

EYFS Progression of Learning



Learning Progression						
Personal, Social & Emotional ● Self-Regulation, ● Managing Self ● Building Relationships	Development Matters See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian					
	Ongoing Develop a sense of responsibility and membership by giving children tasks to complete. Become more outgoing with unfamiliar people in the setting. Support children to develop their confidence and be assertive in their wants and needs. Support children to take turns, share and solve problems that arise in their play. Understand that good choices are rewarded, and poor choices have negative consequences (Refer to behaviour policy.) Select and use activities and resources, with help when needed.					
	Enabling Environments Support pupils to undertake activities that encourage them to talk about their feelings. Encourage children to try new activities. Encourage children to make and develop new friendships. Use the Feelings Board to express emotions					
Jigsaw - PSHE	<u>Being Me in my World</u> To understand how it feels to belong and that we are similar and different To start to recognise and manage my feelings To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands To start to understand children’s rights and this means we should all be allowed to learn and play To learn what being responsible means	<u>Celebrating Difference</u> To identify something I am good at and understand everyone is good at different things To understand that being different makes us all special To know we are all different but the same in some ways To tell you why I think my home is special to me To tell you how to be a kind friend To know which words to use to stand up for myself when someone says or does something unkind	<u>Dreams and Goals</u> To understand that if I persevere I can tackle challenges To tell you about a time that I didn’t give up until I reached my goal To set a goal and work towards it To use kind words and encourage people To understand the link between what I learn now and the jobs I might like to do when I’m older To say how I feel when I achieve a goal and know what it means to feel proud	<u>Healthy Me</u> I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me	<u>Relationships</u> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	<u>Changing Me</u> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception
Self-Regulation	To know and demonstrate friendly behaviour and show empathy towards others. To be able to follow simple instructions and rules linked to daily routines and expectations of the setting. To be able to join in with whole group activities.(phonics/Maths) To be able to choose an activity independently. (Continuous provision) To understand how to be a good friend and describe and show friendly behaviour. To be able to take turns.	To be able to talk about how they feel and why. ONGOING To be able to follow a 1 step instruction, e.g., Get your coat.	To be able to respond to an adult even when engaged in another activity. To be able to follow a simple 2-part instruction, e.g., get your coat and bookbag	To be able to follow instructions involving several actions To be able to understand everybody can need help and identify ways of being helpful to others and how this will make them feel. To be able to talk about the effect my behaviour has on others. To know how to make the right choices and the consequences of not making the right ones. To be able to talk about why a character has made a poor choice, what the consequences are and how the character could have made a better choice.	To know how they can regulate their emotions when feeling excited, sad or cross. To be able to set simple goals and work towards them. To be able to follow instructions involving several ideas. To be able to talk about how their friend is feeling and why.	To be able to express emotions effectively and regulate their behaviour effectively. To be able to solve problems to manage conflict by asking for help and using strategies such as getting a timer to help with turn taking.
Managing Self	To be able to select and use their resources. To be able to ask for help using words or actions To be able to talk about their own needs and interests. To be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet On going	To be able to ask for help using short sentences.	To be able to demonstrate an understanding of right from wrong. To be able to ask for help using full sentences.	To be able to use language to initiate requests, make choices and express ideas. To be able to reject help when appropriate. To be able to understand the importance of healthy food choices.	To be able to try new activities independently, talk about likes and dislikes. To be able to explain the reasons for rules, know right from wrong and try to behave accordingly.	To be able to adapt well to new routines /changes. To know what they want to do in play and explain why.



