














EYFS Progression Document

Science Progression

Year A	Term 1	Term 2	Term 3
Unit	 Seasonal Changes – Why do the leaves change colour?	 Animals Including Humans – Who would you meet at the zoo?	 Materials – Where should I keep my chocolate?
Story link	We Are Going on a Leaf Hunt	The Zoo is Not For You	Chocolate – Michael Rosen
EYFS Framework	<ul style="list-style-type: none"> • ELG UtW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • ELG UtW:: 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. 	<ul style="list-style-type: none"> • ELG UtW: 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. • ELG UtW: Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> • ELG UtW: : Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Term 4	Term 5	Term 6
Unit	 Plants – How does your garden grow?	 Living Things and Their Habitats – Whose habitat is that?	 Animals Including Humans – What food makes us strong?
Story link	Nursery Rhyme	Whose habitat is that	Oliver's Fruit Salad
EYFS Framework	<ul style="list-style-type: none"> • ELG UtW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • ELG UtW: Know some similarities and differences between the natural world around them and contrasting 	<ul style="list-style-type: none"> • ELG UtW:: 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. 	<ul style="list-style-type: none"> • Children in reception PD : Know and talk about different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> – Regular physical activity – Healthy eating – Toothbrushing – Sensible amounts of 'screen time'

	<p>environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> •ELG UtW: Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> •ELG UtW:: Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> - Having a good sleep routine - Being a safe pedestrian
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Working Scientifically concepts




Asking questions 	Making predictions 	Setting up tests 	Observing and measuring 	Recording data 	Interpreting and communicating results 	Evaluating 
<p>Ask questions to clarify understanding and aspects of their familiar world e.g. place they live or the natural world. Question why things happen.</p>	<p>Show curiosity about objects, events and people.</p>	<p>Find ways to solve problems/find new ways to do things. Take risks through trial and error. Choose the resources they need for a chosen activity from their environment.</p>	<p>Explore the natural world making observations (e.g seasons) including similarities and differences Observe and describe what they see using everyday language. Take measurements initially by comparisons then begin to use non-standard units. Make links and notice patterns in their experiences. Explore different equipment and find out what its uses are.</p>	<p>Draw pictures of objects in their own environment. Take photos of things of interest to them. Start to mark-make to record results. Sort in more than 2 groups using familiar categories. Create a class chart using pictures and objects.</p>	<p>Offer explanations for why things happen- making use of recently introduced scientific vocabulary. Develop vocabulary which meets the breadth of their experiences Develop own narrative and explanations by connecting ideas or events.</p>	<p>Talk about what they have found and say what worked well. Describe how things work in simple terms and make basic alterations and suggest things that did not work Come up with alternative ways of doing things through exploration. Say or indicate by smiley faces/scale if they have achieved the learning objective.</p>

Geography Progression

Geography EYFS		
Locational knowledge	Place knowledge	Human and Physical geography
<p>In Reception: UTW: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Early Learning Goal: UTW: People, Communities and Cultures Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Three- and Four-Year-olds: UTW: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>In Reception: UTW: Recognise some environments that are different to the one in which they live.</p> <p>Early Learning Goal: UTW – The Natural World: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Three- and Four-Year-olds: UTW: Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>In Reception: UTW: Explore the natural world around them.</p> <p>Early Learning Goal: UTW – The Natural World: 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.</p>
<p>EYFS</p> <ul style="list-style-type: none"> • Able to talk about where they live and compare to another place • To describe the environment where they live and use geographical language 	<ul style="list-style-type: none"> • Know about some other countries in the world – other than where they live. • Know how environments are different from their own. • Know similarities and differences between life in their own country and life in another. 	<ul style="list-style-type: none"> • Able to talk about the environment through observations and experiences • Know the importance of the environment and how to look after it • Know similarities and differences in the world around them and a contrasting environment.

Geography Skills and Fieldwork

EYFS: 3- and 4-year-olds: Mathematics: -Understand position through words alone. For example, "The bag is under the table," – with no pointing. - Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'.
In Reception: UTW: -Draw information from a simple map.

	Mapping Skills 	Enquiry 	Geography local area study fieldwork 
EYFS	<ul style="list-style-type: none"> Be able to follow a simple set of instructions for a route Map a familiar route Read a simple map 	<ul style="list-style-type: none"> Ask questions about different climates and environments Observe changes in the natural world Explore similarities and differences within environments 	<ul style="list-style-type: none"> Observe a record environmental changes To record through drawings, photographs and simple sentences about their local area Create a simple map of a familiar place Children to select memorable items they find on a local study walk

Computing Progression







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p style="text-align: center; color: red;"><i>Traditional Tales</i></p> <p><i>EYFS Learning:</i> Know how to operate electric toys Know that computers can be used to find information</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Play with remote control cars and work out how they work 	<p style="text-align: center; color: red;"><i>Around the world</i></p> <p><i>EYFS Learning:</i> Know how to operate electric toys Know that computers can be used to find information</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Play with other electrical toys and identify what 	<p style="text-align: center; color: red;"><i>Local Study: Important building in Salisbury /Space</i></p> <p><i>EYFS Learning:</i> Simple programming</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Using Beebots and programming them to go in certain directions 	<p style="text-align: center; color: red;"><i>Animals</i></p> <p><i>EYFS Learning:</i> Simple programming</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Using Beebots and programming them to go in certain directions 	<p style="text-align: center; color: red;"><i>Memory box/Things of the past</i></p> <p><i>EYFS Learning:</i> Select and use technology for particular purposes</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Take photos on iPads of their learning Choose to find out information 	<p style="text-align: center; color: red;"><i>Seaside</i></p> <p><i>EYFS Learning:</i> Select and use technology for particular purposes</p> <p>Computing activities:</p> <ul style="list-style-type: none"> Draw on photos on iPads to edit a picture (Doodle Buddy) Use technology

