**Early Years Foundation Stage Skills and Knowledge Progression (2024-2025)**

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| **Little Acorns Nursery (0-3 years)** | | | | | | | | | | |
| **Areas of Learning** | | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | |
| **Prime Areas** | **Communication and Language** | | | | | | | | | |
| **Listening, Attention and Understanding** | * To watch someone’s face as they talk. * To copy what adults do, taking turns in conversations whether through gestures, babbling or words. | | * To watch someone’s face as they talk. * To copy what adults do, taking turns in conversations whether through gestures, babbling or words. * To understand simple instructions. * To listen to others with increasing interest. | * To recognise and point to objects if asked about them. * To understand simple instructions. * To listen to others with increasing interest. | * To recognise and point to objects if asked about them. * To understand simple instructions. | * To begin to understand simple questions about who, what and where (generally not why). * To begin to understand more complex instructions. | | * To understand simple questions about who, what and where (generally not why). * To begin to understand more complex instructions. | |
| **Speaking** | * Make sounds to get attention. | | * To start to develop simple conversations but may jump from topic to topic. * To begin to answer simple questions. * To identify familiar objects and properties when they are described: for example: ‘shiny apple’. | * To start to develop simple conversations but may jump from topic to topic. * To begin to answer simple questions. | * To start to develop simple conversations but may jump from topic to topic. | * To begin to develop conversation skills by engaging in back and forth conversations. | | * To develop conversation skills by engaging in back and forth conversations. | |
| **Personal, Social and Emotional Development** | | | | | | | | | |
| **Self-Regulation** | * To find ways to calm themselves with the support of a key person. | | * To begin to establish their sense of self and express preferences and decisions. | * To establish their sense of self and express preferences and decisions. | * To begin to notice and ask questions about differences such as types of hair, skin colour or special needs. | * To confidently manage their behaviour whilst at nursery. * Begin to tell their key person if/when they need the toilet. | | * To confidently manage their behaviour whilst at nursery. * Begin to tell their key person if/when they need the toilet. * To talk about their emotions in more elaborated ways. | |
| **Managing Self** | * To leave an adult at drop off time without getting upset. * To make choices about what they would like for snack. | | * To find ways of managing their transitions, using the support of an object or key person. * To make choices about what they would like for snack. | * To ask for help when needing support by going to their key person. * To make choices about what they would like for snack. | * To ask for help when needing support by talking to their key person. * To make choices about what they would like for snack. | * To develop perseverance when faced with a challenge. * To have a ‘can do’ attitude. * To make choices about what they would like for snack. | | * To develop perseverance when faced with a challenge. * To have a ‘can do’ attitude. * To make choices about what they would like for snack. | |
| **Building Relationships** | * To settle in the company of unfamiliar adults and children. * To come into nursery happily. | | * To begin to enjoy the company of other children and want to play with others | * To begin to develop friendships with other children. | * To begin to develop friendships with other children. | * To strengthen relationships with key person and other children. | | * To prepare for the transition to nursery by visiting the new setting. | |
| **Physical Development** | | | | | | | | | |
| **Gross Motor Skills** | * To walk run, jump and climb with support. | | * To walk run, jump and climb with support. * To start to use stairs with support. | * To walk run, jump and climb with increasing independence. * To start to use stairs with support. | * To walk run, jump and climb with increasing independence. * To start to use stairs with support. | * To start to use stairs independently. * To use ropes and swings independently. | | * To use stairs independently. * To walk run, jump and climb with increasing independence. * To use ropes and swings independently and with increasing confidence. | |
| **Fine Motor Skills** | * To pick up different equipment and experiment with it’s use e.g. pens, paintbrushes. * To begin to develop manipulation and control e.g. putting on coat. | | * To become more confident with using different equipment e.g. paintbrushes and pencils. * To begin to develop manipulation and control e.g. putting on coat. | * To explore different materials and tools, using these with increasing confidence. * To use small and large motor skills to do things independently, for example: manage zips and buttons and pour drinks. | * To begin to use a palmer grip when mark making. * To thread, build and use equipment to strengthen finger control and strength. | * To begin to use a palmer grip when mark making. * To thread, build and use equipment to strengthen finger control and strength. | | * Begin to make marks independently. * Choose resources to make marks. * To use a palmer grip when mark making. * To thread, build and use equipment to strengthen finger control and strength. | |
| **Specific Areas** | **Literacy** | | | | | | | | | |
| **Comprehension** | * To engage in extended conversations about stories, learning new vocabulary. | | * To engage in extended conversations about stories, learning new vocabulary. | * To engage in extended conversations about stories, learning new vocabulary. * To ask questions about stories. | * To engage in extended conversations about stories, learning new vocabulary. * To ask questions about stories. | * To engage in extended conversations about stories, learning new vocabulary. * To ask questions about stories. | | * To engage in extended conversations about stories, learning new vocabulary. * To ask questions about stories. | |
| **Word Reading** | * To begin to enjoy songs and rhymes, tuning in and paying attention. * To begin to join in with songs and rhymes. | | * To begin to enjoy songs and rhymes, tuning in and paying attention. * To begin to join in with songs and rhymes. * To enjoy sharing books with adults. * To begin to pay attention and respond to the pictures or words in a story. | * To have favourite books and seek them out to share with an adult or child. * To repeat words and phrases from familiar stories. | * To have favourite books and seek them out to share with an adult or child. * To repeat words and phrases from familiar stories. * To develop play around favourite stories using props. | * To have favourite books and seek them out to share with an adult or child. * To repeat words and phrases from familiar stories. * To develop play around favourite stories using props. | | * To have favourite books and seek them out to share with an adult or child. * To repeat words and phrases from familiar stories. * To develop increasing complex play around favourite stories using props. | |
| **Writing** | * To mark make with some support and encouragement. | | * To mark make with some support and encouragement. | * To mark make with increasing independence choosing resources you wish to use. | * To mark make with increasing independence choosing resources you wish to use. | * To mark make with increasing independence choosing resources you wish to use. * To notice some print, such as the first letter of their name. | | * To mark make with increasing independence choosing resources you wish to use. * To notice some print, such as the first letter of their name. | |
| **Mathematics** | | | | | | | | | |
