Make, taste and evaluate a soup.</i> <u>Being Imaginative</u> - Engage in meaningful role-play and small world activities. -Develop storylines in their pretend play. -Learn new songs and perform within a group (nativity). -Sing a range of well-known nursery rhymes and songs, using actions. -Clap a short, rhythmic pattern -<i>Use voices, bodies and instruments to make sounds and differentiate from different sounds in the environment</i> -<i>Explore beat, pitch and tempo through body movements to express feelings and emotions through movement to music.</i>	<u>Creating with Materials</u> -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Refine use of different tools and materials. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Plan what I want to make. -<i>Painting and mixed media, sculpture and 3D:</i> -<i>Explain colour mixing knowledge</i> -<i>Explore whether artwork is abstract or figurative.</i> -<i>Explore clay and its properties and nature</i> -<i>mandala.</i> -<i>Explore textiles through making a bookmark</i> <u>Being Imaginative</u> -Extend their play using a narrative. -Explore and engage in music making and dance, performing solo or in a group. -Move in time with music. -Watch and talk about dance and performance art, expressing their feelings and responses. -<i>Explore creating sound effects, making sounds at different speeds and moving to different tempos.</i> -<i>Explore musical symbols.</i>	<u>Creating with Materials</u> -Select tools and equipment for a purpose. -Experiment with colour, design, texture, form and function when creating. -Safely use and transport tools. -Refine joining techniques through making with junk modelling materials -Talk about how something has been made and why they are proud of it. -Use and design props when roleplaying. -Plan, build and adapt creations. -<i>Sculpture and 3D, craft and design:</i> -<i>Explore structures and understand what waterproof means and test different materials.</i> -<i>Test and make predictions for which materials float or sink.</i> <u>Being Imaginative</u> -Recount, adapt and invent stories during play based on traditional tales. -Confidently sing a range of rhymes, songs and hymns in different contexts which they can also perform to others. -Enjoy a range of music, demonstrating rhythm and movement. -Use voice and instruments to make a range of sounds. -Increasingly match the pitch and follow the melody of a well-known song. -<i>Learn about the 4 different types of musical instruments in an orchestra.</i> -<i>Copy and follow a beat.</i>