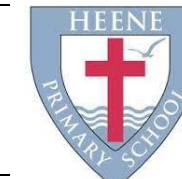


Heene Church of England Primary School
'Together in faith, we love, grow and learn'
EYFS Curriculum Progression Document



The Reception year is the **foundation** for every year, therefore the stronger the Reception year, the more solid the base a child has to go on and achieve.

At Heene School, we aim for all our children no matter their starting point to blossom into confident independent learners who have high aspirations with no limits on their learning. This is achieved through high quality interactions, a language rich and enabling environment, quality texts, a consistent and progressive phonics scheme, maths mastery and a good understanding that every child is **UNIQUE!**

Early Years Foundation Stage Aims:

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

The EYFS seeks to provide:

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

The Early Years Framework 2021

The Prime Areas of Learning:	<ul style="list-style-type: none">· Communication and Language· Physical Development· Personal, Social and Emotional Development
The Specific Areas of Learning:	<ul style="list-style-type: none">· Literacy· Maths· Understanding the World· Expressive Arts and Design
The Learning Characteristics:	<ul style="list-style-type: none">· Playing and Exploring· Active Learning Physical Development· Creative and Critical Thinking

The Characteristics of Effective Teaching and Learning:

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

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

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

PLAY...

Play is the essence of children’s learning. It’s their own fascinating work. Play provides the perfect forum for children to be creative, collaborative and spark curiosity. Play can provide the opportunity for children to link their prior learning and further extend their understanding using their own line of enquiry. Play is a safe place to try new ideas. Ultimately play should be FUN!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview Theme	Marvellous Me		Once upon a story		Our Wonderful World	
	Transition Getting to know me Families/History	Fireworks – Diwali Christmas Nativity	Traditional Tales Chinese New Year	Modern stories-Author focus on Julia Donaldson, Sue Hendra, Nick Sharratt Healthy Eating Eid Easter	Plants/Growing Minibeasts	Plants/Growing Minibeasts Caring for our planet Transition to Y1
High Quality Texts Key Text	-All are Welcome -Incredible You -The World needs who you were made to be -The Gruffalo -Elmer -Me and my Amazing Body -Odd Dog Out -Harold Finds a Voice	-The Colour Monster -Feelings Poem -Izzy Gizmo -Super Duper You -People Who Help Us -Zog and the Flying Doctor -The Jolly Christmas Postman -Father Christmas needs a wee -The Night Before Christmas	-The Three Billy Goats Gruff -The Gingerbread Man -The Three Little Pigs -Jack and the Beanstalk -Dear Fairy Godmother - Handas Surprise Handas Hen	-Supertato -Supertato Veggies Assemble -Evil Pea -Charlie Cooks Favourite Book -The Troll -A Squash and a Squeeze -Shark in the Park	-Bee and Me -The Bee Man -The Honey Bee -A Seed in Need -The Tiny Seed -Jasper’s Beanstalk	-Greta and the Giants -Here we are -Somebody Swallowed Stanley -The Snail and the Whale -Petra
Storytime Focus	Class Name Stories Starting School Stories	Christmas	Traditional Tales	Books by same author	RWI-Talk Through Stories Texts	RWI-Talk Through Stories Texts
Special Events	-Trip to St Matthews Church -Victoria park-Autumn Walk -Harvest festival	Visit St Botolphs Church Nativity – play Diwali Visitor Fire fighters Hedgehog visit	Worthing Library Visit Beach Trip	Mother’s Day Signs of Spring Walk Balance Bike Ability	Bee Keeper Visitor Growing Sunflowers	Caterpillars arrive Sports Day Pulborough Brooks Trip Beach Trip-Wild Beach
Assessment Opportunities	-1-2-1 meeting with Parents. -In-house - Baseline data on entry -National baseline data by end of half term -Phonics assessments	-Ongoing assessments -Pupil progress meetings -Parents evening info -In house moderation -End of term assessments - sound awareness assessment -Phonics assessments -Neli assessments	-EYFS in house moderation -Parents evening -Phonics Assessments -Pupil progress meetings	-Pupil progress meetings -End of term Assessments -Moderation -Phonics assessments	-Pupil progress meetings -Ongoing assessment -In house moderation -Phonics assessments	-Pupil progress meetings -Reports -End of Year Judgement moderation -Phonics assessments -EOY data -Neli Assessments
Parental Involvement	-Welcome meetings -Curriculum Meeting -Phonics Introduction Meeting -Tapestry WOW moments -Volunteers for Church and Park trips	-Nativity -Parents evening -Tapestry WOW moments -Phonics Sounds Workshop	-Tapestry WOW moments -Phonics Blending Workshop -Surprise Reader --Volunteers for Library and Beech trips	-Parent consultation -Tapestry WOW moments -Phonics Fred Talk Workshop - Once Upon a Story	-Tapestry WOW moments	- Our Wonderful World Presentation -Reports -Sports day -Volunteers for trips -Tapestry WOW moments