| **Number** | * To count objects in our nursery e.g. how many children are on the carpet. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. | | * To count objects related to our topic – police cars, ambulances etc. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. | * To count objects related to our topic – animals, dinosurs, pets etc. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. | * To count objects related to our topic – animals, dinosurs, pets etc. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. * To sing number songs and use fingers to count with. | * To count objects related to our topic – animals, dinosurs, pets etc. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. * To sing number songs and use fingers to count with. | | * To count objects related to our topic – animals, dinosurs, pets etc. * To count objects 1-3, 1-5, 1-10 and beyond. * To use my finger to point to each objects developing 1:1 correspondence. * To sing number songs and use fingers to count with. * To sequence stories using numbers. | |
| **Numerical Pattern** | * To look at quantities when baking. * To sing number songs and use fingers to count with. * To complete inset puzzles, to look at shapes and sizes of pieces. * To talk about shapes and patterns in the environment. | | * To count aloud recognizing the number pattern. * To sing number songs and use fingers to count with. * To provide stacking objects for children to explore. * To talk about shapes and patterns in the environment. | * To count aloud recognizing the number pattern. * To sing number songs and use fingers to count with. * To provide stacking objects for children to explore. * To talk about shapes and patterns in the environment. * To complete matching activities to develop ability to see similarities and differences. | * To count aloud recognizing the number pattern. * To sing number songs and use fingers to count with. * To provide stacking objects for children to explore. * To talk about shapes and patterns in the environment. * To complete matching activities to develop ability to see similarities and differences. | * To count aloud recognizing the number pattern. * To sing number songs and use fingers to count with. * To provide stacking objects for children to explore. * To talk about shapes and patterns in the environment. * To complete matching activities to develop ability to see similarities and differences. * To use sequencing cards to order numbers 1-3, 1-5, 1-10. * To enjoy water play using objects to compare capacity. * To use vocabulary: heavy, light, bigger, smaller. | | * To count aloud recognizing the number pattern. * To sing number songs and use fingers to count with. * To provide stacking objects for children to explore. * To talk about shapes and patterns in the environment. * To complete matching activities to develop ability to see similarities and differences. * To use sequencing cards to order numbers 1-3, 1-5, 1-10. * To enjoy water play using objects to compare capacity. * To use vocabulary: heavy, light, bigger, smaller. | |
| **Whilst there are no Early Learning Goals for Shape, Space and Measure, our pupils will learn about spatial reasoning, shape and measure in order to prepare them for the next stage of their education.**  This will be done by having a shape of the week, measuring objects using height, weight and capacity, finishing and creating patterns, make shape patterns and pictures etc. | | | | | | | | | |
| **Understanding the World** | | | | | | | | | |
| **Past and Present** | * To have an understanding of their own family. **(History link)** * To imitate everyday actions from their own experiences.   **(History link)** | | * To talk about past events such as birthdays, Christmas, holidays. **(History link)** | * To talk about past events such as birthdays, Christmas, holidays. **(History link)** | * To talk about past events such as birthdays, Christmas, holidays. **(History link)** | * To talk about past events such as birthdays, Christmas, holidays. **(History link)** | | * To talk about past events such as birthdays, Christmas, holidays. **(History link)** | |
| **People, Culture and Communities** | * To recognize the people that live in their home. * To be able to say the city name ‘Bradford’. **(Geography link)** | | * To recognise different occupations that people have who help us. **(PSHE link)** * To celebrate birthdays within nursery. * To know about the Hindu celebration of Diwali. **(RE link)** * To talk about the Christmas story and how it is celebrated. **(RE link)** | * To recognise different occupations that people have who look after animals. * To celebrate birthdays within nursery. * To know about the Lunar New Year celebration. **(RE link)** | * To celebrate birthdays within nursery. * To celebrate star moment rewards at circle time. | * To act out what their families’ do at home e.g. cooking, ironing, washing and shopping. * To know that Muslim’s celebrate Eid. **(RE link)** | | * To act out what their families’ do at home e.g. cooking, ironing, washing and shopping. | |
| **The Natural World** | * To be interested in the natural world around them. **(Geography link)** * To be aware of the daily weather. **(Geography link)** * To recognise the signs of Autumn. **(Science link)** * To talk about places in the local area they have been to, for example: park, shop, school. **(Geography link)** | | * To talk about what they see and what they feel like e.g. conkers, leaves, sticks, stones, pine cones. **(Science link)** * To be aware of the daily weather. **(Science link)** * To recognise the signs of Winter. **(Science link)** | * To talk about what they see and what they feel like e.g. conkers, leaves, sticks, stones, pine cones. **(Science link)** * To be aware of the daily weather. **(Science link)** * To recognise the signs of Spring. **(Science link)** * To explore and respond to changes in their environment, for example: asking for their wellies if it is raining, splashing in puddles or noticing new flowers growing in spring. **(Science link)** | * To talk about what they see and what they feel like e.g. conkers, leaves, sticks, stones, pine cones. **(Science link)** * To be aware of the daily weather. **(Science link)** * To explore materials in the mud kitchen area outside using jugs, bowls, cups, spoons, magnified glasses. **(Science link)** | * To talk about what they see and what they feel like e.g. conkers, leaves, sticks, stones, pine cones. **(Science link)** * To be aware of the daily weather. **(Science link)** * To explore materials in the mud kitchen area outside using jugs, bowls, cups, spoons, magnified glasses. **(Science link)** | | * To go on a mini beast hunt. Talk about where the minibeasts live, what do they eat? What do they look like? How many legs do they have? **(Science link)** * Explore the worm and snail garden every day in nursery- talk about what is happening in the tank. **(Science link)** * To use magnifying glasses to investigate. **(Science link)** * To plant seeds and talk about how they will grow. **(Science link)** | |
| **Expressive Arts and Design** | | | | | | | | | |
| **Creating with Materials** | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | | * To begin to make marks and attribute meaning to these when prompted. **(Art & Design link)** * To explore paint using a variety of tools such as brushes, vehicles and their fingers. **(Art & Design link)** * To use imagination to consider what they can do with different materials, and use these ideas to make simple models which express their ideas. **(D&T link)** * To use their senses to explore different materials such as clay, soft wood or fabric. **(D&T link)** | |
| **Being Imaginative and Expressive** | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | | * To move and dance to music. **(Music link)** * To anticipate phrases and actions in rhymes and songs and join in with these. **(Music link)** * To join in with known songs and rhymes and take part in action songs. **(Music link)** * To develop pretend play by pretending that one object represents another. | |