	<ul style="list-style-type: none">• Find a picture of a castle on an iPad and write a story about it• Use iPads to find a fact with adult support	<p>makes them work</p> <ul style="list-style-type: none">• Find the answer to question on an iPad with adult support / as a whole class	<ul style="list-style-type: none">• Follow a map using iPads to help		<p>with adult support</p>	<p>to help in maths or writing</p> <ul style="list-style-type: none">• Record a short video
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RE Progression

Year group	Vocabulary	Key outcomes	Substantive knowledge		
			<i>Explore 1</i> Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.	<i>Explore 2</i> Human and social sciences (community) – I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.	<i>Explore 3</i> Human and social sciences (individual) – I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.
EYFS	VIP, treasure, God, harvest, celebration, Nativity, crib, costume, Hero, prayer, cathedral, Lent Cross, symbol, Easter, Palm Sunday, vicar, Precious, special, unique, thanksgiving Caretaker, service, environment	<p>Christians believe God is a VIP.</p> <p>Christians believe that Jesus was a very special baby.</p> <p>Christians believe we should help others just like Jesus did.</p> <p>Christians believe Jesus died on a cross but that he came back to life.</p> <p>Christians believe all humans were created by God and are loved by him.</p> <p>Christians believe God created the world and it is our job to look after it.</p>	<p>Explore the creation story.</p> <p>Explore the nativity story.</p> <p>Explore the Good Samaritan Bible story.</p> <p>Explore the Easter story.</p> <p>Explore what happens in the story of Jesus welcoming the children.</p> <p>Explore the Bible story of Adam naming the animals.</p>	<p>Explore harvest at church.</p> <p>Explore Christmas at church.</p> <p>Explore how Christians pray.</p> <p>Explore what happens at church at Easter.</p> <p>Explore a thanksgiving service for a baby.</p> <p>Explore a Sunday church service.</p>	<p>Explore God's name being precious to Christians.</p> <p>Explore the giving of presents at Christmas.</p> <p>Explore what Christians do during Lent.</p> <p>Explore Easter gardens.</p> <p>Explore the Golden Rule.</p> <p>Explore how a Christian looks after their environment.</p>

PSHE Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who am I...and who are you? 	Who is in my community? 	How am I special? 	What if I need help? 	How am I feeling? 	What keeps me healthy? 
	<p>Who am I...and who are you? <i>Building Relationships, Self-regulation and Managing self</i></p> <p>Children learn to introduce themselves and meet other people. They are able to talk about themselves and talk about their friends.</p> <p>ELG: -Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p>	<p>Who is in my community? <i>UTW – People and communities. Making Relationships</i></p> <p>Children to discuss who is in their family – wider family and immediate. Children with adult help to discuss family traditions (e.g. Christmas etc.) Children to talk about events past and present that are important to them.</p> <p>ELG: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>How am I Special? <i>Self-regulation and Managing self</i></p> <p>Children to talk about what makes them special and unique.</p> <p>ELG: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Show an understanding of their own feelings and those of others,</p>	<p>What if I need help? <i>UTW – People and communities.</i></p> <p>Children to discuss who helps them. Look at people such as doctors, nurses, fire service, police. Discuss how these people help them. Have they ever needed help from these people?</p> <p>ELG: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Know some similarities and differences between</p>	<p>How am I feeling? <i>Self-regulation and Managing self</i></p> <p>Children to discuss what feelings are, what makes them happy, sad, angry etc. They also talk about ways to make themselves happy again.</p> <p>ELG: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Show an understanding of their</p>	<p>What keeps me healthy?? <i>Health and self-care</i></p> <p>Children to talk about sun safety, how to eat and stay healthy. Fun ways to do this,</p> <p>ELG:</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>-Know and talk about the different factors that support their overall health and wellbeing</p>

<p>-Show sensitivity to their own and to others' needs.</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</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>	<p>-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.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>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>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>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>	
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Personal, Social and Emotional Development

Show empathy and kindness to others / Show determination to complete a goal / Show resilience in the face of challenge / Show curiosity about the world around them

Autumn Term

Spring Term

Summer Term

Teach children to...

-Use key vocabulary (tier 2) in talking about learning.
 -Know words linked to ownership, understanding 'yours' 'mine' and 'ours'.
 -Follow school routines e.g. for lining up, washing hands, going to the toilet (when each step is broken down for them).
 -Use feeling words using words sad, happy, nervous, excited, worried, frustrated to describe how they are feeling (some of these will need to be explicitly taught).
 -Dress themselves with basic items (shirt, coat zip up).
 -Meet their own needs: get a drink if they are thirsty.
 -Includes others in their play.
 -Wait for their turn .
 -Make healthy choices about looking after their bodies (know basic hygiene routines and follow them) e.g. washing hands, brushing teeth.
 -To understand we have similar and different likes.
 -To understand we are all unique.
Please see PSHE Curriculum plan Scarf teaching progression OR add key elements from PSHE progression here

-Use key vocabulary (tier 2) in talking about learning.
 -Follow taught routines and class rules without each part of the sequence being prompted E.g. what you mean by tidy up, pack away, lining up.
 -Respond to an adult when they have been asked to do something.
 -Try another way when their first solution doesn't work.
 -Express their emotions in an appropriate way.
 -Recognise how someone is feeling from the way they behave E.g. know some of the clues for spotting if someone is angry (clenched fists, shouting, red face) or upset (crying, quiet).
 -Understand other people's feelings (through stories and real life).
 -Use taught strategies (e.g. waiting, turn taking) to manage conflict / immediate needs not being met.
 -Solve their own problems without continued adult support.
 -Make healthy choices about their food and looking after their bodies - recognise some healthy/unhealthy foods.
Please see PSHE Curriculum plan Scarf teaching progression OR add key elements from PSHE progression here