Building Relationships	To be able to respond to what others say and do. To learn about the different family structures. To be able to talk about the relationships they have at home with their family and friends.	To be able to take turns in conversation and play. To be able to show sensitivity to their own and other’s needs.	To be able to use spoken language to approach others and to talk. To be able to build on play using others’ ideas	To be able to talk about likes/dislikes. To be able to follow the rules of a game.	To be able to listen to and take account of others’ ideas. To be able to play cooperatively, share and take turns.	To be able to play cooperatively, take turns. To be able to follow rules, work
Physical Development - Gross Motor - Fine motor	Development Matters Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes Ongoing Participate in group activities which they make up themselves, or in teams. Start eating independently and learning how to use a knife and fork. Be increasingly independent to get dressed and undressed. Be increasingly independent in meeting their own care needs. Work as part of a team to move large items. Make gross motor top to bottom and anti-clockwise movements. Develop upper arm and shoulder strength. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Enabling Environments To develop movement, balance, and riding ability (scooters, trikes, bikes, and ball skills). Matching the development of physical movement skills to an appropriate activity (e.g., whether to walk or crawl). Choose the right resources for their own plan. Use a range of tools within the setting.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gross Motor Skills	To be able to use strength and coordination to climb To be able to use climbing equipment safely and competently. To be able to use special awareness and to negotiate space effectively. To be aware of others when standing or queuing following school behaviour system To be able to hop on one foot, skip and follow jumping games	To be able to jump, hop, balance and move in a variety of ways with increasing control. To begin to show awareness of moving equipment safely with peers. To be able to negotiate space effectively when running, changing direction and stopping on a given signal. To be able to use equipment safely and competently.	To be able to move easily and fluently, whilst adjusting speed and direction. To be able to balance and coordinate safely on equipment. To be able to negotiate space effectively.	To be able to hold a balance To be able to move easily and fluently, whilst travelling with balance and coordination To be able to join a sequence of 2-3 moves/poses	To be able to move with the skill of rolling and jumping. To develop confidence and precision when hitting, kicking and throwing a ball	To be able to show control when moving (running, jumping, dodging, hopping, skipping, and crawling) when chasing a ball. To be able to show good control and co-ordination in large and small movements
Fine Motor Skills	To be able to control when holding, using and manipulating a range of tools and objects eg knife, scissors, threading, weaving and pencil Ongoing To look at books independently, knowing in English books should be read left to right whilst turning pages one at a time. On going	To be able to form some letters and numbers with recognisable shapes. To be able to confidently use resources that require twisting, turning, and rotating. To independently use a range of tools and equipment such as tweezers, threading, and rolling pins with control	To be able to form most letters and numbers with recognisable shapes. To be able to independently create lines and enclosed shapes like circles and squares to give meaning and purpose to their marks To handle tools, objects, construction and malleable materials safely and with increasing control and independence. To be able to control when holding, using and manipulating a range of tools and objects eg knife, scissors, threading, weaving and pencil Ongoing	To use tools with care and control including, glue spreaders, scissors, paint brushes and a Sellotape dispenser To handle tools, objects, construction and malleable materials safely and with increasing control and independence.	To be able to use tools with care and control including, stapler, hole punch and scissors. To use a pencil effectively to form recognisable letters and numbers, most of which are formed correctly.	To be able to show accuracy and care when drawing. To know how to handle a range of equipment and tools effectively.
Supporting Overall Health and Wellbeing	Indicate when they need to go to the toilet, wash hands, put on coat, wellington boots and is willing to 'have a go' with adult support To be able to follow toileting needs independently. To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat. To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. Attempts to dress self independently with lessening adult support.					



	Is aware of own safety and manages risk with support. To show awareness of healthy food choices and impact on our body. To show good practice with regard to exercise, eating, sleeping and hygiene. To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.					
Communication & Language - Listening & Attention - Understanding	Development Matters Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
	Ongoing Develop attention span by paying attention to more than one thing at a time. Support pupils to develop new vocabulary linked to interests, songs, and stories. Develop children’s communication skills using the correct tense. Develop children’s pronunciation in everyday talk. (Pay attention to: r, j, th, ch, sh,) Encourage children to extend their sentences in their speech of four to six words					
	Enabling Environment Provide opportunities to learn a wide variety of stories and know well known rhymes and songs. The enabling environment should provide a variety of activities that promote language development.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening, Attention and Understanding	To be able to follow a conversation and respond appropriately. To be able to listen with interest to adults when reading stories and songs and offer ideas and opinions. To be able to understand simple questions like who? what? where? why?	To be able to hold conversations with back-and-forth interactions with their peers and or adults in a variety of contexts - whole class, small group 1:1. To be able to understand more complex sentences. To be able to listen attentively in a range of situations. On going	To be able to respond to what they hear with comments, actions and questions in small group interactions. To be able to give reasons for what they are doing as they play.	To be able to respond to what they hear with comments, actions and questions when being read to. To know different traditional stories and understand the similar themes. To be able to listen to stories and discuss the main events giving opinions and ideas. To be able to show an understanding of prepositions such as in- between, next to, near, underneath by selecting an action or image. On going	To be able to respond to what they hear with comments, actions and questions during whole class discussions. To be able to sequence events and talk about their understanding using past tense.	To be able to listen attentively in a range of situations. On going To be able to listen and respond by asking questions to clarify their own understanding.