| **Great Oak Nursery (3-4 years)** | | | | | | | | | | |
| **Areas of Learning** | | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | |
| **Prime Areas** | **Communication and Language** | | | | | | | | | |
| **Listening, Attention and Understanding** | * To listen to a simple story with the help of pictures. * To focus for a while although can be easily distracted. * To be able to follow simple instructions. **(Computing link)** | | * To concentrate intently on an activity of their own choosing for a short period. * To engage in pretend play. * To understand and act on longer sentences. * To be able to follow simple instructions. **(Computing link)** | * To understand simple questions: who, what, where but generally not why. * To understand simple sentences. * To listen to a simple story with the help of pictures. * To be able to follow simple instructions. **(Computing link)** | * To understand and act on longer sentences. * To respond to instructions with more elements, e.g., “Pick up the blocks and put them in the box.” * To be able to follow simple instructions. **(Computing link)** | * To listen to others 1-2-1 or small groups when the conversation interests them. * To be able to follow simple instructions. **(Computing link)** | | * To know lots of stories. * To retell a longer story. * To enjoy longer stories and can remember much of what happens. * To respond to instructions with more elements, e.g., “Pick up the blocks and put them in the box.” * To be able to follow simple instructions. **(Computing link)** | |
| **Speaking** | * To try speaking to an adult although may become frustrated when they cannot make themselves understood. * To talk but may just flit from topic to topic. | | * To start to say how they feel using simple words and actions/gestures. * To begin to sing a large repertoire of songs and rhymes. | * To use a wider range of words. * To sing a lot of songs. * To start a conversation. | * To try and use the correct tense although may muddle them up, e.g. “I bringed a bag.” | * To use a wider range of words. * To sing a large repertoire of songs. * To use the ‘why’ question. | | * To use longer sentences of 4-6 words. * To express their point of view. * To start a conversation. * To use words to problem-solve and organise their thoughts. * To join in with repeated refrains in rhymes and stories. | |
| **Personal, Social and Emotional Development** | | | | | | | | | |
| **Self-Regulation** | * To find ways to calm themselves and/or be calmed by a familiar adult. * To express a range of emotions. **(PSHE link)** * To begin to have a sense of who they are. **(PSHE link)** | | * To begin to self-regulate during transition times but may struggle. * To settle to some activities for a while. | * To begin to explore a range of emotions. **(PSHE link)** * To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. **(PSHE link)** * To talk about how they feel. **(PSHE link)** * To know who can help me and keep me safe. **(PSHE link)** * To know what is safe to go into my body. **(PSHE link)** | * To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. **(PSHE link)** * To begin to understand how others are feeling. **(PSHE link)** | * To sort out minor conflicts and begin to accept that not everyone can be chosen. **(PSHE link)** * To begin to solve conflicts. **(PSHE link)** * To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. **(PSHE link)** | | * To develop appropriate ways of being assertive. * To not always need an adult to remind me of a rule. * To develop my sense of responsibility and being part of a community. **(PSHE link)** | |
| **Managing Self** | * To play with increasing confidence. * To grow in independence. | | * To have high levels of wellbeing and involvement. **(PSHE link)** * To use the toilet with support and increasing independence. | * To self-select activities and seek help if necessary. * To have high levels of wellbeing and involvement. | * To show more confidence in new social situations. * To make healthy choices about food, drink, activity and toothbrushing. | * Selects and uses activities and resources, with help when needed. | | * Becomes more outgoing with unfamiliar people, in the safe context of their setting. | |
| **Building Relationships** | * To begin to develop friendships with others. **(PSHE link)** * To enjoy playing alone, alongside and with others. **(PSHE link)** | | * To engage through gesture and gaze. * To notice and ask about difference, e.g., skin colour. **(PSHE link)** | * To seek out companionship with adults and other children. * To enjoy playing alone, alongside and with others. * To invite others to play and attempt to join in others’ play. | * To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. **(PSHE link)** * To be more confident in social situations. | * To become more confident and outgoing with unfamiliars and changes in routine. * To play with one other or more children, extending and elaborating ideas. | | * To become more confident and outgoing with unfamiliars and changes in routine. * To play with one other or more children, extending and elaborating ideas. | |
| **Physical Development** | | | | | | | | | |
| **Gross Motor Skills**  **(PE link)** | * To run, jump, climb and begin to use stairs independently. * To sit on push-along toys, scooters and trikes. | | * To independently use a range of appropriate resources (crawl in tunnels, use Lego etc). * To develop their manipulation and control, exploring different tools and materials. | * To be increasingly independent, e.g. dressing and undressing. * To know that their playing is developing their body. * To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. * To begin to throw and release objects overarm. * To participate in finger and action rhymes. * To walk a greater distance. | * To use large movements, e.g. with ribbons. * To self-select things that they want to use. * To work with others, e.g., to move a big box. * To create lines and circles, pivoting from the shoulder and elbow. * To develop their shoulder, elbow and wrist pivot. | * To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities. * To develop their hand/eye coordination. * To develop their movements to balance, ride and use balls. * To climb using alternate feet, including climbing stairs. | | * To balance on one leg, momentarily. * To hop, skip and climb. * To begin to work in a team or group. * To increasingly remember a sequence of movements related to rhythm and rhyme. * To understand how to use equipment safely. * To grasp and release with two hands to throw and catch a large ball. * To comfortably hold a pencil, pen or paintbrush. | |
| **Fine Motor Skills** | * To develop their manipulation and control, exploring different tools and materials. * To maybe pick up objects with a Palmer Grip. | | * To sit comfortably and hold scissors in their preferred hand. * To open and close the scissors smoothly with no paper to cut. | * To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. **(Computing link)** * To point with their first finger, sharing their attention with an adult. * To participate in finger and action rhymes. * To self-select things that they want to use. | * To use one-handed tools and equipment - snipping with scissors with support. * To show the `thumb up’ of holding scissors. * To make one simple snip on a piece of paper, initially with support and then independently. * To experiment with mark making and emergent writing. | * To understand how to use equipment safely. * To use one-handed tools and equipment - snipping with scissors independently. * To hold mark making tools with thumb and all fingers. * To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting. | | * To cut a straight and curved line. * To cut a circle, square and complex shape. * To have a dominant hand. * To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation. | |
