

## Highcliffe St Mark Primary School EYFS Skills and Progression Map

**EYFS Intent:** The EYFS statutory framework is key to ensuring solid foundations that children will continue to build upon throughout their school journey. Our priority is ensuring that children are safe, happy and ready to learn. Our skilful staff team create high standards of education and our aim is to offer a broad and enriched curriculum and inclusive environment which promotes a love of learning and supports progression.

**EYFS Implementation:** Play is at the heart of our curriculum, enabling the best outcomes for pupils through a balance of adult-directed activities and child-initiated play. The prime areas of the curriculum underpin our daily practice and ensure that children are able to access the specific areas of the curriculum. Communication is key and high quality interactions with adults ensure the continual development of language. We regularly reflect on our practice and children's progress in order to continually improve and respond to the children's interests and needs. We value the Characteristics of Effective learning in children's development when making observations and assessments.

**EYFS Impact:** Our actions will give children the best start to school life on their journey to becoming lifelong learners. Staff will continue to develop professionally and support children to demonstrate a range of key characteristics required to be successful learners. Children will progress physically, socially, verbally and cognitively and will respect and value all cultures, communities and people. Through valuable interactions and enabling environments, we will support children in reaching their age related expectations and the Early Learning Goals at the end of the EYFS in readiness for Year One.

### The statutory EYFS framework:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected

There are three prime areas of learning:  
Communication and Language Development  
Personal, Social and Emotional Development  
Physical Development

There are four specific areas of learning:  
Literacy  
Maths  
Understanding the World  
Expressive Arts and Design



In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:  
Playing and exploring-engagement  
Active learning-motivation  
Creating and thinking critically-thinking

EYFS Yearly Overview	Events	Theme/ texts	Enhancements
<b>Autumn 1</b> Maths, Literacy, PE, PSHE, RE (Discovery-special people), science Art (drawing), history (family history), music (exploring sound)	Autumn timetable Baseline Proud clouds home- P&E Introduce VIP scheme Dough Disco sessions	<b>Superstar Me!</b> <i>(All about me and my family)</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>	
<b>Autumn 2</b> Maths, Literacy, PE, PSHE, RE (u.c. Incarnation), science DT (cooking and nutrition), history (toys), music (music movement)	Nativity preparation Christmas cards Tracking Send letter formation sheets home	<b>Autumn Time &amp; Sparkle and Shine</b> <i>(Autumn, celebrations, past and present, toys)</i> Texts: 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)	Welcome church visit Road safety visit Life Education tent Cookery Sparklers Nativity Autumn walk
<b>Spring 1</b> Maths, Literacy, PE, PSHE, RE (Discovery- celebrations), science Art (painting and mixed media), geography (maps)	Spring timetable (begin literacy carousel) Proud clouds home- AL	<b>Real Life Superheroes</b> <i>(Winter, Societal roles, transport...)</i> Texts: 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>	Emergency service visits Winter walk
<b>Spring 2</b> Maths, Literacy, PE, PSHE, RE (u.c. Salvation), science DT (textiles), geography (outdoor adventures) with history (fossils, Mary Anning), music (transport)	Tracking Easter craft Plant seeds and order caterpillars ahead of Summer 1	<b>Tickets Please?</b> <i>(...transport, local geography, London)</i> Texts: 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>	Spring walk World book day Library visit Storyteller visit
<b>Summer 1</b> Maths, Literacy, PE, PSHE, RE (Discovery-stories), science Art (sculpture), music (big band)	Summer timetable Proud clouds home- C&TC Introduce playtimes on KS1 playground	<b>Garden Explorers!</b> <i>(Lifecycles, minibests, growing)</i> Texts: The Extraordinary Gardener, Tad, Pip and Egg, <i>The Big Book of Bugs</i> , <u>Jack in the Beanstalk</u> ,	Planting Dress up as a minibest day Caterpillars/ tadpoles/ chicks
<b>Summer 2</b> Maths, Literacy, PE, PSHE, RE (u.c. Creation/ God), science DT (structures 1&2), geography (around the world), history (how farms have changed)	Data submission Transition	<b>What a Wonderful World</b> <i>(Summer, farms and how they've changed, animals, contrasting countries)</i> Texts: <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	Farm visit Summer walk Sports day