Prime Area- Communication & Language								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:
Communication & Language	Listening, Attention and Understanding	Welcoming -Settling in activities -Making friends -Show an interest in the lives of other people -Follow routines (settling in, putting my things away) -Learning how to listen -Remain focused for at least 5 minutes on an activity of their choosing.	Story Telling -Listening to stories -Following instructions -Understand how to listen carefully and why listening is important. -Remain focused during a small group story.	Explaining -Ask questions to find out more and to check they understand what has been said to them. -Listen to and talk about stories to build familiarity and understanding. -Remains focused during an adult directed task. (Small group) -Listen during phase collective Worship.	Adding More Details -Listen to and engage in and talk about selected non-fiction. -Remains focused during a whole class learning input. -Listen during phase collective Worship.	Recounting -Listen to, engage in and talk about non-fiction. -Recall talk partners thoughts and ideas. -Remain focused on self-initiated tasks throughout explorer time. --Listen during whole school assemblies.	Comparing -Remain focused for an extended period of time in explorer time, small group adult directed tasks and whole class learning inputs. -Listen during whole school assemblies.	-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>Sound Awareness - Environmental sounds</u> - listening for everyday sounds - Who can you hear game <u>Syllables</u> -clapping out syllables	<u>Sound Awareness – Rhythm and Rhyme</u> -Rhyming books -Signing nursery rhymes -Listening and moving to music fast and slow -Copy me clapping out a rhythm. -Missing the final word in a known phrase/rhyme/book.	Sound Awareness – intervention following autumn assessment				
	Speaking	-Learn each other’s names -Children talk about familiar experiences -Develop vocabulary: Model talk routines/ social phrases through the day. For example, arriving in school: “Good morning, how are you?”	-Develop vocabulary. -Talk about similarities and differences between things in the past and now. -Responding to stories. -Takes part in discussion -Forming ideas into sentences - Choose books that will develop their vocabulary. -Talk about celebrations. -Story Acting-Nativity – acting out a part -NELI Assessments	-Develop vocabulary: Asks how and why questions... - Retell a story with story language Remember key points from a story. -Describe events. - Learn rhymes, poems and songs. -Stick to a main theme while having a conversation with others. -NELI Intervention starts.	-Develop Vocabulary; Reciting poems and songs. - Story Acting-Tell me a story - retelling stories. - Articulate Ideas and thoughts into well-formed sentences -Ask questions to find out more. -Uses STEM sentences -Develop use of questioning – who, where, what, why when, how.	-Develop Vocabulary; Learn and recite, Rhymes, poems and songs: -Describe events in some detail: plant life cycle. - Articulate a life cycle. - Ask questions to find out more. -Talk about similarities and differences between things in the past and now. -Link ideas using a range of connectives	-Describe events in some detail: caterpillar life cycle. - Articulate a life cycle Develop vocabulary Learn and recite, poems and songs: -Talk about similarities and differences between places. -Talk about experiences had at different points in the school year. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -NELI Assessments.	-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.