| **Specific Areas** | **Literacy** | | | | | | | | | |
| **Comprehension** | * To enjoy sharing books with adults. * To touch and handle books and digital devices. | | * To touch and handle books and digital devices. * To ask questions about simple stories. * To notice pictures and symbols and begin to recognise what they stand for. | * To handle a book carefully. * To begin to engage with print around them - digital and media texts. * To talk about stories. | * To have favourite stories they love to share. * To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. | * To be increasingly familiar with a storyline and increasingly predict when they work with memorable texts. * To become an oral storyteller and re-enact a text. These skills help them to develop a growing awareness of what is involved for being able to read themselves. | | * To use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. * To use picture cues and their understanding of the patterns of language remembered from hearing a book read aloud. | |
| **Word Reading** | **Environmental Sounds**   * Listen to and identify environmental sounds * Use the voice to sing at different volumes Guess and make animal noises   **Instrumental Sounds**   * Listen to and identify instrumental sounds. * Remember and repeat rhythms. * Copy loud and quiet sounds.   **Body Percussion**   * Perform songs with actions. * Identify body sounds. * Use the voice to make sounds. * Move the body in response to an instrument.   **Rhythm, rhyme & alliteration**   * Join in with story phrases and perform actions. * Move in time to a beat. * Continue a rhyming string. * Recognise some initial sounds, e.g. box /b/ * Identify people or objects beginning with a given sound**.** | | **Environmental Sounds**   * Listen to and identify environmental sounds * Use the voice to sing at different volumes Guess and make animal noises   **Instrumental Sounds**   * Listen to and identify instrumental sounds. * Remember and repeat rhythms. * Copy loud and quiet sounds.   **Body Percussion**   * Perform songs with actions. * Identify body sounds. * Use the voice to make sounds. * Move the body in response to an instrument.   **Rhythm, rhyme & alliteration**   * Join in with story phrases and perform actions. * Move in time to a beat. * Continue a rhyming string. * Recognise some initial sounds, e.g. box /b/ * Identify people or objects beginning with a given sound**.** | **Environmental Sounds**   * Listen to and identify environmental sounds * Use the voice to sing at different volumes Guess and make animal noises   **Instrumental Sounds**   * Listen to and identify instrumental sounds. * Remember and repeat rhythms. * Copy loud and quiet sounds.   **Body Percussion**   * Perform songs with actions. * Identify body sounds. * Use the voice to make sounds. * Move the body in response to an instrument.   **Rhythm, rhyme & alliteration**   * Join in with story phrases and perform actions. * Move in time to a beat. * Continue a rhyming string. * Recognise some initial sounds, e.g. box /b/ * Identify people or objects beginning with a given sound**.** | **Environmental Sounds**   * Listen to and identify environmental sounds * Use the voice to sing at different volumes Guess and make animal noises   **Instrumental Sounds**   * Listen to and identify instrumental sounds. * Remember and repeat rhythms. * Copy loud and quiet sounds.   **Body Percussion**   * Perform songs with actions. * Identify body sounds. * Use the voice to make sounds. * Move the body in response to an instrument.   **Rhythm, rhyme & alliteration**   * Join in with story phrases and perform actions. * Move in time to a beat. * Continue a rhyming string. * Recognise some initial sounds, e.g. box /b/ * Identify people or objects beginning with a given sound**.** | **Voice Sounds**   * Make sounds with the voice and practise robot talk,   e.g. c-a-t   * Describe voice sounds, e.g. loud, quiet, high, low * Use the voice to add sounds to a story   **Oral segmenting & blending**   * Understand ‘sound talk’ words that are segmented, e.g. c-oa-t * Sound out and clap CVC words * Count phonemes in a word, e.g. b-i-g (1, 2, 3) Identify objects with 3 phonemes, e.g. f-i-sh | | **Voice Sounds**   * Make sounds with the voice and practise robot talk,   e.g. c-a-t   * Describe voice sounds, e.g. loud, quiet, high, low * Use the voice to add sounds to a story   **Oral segmenting & blending**   * Understand ‘sound talk’ words that are segmented, e.g. c-oa-t * Sound out and clap CVC words * Count phonemes in a word, e.g. b-i-g (1, 2, 3) Identify objects with 3 phonemes, e.g. f-i-sh | |
| **Writing** | * To enjoy free drawing. * To make marks to be their name. * To enjoy the sensory experience of making marks. * To copy movements. | | * To distinguish between the marks that they make. * To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. | * To add meaning to marks they make. * To make marks to be their name. * To imitate adults’ writing by making continuous lines circles or shapes. | * To identify the initial letter of their name. * To begin to make letter type shapes to represent the initial sound of their name. | * To write some of or their entire name. * To begin to write some letters accurately. | | * To show an interest in words and illustrations in the environment. | |
| **Mathematics** | | | | | | | | | |
| **Number** | * To sing number songs and rhymes. * To match amounts to patterns on a dice. * To measure using height. * To subitise. * To count sets of objects to 5. * To recnogise numbers 1 -5. * To count in everyday contexts. * To notice numbers around them, both inside and outside. | | * To recgonise the numbers 1 -5. * To link numerals to amounts. * To know that 2 and 2 makes 4. * To subitise. * To count sets of objects to 5. * To count in everyday contexts. * To notice numbers around them, both inside and outside. | * To develop fast recognition of up to 3 objects. * To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * To count sets of objects to 5. * To count in everyday contexts. * To notice numbers around them, both inside and outside. | * To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * To develop fast recognition of up to 3 objects. * To count sets of objects to 5. * To count in everyday contexts. | * To link numerals and amounts. * To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * To compare groups of up to 5 objects. * To show finger numbers to 5. | | * To link numerals and amounts, e.g., show 4 fingers. * To experiment with their own marks for numbers. * To subitise to 3 with no need to count them. * To begin to know that a bigger number can be created out of smaller numbers. * To begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. * To separate a group of objects in different ways and know that the total is still the same. * To understand the `order relevance’ principle that the order they count the objects in is irrelevant; there will still be the same number. | |
| **Numerical Pattern** | * To order objects by size. * To use positional language. * To sing number songs and rhymes. * To count in time with an adult. * To note patterns. | | * To order objects by size. * To use positional language. * To sing number songs and rhymes. * To count in time with an adult. * To note patterns. * To talk about and explore 2D and 3D shapes. | * To order objects by size. * To use positional language. * To sing number songs and rhymes. * To count in time with an adult. * To note patterns. * To talk about and explore 2D and 3D shapes. * To describe a familiar route. * To make comparisons between objects relating to size, length, weight and capacity. | * To begin to predict what might happen in a predictable situation. * To talk about patterns around them. * To join in with simple patterns in rhymes, games, dances, stories and predict what may come next. * To talk about and explore 2D and 3D shapes. * To make comparisons between objects relating to size, length, weight and capacity. * To extend and create ABAB patterns – stick, leaf, stick, leaf. * To notice and correct an error in a repeating pattern. | * To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | | * To extend a simple ABABAB pattern. * To notice and correct an error in a simple pattern. * To explore repeating patterns in everyday objects. | |