-Use key vocabulary (tier 2) in talking about learning.
 -Manage their own needs.
 -Know people can feel more than one emotion at once.
 -Know some strategies for calming down.
 -Think about how others may react as a response to their behaviour.
 -Think about the consequence of actions.
 -Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.
 -Reflect on a conflict and whether what they did was the right course of action or there was a better solution.
 -Give praise to others.
 -Use their knowledge about what is healthy and unhealthy to make sensible choices about the foods they eat.
 -Know the basics of sun safety (don't look at the sun, wear a sun cream and sun hat).
Please see PSHE Curriculum plan Scarf teaching progression OR add key elements from PSHE progression here

Where does it happen?

Curriculum

PSED curriculum linked with school's PSHE curriculum.

Routines

Visual timetable.
 Self-register against emotions/feelings board.

Provision & practices

Direct teaching & guided practice.
 Daily intentional continuous provision

<p>Discrete teaching e.g. oral hygiene. On-entry deficits are considered and inform the curriculum and teaching. Vision & values underpinning teaching & learning. Stormbreak. Buddying with older children. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Modelling C&L skills in everyday routine. PE changing, Tidying up. School and playground rules. Children noticing and giving praise. Teaching children to look after belongings.</p>	<p>- experiential role play. Adult modelling and high-quality language. Modelling positive behaviour linking to vision & values. Additional teaching and guided practice for identified children needing more learning time and experience. Enabling environments support language development.</p>
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Literacy

Retell a story through play / Read simple sentences and books containing phase 2, 3 and 4 sounds / Write a simple story

Autumn Term

Spring Term

Summer Term

Reading - Teach children to...

- Use key vocabulary (tier 2) in talking about learning.
- Show book behaviours, start at the front, turn the pages. Point to the words on the page,
- Know print is read left to right and top to bottom.
- Follow each read word with their finger.
- Read some common exception words (detailed on phonics overview).
- Use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Read words and captions consistent with phonic knowledge by sound blending.
- Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping.
- Respond to ‘tell me what happened’ using ‘then’ to help them sequence a part of a story.
- Answer basic retrieval questions e.g. who or where questions.
- Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events.
- Pick out simple information from books (fiction and non-fiction).
- Find the title of the book.
- Have a broadened experience of stories and then name stories that they have read and enjoyed.

- Use key vocabulary (tier 2) in talking about learning.
- Track print to support reading of phonemes and common exception words.
- Read some common exception words (detailed on phonics overview).
- Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Read words and simple sentences containing taught graphemes.
- Blend words that contain taught digraphs e.g. night, chin, feet, shop.
- Use sequencing words (e.g. first, before) to sequence events when retelling a story.
- Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).
- To know what a setting is and be able to identify where stories they read are set.
- Answer questions about characters and setting.
- Retell major events of a story in sequence.
- Ask questions about a text being read to them.
- Say what they like about stories that they have read and join in with stories read to them.

- Use key vocabulary (tier 2) in talking about learning.
- To read with confidence a range of phonic matched books and to retell familiar stories.
- To read a range of common exception words (detailed on phonics overview).
- To use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.
- Blend words of more than one syllable using taught graphemes.
- Say what part of the story they like the best and why.
- Talk about their favourite stories, comparing them to each other. Make links and connections.
- Recognise that additional information may be contained in illustrations, diagrams etc.
- Use story telling language – once upon a time, happily ever after.
- Retell stories and include key details. Ask and answer questions about setting, characters and events. Explains who is speaking at various points throughout the story.
- Begin to use expression in reading and retelling to engage a listener.
- Ask detailed questions about texts they have read/being read to them, sharing what interests them.

Where does it happen?

<p>Curriculum SSP – daily discrete phonics teaching. Daily story time, rhymes, poems and songs (tier 2 vocabulary), language of stories modelled. On-entry deficits are considered and inform the curriculum and teaching. Clear link with chosen texts (narratives, poetry and non-fiction).and curricular content across 7 areas of learning, and links with key vocabulary for all children. Matched with pupil talk. The writing curriculum ensures that be the end of EY children are ready for Y1.</p>	<p>Routines Daily story time, rhymes, poems and songs (tier 2 vocabulary, to self-regulate / during transition times etc.). Repetitive routines / times of day become familiar, and these structures become internalised without the need for adult instruction. Power reading pals – older children buddying up with younger children to enjoy a story book. Library time.</p>	<p>Provision & practices Additional discrete phonics for identified children. Additional reading for fluency – as identified. Intentional daily continuous provision where adult modelling and feedback is prevalent. Vocabulary in the environment linked to sounds taught. Reading corner (at least one). Book of the week. Matched phonics & story to love books go home. Enabling environments (outside and inside) support language development. High quality adult interactions support learning, vocabulary acquisition and mediate emerging misconceptions.</p>
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Autumn Term

Spring Term

Summer Term

Writing - Teach children to...