<p><b>Prime Area-Communication and Language:</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p><b>ELG:</b></p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>			
<p><i>Schemes:</i> <b>SCARF</b></p> <p><u>Directed activities/provision:</u></p> <ul style="list-style-type: none"> <li>-Talk 4 Writing</li> <li>-Storycises</li> <li>-Circle time</li> <li>-Drawing Club</li> </ul>	<p><b>Baseline</b></p> <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> <li>-Listen to simple stories and understand what is happening, with the help of pictures.</li> <li>-Can find it difficult to pay attention to more than one thing at a time.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Talk about familiar books.</li> <li>-Sing a range of songs and rhymes.</li> <li>-Use talk to organise play.</li> <li>-Respond appropriately when spoken to and follow simple instructions.</li> <li>-Communicate with peers but may continue to muddle up tenses/ plurals/ pronouns.</li> </ul>	<p><b>Autumn</b></p> <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> <li>-Listen to longer stories and remember key events.</li> <li>-Listen carefully to rhymes, poems and songs, paying attention to how they sound.</li> <li>-Understand and follow two-part instructions.</li> <li>-Listen carefully and understand why listening is important.</li> <li>-Understand ‘why’ questions.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Talk about familiar books.</li> <li>-Respond to questions.</li> <li>-Start a conversation with a friend or adult and continue, taking turns.</li> <li>-Use new vocabulary through the day.</li> <li>-Express a point of view and to debate when in disagreement.</li> </ul>	<p><b>Spring</b></p> <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> <li>-Learn a wider range of songs poems and rhymes.</li> <li>-Engage in non-fiction texts.</li> <li>-Listen with focus for a sustained period.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Articulate themselves and speak clearly.</li> <li>-Use a variety of connectives.</li> <li>-Tell you what has just been said.</li> <li>-Retell a sequence.</li> <li>-Ask a range of questions to friends and adults to find out more and to check they understand what’s been said to them.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Develop social phrases.</li> <li>-Use of tenses/ plurals/ pronouns are more accurate in everyday speech.</li> </ul>	<p><b>Summer</b></p> <p><u>Listening and Attention</u></p> <ul style="list-style-type: none"> <li>-Describe events in some detail.</li> <li>-Listen to and talk about selected non-fiction. (minibeasts/farms)</li> <li>-Demonstrate clear understanding by action or response.</li> <li>-Think aloud to solve a problem.</li> <li>-Respond appropriately; asking questions or making comments, to a range of speakers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Articulate ideas and thoughts in well-formed sentences.</li> <li>-Speak appropriately using social phrases based on audience.</li> <li>-Engage in back and forth conversations with friends and adults.</li> <li>-Make comments and ask questions about what they have heard.</li> <li>-Explain ideas and thoughts.</li> <li>-Speak in full sentences, using past, present and future tenses.</li> <li>-Confidently use new vocabulary when problem solving or expressing their thoughts and during their play.</li> </ul>

