





ST LAWRENCE CE
PRIMARY SCHOOL

St Lawrence Primary School EYFS - Reception Progression

Children happily facilitate the planning of high-quality learning experiences through the careful observation of their individuality, interests and needs. As such, they are able to grow and develop in a nurturing and stimulating environment where they are able to 'soar on wings like eagles'.

Progression of Communication and Language Development


On entry, adults will gather information from parents and previous settings to establish starting points for listening, attention, concentration and speech. Speech programmes will be implemented and assessments sought as necessary. Specific vocabulary will be explored throughout the year in the different areas of interest.

| Skill | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
|---|---|--|--|---|---|--|---|
| Listening, Attention and Understanding  | <ul style="list-style-type: none"> To understand how to listen carefully. To understand why listening is important. To be able to follow directions. To make connections using their prior knowledge. To begin to learn songs, poems and rhymes. | <ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To listen to and talk about stories building understanding and familiarity. To begin to understand how and why questions. To respond to instructions with more than one step. | <ul style="list-style-type: none"> To ask questions to find out more and to clarify meaning. To begin to understand humour. To understand a range of complex sentence structures. | <ul style="list-style-type: none"> To retell a story. To follow a story without pictures or props. To retell a story confidently. To listen to songs, rhymes and poems, paying attention to how they sound. | <ul style="list-style-type: none"> To understand questions such as who, what, where, when, why and how. | <ul style="list-style-type: none"> To have conversations with adults and peers with back and forth exchanges. To have a repertoire of songs, rhymes and poems. | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> |
| Speaking  | <ul style="list-style-type: none"> To be confident to talk. To talk to the class teacher and LSAs. To learn new vocabulary. To talk in front of a small group. | <ul style="list-style-type: none"> To answer questions in front of whole class during lunch surgery. To use new vocabulary | <ul style="list-style-type: none"> To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using | <ul style="list-style-type: none"> To answer questions in front of whole class during show and tell sessions. To share their work to the class- | <ul style="list-style-type: none"> To link statements and stick to a main theme. To take turns in longer conversations using well-formed sentences. | <ul style="list-style-type: none"> To answer questions in front of whole class about a topic that interests them. To talk to different adults around the school. | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p> |

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| | | throughout the day. | conjunctions, e.g. and, because. | standing up at the front. <ul style="list-style-type: none"> To use new vocabulary in different contexts. To engage with non-fiction books. | <ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To use talk to negotiate and problem solve. | <ul style="list-style-type: none"> To talk about why things happen. To talk in sentences using a range of tenses. | <p>stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |
|--|--|---------------------|----------------------------------|--|--|---|---|

Progression of Personal, Social and Emotional Development

On entry, and at regular points throughout their time in FS2, adults will assess the pupils' levels of wellbeing and involvement. This will include assessments for ELSA intervention throughout the year. Throughout the year we will be using The Colour Monster for exploration of emotions.

| Skill | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
|--|---|---|---|--|--|---|--|
| Self-Regulation  | <ul style="list-style-type: none"> To begin recognise different emotions. To talk about their own emotions and begin to be able to say how they are feeling. To focus during short class/group activities. To follow one step instructions. | <ul style="list-style-type: none"> To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations using: To stop, To think and then To choose. | <ul style="list-style-type: none"> To focus during longer whole class lessons. To follow two-step instructions. To become confident in choosing resources and their learning during structured play. To begin to be able to adapt and persevere in the face of challenge. | <ul style="list-style-type: none"> To identify and moderate their own feelings, socially and emotionally. To consider the feelings and needs of others. To understand how people show emotions. | <ul style="list-style-type: none"> To control their emotions using a range of techniques. To set a target and reflect on progress throughout. To be able to talk about things they do well and what they want to do better. | <ul style="list-style-type: none"> To maintain focus during extended whole class teaching. To follow instructions of three steps or more. | <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> |

Managing Self



- To wash hands independently.
- To put their coat on independently using the flip trick.
- To hang their own coat on their peg.
- To explore different areas within the FS2 environment.
- To use the toilet independently.
- To make their lunch choices with adult support.

- To develop class rules and understand the need to have rules.
- To have confidence to try new activities.

- To begin to show resilience and perseverance in the face of challenge.
- To practise doing up their fastenings, e.g. zip, buttons, Velcro etc.
- To make their lunch choices and recall their choice on the I-touch board when they arrive.

- To develop independence when dressing and undressing for activities such as dressing up, putting on wellies for the sandpit etc.