| **Whilst there are no Early Learning Goals for Shape, Space and Measure, our pupils will learn about spatial reasoning, shape and measure in order to prepare them for the next stage of their education.**  This will be done by having a shape of the week, measuring objects using height, weight and capacity, finishing and creating patterns, make shape patterns and pictures etc. | | | | | | | | | |
| **Understanding the World** | | | | | | | | | |
| **Past and Present** | * To identify people who are special to me. **(PSHE link)** * To enjoy playing with small world, building on their first-hand experiences. | | * To begin to make sense of their own life story. **(History link)** * To enjoy playing with small world, building on their first-hand experiences. | * To begin to make sense of their own life story. **(History link)** * To enjoy playing with small world, building on their first-hand experiences. | * To know the names of our King and Queen. **(History link)** | * To enjoy playing with small world, building on their first-hand experiences. * To know there are different countries in the world and talk about the differences they have experienced or seen in photos. | | * To enjoy playing with small world, building on their first-hand experiences. * To know there are different countries in the world and talk about the differences they have experienced or seen in photos. **(Geography link)** | |
| **People, Culture and Communities** | * To identify people who are special to me. **(PSHE link)** * To make connections between the features of their family and other families. **(PSHE link)** * To enjoy looking at photographs of themselves and other familiar people. **(History link)** * To begin to make their own friends. **(PSHE link)** * To name the people in their house. **(PSHE link)** * To know the name of our city. **(Geography link)** | | * To identify my friends. **(PSHE link)** * To notice differences between people. **(PSHE link)** * To know how people help us in our local area. **(PSHE link)** * To be interested in different occupations. **(PSHE link)** * To imitate everyday actions and events from their own family and cultural background, in pretend play. * To know about the Hindu celebration of Diwali. **(RE link)** * To talk about the Christmas story and how it is celebrated. **(RE link)** | * To know who can help me and keep me safe. **(PSHE link)** * To know what is safe to go into my body. **(PSHE link)** * To imitate everyday actions and events from their own family and cultural background, in pretend play. **(PSHE link)** * To talk about the Lunar New Year and why it is celebrated. **(RE link)** | * To understand the role of a King and Queen. * To imitate everyday actions and events from their own family and cultural background, in pretend play. * To know that Christian’s celebrate Easter. **(RE link)** * To know that Hindu’s celebrate Holi. **(RE link)** | * To continue to develop a positive attitude about the differences between people. **(PSHE link)** * To know there are different countries in the world and talk about the differences they have experienced or seen in photos. **(Geography link)** * To comment and ask questions about their world such as the place where they live. * To visit Swithen’s Farm. * To know that Muslim’s celebrate Eid. **(RE link)** | | * To continue to develop a positive attitude about the differences between people. **(PSHE link)** * To know there are different countries in the world and talk about the differences they have experienced or seen in photos. **(Geography link)** * To comment and ask questions about their world such as the place where they live. **(Geography link)** | |
| **The Natural World** | * To explore and respond to their environment, natural phenomena and natural materials. **(Science link)** * To use their senses. **(Science link)** * To explore materials. **(Science link)** * To talk about what they see using a wide vocabulary. * To recognise the signs of Autumn. **(Science link)** * To care for a living creature with kindness and respect. **(PSHE link)** | | * To explore and respond to their environment, natural phenomena and natural materials. **(Science link)** * To use their senses. * To explore materials. **(Science link)** * To talk about what they see using a wide vocabulary. * To recognise the signs of Winter. **(Science link)** * To observe changes over time. **(Science link)** * To care for a living creature with kindness and respect. **(PSHE link)** | * To explore the natural surroundings. **(Science link)** * To explore collections of different materials with similar and different properties. **(Science link)** * To care for a living creature with kindness and respect. **(PSHE link)** | * To plant seeds and care for growing plants. **(Science link)** * To understand the key features of a lifecycle of plant. **(Science link)** * To care for a living creature with kindness and respect. **(PSHE link)** | * To explore how things work. **(Science link)** * To plant seeds and care for growing plants. **(Science link)** * To care for a living creature with kindness and respect. **(Science link)** * To talk about materials and changes they notice. **(Science link)** * To begin to understand the need to respect and care for the world. **(Science link)** * To explore and talk and about different forces they can feel. **(Science link)** | | * To understand the key features of a lifecycle of butterfly. **(Science link)** | |
| **Expressive Arts and Design** | | | | | | | | | |
| **Creating with Materials** | * To start to make marks intentionally. **(Art & Design link)** * To maybe give meaning to the marks they make. **(Art & Design link)** * To explore colours. **(Art & Design link)** * To create using small world and construction. **(D&T link)** * To show a range of emotions in their drawings. **(Art & Design link)** | | * To start to make marks intentionally. **(Art & Design link)**To maybe give meaning to the marks they make. **(Art & Design link)** * To explore colours. **(Art & Design link)** * To create using small world and construction. **(D&T link)** * To show a range of emotions in their drawings. **(Art & Design link)** | * To use their senses to explore different materials. **(Art & Design link)** * To make simple models and talk about them. **(D&T link)** * To explore colours. **(Art & Design link)** * To create using small world and construction. **(D&T link)** * To join materials and explore textures. **(D&T link)** * To show a range of emotions in their drawings. **(Art & Design link)** * To explore colours and colour mixing. **(Art & Design link)** * To respond to their senses. | * To use their senses to explore different materials. **(Art & Design link)** * To make simple models and talk about them. **(D&T link)** * To explore colours. **(Art & Design link)** * To create using small world and construction. **(D&T link)** * To join materials and explore textures. **(D&T link)** * To show a range of emotions in their drawings. **(Art & Design link)** * To explore colours and colour mixing. **(Art & Design link)** * To respond to their senses. | * To begin to develop stories using small world and equipment. * To explore using 2D and 3D structures. **(D&T link)** * To freely explore different materials and think about how they may use them. **(D&T link)** * To develop their own ideas. **(D&T link)** * To create closed shapes with continuous lines. **(Art & Design link)**To draw with increasing complexity and detail. **(Art & Design link)** * To use their drawings to represent ideas like movements and loud noises. **(Art & Design link)** * To respond to their senses. | | * To begin to develop stories using small world and equipment. * To explore using 2D and 3D structures. **(D&T link)** * To freely explore different materials and think about how they may use them. **(D&T link)** * To develop their own ideas. **(D&T link)** * To create closed shapes with continuous lines. **(Art & Design link)** * To draw with increasing complexity and detail. **(Art & Design link)** * To use their drawings to represent ideas like movements and loud noises. **(Art & Design link)** * To respond to their senses. | |