<p><b>Prime Area- Personal, Social and Emotional Development:</b></p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><b>ELG:</b></p> <p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>			
<p><b>Schemes:</b></p> <p><b>SCARF</b></p> <p><i>Autumn 1- Me and my relationships</i></p> <p><i>Autumn 2- Valuing difference</i></p> <p><i>Spring 1- Keeping safe</i></p> <p><i>Spring 2- Rights and respect</i></p> <p><i>Summer 1- Being my best</i></p> <p><i>Summer 2- Growing and changing</i></p> <p><u>Directed activities/ provision:</u></p> <p>Class Charter</p> <p>Visual timetables, now/next</p> <p>Adults modelling</p> <p>Zones of Regulation,</p> <p>Colour Monster</p> <p>Jenny Mosely circle time</p>	<p><b>Baseline</b></p> <p><u>Self-regulation</u></p> <p>-Recognise how myself and others might be feeling by labelling some emotions</p> <p>-Seek adult support.</p> <p><u>Managing Self</u></p> <p>-Select activities and resources with support.</p> <p>-Meet their own care needs with minimal prompts or support.</p> <p><u>Building Relationships</u></p> <p>-Settles to activities within the new school environment.</p> <p>-Play with one or more children, beginning to interact.</p> <p>-Build constructive and respectful relationships.</p>	<p><b>Autumn</b></p> <p><u>Self-regulation</u></p> <p>-Deepen understanding how others might be feeling.</p> <p>-Talk about feelings: happy, sad, angry, worried, scared.</p> <p>-Develop appropriate ways of being assertive.</p> <p><i>-Explain all about me and what makes me special.</i></p> <p><i>-Learn about my feelings.</i></p> <p><u>Managing Self</u></p> <p>-Help to find solutions to conflicts.</p> <p>-Show more confidence in new social situations.</p> <p>-Become more outgoing with unfamiliar people in the setting.</p> <p>-Increasingly follow rules and understand why they are important.</p> <p><i>-To have an awareness of the NSPCC ‘Pantosaurus’ initiative.</i></p> <p><u>Building Relationships</u></p> <p>-Develop sense of responsibility and membership of a community (ready, respectful, safe).</p> <p>-Play with one or more children, extending ideas.</p> <p><i>-Talk about people who are special to me and people who help me.</i></p> <p><i>-Consider similarities and differences between people, families and homes.</i></p> <p><i>-Explain how I am caring and a good friend.</i></p>	<p><b>Spring</b></p> <p><u>Self-regulation</u></p> <p>-Identify and moderate their own feelings socially and emotionally.</p> <p>-Think about things from the perspective of others.</p> <p>-Express their feelings and the feelings of others.</p> <p><u>Managing Self-</u></p> <p>Talk to friends to solve conflicts independently.</p> <p>-Manage own needs in setting, fully using their environment.</p> <p>-Try new activities and begin to persevere in the face of a challenge.</p> <p><i>-Learn about how to keep ourselves safe and healthy.</i></p> <p><i>-To have an awareness of the NSPCC ‘Pantosaurus’ initiative.</i></p> <p><u>Building Relationships</u></p> <p>-See themselves as a valuable individual, express their feelings and consider the feelings of others.</p> <p>-Build on positive relationships.</p> <p><i>-Consider how we can look after our friends and family and be helpful to them.</i></p> <p><i>-Have ideas about how to look after the community and our world.</i></p>	<p><b>Summer</b></p> <p><u>Self-regulation</u></p> <p>-Regulate emotions and behaviour appropriately.</p> <p>-Set and work towards simple goals.</p> <p>-Learn patience when working in group situations.</p> <p>-Be fully engaged and follow multistep instructions given by adults.</p> <p>-Give focused attention in a learning task.</p> <p><u>Managing Self</u></p> <p>-Show increasing independence, resilience and perseverance in the face of challenge.</p> <p><i>-Demonstrate school values consistently and help others to make the right choice.</i></p> <p>-Manage self- hygiene and care effectively and understand why it is important to do some things to keep healthy.</p> <p><i>-I understand why sleep, food and exercise and good dental hygiene keeps me healthy.</i></p> <p><i>-Learn about me and my body and where babies come from.</i></p> <p><i>-Keep trying if chosen way does not work at first.</i></p> <p><i>-To have an awareness of the NSPCC ‘Pantosaurus’ initiative.</i></p> <p><u>Building Relationships</u></p> <p>-Learn and play cooperatively with a range of peers, sharing and taking turns.</p> <p>-Show empathy to the feelings and wishes of others.</p> <p>-Demonstrate secure attachments across the school setting.</p> <p><i>-I value myself as part of the wider school community as I move on to Year One.</i></p>