- To identify and name healthy foods.
- To manage own basic needs independently.

- 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 see themselves as a valuable person within the community.
- To put P.E kit on independently as part of transition to KS1.
- To put uniform on and do up different fastenings with minimal support.

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



- To seek support of adults when needed.
- To gain confidence to speak to peers and adults.
- To build positive relationships with all FS2 staff and lunch time carers.
- To begin to regulate their responses when working with different friends/groups of people.

- To play with children who are playing with the same activity.
- To begin to develop friendships.

- To begin to work as a group with support.
- To use taught strategies to support turn taking.
- To have positive relationships with all FS2 staff and lunch time carers.

- To listen to the ideas of other pupils and agree on a solution and compromise.
- To understand and accept freedom of choice and to be increasingly able to sort out own problems through talk.

- To work as a group.
- To begin to develop relationships with other adults around the school.

- To have confidence to communicate with adults around the school.
- To have strong friendships.

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.

Progression of Physical Development

On entry, adults will assess core strength, gross motor skills, cross lateral abilities and fine motor skills. Independent toileting needs will also be assessed and supported.

Regular drawing club opportunities offer language, literacy and mathematical enrichment based around high quality texts.

Continuous provision in outdoor area including climbing frame and large equipment to encourage crossing the midline.

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|---|--|--|---|---|---|--|--|
| <p>Gross Motor Skills</p>  | <ul style="list-style-type: none"> • REAL PE – Fundamental movements. • Develop core strength. • Steer large ball with foot. • To move safely in a space. • To stop safely. • To develop control when using equipment. • To follow a path and take turns. | <ul style="list-style-type: none"> • Different ways of moving: over/under/backwards/forwards. • To adjust speed. • Travel with different parts of body on floor. • To balance. • To run and stop. • To change direction. • To jump and hop. • To explore different ways to travel using equipment. | <ul style="list-style-type: none"> • Balancing and Jumping. • Use different balances & jump off equipment. • Jump 1 foot to 2 feet, explore 1:2:1 sequence (hopscotch). • To work cooperatively with a partner. • To roll and track a ball. • To dribble using hands. • To throw and catch with a partner. | <ul style="list-style-type: none"> • Dance and gym. • Put together a sequence of balances and movements. • Move to music. • 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 traveling around, over and through apparatus. | <ul style="list-style-type: none"> • Throwing and Catching – balls, scarf, hoop. • Kick a ball to a target. • Bounce ball with a bat. • 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. | <ul style="list-style-type: none"> • Team games. • Aiming games with balls, hoops, quoits. • To kick a ball to a target. • To dribble a ball using feet. • To develop accuracy when throwing to a target. • 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. | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |

Fine Motor Skills



- To use a dominant hand.
- To have secure shoulder, wrist and elbow pivot movements.
- To develop hand strength.
- To mark make using different shapes.
- To begin to use a tripod grip when using mark making tools.
- To use tweezers to transfer objects.
- To thread large beads.
- To use large pegs.
- To begin to copy letters.
- To hold scissors correctly and make snips in paper.

- To begin to use anticlockwise movement and retrace vertical lines.
- To hold scissors correctly and cut along a straight and zigzagged lines.
- To use a tripod grip when using mark making tools.
- To accurately draw lines, circles and shapes to draw pictures.
- To hold a fork and spoon correctly.

- To use a tripod grip when using mark making tools.
- To hold scissors correctly and cut along a curved line.
- To thread small beads.
- To use small pegs.
- To write taught letters using correct formation.




- To hold scissors correctly and cut out large shapes.
- To write letters using the correct letter formation and control the size of letters.


- To hold scissors correctly and cut out small shapes.
- To paint using thinner paintbrushes.

- To hold scissors correctly and cut various materials.
- To create drawings with details.
- To independently use a knife, fork and spoon to eat a range of meals.
- To be confident in their skills as a writer.



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.