Speaking	To be able to talk in front of a small group. To be able to talk about themselves and others. To be able to share ideas in a variety of contexts using newly acquired vocabulary. To be able to answer ‘who’ and ‘what’ questions To be able to talk about how different people help us.	To be able to share ideas and opinions in a small group using newly acquired vocabulary. To be able to use language to recreate roles and experiences including recently introduced vocabulary	To be able to explain ‘what’ and ‘when’ something has happened using newly acquired vocabulary. To be able to express their ideas and feelings about their experiences. To be able to share ideas in a whole class group using newly acquired vocabulary. on going	To be able to explain how something might have happened using newly acquired vocabulary To be able to extend sentences with connectives - and, because. To retell stories with opportunities to reenact them	To be able to introduce a story line into their play. To be able to talk extensively using complex sentences about things that are of particular importance to them	To be able to speak in complex full sentences with a wide vocabulary. To explain ideas and understand using correct tense. To be able to extend sentences with connectives - and, because, so, then
Literacy	Development Matters Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.					
	Ongoing Understand print has meaning. Understand print can be used for different purposes. Understand that we read from left to right and top to bottom. Understand that we give names to different parts of a book for example, ‘front cover’, ‘the author’, ‘page number’. Understand that the pages come in a sequence one after the other. Sing a variety of songs and rhymes. Share a variety of stories and books, promoting discussions of children’s ideas. Actively join in with a range of phase 1 phonic games to begin to distinguish between environmental and instrumental sounds. to develop their early enjoyment and understanding of books. Develop a love of Reading through stories with props, puppets, reading for enjoyment					



	Enabling Environments To engage in extended conversations about stories, learning new vocabulary. Provide children with a wide range of ways to write for example, clipboards and note pads. Reading Area centre focus of the room. (Include books to reflect diversity.) Create own books linked to themes and topics.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Comprehension	To be able to talk about favourite stories, rhymes, songs, poems or jingles in more detail. To be able to demonstrate an understanding of what has been read to them by retelling a key event and characters.	To be able to match CVC words with a pictorial representation showing an understanding of what has been read. To be able to make predictions for stories and events.	To be able to use and understand story language during role play and small word play. To be able to make predictions for stories and events.	To be able to anticipate key events in stories and make predictions. To identify features of familiar stories and offer alternative ideas, including for characters. settings or narratives	To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	“Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.” To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
Word Reading	- Set 1 a, b, c 16 sounds	- Read all set 1 single sounds - Blend sounds orally 25 sounds	- Ditty - Blend sounds to read words and read short ditties 25 sounds	- Red story books and Set 1 special friends (double consonants, ch, sh, th, ch, qu, ng, nk, ck) 31 sounds	- Read Green books - Read 4 double consonants 35 sounds	“Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.” - Read Green - First 6 Set 2 sounds 41 sounds
Writing	To be able to apply taught phonemes in their writing to give meaning. (RWI - on going) To be able to use groups of letters or letter-like shapes when mark making. To be able to write letters from their own name. To be able to give meaning and purpose to the marks they make. To be able to label their learning with their name.	To be able to represent words with the beginning and final sounds by applying taught phonemes and matching sounds to letters. To be able to segment CVC words for writing. To be able to write their name correctly. To be able to write for different purposes.	To be able to segment sounds in order to write. To be able to count the phonemes in words and the words in sentences and attempt to write them. To be able to write captions.	To be able to write CCVC / CVCC words and captions by applying taught phonemes and matching sounds to letters. Spell red words ‘he, ‘she’, ‘we’, ‘me’, ‘be’ correctly. To be able to use set 1 phonic knowledge to write words that match their spoken sounds. To be able to write simple sentences that can be read by themselves and others. To be able to re-read to check for sense. To be able to spell some Red Ditty red words correctly (RWI). To be able to write simple sentences. To be able to show an awareness of capital letters and full stops.	To be able to use set 1 and some set 2 phonic knowledge to write words that match their spoken sounds. To be able to write simple sentences that can be read by themselves and others. To be able to spell red words correctly. To be able to use finger spaces (showing a consolidated awareness of the difference between a sound and a word). To be able to write simple phrases. To be able to spell Red Ditty red words (RWI)	“Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.” To be able to use set 2 phonic knowledge to write words that match their spoken sounds. To understand some words are spelt correctly (red words) while others are phonetically plausible. To be able to write simple sentences that can be read by themselves and others showing an awareness of capital letters and full stops. To be able to spell Green group red words.(RWI)