<p><b>Prime Area-Physical Development:</b></p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b>ELG:</b></p> <p><u>Gross Motor:</u></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>			
<p><b>Schemes:</b></p> <p><b>Complete PE</b></p> <p><i>Autumn 1- Locomotion (walking)</i>  <i>Autumn 2- Ball skills (Hands 1)</i>  <i>Spring 1- Gymnastics (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></p> <p><b>Healthy Movers</b></p> <p><u>Directed activities/ provision:</u></p> <ul style="list-style-type: none"> <li>-Storycises</li> <li>-Dough Gym/ dough area</li> <li>-Fine motor sessions</li> <li>-Sticky Kids</li> <li>-Bikes and scooters</li> <li>-Parachute games</li> <li>-BCP road safety</li> <li>-Drawing Club</li> </ul>	<p><b>Baseline</b></p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-Skip, hop, stand on one leg and hold a pose.</li> <li>-Use large muscle movements (focusing on shoulder and elbow pivots) to wave scarves, paint and make marks.</li> <li>-Start taking part in group games.</li> </ul> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>-Hold one handed tools such as scissors in the correct position and be able to make snips in paper.</li> <li>-Use a comfortable grip with good control when using mark making tools</li> <li>-Show a preference for a dominant hand.</li> </ul>	<p><b>Autumn</b></p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-Use core muscle strength to achieve good posture when sitting at a table or on the floor.</li> <li>-Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</li> <li>-Continue to develop their movement, balance, riding and ball skills.</li> <li>-Go up steps and climbing apparatus using alternate feet.</li> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>-Talk about being a safe pedestrian</li> <li>-Embed walking in different pathways and directions, showing control.</li> <li>-Develop confidence, competence, precision and accuracy when playing ball games.</li> </ul> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>-Increasing independence when dressing, using zips and buttons.</li> <li>-Develop small motor skills to use a range of tools safely and with increasing confidence</li> <li>-Use a pencil with increasing accuracy and pressure, mainly using the correct grip.</li> </ul>	<p><b>Spring</b></p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-Combine different movements with control, ease, fluency and grace</li> <li>-Begin to negotiate space and obstacles with increasing safety.</li> <li>-Revise and refine fundamental movement skills such as balance, riding and ball skills and movement in a variety of ways.</li> <li>-Develop overall body strength, coordination, balance and agility to engage successfully with other physical disciplines.</li> <li>-Embed moving and making shapes, demonstrating strength and balance.</li> <li>- Embed jumping in a variety of directions, levels, position and momentum.</li> <li>-Develop gymnastics skills by exploring apparatus.</li> <li>-Make shapes with our bodies and move in time to music.</li> </ul> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively and in the tripod grip and strengthen wrist pivot to support the development of handwriting (see handwriting policy).</li> <li>-Independently dress and undress doing buttons, zips, shoes and socks.</li> </ul>	<p><b>Summer</b></p> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-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</li> <li>-Negotiate space and obstacles considering themselves and others whilst moving energetically.</li> <li>-Move confidently in a range of ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>-Independently select equipment and apparatus which demonstrate their strength, balance and coordination.</li> <li>-Understand taking turns, keeping the score and playing by the rules.</li> <li>-Use our feet to kick and dribble a ball.</li> <li>-Collaborate with others to create movements that represent actions, alongside music.</li> </ul> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively and in the tripod grip, using appropriate pressure and control when completing writing tasks.</li> <li>-Select a range of tools for a purpose and with accuracy, precision and control</li> <li>-Complete drawings demonstrating accuracy, detail and care.</li> </ul>