Progression of Literacy

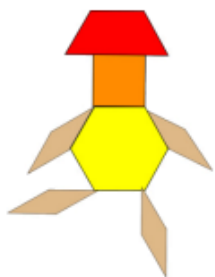
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| Comprehension  | <ul style="list-style-type: none"> To use pictures to tell stories. To sequence familiar stories. To independently look at books, holding them the correct way and turning pages. | <ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about the stories read to them. To enjoy an increasing range of books including fiction, non-fiction, poems. | <ul style="list-style-type: none"> To act out stories. To begin to predict what may happen in the story. To suggest how a story might end. | <ul style="list-style-type: none"> To retell a story. To follow a story without pictures or props. To talk about the characters in the books they are reading. | <ul style="list-style-type: none"> To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books. | <ul style="list-style-type: none"> To answer questions about what they have read. To know that information can be retrieved from books. | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word Reading   | <ul style="list-style-type: none"> To recognise their name. Orally blend words. Orally segment words with support. | <ul style="list-style-type: none"> Blend simple words using known letter sounds. Segment simple words with support. | <ul style="list-style-type: none"> Blend simple words using known letter sounds. Segment simple words with support. | <ul style="list-style-type: none"> Read words with different structures e.g. VCC, CVCC . Manipulate sounds. | <ul style="list-style-type: none"> Read words with different structures e.g. CCVC 2 consonants in initial position. | <ul style="list-style-type: none"> Read words with different structures e.g. CCVCC, CVCCC and CCCVC 3 adjacent consonants 5-sound words. | <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Following the Phonics Program-Sounds Write | <table border="1"> <thead> <tr> <th></th> <th>NEW CODE KNOWLEDGE</th> <th>SKILLS AND WORD STRUCTURE</th> <th>CONCEPTUAL UNDERSTANDING</th> </tr> </thead> <tbody> <tr> <td>Unit 5</td> <td>k, l, r, u</td> <td>Segment, blend and manipulate sounds in CVC words</td> <td>Sounds can be represented by spellings with one letter</td> </tr> <tr> <td>Unit 6</td> <td>j, w, z</td> <td>CVC</td> <td></td> </tr> <tr> <td>Unit 7</td> <td>x, y, < ff >, < ll >, < ss >, < zz ></td> <td>CVC</td> <td>Some spellings are written with a double consonant</td> </tr> <tr> <td>Unit 8</td> <td>No new code knowledge</td> <td>VCC and CVCC 2 consonants in final position 3- & 4-sound words</td> <td></td> </tr> </tbody> </table> | | NEW CODE KNOWLEDGE | SKILLS AND WORD STRUCTURE | CONCEPTUAL UNDERSTANDING | Unit 5 | k, l, r, u | Segment, blend and manipulate sounds in CVC words | Sounds can be represented by spellings with one letter | Unit 6 | j, w, z | CVC | | Unit 7 | x, y, < ff >, < ll >, < ss >, < zz > | CVC | Some spellings are written with a double consonant | Unit 8 | No new code knowledge | VCC and CVCC 2 consonants in final position 3- & 4-sound words | | <table border="1"> <thead> <tr> <th></th> <th>NEW CODE KNOWLEDGE</th> <th>SKILLS AND WORD STRUCTURE</th> <th>CONCEPTUAL UNDERSTANDING</th> </tr> </thead> <tbody> <tr> <td>Unit 9</td> <td></td> <td>CCVC 2 consonants in initial position</td> <td></td> </tr> <tr> <td>Unit 10</td> <td>No new code knowledge</td> <td>CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words</td> <td></td> </tr> <tr> <td>Unit 11</td> <td>< sh >, < ch >, < th >, < ck >, < ng >, < wh >, < q > < u >, < ve >, < tch ></td> <td></td> <td>Some spellings are written with two or three different letters < q > and < u > represent the sounds /k/ and /w/</td> </tr> <tr> <td>Bridging Unit</td> <td>/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh ></td> <td></td> <td>The same sound can be spelled in more than one way</td> </tr> </tbody> </table> | | NEW CODE KNOWLEDGE | SKILLS AND WORD STRUCTURE | CONCEPTUAL UNDERSTANDING | Unit 9 | | CCVC 2 consonants in initial position | | Unit 10 | No new code knowledge | CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words | | Unit 11 | < sh >, < ch >, < th >, < ck >, < ng >, < wh >, < q > < u >, < ve >, < tch > | | Some spellings are written with two or three different letters < q > and < u > represent the sounds /k/ and /w/ | Bridging Unit | /k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh > | | The same sound can be spelled in more than one way | <table border="1"> <thead> <tr> <th></th> <th>NEW CODE KNOWLEDGE</th> <th>SKILLS AND WORD