Communication & Language-Links to KS1 readiness	Listening skills	To listen to others in a range of situations and usually respond appropriately.
	Following instruction	To understand instructions with more than one point in many situations.
	Asking and answering questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers)
	Drama, performance and confidence	To speak clearly in a way that is easy to understand. To speak in front of a larger audience, e.g. in a class assembly, during, a show ‘n’ tell session. To know when it is their turn to speak in small group representation or play performance. To take part in a simple role play of a known story
	Vocabulary building and standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.
	Speaking for a range of purposes	To organise their thoughts before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recount aloud.
	Participation in a range of discussion	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.

Prime Area-Physical Development								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:
Physical Development	Gross Motor Skills	P.E-Gymnastics	P.E- Gymnastics	P.E-Dance	P.E-Ball Skills	P.E- Athletics	P.E-Games	-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.
		Balance Negotiate space Travel with confidence Develop body strength Use core muscle strength to achieve good posture when sitting on the floor. Develop skills to manage the school day successfully (lining up) Explore Balance Bikes/Trikes/Scooters- setting good habits for wearing a helmet.	Copy basic actions Negotiate space Perform teacher led warm up. Refine fundamental skills Jumping and landing Confidently use large apparatus safely. Develop body strength/coordination, balance and agility. Develop confidence on Balance Bikes/Trikes and scooters.	Move energetically. Move to music Balance Core muscle strength Awareness of space Combine different movements Combine different movements with ease and fluency. Develop Control and Grace. Develop confidence on Balance Bikes/Trikes and scooters- stopping accurately and avoiding obstacles.	Balance Bike Ability Ball skills: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when engaging with activities that involve a ball. Refine fundamental skills. Control apparatus confidently (bean bags and hoops) Develop confidence on Balance Bikes/Trikes and scooters- moving in and out of cones. Glide (lifting two feet up on balance bikes.	Running skills. Over arm throw Underarm throw Jumping from two feet to two feet and two feet to one foot, one foot to two feet. Use arms to help long jump. Teamwork- team races. Accurately steer while using balance bikes, trikes and scooters.	Improve running skills. Teamwork Follow the rules of the game Communication to complete tasks. Set goals/aims Sports day	

	Fine Motor Skills	Cutting- hold scissors correctly. Sip short lines. Fine motor skill assessment Dough Disco Thread big beads Snappy fingers (tripod) grip Teach and model formation of first sixteen RWI letters. Draw lines and circles Take shoes off and on Support clothing and coats. Support use of cutlery	Cutting=straight lines Fine motor Interventions Dough Disco (targeted) Thread smaller items. Snappy fingers (tripod) grip secured. Use tools to effect the change in materials. Weaving paper (paperchains) Teach and model formation of all 26 letters. Guided drawing Draw more complex shapes (triangle, square) Support use of cutlery	Cutting zig zags with scissors Manipulate playdough with other objects. Construction and malleable materials with increasing control. Encourage children to draw more freely. Forms recognisable letters that are mostly formed correctly. Button clothing/zips Independent use of cutlery.	Cutting curves and circles with scissors Manipulate playdough with other objects. Threads items onto smaller strings/laces. Focus on formation– (direction/ascenders/descenders) Button clothing/zips Independent use of Cutlery– cut own dinner.	Cutting a variety of shapes including squares. Replicates patterns using small objects (pegboards) Draws pictures that are recognisable. Forms letters that are of a consistent height and small enough to fit on the one line. Develop a handwriting style which is fast, accurate and efficient. Builds things with smaller linking blocks (Lego/cogs)	Cutting confidently with scissors for a range of purposes. Draws pictures that are recognisable and adds more details. Forms letters that are of a consistent height and small enough to fit on the one line and evenly spaced out.	-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -Use a range of small tools, including scissors, paint brushes and cutlery; -Begin to show accuracy and care when drawing.
Physical Development-Ongoing throughout the year	<ul style="list-style-type: none">Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Develop overall body-strength, balance, co-ordination, and agility.							
Physical Development-Links to KS1 readiness	Fundamentals *To develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. *To use their core muscle strength to achieve a good posture. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a small group. Ball skills *To combine different movements with ease and fluency. *To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. *To develop confidence, competence, precision and accuracy when engaging in activities that involves a ball. Games *To negotiate space and obstacles safely, with consideration for themselves and others. *To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastic *To revise and refine a range of fundamental movement skills e.g., rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *To combine different movements with ease and fluency Dance *To use a more fluent style of moving, developing control and grace *To combine different movements with ease and fluency							
Prime Area-Personal, Social & Emotional Development								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:
	Self-Regulation	Name and talk about different types of feelings.	Feelings and how to manage them – The Colour Monster -Express feelings and how to manage	-Identifying and moderating feelings – socially and emotionally –			Transition into Year 1 Year 1 readiness Managing change - transition – feelings and	-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour

Personal, Social and Emotional Development			them/consider the feelings of others – colour monster.				emotions linked to change	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.
	Managing Self	-Handwashing -Class rules: Behavioural expectations in the class/garden/boundaries set -Being a safe pedestrian- walk to Church.	-Independence: putting own socks and shoes on/changing for Nativity.	-Show resilience and perseverance in the face of challenge. - Safer Internet Day- screen time. - Knowing what private means. Knowing that some things are done in private. Knowing other people need to be private sometimes Oral hygiene: teeth cleaning - Good Sleep routines link with Goldilocks (Well -being)	-Manage their own personal hygiene. - Being a good pedestrian- holding hands (Well- being) Stranger Danger (Well- being) Healthy and un-healthy- Linked to Supertato text.	-Healthy eating: Fruit kebabs/ Vegetable couscous - Importance of exercise, Sensible amounts of screen time, sleep routine. - Taking care of animals and plants (bees)	Looking after our world– recycling -- Taking care of animals and plants (caterpillars) - The importance of regular physical activity (sports day)	-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.
	Building Relationships	-See themselves as a valuable individual Building relationships with adults and peers-	-Turn taking in game play. - School values - Being kind, Taking care of others.	-Think about the perspective of others.	Begin to solve own conflicts with others	Develop confidence to solve conflicts coming up with own resolutions.	Build new relationships with staff outside of early years (Transition)	-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.
<u>Personal, Social & Emotional Development- Links to KS1 readiness</u>	<div>Relationships</div> <div>right from wrong and can explain why it is important to have boundaries and routines</div> <div>*Working and play co-operatively and taking turns with others</div> <div>*Recognise and show sensitivity to their own and others needs</div> <div>*Recognise similarities and differences between themselves and others</div> <div>Health and well being</div> <div>*Managing their own personal hygiene and basic needs</div> <div>Shows an understanding of their own feelings; and those of others</div> <div>* Begin to regulate their behaviour</div> <div>*Shows an understanding of how to stay safe in a range of common situations</div> <div>Living in the wider world</div> <div>*Shows care and concern for living things</div> <div>*Name and describe people who might help us in the local community (police, fire service, doctors and teachers</div> <div>*Knows</div> <div>*</div>							
Specific Area- Literacy								

Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:
Literacy	Comprehension	Show a preference for a book, song or rhyme.	Talk about events and characters from a story read to me.	Show an interest and answer simple questions about the text.	Demonstrate understanding when talking about what I have read.	Begin to notice if my reading makes sense and sounds right.	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	-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.
		Talking about their favourite books from home.	Fill in missing words from well-known rhymes.	Use words that I know to check my reading makes sense.	Repeat words or phrases to check my reading.	Think about what I already know to help me with my reading.	Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
		Awareness of ‘wow’ words (new vocabulary from key texts).	Attempt to use new vocabulary in their play.	Read and re-read books to build confidence in understanding and enjoyment.	Ask questions to find out the meaning of new vocabulary.	Say rhymes by heart.	Ask and answer questions about my key text.	
	Word Reading	Join in with rhymes and stories.		Engage in extended conversations about stories, learning new vocabulary.		Sometimes notice errors.		
		Handle books correctly. Follow print left to right and top to bottom. Understand that print has meaning and different purposes. Locate the title and different parts of the book. Understand page sequencing. Blend words orally. Start to recognise words that rhyme. Recognise words with the same initial sound. Start to link sounds to letters. Spot sounds they have learnt in the environment.	Link sounds to letters. Begin to blend and segment in order to read VC and CVC words. Begin to match spoken word to written word (1:1 correspondence). Read some red words (I, the). Bring reading journal to school every day.	Locate and recall the title. Read with the letter sound correspondence. Link all the sounds to letters. Read simple words by blending the sounds. Check what I read makes sense and sounds right. Read simple phrases. Read and re-read books to build confidence in word reading and fluency. Read red words ‘go, no, to’. Bring phonics book and reading journal to school every day. Reading words in the environment.	Read and understand simple sentences. Use phonics knowledge to read and decode regular words. Read all set one read words ‘I, go, no, to, the’. Introduce red words ‘me, we, he, be’.	Read words consistent with my phonics by sound blending.	Know all red words ‘I, go, no, to, the, she, me, we, he, be, my’.	-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.
		Phonics: Read Write Inc Whole class, read first 26 sounds. Introduce new signals – stop, MTYP, TTYP, 1,2,3 (use throughout the day) Practise partner work. Teach children to name the pictures on the sound picture freeze. Play Fred Talk Games.	Phonics: RWI Groups, read 26 sounds and blend orally. Know the signals. Fred Talk, read the word.	Phonics: RWI Mixed groups with school. Read single letter sounds speedily. Introduce digraphs from set one. Read Word Time 1.1-1.4. Spot the digraph, Fred Talk, read the word.	Phonics: RWI Mixed groups with school. Read 35 sounds (including digraphs). Read Word Time 1.5-1.6. Spot the digraph, Fred Talk, read the word. Reading alien words.	Re-read books showing increased accuracy and fluency.	Apply phonics knowledge to reading story books.	
						Read red words ‘she’ and ‘my’.	Reading repeated/known phrases.	
						Reading phrases in the environment.		
						Phonics: RWI Mixed groups with school. Read 35 sounds (including digraphs). Read Word Time 1.6-1.7. Spot the digraph, Fred Talk, read the word. Reading alien words.	Phonics: RWI Mixed groups with school. Read 35 sounds (including digraphs). Review set 1 and teach set 2 sounds. Spot the digraph, Fred Talk, read the word. Reading alien words.	

	Writing	Practise letter formation for first 26 sounds. Dominant hand, tripod grip, mark making, giving meaning to marks. Name writing Writing initial sounds for words. Writing some letters accurately, beginning to form lower case letters. Name labels. Writing for a purpose in role play.	Name writing Labelling Writing in role play. Using initial and final letters in writing. Writing red word ‘I’. Writing CVC words. Spell words by identifying the sounds and writing the letters (Fred Talk with fingers).	Write rhyming words. Continue a rhyming string. Write an ‘It is a ...’ sentence. Write captions for pictures using finger spaces. Writing a recipe. Creating own story maps. Character descriptions.	Write an ‘I can see...’ sentence. Write a list. Writing captions and labels. Write a sentence using a full stop at the end. Introduce speech bubbles and thought bubbles. Become more aware of tall letters and short letters when writing.	Instructions Write a sentence on the line using ascenders and descenders. Exciting adjectives. Use writing knowledge in self initiated writing. Introduce capital letters.	Use a capital letter at the beginning of their sentence. Labels and captions – life cycles. Non-fiction writing facts. Story writing. Writing sentences using a range of red words that are spelled correctly. Consistently using full stops and finger spaces. Recount for school trip.	-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 ready by others.
<u>Reading – links to KS1 Readiness</u>	Learning to read *Developing phonemeic knowledge through Sound Write phonics and other phonics opportunities. *Developing a knowledge of stories including rhyme and identifying the rhyming words within them. *Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Reading to learn *Developing their skills and abilities in retelling familiar stories. *Recognising that books have informations that helps them to learn. Reading for enjoyment *Routinely accessing picture books and stories. *Listening to others expressively tell stories. *Learning that stories and books can put them in imaginary worlds full of adventures and excitement.							
<u>Writing- Links to KS1 Readiness</u>	Learning to write *Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. *To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to learn *Write independently to communicate their thoughts and ideas about their loved experiences. *Write words and sentences to help them to remember what they have done. Writing for enjoyment *Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.							
Specific Area- Mathematics								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:

Mathematics		<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. spot smaller numbers ‘hiding’ inside larger numbers. connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of ‘whole’ when talking about objects which have parts 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns sort odd and even numbers according to their ‘shape’ continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame 		<p>-Have a deep understanding of number to 10, including the composition of each number;</p> <p>-Subitise (recognise quantities without counting) up to 5;</p> <p>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>-Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Shape, Space and Measure	<p>Talk about measure and patterns:</p> <p>Step 1- Compare size</p> <p>Step 2- Compare mass</p> <p>Step 3- Compare capacity</p> <p>Step 4- Explore simple patterns</p> <p>Step 5- Copy and continue simple patterns</p> <p>Step 6- Create simple patterns</p>	<p>Circles and Triangles:</p> <p>Step 1- Identify and name circles and triangles</p> <p>Step 2- Compare circles and triangles</p> <p>Step 3- Shapes in the environment</p> <p>Step 4- Describe position</p> <p>Shapes with 4 sides:</p>	<p>Mass and Capacity:</p> <p>Step 1- Compare mass</p> <p>Step 2- Find a balance</p> <p>Step 3- Explore capacity</p> <p>Step 4- Compare capacity</p> <p>Length, Height and Time:</p> <p>Step 1- Explore length</p> <p>Step 2- Compare length</p> <p>Step 3- Explore height</p>	<p>Length, Height and Time:</p> <p>Step 4- Compare height</p> <p>Step 5- Talk about time</p> <p>Step 6- Order and sequence time</p> <p>Explore 3D Shapes:</p> <p>Step 1- Recognise and name 3-D shapes</p> <p>Step 2- Find 2-D shapes within 3-D shapes</p> <p>Step 3- Use 3-D shapes for tasks</p>	<p>Manipulate, compose and decompose:</p> <p>Step 1- Select shapes for a purpose</p> <p>Step 2- Rotate shapes</p> <p>Step 3- Manipulate shapes</p> <p>Step 4- Explain shape arrangements</p> <p>Step 5- Compose shapes</p> <p>Step 6- Decompose shapes</p>	<p>Visualise, build and map:</p> <p>Step 1- Identify units of repeating patterns</p> <p>Step 2- Create own pattern rules</p> <p>Step 3- Explore own pattern rules</p> <p>Step 4- Replicate and build scenes and constructions</p> <p>Step 5- Visualise from different positions</p> <p>Step 6- Describe positions</p> <p>Step 7- Give instructions to build</p> <p>Step 8- Explore mapping</p>	

