







## EYFS Progression at Goat Lees Primary School

Communication & Language (Prime Area)						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>
Early Learning Goal	<p>Children at the expected level of development will:</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>					
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new Vocabulary</p> <p>To say multisyllabic words e.g. dinosaur name</p>	<p>To answer questions in front of the whole class.</p> <p>To use new vocabulary throughout the day</p> <p>To learn and say a line in chorus or independently our Christmas performance</p> <p>To talk to a family member about their learning journey</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage and talk about non-fiction books</p> <p>To talk to a family member about the learning journey</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>To talk to a family member about their art work on display and learning journey.</p>
Early Learning Goal	<p>Children at the expected level of development will:</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</li> </ul>					

	use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development (Prime Area)						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	To recognise different emotions  To understand how people show emotions  To focus during short whole class activities  To follow one-step Instructions	To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations	To focus during longer whole class lessons  To follow two step instructions	To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others	To control their emotions using a range of techniques  To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching  To follow instructions of three steps or more
Early Learning Goal	Children at the expected level of development will: <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>					
Managing - self	To wash hands Independently  To put coat and socks on independently  To get changed for P.E with support (parental input)  To explore different areas within the Year R environment  To use the toilet independently	To develop class rules and understand the need to have rules  To put P.E kit on independently  To have confidence to try new activities  To change for forest school, wet weather or outside play with help (zips, buttons, etc.)	To begin to show resilience and perseverance in the face of challenge  To practise doing up a zipper  To practise doing Buttons  To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and Forest School  (parental input)	To identify and name healthy foods  To manage own basic needs independently  To put uniform on and do up zippers, buttons and buckles with minimal support	To understand the importance of healthy food choices  To show resilience and perseverance in the face of challenge  To show a ‘can do’ Attitude  To put uniform on and do up zippers, buttons and buckles independently
Early Learning Goal	Children at the expected level of development will: <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>					
Building Relationships	To seek support of adults when needed  To gain confidence to speak to peers and	To play with children who are playing with the same activity	To begin to work as a group with support  To use taught strategies to	To listen to the ideas of other children and agree on a solution and compromise	To work as a group  To begin to develop relationships with other adults around	To have confidence to communicate with adults around the school

	adults To play alongside others who are engaged in the same gam	To begin to develop friendships To have positive relationships with all Year R staff	support turn taking	To use a sand timer to help when sharing	the school	To have strong friendships
Early Learning Goal	Children at the expected level of development will: <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>					
Physical Development- Prime Area						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	To move safely in a space  To stop safely  To develop control when using equipment  To follow a path and take turns  To work cooperatively with a partner	To balance  To run and stop  To change direction  To jump  To hop  To explore different ways to travel using equipment	To roll and track a Ball  To develop accuracy when throwing to a target  To dribble using hands  To throw and catch with a partner  To dribble a ball using feet  To kick a ball to a target	To create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus  To jump and land safely from a height  To develop rocking and rolling  To explore travelling around, over and through apparatus  To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions  To move safely with confidence and imagination, communicating ideas through movement  To explore movement using a prop with control and coordination  To move with control and coordination, expressing ideas through movement  To move with control and coordination, copying, linking and repeating actions  To remember and repeat actions, exploring pathways and shapes	To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball and keeping score  To work cooperatively as a team
Early Learning Goals	Children at the expected level of development will: <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>					

Fine Motor Skills	<p>To use a dominant Hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters to hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zig zagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small Beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paint brushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>
Early Learning Goals	<p>Children at the expected level of development will:</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, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>					

Literacy - Specific Area						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Books linked to writing lessons Story time</p> <p><i>These may change due to the interest of the teacher and the cohort</i> Texts (These could change / more added depending on the children's interests)</p>	 <p>Variety of familiar stories The Colour Monster Elmer Big Feelings All are Welcome We're going on a Pumpkin Hunt</p>	 <p>Best Diwali Ever A Dot in the Snow Light Everywhere Winter Dance The Christmas Story The Christmasaurus</p>	 <p>Non-Fiction books about boats The Storm WHale in Winter Lost and Found The Journey Home A Scientist Like me</p>	 <p>Martha Maps it out Super Tato Easter Story We're going on an Egg Hunt</p>	 <p>The Very hungry Caterpillar The Bad tempered Lady bird Yucky Worms GUGS GALORE Super Worm</p>	 <p>Handa's Surprise A Fruit is a Suitcase The Tiny Seed</p>
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar Stories</p> <p>To independently look at books, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>