STRUCTURE</th> <th>CONCEPTUAL UNDERSTANDING</th> </tr> </thead> <tbody> <tr> <td>Unit 5</td> <td>k, l, r, u</td> <td>Segment, blend and manipulate sounds in CVC words</td> <td>Sounds can be represented by spellings with one letter</td> </tr> <tr> <td>Unit 6</td> <td>j, w, z</td> <td>CVC</td> <td></td> </tr> <tr> <td>Unit 7</td> <td>x, y, < ff >, < ll >, < ss >, < zz ></td> <td>CVC</td> <td>Some spellings are written with a double consonant</td> </tr> <tr> <td>Unit 8</td> <td>No new code knowledge</td> <td>VCC and CVCC 2 consonants in final position 3- & 4-sound words</td> <td></td> </tr> </tbody> </table> | | NEW CODE KNOWLEDGE | SKILLS AND WORD STRUCTURE | CONCEPTUAL UNDERSTANDING | Unit 5 | k, l, r, u | Segment, blend and manipulate sounds in CVC words | Sounds can be represented by spellings with one letter | Unit 6 | j, w, z | CVC | | Unit 7 | x, y, < ff >, < ll >, < ss >, < zz > | CVC | Some spellings are written with a double consonant | Unit 8 | No new code knowledge | VCC and CVCC 2 consonants in final position 3- & 4-sound words | |
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| Unit 5 | k, l, r, u | Segment, blend and manipulate sounds in CVC words | Sounds can be represented by spellings with one letter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 6 | j, w, z | CVC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 7 | x, y, < ff >, < ll >, < ss >, < zz > | CVC | Some spellings are written with a double consonant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 8 | No new code knowledge | VCC and CVCC 2 consonants in final position 3- & 4-sound words | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | NEW CODE KNOWLEDGE | SKILLS AND WORD STRUCTURE | CONCEPTUAL UNDERSTANDING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 9 | | CCVC 2 consonants in initial position | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 10 | No new code knowledge | CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 11 | < sh >, < ch >, < th >, < ck >, < ng >, < wh >, < q > < u >, < ve >, < tch > | | Some spellings are written with two or three different letters < q > and < u > represent the sounds /k/ and /w/ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bridging Unit | /k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh > | | The same sound can be spelled in more than one way | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Unit 7 | x, y, < ff >, < ll >, < ss >, < zz > | CVC | Some spellings are written with a double consonant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 8 | No new code knowledge | VCC and CVCC 2 consonants in final position 3- & 4-sound words | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Common exception words | I, the, go, to, no, into | I, the, go, to, no, into | he, she, we, me, be, was, my, you, her, they, all, are | he, she, we, me, be, was, my, you, her, they, all, are | some, one, said, come, do, so, were, when, have, there, out, like, little, what | some, one, said, come, do, so, were, when, have, there, out, like, little, what | |
|--|--|---|---|---|--|---|---|
| <p>Writing</p>  | <ul style="list-style-type: none"> • 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 begin to form letters correctly with support. | <ul style="list-style-type: none"> • 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 most taught letters correctly. | <ul style="list-style-type: none"> • To form lowercase letters correctly. • To begin to write sentences using finger spaces. • To understand that sentences start with a capital letter and end with a full stop. • To spell words using taught sounds. • To spell some taught common exception words correctly. • To form most taught letters correctly. | <ul style="list-style-type: none"> • 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 tricky words correctly. • To form most taught letters correctly. • To segment and write simple words. | <ul style="list-style-type: none"> • 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 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. • Segment and write simple words. • Form letters correctly. | <ul style="list-style-type: none"> • 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 write sentences using a capital letter, finger spaces and full stop. • To spell some taught common exception words correctly. • To read their work back and check it makes sense. • Writes simple sentences. • Forms letters correctly and sits letters on writing line. | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |

Progression of Mathematics

| Skill | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
|--|---|---|---|---|---|---|---|
| <p>Number</p>  | <ul style="list-style-type: none"> To recognise numbers 1-3. To begin to subitise to 3. To find one more of numbers to 3. To find one less of numbers to 3. To explore the composition of 2 and 3. | <ul style="list-style-type: none"> To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of 4 and 5. | <ul style="list-style-type: none"> To recognise numbers 0-8. To subitise to 5. To find one more of numbers to 8. To find one less of numbers to 8. To explore the composition of 6, 7 and 8. To match the number to quantity. | <ul style="list-style-type: none"> To recognise numbers 0-10. To explore the composition of 9 and 10. To practise number bonds to 10. To know addition facts to make 5. To find one more of numbers to 10. To find one less of numbers to 10. To estimate a number of objects. | <ul style="list-style-type: none"> To recognise numbers to 20. To revise number bonds to 5. To explore how to make numbers above ten using tens and ones. To match the number to quantity. | <ul style="list-style-type: none"> To solve simple number problems. To recap the composition of each number to 10. To know addition and subtraction facts to 10. To know doubling facts. | <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>Numerical Patterns</p>  | <ul style="list-style-type: none"> To say which group has more. To say which group has less. To compare quantities to 3. To count to 5. | <ul style="list-style-type: none"> To compare quantities to 5. To compare equal and unequal groups. | <ul style="list-style-type: none"> To count to 10. To count objects to 10. To compare quantities to 8. To begin to understand the difference between odd and even numbers up to 8. To combine two groups of objects. | <ul style="list-style-type: none"> To compare quantities to 10. To explore odd and even numbers. To order numbers to 10. To count back from 10. To combine two groups of objects. To take away objects and count how many are left. To find the missing number. | <ul style="list-style-type: none"> To count to 20. To add numbers. To subtract numbers. To find the missing number. To order numbers to 20. To order numbers, e.g. 13, 15, 19. To find the missing number in an addition and subtraction sentence problem. | <ul style="list-style-type: none"> To know that 1, 3, 5, 7 and 9 are odd. To know that 2, 4, 6, 8, 10 are even. To double numbers up to 10. To find half of numbers up to 10. To share quantities equally. To combine groups of 2s, 5s and 10s. | <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 & Measure



- To match objects.
- To sort objects.
- To compare capacity, length, height, size.
- To finish a repeating pattern of 2 objects or colours.
- To recognise and name circle and triangle.

- To recognise and name square and rectangle.
- Positional language.

- To order objects by height and length.
- To order the days of the week.
- To measure height using cubes.
- To measure time.
- To begin to name 3D shapes.
- To explore the properties of 3D shapes.

- To begin to name 3D shapes.
- To explore the properties of 3D shapes.
- To explore patterns.
- Spatial awareness.

- To measure capacity.
- To describe the properties of 3D shapes.
- To make pictures with shape arrangements.
- Spatial reasoning.

- To finish a repeating pattern.
- To make patterns using shapes.
- To name and describe 2D and 3D shapes.
- Visualise and build.

Whilst there are no Early Learning Goals for this area, our pupils will enjoy rich learning opportunities to develop their skills in terms of spatial reasoning, shape and measure.

Progression of Understanding the World

Skill

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Early Learning Goal

Past & Present



- To know about my own life-story.
- To know how I have changed.
- To talk about the lives of the people around us.
- To know that the emergency services exist and what they do.
- To know about different environments: farm land and urban.

- To know about figures from the past.
 - To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- (Christmas)**
(St Nicholas)

- To know about the past through settings, characters and events encountered in books read in class and storytelling.
- (Tim Peake)**
(Mae Jemison)

- To know about the past through settings, characters and events encountered in books read in class and storytelling.
- (Mary Anning-Palaeontologist)**

- To know about the past through settings, characters and events encountered in books read in class and storytelling.
- (Greta Thunberg-conservation)**

- To know about the past through settings, characters and events encountered in books read in class and storytelling.
- (David Attenborough)**

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.

People, Culture & Communities



- To know about family structures and talk about who is part of their family.
 - To identify similarities and differences between themselves and peers.
 - To know the name of our school ;
 - To know about features of the immediate environment.
 - To know about people who help us within the local community.
 - To understand the parable of The Good Samaritan.
 - To understand the festivals of Harvest and Sukkot.
 - To understand the story of Zacchaeus.
 - To understand the importance of religious figures for some people.
- To talk about how fire is important in celebrations for Hindus and Sikhs in celebrating Diwali and in Judaism-Hanukkah.
 - To talk about the Christmas Story and how it is celebrated.
 - To know that people around the world have different religions.
- To know that the Magi brought gifts to Jesus at Epiphany.
 - To talk about Candlemas for some Christians.
 - To talk about Lunar New Year.
 - To talk about good versus evil in the Bible story of David and Goliath.
- To know that Christians celebrate Easter.
 - To know that people in other countries may speak different languages.
 - To understand why some Muslims use a prayer mat
 - To listen to different religious music.
- To know that simple symbols are used to identify features on a map.
 - To understand that the River Ganges is sacred to some people.
 - To talk about Baptism
 - To understand the meaning of the parable The Prodigal Son.
 - To understand the religious message about looking after creation from the Muslim story of The Crying Camel.
 - To talk about choices through the Bible story of David and Goliath
- To reflect on the Bible story of The House on The Rock.
 - To talk about special and sacred books and why they are important to different people.
 - To talk about Hajj and pilgrimage and journeying, maps and the use of the stars.