			Step 1- Identify and name shapes with 4 sides Step 2- Combine shapes with 4 sides Step 3- Shapes in the environment Step 4- My day and night		Step 4 -3-D shapes in the environment Step 5- Identify more complex patterns Step 6- Copy and continue patterns Step 7- Patterns in the environment	Step 7- Copy 2-D shape pictures Step 8- Find 2-D shapes within 3-D shapes	Step 9- Represent maps with models Step 10- Create own maps from familiar places Step 11- Create own maps and plans from story situations	
Maths- Links to KS1 Readiness	Number *To count confidently beyond 20 *To show a deep understanding of numbers up to 10 and beyond *To match numerals with a group of objects to show how many there are (up to 10) *To be able to identify relationships and patterns between numbers up to 10 *To be able to subitise *To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways *To add and subtract one in practical ways. Measurement *To measure themselves and everyday objects using a mixture of non-standard and standard measurements *To develop spatial reasoning using measures *To begin to order and sequence events using everyday language related to time To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendar *To explore the use of different measuring tools in everyday experiences and play Geometry *To use informal language (e.g., heart-shaped, hand shapes) and some mathematical language to describe shapes around them. *To use spatial language, including following and giving directions, using relative terms *To develop spatial reasoning with shapes and space *To compose and decompose shapes, and understanding which shapes can combine together to make another shape							
Specific Area- Understanding the World								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:
Understanding the World	Past and Present	What does ‘past’, ‘present’ and ‘future’ mean?	Talk about significant events in my life.	Characters from the past/present.	Talk about the class timeline – upcoming events e.g Easter. Talk about events that happened in the past e.g Christmas.	Talk about the class timeline and upcoming events e.g Pulborough Brooks	How have I changed since September. Examining/comparing photos of places in the past/now.	-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.
		Introduce class timeline.						
		Order my own life events orally.						
		Describe what life was like when In was a baby.						
		Visit from a baby.						

	<p>People, Culture and Communities</p>	<p>Find my school on a map.</p> <p>Find my home from school on a map.</p> <p>Identify members of the community.</p> <p>Find St. Matthews church on the map.</p>	<p>Recognise that people have different beliefs and celebrate special times in certain ways.</p> <p>Recognise and describe special times/events for family/friends.</p> <p>Show an interest in people’s occupations.</p>	<p>Explore different countries – Africa (Handas Surprise and Handas Hen).</p> <p>Celebrate Chinese New Year.</p>	<p>Explore different countries (follow class interest and where children are from).</p> <p>Describe special events (Easter)</p>	<p>Similarities and differences between life in this country and life in other countries.</p>	<p>Compare and contrast characters from stories including figures from the past: Greta Thunberg, David Attenborough. Find the U.K on the map. Find other countries from the U.K. Other countries compared to the U.K – similarities and differences. Recap prior learning- Compare environment of Pulborough Brooks Trip to Beach Trip.</p>	<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
	<p>The Natural World</p>	<p>Explore the natural world around them.</p> <p>Draw a simple map of the classroom/school.</p> <p>Body parts.</p>	<p>Describe the changes across the four seasons (Summer – Autumn)</p> <p>Sorting seasonal items.</p> <p>Oral Hygiene.</p> <p>Describe what you hear, feel and see.</p> <p>Describe what you see outside.</p>	<p>Floating and sinking.</p> <p>Describe the changes from winter.</p> <p>Describe what you hear, feel and see and explain why.</p>	<p>Changing seasons (spotting signs of spring).</p> <p>Natural process (decay - rotting apple experiment).</p> <p>Natural process (freezing)</p> <p>Natural processes (light).</p> <p>Describe what you hear, feel and see and predict what might happen next.</p>	<p>Describe the changes across the 4 seasons. Spring—Summer Name and describe some plants that are familiar to me Make observations and drawings of plants Know what a plant needs grow. Show care and concern for living things in the environment Show care for living things (minibeasts) Talk about things that they have observed such as plants and animals.</p> <p>Talk about things that have happened (plants growing)</p>	<p>Natural processes (light and shadows). Describe the changes across the 4 seasons.– Summer Understand the effects of changing seasons on the world around me Distinguish between natural and man-made Ask questions about aspects of my familiar world such as the place where I live or the natural world Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Lifecycles of a caterpillar.</p>	<p>-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.</p>
	<p>Technology</p>		<p>E-Safety: What is a password? Keeping passwords safe.</p>	<p>Word Processing: Log on and off numbots, using touchscreen.</p>	<p>Word Processing : complete a game on tablet (cbeebies)</p>	<p>Programming: Programme a Beebot to reach a destination. (using control buttons on Beebot)</p>	<p>Programming: Design a code (using instruction tiles) for Beebot to reach a destination.</p>	
<p>Science-Links to KS1 Readiness</p>	<p>Working scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them. To compare objects in their environment and talk about similarities and differences. To ask questions about the world around them, and seek to find their own answers.</p> <p>Plants To know what a plant is To know what a flower is To know where you see plants To describe different between a plant and a flower.</p> <p>Animals including humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday materials To recognise that different everyday objects are made from different materials</p> <p>Seasonal Change To know about different types of weather To observe changes in trees and plants as the season progress.</p>							