<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for all). -Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style. -To link phoneme-grapheme correspondence in SSP lesson and writing teaching/guided practice. -Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing. -Use the correct starting point for letter families e.g. c, o. -Understand that letters have different types of lines.</p>	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need). -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders. -To correctly ascend and descend in a straight line. -To understand the difference between vertical (straight), curved and diagonal lines. -To show the difference in size between lower case and upper-case letters.</p>	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need). -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders, with appropriate size and orientation to the line. -To show the difference in size between lower case and upper-case letters. - To use taught diagraphs in writing</p>
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<ul style="list-style-type: none"> -Be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). -Keep the pencil on the page to create a continuous line, e.g. when writing 'a'. -To develop spatial awareness of the line on a page/whiteboard. -To moderate through adult feedback letter size / orientation and formation. -Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control. -To write with accuracy their own name. <p><u>Writing words</u></p> <ul style="list-style-type: none"> -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -To represent initial, end and medial sounds using taught phonics. - Write CVC words. - Write phrases and short sentences that can be read by others. -Link sounds to letters, naming and sounding the letters of the alphabet. - Write some taught common exception words, spelt correctly (to, no, go, I, the, into). -Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly. -Use past and future tense orally. -Understand that most past tense words end in 'ed'. (<i>Pupils do not need to know the vocabulary of verbs and tenses</i>). - Identify specific successes in their caption writing, with adult support, e.g. identify a diagraph in their writing. 	<ul style="list-style-type: none"> - To use taught diagraphs in writing -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc). -To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons. <p><u>Writing words</u></p> <ul style="list-style-type: none"> -Write some taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence. - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others. -Link sounds to letters, naming and sounding the letters of the alphabet. -To identify the part of common exception words that is tricky to spell. -Order letter cards alphabetically. -Identify success in own writing. -Write words in response to a stimulus. - To understand that some past tense verbs don't end in '-ed'. - To know that 'went' is the past tense of 'go'. <p><u>Sentence Building</u></p> <ul style="list-style-type: none"> -Orally sequence at least 5 words into a sentence. -Say a complete sentence aloud before writing. - Practise counting the words in a sentence so that they can remember it. 	<ul style="list-style-type: none"> -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc) so that writing sits on the line. -To moderate with increasing accuracy through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons . -To apply correct letter formation of all letters. <p><u>Writing words</u></p> <ul style="list-style-type: none"> -To use phase 4 consonant blends when writing words e.g. nt, ng, nk. -Write taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others with growing detail. -To identify the part of common exception words that is tricky to spell. -Identify success in own writing. -Write words in response to a stimulus. - To understand that some past tense verbs don't end in '-ed'. - To know that 'went' is the past tense of 'go'. <p><u>Sentence Building</u></p> <ul style="list-style-type: none"> - Accurately write short sentences, with words with known sound-letter correspondences using a capital letter and full stop.
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<p>-Know the personal pronoun 'I' relates to themselves and use 'I' (capitalised) in writing. - Write own name, label and captions.</p> <p><u>Sentence Building</u></p> <p>-Break the flow of speech into words. -Orally say a sentence, rehearse a sentence. -Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat. -Talk using words and sentences. -Talk includes key vocabulary. - Language of stories is conveyed in talk. -Know each word needs representing separately in writing. -Separate words with spaces.</p>	<p>- Practise repeating the sentence to hold it in memory until the point of writing. -Know that there are words that can be used to describe objects, people and things. - To know that these describing words can be part of a sentence. -Orally compose a sentence that includes descriptive words. -Write words down which convey sentence talk. -Know that writing represents meaning of the words we say and we use punctuation to show this. -Write words, phrases and simple sentences. -Start a sentence with a capital letter and end with a full stop.</p>	<p>-Sequence a series of sentences orally before writing. - Understand that a sentence contains one or two ideas but no more. -Use a capital letter at the start of a sentence. - Understand that a capital letter follows a full stop. -Understand that writers read and re-read their writing to check it makes sense. -Re-read a sentence to check it makes sense. - Edit with a teacher to apply knowledge of misspelt words. -Use a capital letter at the start of their name. -Use a full stop at the end of a sentence. - Understand that the purpose of a full stop is to end an idea.</p>
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Where does it happen?

<p>Curriculum</p> <p>SSP – daily discrete phonics teaching draws through into letter formation accuracy in target letters. Daily English learning, including English lessons, build on letter formation accuracy. On-entry deficits are considered and inform the curriculum and teaching. Writing right from the start so that all children receive the learning and practice opportunities the need through teaching and intentional provision. There is no lag in waiting for children to be developmentally ready as staff understand this is grown in school. <i>Development Matters - "Development is not an automatic process, however. It depends on each unique</i></p>	<p>Routines</p> <p>Draw and label to set up equipment for the next day. Sending home class mascot – what did you do at home with them? Make the teachers a shopping list: here is what I need from the shops – show pictures, can anyone write me a list? Jobs in the classroom. Days of the week signage. Self-register by writing name. Lunch list for the day. Weather checker. Writing name on pieces of work. Writing name labels/captions for models etc.</p>	<p>Provision & practices</p> <p>Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult modelled writing and immediate feedback. Adult use of curriculum vocabulary.</p>
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<p><i>child having opportunities to interact in positive relationships and enabling environments.”(i)</i></p> <p>Writing sequencing and progression includes pre-writing/writing developmental continuum so that all children receive equitable provision and can catch up/keep up from their starting points.</p> <p>The writing curriculum ensures that by the end of EY children are ready for Y1.</p>		<p>Teacher models and whiteboards are always lined.</p> <p>Children sit at tables to develop body strength etc.</p> <p>Media in provision is lined where this is intended.</p> <p>Enabling environments (outside and inside) support language development.</p> <p>Worked models of expectations in provision.</p>
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Phonics Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Maths Progression

Mathematics

Understand numbers in depth to 10 / Recognise the pattern of the counting system / Compare quantities in different contexts

Autumn Term

Spring Term

Summer Term

Maths - Teach children to...

The EY mathematics curriculum is detailed below. It is crucial that through the mastery approach this is established during the autumn term, and then securely built on in spring and finally summer. This will ensure that children are ready for Y1 and as part of meeting the ambition for your EY curriculum, children also meet the ELGs.