		-Suggest and access the correct tools such as pencils, scissors, paintbrushes and cutlery.	-Develop small motor skills to use a range of tools competently.	
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<p><b>Specific Area- Literacy:</b></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p><b>ELG:</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><u>Word Reading:</u></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>			
<p><b>Schemes:</b> <i>Anima Phonics</i></p> <p><u>Directed activities/ provision:</u> Drawing Club Book vote Quality texts Role play/ small world</p>	<p><b>Baseline</b></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>-Listen to simple stories and understand that print has meaning.</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of rhyme and alliteration in familiar stories and songs.</li> <li>-Discriminate environmental sounds and suggest what is making them.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Ascribe meaning to marks made.</li> <li>-Attempt some emergent writing.</li> <li>-Use a comfortable grip with good control when using mark making tools (PD).</li> <li>-Show a preference for a dominant hand (PD).</li> </ul>	<p><b>Autumn</b></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>-Listen to and engage in conversations about stories, learning new vocabulary.</li> <li>-Ask questions about stories.</li> <li>-Repeat new vocabulary, and phrases from stories in their play.</li> <li>-Engage with patterned language in books and finish off sentences.</li> <li>-Seek familiar and new texts to read in the book area to read for enjoyment.</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>-Understand the '5 key concepts' around print.</li> <li>-Complete a rhyming string.</li> <li>-Begin to read individual letters by saying the sounds for them.</li> <li>-Can supply words with the same initial sound.</li> <li>-Begin to recognise digraphs and understand that two letters can make one sound.</li> <li>-Recall phase 2 and 3 sounds including some digraphs.</li> </ul>	<p><b>Spring</b></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>-Answer questions about a text that has been read to them.</li> <li>-Begin to predict what might happen next in a story.</li> <li>-Continue to build on new vocabulary</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>-Independently use sound buttons/lines to identify how many sounds are in a word.</li> <li>-Recall and apply phase 2 and 3 sounds including digraphs.</li> <li>-Continue to learn and spot familiar common exception words within a text in line with reading scheme stage.</li> <li>-Continue to blend sounds in order to read simple words, phrases and sentences.</li> <li>-Reread phonetically decodable books; building confidence, fluency, understanding and enjoyment.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Most letters are accurately formed.</li> <li>-Write short captions/ sentences with support using their phonic knowledge (including digraphs).</li> </ul>	<p><b>Summer</b></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>-Infer key events in stories by using pictures and their understanding of the story.</li> <li>-Retell stories using a range of techniques such as role play, puppets, story maps, small world.</li> <li>-Accurately uses own words and new vocabulary (within context) during discussions about stories and non-fiction books and during play.</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>-Use sound knowledge to segment and read familiar and unfamiliar words as well as polysyllabic words.</li> <li>-Identify digraphs and trigraphs (at least 10) within a word.</li> <li>-Read aloud from a book matched to their phonics stage within our reading scheme.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-More confident to use capital letters appropriately and full stops to demark sentences.</li> <li>-Use finger spaces most of the time.</li> </ul>