	To describe how different objects look and feel							
<u>Geography-</u> Links to KS1 Readiness	Locational knowledge Know where they live Know how they travel to school Knowledge of places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place Human and physical geographical knowledge Recognise elements of their environment that are manmade and natural Using maps Make maps from stories Follow simple maps in play							
<u>History-</u> Links to KS1 Readiness	Using language associated with the past Use words associated with the past including yesterday, last week, last year Use tense when speaking about things that happened in the past Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.							
Specific Area- Expressive Arts and Design								
Main Area	Subcategory	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Skill	Marvellous Me		Once upon a Story		Our Wonderful World		Children at the expected level of development will:

Expressive Arts and Design	Creating with Material	Beginning to mix colours Explore Kandinsky circles Build models using construction equipment. Exploring lines. Drawing facial features.	Christmas decorations, Christmas cards, Divas Junk modelling – class post box and gadgets. Music: Christmas songs Draw a self-portrait. Painting a self-portrait.	Making lanterns, Chinese writing, puppet making. Junk modelling – build a boat for the gingerbread man. Build, test and modify their boat design.	Easter crafts printing, patterns on Easter eggs Combine media to make a collage Observational drawing of a vegetable. Observational drawing of a friends face. Make a coil pot out of clay. Weaving	To do an observational drawing of a flower Provide children with a range of materials for children to construct with. Design and make their own fruit kebab/vegetable couscous. Evaluate their fruit kebab/veg couscous.	Talk about a famous artist- Matisse The Snail. Use various construction materials: Design their own plant. Design a mini beast house. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Colour mixing – colour wheel Making models from recycled materials: link to keeping our sea clean (making a turtle with bottle lids). Observational drawing of a plant (shading). Full body self portrait Beach art – on trip	-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 and Expressive	Join in with songs Build stories around toys (small world) use available props to support role play Feelings: sharing stories and discussing feelings and behaviour – linked to PSED Exploring sounds and how they can be changed, tapping out of simple rhythms. Listen attentively music.	Christmas songs/poems, Nativity Role Play of The Nativity Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups	Chinese music Dressing up in different costumes Move to and talk about music Watch and talk about dance and performance art, expressing their feelings and responses (Goldilocks dance).	Drama conventions through literacy The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories Encourage children to create their own music. Use a glockenspiel to play along to a song using one note.	Mini beast role play accessories. Mini beast small world area. Use a glockenspiel to play along to a song – playing two notes.	Under the sea small world area. Perform songs they have learnt over the year using instruments and singing.	-Invent, adapt and recount narratives and stories with peers and their teacher; -Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
<u>Expressive Art and Design- Links to KS1 Readiness</u>	Using materials Hold tools like pencils, paint brushed, scissors with increasing precision Experiment with different every day and art materials to explore colour, texture and form Drawing, painting and sculpture To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. Exploring techniques To explore a range of techniques to draw, paint and sculpt to help them create art work. Comparing and evaluating work Recognising and exploring the colour, patterns and shapes in other’s artist work. Expressing opinions and feelings in response to their own art work and other artist’s work. Sharing their work with other people, talking about what they have created.							

	Add Music
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