Please refer to 'Mastering Number' Overview for the exact teaching sequence

Develop the six key areas of early mathematics <https://www.ncetm.org.uk/in-the-classroom/early-years/> where you will find links to 'typical progression of key ideas in this concept'.

Cardinality & counting - Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

- Counting: saying number words in sequence
- Counting: tagging each object with one number word
- Counting: knowing the last number counted gives the total so far
- Subitising: recognising small quantities without needing to count them all
- Numeral meanings
- Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away)

Comparison - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other

- More than/less than
- Identifying groups with the same number of things
- Comparing numbers and reasoning
- Knowing the 'one more than/less than' relationship counting numbers

Composition - Understanding that one number can be made up from (composed from) two or more smaller numbers

- Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining a total)
- Inverse operations
- A number can be partitioned into different pairs of numbers
- A number can be partitioned into more than two numbers
- Number bonds: knowing which pairs make a given number

Pattern - Looking for and finding patterns helps children notice and understand mathematical relationships

- Continuing an AB pattern

- Copying an AB pattern
- Make their own AB pattern
- Spotting an error in an AB pattern
- Identifying the unit of repeat
- Continuing an ABC pattern
- Continuing a pattern which ends mid-unit
- Making their own ABB, ABBC patterns
- Spotting an error in an ABB pattern
- Symbolising the unit structure
- Generalising structures to another context or mode
- Making a pattern which repeats around a circle
- Making a pattern around a border with a fixed number of spaces
- Pattern spotting around us

Shape & space - Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

- Developing spatial awareness: experiencing different viewpoints
- Developing spatial vocabulary
- Representing spatial relationships
- Share awareness: developing share awareness through construction
- Identifying similarities between shape
- Showing awareness of properties of shape
- Describing properties of shape
- Developing an awareness of relationship between shapes

Measures - Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

- Recognising attributes
- Comparing amounts of continuous quantities
- Showing awareness of comparison in estimating and predicting
- Comparing indirectly
- Recognising the relationship between size and number of units
- Beginning to use units to compare things
- Beginning to use time to sequence events
- Beginning to experience specific time duration

Number sense – see **NCETM Early Years Typical Progression Charts with additional guidance for practitioners** [LINK to NCETM PROGRESSION CHARTS](#)

Spatial awareness and reasoning- see **ECMG Spatial Reasoning in Early Childhood** [LINK TO FOLDER with 3 key docs.](#)

Represent maths – see **ECMG Developing Mathematical Graphics in the Early Years** [LINK](#)

Use own symbols and marks which represent meaning, as well as numerals.

Key mathematical learning attributes and behaviours:

1. Noticing maths – saying what they see. Using key mathematical language and vocabulary in talking about learning.
2. Thinking mathematically – notice, assign meaning, make connections (linked with use of manipulatives and representations).
3. Talking mathematically – a) when a child talks, they hear for themselves what they are thinking, b) when children talk they share with another what they are thinking, which can then be facilitated.
4. Being curious about what they see / hear / experience / manipulate in maths.
5. Children making sense and forming connections for themselves rather than being told by adults what it is/isn't.
6. Responding to questions to provoke thinking i.e. Are you sure? How do you know? Which then ensures children have to go deeper and be explicit using words and explanations.
7. Children see and manipulate maths structure through careful choice of visual/representation/manipulative.
8. Children record maths learning as part of sense making. This capture builds over time and enables children to become more secure and notice changes over time.

For further information, see - **Mastery in Mathematics in the Early Years** [LINK](#) and **NCETM Progression representations & structure** [LINK](#)

Where does it happen?

Curriculum	Routines	Provision & practices
<p>School's curriculum nurtures the mastery approach and is underpinned by EY mastery principles.</p> <p>The school's vehicle has a clear sequence of content and progression of vocabulary, knowledge, skills and conceptual understanding. It ensures that by the end of EY children are ready for Y1.</p> <p>On-entry deficits are considered and inform the curriculum and teaching.</p> <p>Planning and therefore teaching and provision nurtures secure mathematical thinking and understanding, rather than children 'doing' maths but being unable to explain the mathematical content.</p>	<p>Number of the day/week.</p> <p>Counting rhymes during transition periods.</p> <p>Counting children present in school.</p> <p>7 days of the week and names.</p> <p>12 months in the year and names.</p> <p>Counting poems during story time.</p> <p>Counting songs.</p> <p>Maths vocabulary is part of everyday life i.e. 1 more / smaller / heavy / before /after etc.</p> <p>All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Direct teaching & guided practice.</p> <p>Daily intentional continuous provision</p> <ul style="list-style-type: none">○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult.○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience.</p> <p>Adult questioning elicits maths talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact.</p> <p>Adult use of curriculum vocabulary – 'teachable moments'.</p>

<p>Careful consideration is given to representations / manipulatives which best support conceptual understanding.</p> <p>Daily maths learning, including maths lessons, enables all children to access the full curriculum.</p>		<p>Media in provision is squared where this is intended</p> <p>Manipulatives are linked to maths structure.</p> <p>Enabling environments (outside and inside) support language development.</p>
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Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

<ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
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Physical Development

Use cutlery with confidence / Hold a pencil effectively / Move in a variety of ways safely and with confidence and control

Autumn Term

Spring Term

Summer Term

Teach children to...

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

Grip a pencil between two fingers and thumb (tripod grip).

Use one dominant for writing, form taught letters accurately.

Draw curved and straight lines, lines which intercept etc.

Make clockwise and anti-clockwise movements with a writing implement.

Retrace lines, up, down clockwise and anticlockwise (to support letter writing) e.g. d, a, g, p.