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.

The Natural World



- To know about and recognise the signs of Autumn.
- To respect and care for the natural environments.
(Harvest)

- To know about and recognise the signs of Winter.
- To know that some animals are nocturnal.

- To observe the growth of seeds and talk about changes.
(bean)

- To know about and recognise the signs of Spring.

- To know about features of the world and Earth.
- To know some important processes and changes in the natural world including states of matter.
(water)
- To know that some things in the world are man-made and some things are natural.
(boats, planes etc)


- To respect and care for the natural environments.
- To know about and recognise the signs of Summer.
- To know about features of their own immediate environment and how they might vary from another.
- To observe the growth of seeds and talk about changes.
(Sunflowers etc)
- To harvest grown fruit and vegetables.

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.

Progression of Expressive Arts and Design

| Skill | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
|--|---|--|---|--|--|---|--|
| <p>Creating with Materials</p>  | <ul style="list-style-type: none"> • To name colours. • To experiment with mixing colours. • To create simple representations of people and objects. • To draw and colour with pencils and crayons. • To role play using given props and costumes. • To explore different techniques for joining materials. (Glue Stick) • To know how to work safely and hygienically. • To use non-statutory measures. (spoons, cups) • To use some cooking techniques. (biscuits) • To use non-statutory measures. (spoons, cups) • To use some cooking techniques. • To use different construction materials. | <ul style="list-style-type: none"> • To use colours for a particular purpose. • To share their creations. • To explore different techniques for joining materials. (Glue Stick, PVA) • To know how to work safely and hygienically. • To use non-statutory measures. (spoons, cups) • To use some cooking techniques. (biscuits) • (Looking at Starry Night by Vincent Van Gogh) • Firework paintings • Claudio Barake – Pygmy hedgehog sculpture | <ul style="list-style-type: none"> • To experiment with different mark making tools such as art pencils, pastels & chalk. • To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape) • To know how to work safely and hygienically. • To use non-statutory measures (spoons, cups) • To use some cooking techniques (spreading, cutting, threading, coring, mixing) • (Sandwiches) • To use tools to cut and join wood. • To know the names of tools. (Decorative and functional weather vanes) • Lunar New Year pictures - Moon paintings by | <ul style="list-style-type: none"> • To use natural objects to make a piece of art. (Andy Goldsworthy) • To share creations and talk about the process. • To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins) • To make props and costumes for different role play scenarios. • To know how to work safely and hygienically. • To use non-statutory measures. (spoons, cups) • To use some cooking techniques • (Mary Anning- search for fossils, modern painting) | <ul style="list-style-type: none"> • To know which prime colours you mix together to make secondary colours. • To plan what they are going to make (cooking, wood work, construction, junk modelling) • To draw more detailed pictures of people and objects. • To manipulate materials. • To create observational drawings. • To know how to work safely and hygienically. • To use non-statutory measures. (spoons, cups) | <ul style="list-style-type: none"> • To know some similarities and differences between materials. • To learn about and compare artists. (Janet Bell and Henri Matisse) • To explore, use and refine a variety of artistic effects to express their ideas and feelings. • To share creations, talk about processes and evaluate their work. • To adapt work where necessary. • To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours sandwiches and fruit kebabs) • (Exploring the art of Lucy Arnold. Butterflies etc.) | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> |

Being Imaginative & Expressive



- To sing and perform nursery rhymes.
- To experiment with different instruments and their sounds.
- To talk about whether they like or dislike a piece of music.
- To create musical patterns using body percussion.
- To use costumes and resources to act out narratives.

- To perform a song in the Christmas singalong.
- To learn and perform a poem at the Christmas Singalong.
- To pitch match.
- To sing the melodic shape of familiar songs.
- To begin to build up a repertoire of songs,
- To sing entire songs.
- To use costumes and resources to act out narratives.

- To create musical patterns using untuned instruments.
- To begin to create costumes and resources for role play.

- To perform songs
- To associate genres of music with characters and stories.
- To create costumes and resources for role play.

- To move in time to music.
- To learn dance routines.
- To join in with whole school singing assemblies.
- To act out well known stories.
- To follow a musical pattern to play tuned instruments.
- To create narratives based around stories.

- To listen to poems and create their own.
- To create own compositions using tuned instruments.
- To invent their own narratives, making costumes and resources.
- To join in with whole school Assemblies for transition.

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.