Mathematics	Development Matters Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity					
	Ongoing Count aloud to 5 and beyond, forwards, and backwards. Make numbers with real life objects for a purpose. Begin to describe a sequence of events, real or fictional using words such as ‘first’, ‘then’, ‘after’, ‘before’ Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’. Compare quantities using the language of ‘more than’ and ‘fewer than’					
	Enabling Environments Solve a range of real-world mathematical problems. Compare amounts of quantities in everyday situations. Use talk to describe and make comparisons between objects. Select shapes appropriately in play. Combine shapes to make new ones. Provide a range of opportunities for children to explore patterns					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number (NCETM Mastering Number)	Subitising - perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds. Composition - see that all numbers can be made of 1s - compose their own collections within 4. Comparison - understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including ‘more than’ and ‘fewer than’ - compare sets ‘just by looking’.	Subitising - continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements. Composition - explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5. Comparison - compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Subitising - increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and ‘1 more’ - continue to match arrangements to finger patterns.. Composition - continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of ‘5 and a bit’. Comparison - continue to compare sets using the language of comparison, and play games which involve comparing sets. - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.	Subitising - explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. Composition - explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. Comparison - compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.	Subitising - continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised. Composition - explore the composition of 10.. Comparison - order sets of objects, linking this to their understanding of the ordinal number system.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
Numerical patterns (NCETM Mastering Number)	- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song	- continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count.	- continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.



	- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting.					
Compare Quantities / Shapes (White Rose Maths & NCETM)	- Talk about and explore 2D shapes - Talk about and explore 3D Shapes - Talk about and explore circles and triangles - use positional language such as ‘in’, ‘on’, ‘under’, ‘over’, ‘beside’, ‘between’, ‘in front of’, ‘around’, ‘through’ and ‘behind’ to describe how items are positioned in relation to other items	- Talk about and explore 2D shapes - Talk about and explore 3D Shapes - Talk about and explore Shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My Day and Night - Compare Mass - Find a balance - Explore and compare capacity - Making predictions - Become familiar with measuring tools	- Talk about and explore 2D shapes - Talk about and explore 3D Shapes - Explore and compare length - Explore and compare height - Make predictions - Become familiar with measuring tools - Beginning to experience measuring time with timers	- Talk about and explore 2D shapes - Talk about and explore 3D Shapes - Order sequence of events of a day	- Talk about and explore 2D shapes - Talk about and explore 3D Shapes 3D Shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment	- Visualise and build a map - Select shapes for a purpose - Rotate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D Shape pictures - Find 2D Shapes within 3D Shapes
Understanding the World	Development Matters Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them					
	Ongoing Model key vocabulary to broaden knowledge. Ask key questions such as “I wonder if...?” to encourage discussion and sharing ideas. Develop positive attitudes about the differences between people					