| **Being Imaginative and Expressive** | * To respond emotionally and physically to music. **(Music link)** * To move and dance to music. **(PE link)** * To explore their voice. **(Music link)** * To enjoy songs and rhymes. **(Music link)** * To explore different sound makers. **(Music link)** * To create sound effects and movements, e.g., the sound of a car. **(Music link)** | | * To use words to describe sounds and music. **(Music link)** * To enjoy taking part in action songs. **(Music link)** * To move and dance to music. **(PE link)** | * To make rhythmical and repetitive sounds. **(Music link)** * To enjoy taking part in action songs. **(Music link)** * To move, sing and listen whilst playing instruments. **(Music link)** * To listen with increased attention to sounds. **(Music link)** * To enjoy songs and rhymes. **(Music link)** * To explore different sound makers. **(Music link)** * To move and dance to music. **(PE link)** | * To make rhythmical and repetitive sounds. **(Music link)** * To enjoy taking part in action songs. **(Music link)** * To move, sing and listen whilst playing instruments. **(Music link)** * To listen with increased attention to sounds. **(Music link)** * To enjoy songs and rhymes. **(Music link)** * To explore different sound makers. **(Music link)** * To move and dance to music. **(Music link)** | * To maybe create their own songs. **(Music link)** * To sing loudly. **(Music link)** * To ‘pitch match’. **(Music link)** * To move and dance to music. **(PE link)** | | * To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. **(Music link)** * To create sounds, movements and drawings to accompany stories. **(Music link)** * To move and dance to music. **(PE link)** | |
| **Reception** | | | | | | | | | | |
| **Areas of Learning** | | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | |
| **Prime Areas** | **Communication and Language** | | | | | | | | | |
| **Listening, Attention and Understanding** | * To understand how to listen carefully. * To understand why listening is important. * To be able to follow directions. **(Computing link)** * To make connections using their prior knowledge. * To begin to learn songs, poems and rhymes. | | * 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. **(Computing link)** | * To ask questions to find out more and to clarify meaning. * To begin to understand humour. * To understand a range of complex sentence structures. | * 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. | * To understand questions such as who, what, where, when, why and how. | | * To have conversations with adults and peers with back and forth exchanges. * To have a repertoire of songs, rhymes and poems. | |
| **Speaking** | * To be a confident to talk. * To talk to other children and staff. * To learn new vocabulary. * To talk in front of a small group. | | * To ask questions to find out more and check I understand what has been said to me. * To answer questions in front of the whole class. * To use new vocabulary. | * To develop the confidence to talk to other adults they see on a daily basis. * To express my ideas and feelings using full sentences. | * To answer questions in front of whole class. * To use new vocabulary in different contexts. * To engage with non-fiction texts. * To develop social phrases. | * To use talk to organise, sequence and clarify thinking, ideas, feelings and events. * To use talk to negotiate and problem solve. | | * To talk about why things happen. * To talk in sentences using a range of tenses. | |
| **Personal, Social and Emotional Development** | | | | | | | | | |
| **Self-Regulation** | * To begin recognize different emotions. **(PSHE link)** * To talk about their own emotions and begin to be able to say how they are feeling. **(PSHE link)** * To focus during short class/group activities. **(PSHE link)** * To follow one step instructions. * To know about what makes me special. **(PSHE link)** | | * To talk about how they are feeling. **(PSHE link)** * To begin to consider the feelings of others. **(PSHE link)** * To understand the meaning of peace. **(PSHE link)** | * 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. | * To identify and moderate their own feelings, socially and emotionally. **(PSHE link)** * To consider the feelings and needs of others. **(PSHE link)** * To understand how people show emotions. **(PSHE link)** | * To control their emotions using a range of techniques. **(PSHE link)** * To set a target and reflect on progress throughout. **(PSHE link)** * To be able to talk about things they do well and what they want to do better. **(PSHE link)** | | * To maintain focus during extended whole class teaching. * To follow instructions of three steps or more. * To understand how our bodies change as get older. **(Science link)** * To understand our own bodies. **(Science link)** | |
| **Managing Self** | * To wash hands independently * To put their coat on independently * To hang their own coat on their peg. * To explore different areas within the 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. **(PSHE link)** * To have confidence to try new activities. * To understand what makes you peaceful. **(PSHE link)** * To understand the importance of oral hygiene. **(PSHE link)** | * To begin to show resilience and perseverance in the face of challenge. * To practice doing up their fastenings, e.g. zip, buttons, Velcro etc. * To begin to use cutlery independently in the dining hall. * To know what is safe to go into my body. **(PSHE link)** * To know how to keep safe online. **(PSHE link)** * To identify people who keep me safe. **(PSHE link)** | * To develop independence when dressing and undressing for activities such as dressing up. * To know how to look after money. **(PSHE link)** * To know how to be helpful at home and at school. **(PSHE link)** | * To identify and name healthy foods. **(Science link)** * To manage own basic needs independently. * To begin to show resilience in the face of a challenge. * To understand how to keep a healthy mind. **(PSHE link)** * To understand the importance of a good night’s sleep. **(PSHE link)** | | * To understand the importance of healthy food choices. **(PSHE link)** * 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. **(PSHE link)** * To understand the lifecycle of a human. **(Science link)** | |
| **Building Relationships** | * To seek support of adults when needed. * To gain confidence to speak to peers and adults. * To build positive relationships with members of Reception staff. **(PSHE link)** * 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. **(PSHE link)** * To understand what makes a good friend. **(PSHE link)** * To understand the differences between friendly and unfriendly behaviours. **(PSHE link)** * To understand that we have similar and different families and homes. **(PSHE link)** | * To begin to work as a group with support. * To use taught strategies to support turn taking. * To have positive relationships with all staff. | * To listen to the ideas of other pupils and agree on a solution and compromise. **(PSHE link)** * To understand and accept freedom of choice and to be increasingly able to sort out own problems through talk. **(PSHE link)** * To know how to look after my special people. **(PSHE link)** * To know how to look after my friends. **(PSHE link)** | * 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. **(PSHE link)** | |
| **Physical Development** | | | | | | | | | |