Early Learning Goal	Children at the expected level of development will: <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>					
Word reading  Little Wandle Phonics Scheme	<b>Week 1</b> - phonics games and blending practice. <b>Week 2</b> s a t p <b>Week 3</b> i n m d <b>Week 4</b> g o c k i s <b>Week 5</b> c k e u r / <b>Week 6</b> h b f l the	<b>Week 1</b> ff ll ss j put* pull* full* as <b>Week 2</b> v w x y and has his her  <b>Week 3</b> z zz qu ch words with s /s/ added at the end (hats sits) go no to into <b>Week 4</b> sh th ng nk she push* he of <b>Week 5</b> <ul style="list-style-type: none"> <li>• words with s /s/ added at the end (hats sits)</li> <li>• words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</li> </ul>	<b>Week 1</b> ai ee igh oa <b>Week 2</b> oo oo ar or was you they <b>Week 3</b> ur ow oi ear my by all <b>Week 4</b> air er words with double letters: dd mm tt bb rr gg pp ff <b>Week 5</b> longer words	<b>Week 1</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear <b>Week 2</b> review Phase 3: er air words with double letters, longer words <b>Week 3</b> words with two or more digraphs <b>Week 4</b> longer words words ending in -ing, compound words <b>Week 5</b> longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<b>Week 1</b> short vowels CVCC said so have like <b>Week 2</b> short vowels CVCC CCVC some come love do <b>Week 3</b> short vowels CCVCC CCCVC CCCVCC longer words were here little says <b>Week 4</b> longer words compound words there when what one <b>Week 5</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today	<b>Week 1</b> long vowel sounds CVCC CCVC <b>Week 2</b> long vowel sounds CCVC CCCVC CCV CCVCC <b>Week 3</b> Phase 4 words ending -s /s/ <b>Phase 4</b> words ending -s /z/ <b>Phase 4</b> words ending -es longer words <b>Week 4</b> root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <b>Week 5</b> Phase 4 words ending in: -s /s/, -s /z/, -es longer words
Early Learning Goal	Children at the expected level of development will: <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>					
Writing	To copy their name  To give meanings to the marks they make  To copy taught Letters  To write initial sounds To begin to write CVC words using taught sounds	To write their name  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds	To form lowercase letters correctly  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter  To spell words using taught sounds	To form lowercase letters correctly and begin to form capital letters  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught	To form lowercase and capital letters correctly  To begin to copy letters using a lead in and lead out  To begin to write longer words which are spelt phonetically	To form lowercase and capital letters correctly  To copy letters using a lead in and lead out  To begin to write longer words and compound words which are spelt phonetically

			To spell some taught tricky words correctly	tricky words correctly	To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence  To spell some taught tricky words correctly  To begin to read their work back	To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly  To read their work back and check it makes sense
Handwriting	<b>Consolidate from Pre Schools</b> Mark making skills using different implements. <b>Introduce</b> Sit correctly on a chair at a table. <b>Introduce</b> Learn to hold any mark making implement correctly incl a pencil. <b>Consolidate from Pre school</b> Using a preferred hand for holding a pencil. <b>Introduce</b> Correct formation of graphemes from LW	<b>Practise</b> Sitting correctly on a chair at a table. <b>Practise</b> Hold a pencil correctly. <b>Practise &amp; assess</b> Correct formation of graphemes from LW.	<b>Develop</b> Holding a pencil correctly. <b>Introduce</b> Use spaces between words. <b>Practise &amp; assess</b> Correct formation of graphemes from LW. <b>Introduce</b> Form number from 0-9 correctly	<b>Practise &amp; assess</b> Correct formation of graphemes from LW. <b>Introduce</b> Form capital letters & corresponding lowercase letters. <b>Practise</b> Use spaces between words. <b>Practise</b> Form number from 0-9 correctly. <b>Embed</b> Holding a pencil correctly.	<b>Embed &amp; Assess</b> Correct formation of graphemes from LW. <b>Practise</b> Form capital letters & corresponding lowercase letters. <b>Practise</b> Form number from 0-9 correctly. <b>Practise</b> Use spaces between words.	<b>Embed &amp; Assess</b> Correct formation of graphemes from LW. <b>Develop</b> Use spaces between words. <b>Develop</b> Form number from 0-9 correctly.
Grammar/terminology	<b>Introduce</b> Using standard English - speaking & writing. <b>Introduce</b> What is a word? What is a sentence? What is a full stop? What are spaces between words? <b>Introduce</b> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture	<b>Practise</b> Using standard English - speaking & writing. <b>Introduce</b> What is rhyming? <b>Practise</b> Write CVC words using sounds taught. <b>Practise</b> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture	<b>Practise</b> Finding the rhyming in stories & poems. <b>Practise</b> Using standard English - speaking & writing. <b>Practise</b> Write CVC words using all sounds taught. <b>Practise</b> Writing simple rhyming words with adult modelling. <b>Practise</b> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out	<b>Practise</b> Using standard English - speaking & writing. <b>Introduce</b> Write CVC & CCVC words. <b>Develop</b> Write cvc words with all sounds taught. <b>Practise</b> Writing simple rhyming words with adult modelling. <b>Develop</b> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out	<b>Practise</b> Using standard English - speaking & writing. <b>Introduce</b> What does a poem sound like? <b>Practise</b> Write CVC & CCVC words. <b>Develop</b> Write CVC words with all sounds taught. <b>Practise</b> Writing simple rhyming words with support. <b>Develop</b> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out	<b>Practise</b> Using standard English - speaking & writing. <b>Introduce</b> What is a question mark? <b>Develop</b> Write CVC & CCVC words. <b>Embed</b> Write CVC words with all the sounds taught. <b>Practise</b> Writing simple rhyming words with support. <b>Embed</b> Show an understanding of prepositions such as 'under', 'on top',