Hold scissors in one hand (may be incorrect grip) and cut along a line (straight and curved), use scissors to make snips.

Put a coat on (including using zips).

Hold a knife and fork correctly.

Use of construction e.g. polydrons, smaller lego blocks, multilink cubes.

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

Use a tripod grip with increased confidence and effectiveness.

Use a cutlery knife to cut and a fork to hold the food item in position.

Hold scissors correctly.

Cut out a spiral shape.

Form taught letters correctly with correct start and end point of letters.

Draw some common/regular shapes, e.g. a circle, square and triangle.

Draw some simple representations of common objects.

Explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

Have a comfortable and secure tripod grip.

Use a knife and fork effectively and independently.

Use scissors and tools safely and effectively.

Form taught letters correctly both lower and upper case.

Draw 2D shapes accurately.

Use a ruler to draw a straight line.

Gross Motor

KEY CONCEPTS in PE: fitness, cooperation and health.

-Use key vocabulary (tier 2) in talking about learning.

-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.

-Use a range of movements to travel (hop, run, jump, skip etc).

-Move and stop safely.

Gross Motor

KEY CONCEPTS in PE: fitness, cooperation and health.

-Use key vocabulary (tier 2) in talking about learning.

-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.

-Throw kick, and catch a large ball.

Gross Motor

KEY CONCEPTS in PE: fitness, cooperation and health.

-Use key vocabulary (tier 2) in talking about learning.

-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and

<ul style="list-style-type: none"> -Identify and find personal space. -Move around obstacles, climb over and under obstacles. -Use core muscles to sit upright with straight back. -Pedal trikes or similar (development of muscle). -Ride scooters or similar (development of muscle). -Throw and kick a large ball. -Know how to sit correctly on a chair; tummy to table, feet to floor. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being. 	<ul style="list-style-type: none"> -Balance on and off equipment. -Seek personal space. -Jump safely from a piece of equipment. -Remember sequences of patterns of movements relating to dance and rhythm. -Balance on a balance board. -Use core muscles to sit upright and achieve a good posture on a chair or on the floor. -Use two wheeled bikes. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being. 	<ul style="list-style-type: none"> balancing; manipulation skills, such as throwing and catching. -Negotiate space and obstacles safely. -Move with energy e.g. dance. -Adjust speed and change direction. -Be spatially aware. -Throw, catch, kick and pass a large ball. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.
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Where does it happen?

<p>Curriculum</p> <p>PE teaching including fundamental movement skills. PE teaching – use of videos to model movement. On-entry deficits are considered and inform the curriculum and teaching. Pre – writing development (gross and fine motor control). Opportunities to have physical activity with older children / using older children as models. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines</p> <p>Physical activity at playtime i.e. free zone, large ball area, loose play, large play etc. Physical activity at lunchtime i.e. games. Daily transitions & movement breaks. Links with other curriculum areas i.e. preparing for moving to the dinner hall / singing / moving.</p>	<p>Provision & practices</p> <p>Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ gross motor control, fine motor control, fundamental movement skills. <p>Additional teaching and guided practice for identified children needing more learning time and experience incl. OT interventions. Adult modelled physical activity and skill steps. Adult use of curriculum vocabulary. Adult giving immediate feedback (AfL). Enabling environment support language development.</p>
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Communication and Language

Ask relevant questions / Converse in back-and-forth exchanges with friends and teachers / Express ideas and feelings with confidence

Autumn Term

Spring Term

Summer Term

SPEAKING - Teach children to...

Communicate their basic needs, thoughts and feelings.

- Use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play?
- Take part in pretend play communicating and negotiating with friends.
- Start a conversation.
- Have a two-way conversation about a topic that interests them.
- Respond with a comment or question to continue a conversation.
- Use words like 'because' / 'or' to extend their sentences/ language.
- Ask who when what why questions.
- Respond to why questions (why do you think the goose got so fat?).
- Use some specific vocabulary that is learnt from books or other contexts.
- Sing songs, rhymes and poems.
- Retell stories simple stories.
- Join in with repeated refrains and key phrases.
- Use the future and past tense: "I am going to the park" and "I went to the shop"?
- Use 'I' when talking about themselves.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.

- Use vocabulary related to topics taught and books they have read together e.g. school, town.
- Repeat new vocabulary in a context of a story.
- Asks relevant and purposeful questions of others.
- Use connectives in a sentence other than and or because (e.g. but, so as part of their story telling).
- Describe an event /object adding interesting details e.g. 'I got a unicorn for my birthday; it has glitter and sparkles on it!'
- Express their feelings and thoughts / opinions in different contexts: imaginative play, class discussion.
- Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, ran, bought, spent).

Explain, so that others understand their needs, thoughts and feelings.

- Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
 - Use talk to work out problems and organise thinking.
 - Use talk to take on different roles during imaginative play.
 - Use props and materials to enhance imaginative play.
 - Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, bought, spent).
 - Give more detail to explain what they think about **why** something happens (e.g. link to U of the world).
 - Use talk to
- Draw conclusions: 'The sky has gone dark maybe that means It might to rain.'
- Explain effect: 'It fell over because it was too tall.'
- Make Predictions: 'It might not grow in there if it is too dark.'
- Speculate: 'What if the bridge falls down?'

-Negotiate by giving a reason why they want (to do) something.

LISTENING - Teach children to...

-Retell some of the stories that they have read and recall the main events.
-Know when to pause talking to allow someone else to speak.
-Take it in turns to speak.
-Listen to what another is saying and respond with a sensible comment or question.
-Follow a series of instructions e.g. a 2-step instruction followed by another 2-step instruction.
-Listen to stories and then ask simple questions and talk about them to help build their understanding.