| **Gross Motor Skills**  **(PE link)** | * To move freely and with pleasure and confidence in a range of skilful ways. * To run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles. * To develop core strength. * To stop safely. * To develop control when using equipment. * To follow a path and take turns. | | * To play in a group. * To begin to accept the needs of others and can take turns and share, sometimes with the support of others. * To keep play going by responding to what others are saying or doing. * To run skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles | * To travels with confidence and skill in a range of movements when using equipment. * To show understanding of the need for safety when tackling new challenges and considers and manages some risks. * To move freely and with pleasure and confidence in a range of skilful ways. * 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 steer large ball with foot. * To show understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. * To play in a group, extending and elaborating play ideas within the group. * To accept the needs of others and can take turns and share, sometimes with the support of others. * To show increasing control when throwing and catching a large ball. | * To show increased control when catching a ball. * To show increasing control over an object, pushing, pasting, throwing, catching, or kicking it. * To move freely and with pleasure and confidence in a range of skilful ways. * To roll and track a ball. * To dribble using hands. * To throw and catch with a partner. | | * To run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles. * To move freely and with pleasure and confidence in a range of skilful ways. * Throwing and Catching – balls, scarf, hoop. * To kick a ball to a target. * To bounce ball with a bat. * To develop accuracy when throwing to a target. * To develop accuracy when throwing and practise keeping score. | |
| **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 tweezer 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 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. | |
| **Specific Areas** | **Literacy** | | | | | | | | | |
| **Comprehension** | * To use pictures to tell stories. * To sequence familiar stories. * To independently look at books, holding them the correct way and turning pages. | | * 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. | * To act out stories. * To begin to anticipate key events in stories. * To suggest how a story might end. | * To retell a story. * To follow a story without pictures or props. * To talk about the characters in the books they are reading. | * To begin to answer questions about what they have read. * To use vocabulary that is influenced by their experiences of books. | | * To answer questions about what they have read. * To know that information can be retrieved from books. | |
| **Word Reading** | * To recognise their name.   /s/ as in sun  /a/ as in apple  /t/ as in tap  /i/ as in insect  /p/ as in pan  /n/ as in net  /m/ as in mouse  /d/ as in dog  /g/ as in goat  /o/ as in octopus  /k/ as in cat  /k/ as in kite   * Orally blend words.   **Common Exception Words:** I, the, go, to, no, into | | /k/ as in duck  /e/ as in elephant  /u/ as in umbrella  /r/ as in rabbit  /h/ as in hat  /b/ as in bat  /f/ as in frog and  cliff  /l/ as in ladder  /l/ as in shell  /s/ as in dress   * Double letters and two syllable words. * Blend simple words using known letter sounds.   **Common Exception Words:** I, the, go, to, no, into | /j/ as in jug  /v/ as in van  /w/ as in web  /k+s/ as in fox  /y/ as in yellow  /z/ as in zebra and fizzy  /z/ as in bugs  /k+w/ as in queen   * Consolidate j, v, w, x, y, z, zz, s, qu * Blend simple words using known letter sounds. * Segment simple words with support.   **Common Exception Words:** he, she, we, me, be, was, my, you, her, they, all, are | /ch/ as in chick  /sh/ as in sheep  /th/ as in thumb  and feather  /n+g/ as in ring  /ai/ as in train  /ee/ as in bee  /igh/ as in light  /oa/ as in boat  short /oo/ as in book  long /oo/ as in moon   * Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo * Read words with different structures, e.g. CCVC, CVCC, CCVCC.   **Common Exception Words:** he, she, we, me, be, was, my, you, her, they, all, are | /ar/ as in car  /or/ as in fork  /ur/ as in purse  /ou/ as in owl  /oi/ as in coin  /eer/ as in ear  /air/ as in chair  /y+oor/ as in manure  /uh/ as in hammer   * Consolidate ar, or, ur, ow, oi, ear, air, ure, er, ar, or, ur * Read words with adjacent consonants.   **Common Exception Words:** some, one, said, come, do, so, were, when, have, there, out, like, little, what | | /w/ as in wheel  /f/ as in dolphin  /ai/ as in crayon  and cake  /ai/ as in acorn  /ee/ as in scene  /ee/ as in shield  and peach   * Consolidate wh, ph, ay, a–e, a, e–e, ie, ea   **Common Exception Words:** some, one, said, come, do, so, were, when, have, there, out, like, little, what | |
| **Rocket Phonics Book Band** |  |  |  |  |  |  | |  |  |
| **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 begin to form letters correctly with support. | | * 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 | * To form lowercase letters correctly. * To begin to write sentences using fingers 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. | * 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. | * 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. | | * 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. | |
| **Mathematics** | | | | | | | | | |
| **Number** | * To recognize 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. | | * 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 | * 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 * 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 | * 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 | | * 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 | |
| **Numerical Pattern** | * To say which group has more * To say which group has less * To compare quantities to 3 * To count to 5 | | * To compare quantities to 5 * To compare equal and unequal groups * To count to 10 | * To count to 15 * To count objects to 10 * To compare quantities to 8 * To begin to understand the different between odd and even numbers up to 8 * To combine two groups of objects | * To count to 20 * 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 | * To count to 25 * 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 problems | | * To count to 30 and beginning to count higher (100). * 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 | |
| **Whilst there are no Early Learning Goals for Shape, Space and Measure, our pupils will learn about spatial reasoning, shape and measure in order to prepare them for the next stage of their education.**  This will be done by having a shape of the week, measuring objects using height, weight and capacity, finishing and creating patterns, make shape patterns and pictures etc | | | | | | | | | |
| **Understanding the World** | | | | | | | | | |
| **Past and Present** | * To know about my own life-story. **(History link)** * To know how I have changed. **(History link)** * To talk about the lives of the people around us. **(PSHE link)** * To talk about how they have changed since they were a baby. **(History link)** | | * To know about figures from the past. **(History link)** * To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. **(History link)** | * To know that dinosaurs are extinct and no longer live on our planet. **(History link)** * To name dinosaurs that lived on our planet millions of years ago. **(History link)** * To know about the past through settings, characters and events in books read in class.   **Mary Anning**  **(History link)** | To know about the first moon landing. **(History link)**   * To know about the past through settings, characters and events encountered in books read in class.   **Neil Armstrong**  **(History link)** | * To know about the past through settings, characters and events encountered in books read in class.   **David Attenborough**  **(History link)** | | To know about the past through settings, characters and events encountered in books read in class. **(History link)** | |