			an action or selecting correct picture	an action or selecting correct picture	an action or selecting correct picture	'behind' by carrying out an action or selecting correct picture
<b>Sentence building</b>	<b>Consolidate from Pre School</b> Meanings to marks. <b>Introduce</b> Writing labels for objects with adult modelling. <b>Introduce</b> Building confidence to speak in sentences	<b>Practise</b> Writing labels for objects with adult modelling. <b>Practise</b> Building confidence to speak in sentences	<b>Introduce</b> Writing captions for objects with adult support. <b>Practise</b> Writing labels for objects with some support. <b>Practise</b> Building confidence to speak in sentences	<b>Practise</b> Writing captions for objects with support. <b>Introduce</b> Writing a simple phrase or sentence that can be read by others with support. <b>Introduce</b> Using capital letters for names. <b>Introduce</b> Using punctuation i.e., full stops. <b>Introduce</b> Writing labels for objects with some support. <b>Practise</b> Writing captions for objects with support. <b>Practise</b> Building confidence to speak in sentences	<b>Practise</b> Writing a simple phrase or sentence that can be read by others with support. <b>Practise</b> Using capital letters for names. <b>Practise</b> Using punctuation i.e., full stops. <b>Develop</b> Writing labels for objects with some support. <b>Develop</b> Writing captions for objects with support. <b>Develop</b> Building confidence to speak in sentences	<b>Practise</b> Writing a simple phrase/ sentence that can be read with support. <b>Practise</b> Using capital letters for names. <b>Practise</b> Using punctuation i.e., full stops. <b>Introduce</b> Using question marks with adult modelling. <b>Develop</b> Writing labels for objects with some support. <b>Develop</b> Writing captions for objects with support. <b>Embed</b> Building confidence to speak in sentences
<b>Text building</b>	<b>Introduce</b> Write a label to name something e.g., a name label for a model. <b>Introduce</b> Writing their name on all their work.	<b>Practise</b> Write a label to name something e.g., a name label for a model. <b>Practise</b> Writing their name on all their work.	<b>Introduce</b> Write a simple caption e.g., in independent writing books for picture & objects they see. <b>Introduce</b> Write a simple sentence about an experience or an idea e.g. I can play. <b>Develop</b> Writing their name on all their work.	<b>Embed</b> Writing their name on all their work. <b>Practise</b> Write a simple sentence about an experience or an idea e.g. I can play.	<b>Introduce</b> Write an instruction e.g., how to make a jelly. <b>Introduce</b> Write 2 or more phrases or a simple sentence containing content from the story e.g., characters, describing events. <b>Introduce</b> Using rhyming words in a poetry context. <b>Practise</b> Write a simple sentence about an experience or an idea e.g. I can play.	<b>Practise</b> Write an instruction e.g., a recipe for the mud kitchen. <b>Practise</b> Write 2 or more phrases or sentences linked to the content of the story or a theme e.g. characters or events. <b>Practise</b> Using rhyming words in a poetry context. <b>Develop</b> Write a simple sentence about an experience or an idea e.g. I can play.
<b>Authorial effect</b>	<b>Introduce</b> Use a variety of vocabulary they can use in discussions about their thoughts & feelings. <b>Introduce</b>	<b>Introduce</b> Provide information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc. <b>Practise</b>	<b>Practise</b> Provide information with a label or caption. <b>Practise</b> Use a variety of vocabulary in their	<b>Introduce</b> Write simple expressions & be able to give an explanation. <b>Develop</b>	<b>Practise</b> Using expression in their writing or discussions. <b>Develop</b> Use of vocabulary in their writing & speaking.	<b>Develop</b> The use of expression in their writing & orally in discussions. <b>Develop</b>