-Retell a new story with a beginning, middle and an end.
- Takes turns in much longer conversations.
- Listen to other points of view.
-Respond to an answer or idea with further questions to help deepen my understanding.
-Follow a series of 3/4-step instructions.
-Listen to stories and then ask more detailed questions and talk about them to help build their understanding.
-Recognise humour.

-Retell a new story with a beginning, middle and an end. Adding detail for interest.
- Hold conversations which respond to something the other person has said.
- Listen and respond to other points of view.
- Ask more detailed questions about what they have heard, have learned and can do.
-Follow a series of multi-step instructions.
-Listen to stories and then ask more detailed questions and talk about them to help build their understanding.

Where does it happen?

Curriculum	Routines	Practices & provision
<p>Clear progression of speaking & listening. On-entry deficits are considered and inform the curriculum and teaching. Links to reading and English (texts) curricular, and story time. Links to learning talk including maths talk. Vocab for curriculum units/topics. Show and tell - set subject, teach what a question is. The curriculum ensures children are ready for Y1.</p>	<p>Start of day routines. Daily transition routines. Playtime routine. Snack routine. Lunchtime routine. Weekly routines including beyond the classroom. Routines involving others.</p>	<p>Direct teaching and guided practice. Daily intentional continuous provision. <ul style="list-style-type: none"> ○ experiential role play & curriculum led role play. Adult modelling and high-quality language. Talk partners. My turn, your turn modelling / I say, we say, we all say, you say. Circle time / parachute games. Enabling environments support language development.</p>

Screening and interventions for I can for pupils who need additional teaching in order to catch / keep up

See - Universally Speaking: The ages and stages of children's communication development from birth to 5 years [LINK](#)

Ideas from Welcomm book / NELI / Additional teaching and guided practice for identified children needing more learning time and experience. Interventions.

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection / Perform a dance, story, song, poem or rhyme in front of an audience

Autumn Term

Spring Term

Summer Term

Art - Teach children to...**KEY CONCEPTS in art & design: expression and...****Line: pencil, charcoal, inks, chalk, pastels, IT software****Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels****Texture: Textiles, clay, sand, plaster, stone****Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc****Pattern: paint, print, pencil, textiles, clay, printing****-Use key vocabulary (tier 2) in talking about learning.**

-That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour.

-To begin to use a variety of drawing tools.

-Draw shapes e.g. circle for head.

-Draw straight and curved lines (link writing).

-Name red, yellow and blue and experiment with primary colours.

-Name some secondary colours.

-Use some form of tripod grip to hold a paintbrush / chalk, pencil etc.

-To use hands, brushes, natural resources.

-To create using paint and different media- paint, paper, natural objects.

-Handling, manipulating and enjoying using materials

-To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing).

-Mould dough /clay by pinching, rolling, stretching and squeezing.

-Say what they want to make.

KEY CONCEPTS in art & design: expression and...**Line: pencil, charcoal, inks, chalk, pastels, IT software****Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels****Texture: Textiles, clay, sand, plaster, stone****Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc****Pattern: paint, print, pencil, textiles, clay, printing****-Use key vocabulary (tier 2) in talking about learning.**

-How to get different effects from different media e.g. chalk can smudge.

-Use drawing to tell a story.

-To make thick and thin lines (e.g. with different paintbrushes).

-Create some recognisable shapes and features e.g. a rainbow or a circle for a sun, a face.

-Mix colours to make new ones.

-Add detail to drawings which represent each part of the object (e.g face, body, legs).

-Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press.

-To make choices about the materials and colours they use.

-Select appropriate resources and say what they are going to make.

-To describe their picture and say what they like about it.

KEY CONCEPTS in art & design: expression and...**Line: pencil, charcoal, inks, chalk, pastels, IT software****Colour & tone: painting, printing, ink, dye, textiles, pencils, crayon, pastels****Texture: Textiles, clay, sand, plaster, stone****Shape & form: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc****Pattern: paint, print, pencil, textiles, clay, printing****-Use key vocabulary (tier 2) in talking about learning.**

-To use understanding of line to create a drawing, describe its features and explain choices made.

-Add detail to drawings which represent objects e.g. details on a face, eyes nose mouth.

-Encourage accurate drawings of people.

-Know how to make some secondary colours e.g. green.

-To use understanding of colour to create a painting, describe its features and explain choices made.

-To use understanding of texture to create visual art, describe its features and explain choices made.

-Combine materials to create new textures (e.g. paint and sand/lentils).

-To use understanding of form to create a 3D piece of art , describe its features and explain choices made.

-Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate).

-To use understanding of print to create a print work, describe its features and explain choices made.

-To use understanding of pattern to create a piece of art, describe its features and explain choices made.

(NB any of the above can be combined as per school's curriculum)

<p>-To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different.</p> <p>-To say what they did and how they did it (materials, tools techniques).</p> <p>-To describe their picture and say what it is.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p> <p>-Look at the work of XXX artist and say what they see (colours etc).</p> <p>-To roll printing ink/paint over found objects to create prints.</p> <p>-Look at models created by artists.</p> <p>-Say what they like or dislike about an artist's work.</p>	<p>-Mould dough / clay into a shape of a specific object (e.g. dog, boat) by pinching, rolling, stretching and squeezing.</p> <p>-To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different.</p> <p>-To talk about a process (how they have used a tool) to make a picture / print.</p> <p>-Handling, manipulating and describing the materials being used and their effects.</p>	<p>-To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different.</p> <p>-To talk about a process (how they have used a tool) to make a picture / print.</p> <p>-Handling, manipulating and describing the materials being used and their effects.</p> <p><u>Topic vocabulary & specific knowledge/skill</u></p> <p>-Deliberately choose to replicate techniques they have seen – artists use in their own work.</p> <p>-Begin to critique their own work</p>
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DT - Teach children to...