		<ul style="list-style-type: none"><li>-Begin to blend sounds into words (CVC words), so that they can read short words made up of known letter sounds.</li><li>-Begin to learn common exception words, understanding that sometimes, letters can have alternative sounds.</li></ul> <p><u>Writing</u></p> <ul style="list-style-type: none"><li>-Begin to form lower case letters in correspondence to phonics scheme.</li><li>-Begin to write VC/ CVC words.</li><li>-Spell words by identifying sounds and writing corresponding letter (initial, then initial and end, followed by some medial).</li><li>-Develop small motor skills to use a range of tools safely including a pencil with increasing confidence(PD)</li><li>-Write name with increasing accuracy.</li></ul>	<ul style="list-style-type: none"><li>-Begin to use capital letters, finger spaces and full stops.</li><li>-Improve pencil grip and strengthen wrist pivot to support the development of handwriting (see handwriting policy) (PD).</li></ul>	<ul style="list-style-type: none"><li>-Use correctly formed letters in their writing.</li><li>-Use phonic knowledge to spell words to build sentences.</li><li>-Writing can be reread by themselves and enjoyed by others.</li><li>-Hold a pencil effectively and in the tripod grip, using appropriate pressure and control when completing writing tasks (PD).</li></ul>
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<p><b>Specific Area- Mathematics:</b></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p><b>ELG:</b></p> <p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><u>Numerical Patterns:</u></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>			
<p><i>Schemes: White Rose/ NCETM Mastery</i></p> <p><u>Directed activities/ provision:</u> Numberblocks Ten Town</p>	<p><b>Baseline Number</b></p> <ul style="list-style-type: none"> <li>-Recite numbers past 5.</li> <li>-Accurate 1-1 counting to 5.</li> <li>-Understand the cardinality of numbers (total of a group is the final number reached).</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>-Identify a group that contains 'more'.</li> <li>-Talk about simple patterns in their environment.</li> <li>-Describe a sequence of events using words such as first, next, then.</li> </ul>	<p><b>Autumn Number</b></p> <ul style="list-style-type: none"> <li>-Recite numbers past 10.</li> <li>-Recognise numerals and subitise to 5.</li> <li>-Develop 1-1 counting skills, matching a number to an amount within 5.</li> <li>-Participate in counting songs, rhymes and stories.</li> <li>-Begin to look at the composition of numbers to 5, exploring how numbers are made of ones.</li> <li>-Show 'finger numbers' up to 5.</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>-Sort and compare amounts</li> <li>-Use vocabulary: more, less, same to describe groups.</li> <li>-Recognise the ordinality of numbers to 5 using the staircase pattern to support.</li> <li>-Experiment with marks to make and represent numerals.</li> </ul>	<p><b>Spring Number</b></p> <ul style="list-style-type: none"> <li>-Recite numbers to 20.</li> <li>-Recognise numerals to 10 and beyond.</li> <li>-Subitising in familiar patterns, random arrangements, and within a larger –group (conceptual subitising).</li> <li>-Use 5 frames and 10 frames to support understanding of the tens structure in our number system.</li> <li>-Deepen understanding of composition of numbers within 10 including number bonds.</li> <li>-Combine two groups of numbers.</li> <li>-Use the part-whole model to support understanding of number bonds, doubling, addition and subtraction facts.</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>-Understand one more than/ one less than relationship between consecutive numbers.</li> <li>-Recognise the ordinality of numbers to 10 using the staircase pattern to support.</li> <li>-Make unequal sets, equal and use vocabulary accurately.</li> <li>-Sorting numbers according to attributes</li> <li>-explore and make pairs of odd and even numbers</li> <li>-Find and make double to 10</li> </ul>	<p><b>Summer Number</b></p> <ul style="list-style-type: none"> <li>-Recite numbers past 20.</li> <li>-Deep knowledge of the composition of numbers to 10 including the ability to add and subtract.</li> <li>-Build numbers beyond 10.</li> <li>-Confidently recall number bonds to 5 and some to 10, demonstrating a good understanding of these.</li> <li>-Recall and apply doubling facts when adding and using number bonds.</li> </ul> <p><b><u>Numerical Pattern</u></b></p> <ul style="list-style-type: none"> <li>-Verbally count beyond 20 using counting patterns. Recognise when a set can be subitised or requires counting.</li> <li>-Become familiar with two- digit numbers.</li> <li>-Compare quantities in different contexts, applying understanding of more, less, fewer, same, equal to describe groups up to 10.</li> <li>-Explore and explain patterns within 10 such as odd/even/double and equal.</li> <li>-Solve problems using doubling, halving and sharing</li> <li>-Distribute items evenly from a group.</li> </ul>
<p><i>SSM (no longer ELG)</i></p>	<p>-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.</p> <p>-Explore, rotate, describe, make patterns and create 2D and 3D shapes. –Recognise shapes within the environment. –Describe the position of an object.</p>			

<p><b>Specific Area- Understanding the World:</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p><b>ELG:</b></p> <p><u>Past and Present:</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><u>People, Culture and Communities:</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><u>The Natural World:</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			
<p><i>Schemes: Discovery/ Understanding Christianity Kapow</i></p> <p><u>Directed activities/ provision:</u> Visit to church Open the Book assemblies</p>	<p><b>Baseline</b> <u>Past and Present</u></p> <p><u>People, Cultures and Communities</u></p> <p><u>The Natural World</u></p>	<p><b>Autumn</b> <u>Past and Present</u></p> <p>- 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></p> <p><u>People, Cultures and Communities</u></p> <p>-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.</p>	<p><b>Spring</b> <u>Past and Present</u></p> <p>-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></p> <p><u>People, Cultures and Communities</u></p> <p>-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.</p>	<p><b>Summer</b> <u>Past and Present</u></p> <p>- 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.</p> <p><u>People, Cultures and Communities</u></p> <p>-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.</p> <p><u>The Natural World</u></p>