	Use a variety of vocabulary in their writing & speaking	Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. <b>Practise</b>  Use a variety of vocabulary in their writing & speaking.	writing & speaking. <b>Practise</b> Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings.	Use of vocabulary in their writing & speaking. <b>Practise</b> Providing information with a label or caption Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings.	<b>Practise</b> Providing information with a label or caption <b>Develop</b> Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. <b>Practise</b> Write simple expressions & be able to give an explanation. <b>Introduce</b> Use poetry as a form of communication.	Use of vocabulary in their writing & speaking. <b>Develop</b> Providing information with a label or caption <b>Develop</b> Using a variety of newly introduced vocabulary in discussions about their thoughts & feelings. <b>Practise</b> Write simple expressions & be able to give an explanation.
Early Learning Goal	Children at the expected level of development will:  <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>					
Numeracy - Specific Area White Rose Scheme						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Autumn: Phase 1: Just Like Me! - Match and Sort - Compare Amounts  Autumn: Phase 2: It's Me 1 2 3! - Representing 1, 2 & 3 - Comparing 1, 2 & 3 - Composition of 1, 2, & 3  Autumn: Phase 3: Light and Dark -Representing Numbers to 5 - One More and Less		Spring: Phase 4: Alive in 5! - Introducing 0 - Comparing Numbers to 5 - Composition of 4 & 5  Spring: Phase 5: Growing 6,7,8 - 6,7 & 8  Spring: Phase 6: Building 9 & 10 - 9 & 10 - Comparing Numbers to 10		Summer: Phase 7: To 20 and Beyond - Building Numbers Beyond 10  Summer: Phase 9: Find My Pattern - Even and Odd  Summer: Phase 10: One the Move Deepening Understanding Patterns and Relationships	
Early Learning Goal	Children at the expected level of development will:  <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>					
Numerical Pattern	Autumn: Phase 1: Just Like Me! - Compare Amounts		Spring: Phase 4: Alive in 5! - Comparing Numbers to 5		Summer: Phase 7: To 20 and Beyond - Counting Patterns Beyond 10	

	Autumn: Phase 2: It's Me 1 2 3! - Comparing 1, 2 & 3	Spring: Phase 5: Growing 6, 7, 8 - Making Pairs - Combining 2 Groups  Spring: Phase 6: Building 9 & 10 - Comparing Numbers to 10 - Bonds to 10	Summer: Phase 8: First Then Now - Adding More - Taking Away  Summer: Phase 9: Find my Pattern - Doubling - Sharing & Grouping  Summer: Phase 10: On the Move Deepening Understanding Pattern and Relationship
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Early Learning Goal	Children at the expected level of development will:  <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>		
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Shape Space and Measure	Autumn: Phase 1: Just Like Me! - Compare Size, Mass & Capacity - Exploring Capacity  Autumn: Phase 2: It's Me 1 2 3! - Circles and Triangles - Positional Language  Autumn: Phase 3: Light and Dark - Shapes with 4 sides - Time	Spring: Phase 4: Alive in 5! - Compare Mass - Compare Capacity  Spring: Phase 5: Growing 6, 7, 8 - Length & Height - Time  Spring: Phase 6: Building 9 and 10 - 3D Shape - Pattern	Summer: Phase 7: To 20 and Beyond - Spatial Reasoning - Match, Rotate, Manipulate  Summer: Phase 8: First Then Now - Spatial Reasoning - Compose and Decompose  Summer: Phase 9: Find My Patter - Spatial Reasoning - Visualise and Build  Summer: Phase 10: On The Move - Spatial Reasoning - Mapping
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### Understanding the World - specific