<p>KEY CONCEPTS in DT: design and function.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Use the language of designing and making (join, build, shape).</p> <p>-Handle equipment and one hand tools e.g. scissors safely and effectively.</p> <p>-Identify what they like about their creation.</p> <p>-Know different ways in materials can be joined using glue, cellotape, making tape, split pins, staples, paper clips.</p> <p>-Have experience of different types of materials.</p> <p>-Identify what they like about their creation.</p> <p>-Show curiosity about how things work e.g. moving toys, pop up books.</p> <p>-Say whether a product is fit for purpose e.g. a castle for a giant.</p>	<p>KEY CONCEPTS in DT: design and function.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that materials can be joined together in different ways and that some ways are better than others</p> <p>-Select appropriate resources and say what they are going to make</p> <p>-Select appropriate tools and techniques needed to shape, assemble and join materials; use these safely.</p> <p>-That idea of improvement, e.g. by showing 2 models, noticing that one is better than the other and beginning to articulate why</p> <p>-To plan what they want to make e.g., verbal.</p> <p>-Know how to make some simple mechanisms e.g. pop-ups.</p>	<p>KEY CONCEPTS in DT: design and function.</p> <p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Talk about their creation and how they made it</p> <p>-Choose and use appropriate tools and techniques needed to shape, assemble and join materials; use these safely.</p> <p>-Talk about something that could be improved</p> <p>-To draw a plan of what they want to make e.g. pictorial</p> <p>-Talk about how they changed their plan as they worked and why.</p> <p>-Know how to make some simple mechanisms e.g. sliders and levers.</p> <p>-Know why a familiar product is or isn't fit for purpose and how it could be improved e.g. a bed for a doll.</p>
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<p><u>Topic vocabulary & specific knowledge/skill</u> Example statements -To cut spread and mix (food). -To identify healthy and unhealthy food.</p>	<p>-Give reasons why a product is fit or not fit for purpose e.g. clothes for a teddy. <u>Topic vocabulary & specific knowledge/skill</u> Example statements -To cut spread and mix (food). -To identify healthy and unhealthy food.</p>	<p><u>Topic vocabulary & specific knowledge/skill</u> Example statements -To cut spread and mix (food). -To identify healthy and unhealthy food.</p>
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Music Progression

Music - Teach children to...		
Autumn	Spring	Summer
<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Sing well known repetitive songs and rhymes. -Join in with actions to songs and rhymes taught. -Recognise that sounds can be made in different ways. -Begin to use some musical terms e.g quiet/loud. -Use body percussion to accompany music e.g. clapping. -Use untuned percussion to accompany music or songs. -Know the names of instruments they use.</p> <p><u>Topic vocabulary & specific knowledge</u></p> <ul style="list-style-type: none"> • Body sounds • Body percussion • Sound • Tempo • Fast • Slow • Rhythm • Beat 	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Learn to sing a range of songs across different genre and cultures. (Link to UoW). -Join in with actions and begin to create their own. -Choose a musical instrument to make a specific sound e.g. to accompany a story. -Begin to use some musical terms e.g. high/low. -Use untuned percussion to accompany music with increasing attention to the beat. -Know the names of instruments they use.</p> <p style="text-align: center;">Use of Kapow Scheme</p> <p><u>Topic vocabulary & specific knowledge</u></p> <ul style="list-style-type: none"> • Classical music • Pitch • High • Low • Tempo • Fast • Slow • Dynamic • Loud • Quiet 	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Sing a range of songs in unison with the class or a group. -Join in with actions and suggest others or alternatives. -Begin to recognise changes in pitch, tempo and dynamics when listening to music. -Choose musical instruments for specific reasons and say why. -Begin to hold a steady beat when accompanying music with body or instrument percussion. -Know the names of instruments they use and some of the more common ones that they hear e.g., piano.</p> <p style="text-align: center;">Use of Kapow Scheme</p> <p><u>Topic vocabulary & specific knowledge</u></p> <ul style="list-style-type: none"> • Music • Musical instrument • Orchestra • Sound • Tempo • Dynamic • Rhythm • Beat • Conductor • Wind • Strings

	<ul style="list-style-type: none"> • Musical story • Lyrics • Melody 	<ul style="list-style-type: none"> • Brass • Percussion • Names of musical instruments
Where does it happen?		
<p>Curriculum Expressive Arts and Design content is mapped out, sequenced and progressive allowing children to build vocabulary, knowledge and secure understanding. Vision & values underpinning teaching & learning. On-entry deficits are considered and inform the curriculum and teaching. The sequenced EY curriculum enables children to build schema (mental models) associated with the subject disciplines they will encounter in KS1. Children whilst not necessarily being able to say which subject, can talk about their learning using appropriate vocabulary. Careful links which support the development of schema are planned within and across the curriculum. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Special days festivals, celebrations and traditions. School calendar events. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e., those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits learning talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact. Adult use of curriculum vocabulary. Media in provision is matched with what is intended. Enabling environments (outside and inside) support language development.</p>

History Progression

<u>Chronology</u>	<u>Historical inquiry</u>	<u>Interpretations</u>	<u>Change and Continuity</u>	<u>Cause and Consequence</u>	<u>Similarity and difference</u>	<u>Significance</u>
<p>Can describe differences between him or herself as a baby and as he or she is now</p> <p>Sequences images of themselves as baby, toddler and infant.</p>	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p>	<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g., a photograph, a video and memories.</p> <p>Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</p>	<p>Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.</p>	<p>Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Recognise and describe special times or events for family or friends</p>