		<p><i>-Demonstrate an understanding of special people (within Christianity and Judaism)</i></p> <p><i>-Understand the importance of the Christmas Story to Christians and how it is celebrated around the world.</i></p> <p><b><u>The Natural World</u></b></p> <p><i>-Explore the natural world around them using our school environment, commenting on similarities and differences.</i></p> <p><i>-Describe what they see, hear and feel while outside.</i></p> <p><i>-Observe seasonal changes from summer to autumn to winter and why these have occurred.</i></p> <p><i>-Know the name of our school and the place in which we live.</i></p>	<p><i>-Recognise similarities and differences between communities and life in this country and life in other countries.</i></p> <p><b><u>The Natural World</u></b></p> <p><i>-Observe, understand and compare seasonal changes from winter to spring and why these have occurred.</i></p> <p><i>-Use directional language.</i></p> <p><i>-Recognise some environments that are different to the ones that we live in through books, enrichment, technology and life experience.</i></p> <p><i>-Understand that a map is a picture of a place and draw information from a simple map.</i></p> <p><i>-Describe the effects of different weather conditions.</i></p>	<p><i>-Understand and be inspired by the natural world to make creative representations of animals, plants and environments.</i></p> <p><i>-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.</i></p> <p><i>-Discuss our local environment comparing it to a contrasting locality and country.</i></p> <p><i>-Develop an awareness of life cycles and know about the similarities and differences (frog, butterfly, chicken).</i></p> <p><i>-Compare different landscapes and climates around the world.</i></p>
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<p><b>Specific Area- Expressive Arts and Design:</b></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>ELG: Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and song</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>			
<p><i>Schemes: Kapow</i></p> <p><u>Directed activities/ provision:</u></p>	<p><b>Baseline</b> <u>Creating with Materials</u></p> <p><u>Being Imaginative</u></p>	<p><b>Autumn</b> <u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>-Explore some artistic effects to express ideas and feelings.</li> <li>-Explore using a range of materials and tools including how to join materials together.</li> <li>-Create collaboratively, sharing resources, ideas and skills.</li> <li>-<i>Drawing, painting and mixed media: Investigate marks and patterns, describing texture and colour.</i></li> <li>-<i>Talk about ingredients and process involved in making a soup.</i></li> <li>-<i>Make, taste and evaluate a soup.</i></li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>- Engage in meaningful role-play and small world activities.</li> <li>-Develop storylines in their pretend play.</li> <li>-Learn new songs and perform within a group (nativity).</li> <li>-Sing a range of well-known nursery rhymes and songs, using actions.</li> <li>-Clap a short, rhythmic pattern</li> <li>-<i>Use voices, bodies and instruments to make sounds and differentiate from different sounds in the environment</i></li> <li>-<i>Explore beat, pitch and tempo through body movements to express feelings and emotions through movement to music.</i></li> </ul>	<p><b>Spring</b> <u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>-Refine use of different tools and materials.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-Plan what I want to make.</li> <li>-<i>Painting and mixed media, sculpture and 3D:</i></li> <li>- <i>Explain colour mixing knowledge</i></li> <li>-<i>Explore whether artwork is abstract or figurative.</i></li> <li>-<i>Explore clay and its properties and nature mandala.</i></li> <li>-<i>Explore textiles through making a bookmark</i></li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>-Extend their play using a narrative.</li> <li>-Explore and engage in music making and dance, performing solo or in a group.</li> <li>-Move in time with music.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>-<i>Explore creating sound effects, making sounds at different speeds and moving to different tempos.</i></li> <li>-<i>Explore musical symbols.</i></li> </ul>	<p><b>Summer</b> <u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>-Select tools and equipment for a purpose.</li> <li>-Experiment with colour, design, texture, form and function when creating.</li> <li>-Safely use and transport tools.</li> <li>-Refine joining techniques through making with junk modelling materials</li> <li>-Talk about how something has been made and why they are proud of it.</li> <li>-Use and design props when roleplaying.</li> <li>-Plan, build and adapt creations.</li> <li>- <i>Sculpture and 3D, craft and design:</i></li> <li>-<i>Explore structures and understand what waterproof means and test different materials.</i></li> <li>-<i>Test and make predictions for which materials float or sink.</i></li> </ul> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> <li>-Recount, adapt and invent stories during play based on traditional tales.</li> <li>-Confidently sing a range of rhymes, songs and hymns in different contexts which they can also perform to others.</li> <li>-Enjoy a range of music, demonstrating rhythm and movement.</li> <li>-Use voice and instruments to make a range of sounds.</li> <li>-Increasingly match the pitch and follow the melody of a well-known song.</li> <li>-<i>Learn about the 4 different types of musical instruments in an orchestra.</i></li> <li>-<i>Copy and follow a beat.</i></li> </ul>