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	To know about my own life-story  To talk about who I am close with and who is in my family  To talk about things I remember so far in my life	To know about figures from the past  To know some similarities and differences between things in the past and now, drawing on experiences and	To draw on similarities between the present and past through illustrations in fairy tales  To understand how the past impacts today (significant events)	To talk about the lives of the people around us.  To know that people have different jobs  To reflect on what I want to do in the future (now)	To be able to talk about how they have changed since they were a baby	To ask questions when looking at images from the past and present  To draw on their own conclusions using historic information from the past

		what has been read in class (Christmas)		To explore different occupations from stories in role play		
Early Learning Goals	Children at the expected level of development will: <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>					
People , Culture and Communities	<p>To be able to talk about their own lives - my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To know the name of the town where they live.</p> <p><i>Where do we belong? Christians, Muslims, Hindus</i></p>	<p>To know about people who help us within the local community.</p> <p>To identify different celebrations and how people celebrate.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To know the Christmas story and how it is celebrated.</p> <p><i>Which times are special and why? Christians , Hindus and Jewish people</i></p>	<p>To talk about the New Year as a new beginning and the significance of Chinese New Year</p> <p>To talk about the importance of water and trees in our world</p> <p><i>What is special about our world? Christians, Muslims and Jewish people.</i></p>	<p>To question visitors appropriately about their jobs to find out what makes them special.</p> <p>To know that there are different countries in the world Draw information from a simple map</p> <p>Recognise some environments that are different to the one in which they live</p> <p><i>Which people are special and why? Christians, Muslims and Jewish people.</i></p>	<p>To talk about the importance of plants and animals</p> <p>To explain why litter can spoil the environment</p> <p>To share ideas about what happens when things die</p> <p>To retell the story of Easter</p> <p><i>Which places are special and why? Christians and Muslims</i></p>	<p>To talk about the importance of water and trees in our world</p> <p>To talk about ways to look after our bodies and keep ourselves safe with rules</p> <p><i>Which places are special and why? Christians and Muslims</i></p>
Early Learning Goals	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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, non-fiction texts and - when appropriate - maps.</li> </ul>					
The Natural World	<p>To ask questions about the natural environment.</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about</p>	<p>To observe the growth of seeds and talk about changes</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some</p>

	To respect and care for the natural environments	features of the world and Earth	important processes and changes in the natural world including states of matter	features of my own immediate environment and how they might vary from another  To plant seeds	To know how to care for growing plants  To learn about life cycles of plants and animals  To know categories of different animals  To know about different habitats Recognise some similarities and differences between life in this country and life in other countries	things in the world are man-made and some things are natural  To harvest grown fruit and vegetables  To identify animals from around and know basic information about them (e.g. where they live) Know some similarities and differences between the natural world around them and contrasting environments
Early Learning Goals	Children at the expected level of development will: <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>					
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons  To learn about e-safety	To know how to operate simple equipment  To draw pictures on IWB and begin to change colours  To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment  To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes	To explore how a Bee-Bot works  To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online  To use the Beebots and program them to go forwards and backwards  To type their name using a laptop
Expressive Arts and Design - specific area						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	To name colours  To experiment with mixing colours	To use colours for a particular purpose  To share their	To experiment with different mark making tools such as art pencils, pastels,	To use natural objects to make a piece of art (Andy Goldsworthy)	To know which prime colours you mix together to make secondary colours	To know some similarities and differences between materials

	<p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting)</p> <p>To use different construction materials</p>	<p>Creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) - Sandwiches, Fruit Kebab</p>	<p>chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p>	<p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate Materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p>	<p>To learn about and compare artists (Giuseppe Arcimboldo)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>
Early Learning Goals	<p>Children at the expected level of development will:</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>					
Being Imaginative and Expressive	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with</p>	<p>To perform a song in the Christmas performance</p> <p>To join in with whole school singing assemblies</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using un-tuned instruments</p>	<p>To join in with whole school singing assemblies</p> <p>To sing songs and perform in the class assembly</p>	<p>To move in time to Music</p> <p>To learn dance Routines</p> <p>To join in with whole school singing</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own</p>

	<p>different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To begin to create costumes and resources for role play</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>
Early Learning Goals	<p>Children at the expected level of development will:</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 songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</li> </ul>					