| **People, Culture and Communities** | * To know about family structures and talk about who is part of their family. **(PSHE link)** * To identify similarities and differences between themselves and their peers. **(PSHE link)** * To know that our school is in Bradford. **(Geography link)** * To know the features of our local area. **(Geography link)** * To know about how people help us in our local area. **(PSHE link)** * To understand the festival of harvest. **(Science link)** * To be able to draw information from a simple map. **(Geography link)** | | * To know about the Hindu celebration of Diwali. **(RE link)** * To talk about the Christmas story and how it is celebrated. **(RE link)** * To understand the word ‘peace’ and why it is important. **(PSHE link)** * To know that people around the world have different religions. **(RE link)** | * To talk about the Lunar New Year and why it is celebrated. **(RE link)** * To know that people around the world have different religions. **(RE link)** * To know which people keep me safe. **(PSHE link)** | * To know that Christians celebrate Easter. **(RE link)** * To know how to care for each other. **(PSHE link)** * To understand the importance of particular occupations. * To know that Hindu’s celebrate Holi. **(RE link)** | * To talk about special events in their own and other people’s lives. **(PSHE link)** * To know that Muslim’s celebrate Eid. **(RE link)** | | * To know that simple symbols are used to identify features on a map. **(Geography link)** * To visit Thornton Hall Farm, looking at how farmers look after the different animals. **(Science link)** * To understand the basic lifecycle of humans. **(Science link)** | |
| **The Natural World** | * To talk about the changes they observe in their environment. **(Science link)** * To recognize the signs of Autumn. **(Science link)** * To respect and care for the natural environment. **(Science link)** * To discuss daily weather. **(Science link)** | | * To recognize the signs of Winter. **(Science link)** * To discuss daily weather. **(Science link)** | * To know about the features of the world and Earth. **(Geography link)** * To talk about where different animals live. **(Geography link)** * To know how to care for our world. **(Geography link)** * To discuss daily weather. **(Science link)** | * To know how to care for our world. **(Geography link)** * To recognize the signs of Spring. **(Science link)** * To observe the growth of seeds and talk about changes. **(Science link)** * To discuss daily weather. **(Science link)** * To identify and name some of the planets in our solar system. **(Science link)** | * To know about features of the world and Earth. **(Geography link)** * To recognize that some environments are different to the one in which we live. **(Geography link)** * To know some important changes in the natural world including states of matter. **(Science link)** * To know that some things are man-made and some things are natural. **(Science link)** | | * To respect and care for the natural environment. **(Geography link)** * To recognize the signs of summer. **(Science link)** * To observe the growth of seeds and talk about changes. **(Science link)** * To harvest grown fruits and vegetables. **(Science link)** * To care for a living creature with kindness and respect. * To understand the lifecycle of common animals including chicks and butterflies. **(Science link)** | |
| **Expressive Arts and Design** | | | | | | | | | |
| **Creating with Materials** | * To name colours. **(Art & Design link)** * To experiment with colour mixing. **(Art & Design link)** * To create simple representations of people and objects. **(Art & Design link)** * To draw and colour with pencils and crayons. **(Art & Design link)** * To explore different techniques for joining materials. **(D&T link)** * To know how to work safely and hygienically. **(D&T link)** * To use some cooking techniques. **(D&T link)** * To use different construction materials. **(D&T link)**   **Artists:**  Matisse | | * To use colours for a particular purpose. **(Art & Design link)** * To share their creations. **(Art & Design link)** * To explore different joining techniques. **(D&T link)** * To know how to work safely and hygienically. **(D&T link)** * To use some cooking techniques. **(D&T link)**   **Artists:**  Mondrian | * To experiment with different mark making tools such as art pencils, pastels & chalk. **(Art & Design link)** * To explore different joining techniques. **(D&T link)** * To know how to work safely and hygienically. **(D&T link)** * To use some cooking techniques. **(D&T link)**   **Artists:**  Kandinsky | * To use natural objects to make a piece of art. **(Art & Design link)** * To share creations and talk about the process. **(D&T link)** * To explore different joining techniques. **(D&T link)** * To know how to work safely and hygienically. **(D&T link)** * To use some cooking techniques. **(D&T link)**   **Artists:**  Andy Goldsworthy | * To know which primary colours you mix together to make secondary colours**(Art & Design link)** * To plan what you are going to make. **(D&T link)** * To draw more detailed pictures of people and objects. **(Art & Design link)** * To manipulate materials. **(D&T link)** * To create observational drawings**(Art & Design link)** * To know how to work safely and hygienically. **(D&T link)** * To use some cooking techniques. **(D&T link)**   **Artists:**  Seurat | | * To know some similarities and differences between materials. **(D&T link)** * To learn about and compare artists. **(Art & Design link)** * To explore, use and refine a variety of artistic effects to express their ideas and feelings. **(Art & Design link)** * To share creations, talk about processes and evaluate their work. **(Art & Design link)** * To adapt work where necessary. **(D&T link)** * To use some cooking techniques. **(D&T link)**   **Artists:**  Giuseppe Arcimboldo | |
| **Being Imaginative and Expressive** | * To sing and perform nursery rhymes. **(Music link)** * To experiment with different instruments and their sounds. **(Music link)** * To talk about whether the like or dislike a piece of music. **(Music link)** * To create musical patterns using body percussion. **(Music link)** * To use costumes and resources to act out narratives. * To move in time to music. **(PE link)** * To learn dance routines. **(PE link)** | | * To perform in the Christmas nativity. **(Music link)** * To identify the pulse in a piece of music. **(Music link)** * To listen and appraise different genres of music. **(Music link)** * To begin to build a repertoire of songs. **(Music link)** * To sing entire songs and nursery rhymes. **(Music link)** * To use costumes to act out narratives. * To move in time to music. **(PE link)** * To learn dance routines. **(PE link)** | * To use a musical instrument in time with a piece of music. **(Music link)** * To begin to create resources for role play. * To begin to create own pieces of music. * To excavate fossils using tools. **(Science link)** * To move in time to music. **(PE link)** * To learn dance routines. **(PE link)** | * To associate genres of music with characters and stories. **(Music link)** * To create resources for role play. * To move in time to music. **(PE link)** * To learn dance routines. **(PE link)** | * To act out well know stories. * To follow a musical pattern to play tuned instruments. **(Music link)** * To create narratives based around stories. * To join in with whole school singing assemblies. **(Music link)** * To move in time to music. **(PE link)** * To learn dance routines. **(PE link)** | | * To perform in their first class assembly. * To create own compositions using tuned instruments. **(Music link)** * To invent their own narratives. * To join in with whole school Assemblies for transition. | |