	Enabling Environment Use hands on experiences to explore the natural world using their senses. Provide a variety of opportunities to notice the difference between materials, such as cooking, melting, floating, and sinking. Explore and talk about a variety of forces they can feel such as pushing and pulling. Explore how things work					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Past and Present	To be able to talk about who they live with and share information about their wider family. To know that someone’s age is the time since they were born. To recognise significant dates for them in relation to months (birthday, Christmas, Eid) On going To begin to understand that the past can be represented in photographs and drawings. To be able to talk about experiences that are familiar to them and how they might have differed in the past. (Compare to events from before they were born.)	To compare and contrast characters from stories, including figures from the past ie Nativity. To be able to talk about experiences that are familiar to them and how they might have differed in the past. (Events in their life-time.) To ask questions about the differences they can see in photographs or images (in stories) that represent the past. On going To know that photographs, stories and books can tell us about the past. On going To be able to participate in a hands-on experience that deepens a child’s understanding of the past. .	To be able to use photographs and stories to compare the past with the present day. To ask questions about the differences they can see in photographs or images (in stories) that represent the past. On going	To be able to talk about experiences that are familiar to them and how they might have differed in the past To be able to comment on images from the seaside past and present comparing similarities and differences. To be able to describe a range of different habitats around the world (under the sea)	To draw information from a simple map (farmyard in What The Ladybird Heard) To be able to describe a range of different habitats around the world.	To be able to participate in a hands-on experience that deepens a child’s understanding of the past. To be able to describe a range of different habitats around the world. To draw information from a simple map (Martha Maps It Out)
People, Cultures and Communities	To learn about important dates within their lives. To be able to talk about the world that we live in and how there are similarities and differences when looking at different aspects ie homes Geog - I can talk about my journey to schools and identify key features on the route.	To learn about a range of different festivals. To learn about important dates within their lives. To be able to talk about different festivals. To know that some places are special to members of the community. (Including places of worship.)	To be able to talk about people who help us. To 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 - Chinese New Year	To be able to talk about the world that we live in and how there are similarities and differences when looking at different aspects ie transport, Easter story To 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	To explore where minibests might be found within the local community To be able to describe a range of different habitats for minibests.	To begin to identify the United Kingdom on a world map/ globe To be able to recognise similarities and differences between life in this country and life in other countries. ie weather To know that people wear different clothes according to the climate To be able to talk about the world that we live in and how there are similarities and



		To understand and talk about people having different beliefs and celebrate special times in different ways (fireworks - Diwali, Guy Fawkes, New Year). To be able to recognise that people have different beliefs and celebrate special times in different ways.		To be able to draw a simple map. (Goldilocks) To be able to draw maps based on locations in familiar stories To know differences in the immediate environment, compare with a seaside location. (Aerial views)		differences when looking at different places, ie homes To name key places (human and natural features) in our local area relevant to their experiences (church, shop, house, farm, park) To begin to talk about places we have visited outside of the United Kingdom and identify on a map To learn about important dates within their lives. (Transition to Year 1)
The Natural World	To be able to recognise some environments that are different from the one in which they live eg home compared to school To know the difference between night and day time	To be able to understand the effect of changing seasons on the natural world around them To describe what they see, hear and feel whilst outside - focus on Autumnal changes To be able to use observational skills to study the geography of my school and its surrounding area (Autumn walk in the field). Geog - Understand that some places are special to members of their community.	To be able to talk about the changes they can see when ice melts.	To be able to compare and contrast story settings. To be able to explore the natural world around them (Spring) To be able to talk about the changes they can see when making chocolate Easter nests. To be able to understand the effect of changing seasons on the natural world around them To be able to compare and contrast story settings. To be able to talk about the changes they can see when ice melts. (Melting sea creatures) To be able to show care and concern for living things To be able to recognise similarities and differences between contrasting habitats (sea creatures)	To be able to explore the natural world around them showing care and concern for living things. (minibeasts) To be able to talk about the changes they can see when ice melts.(Melting garden minibeast creatures) Explore the natural world around them, making observations and drawing pictures of animals and plants. To be able to recognise similarities and differences between contrasting habitats (minibeasts). To be able to sort different minibeasts and begin to explain their reasons To be able to show care and concern for living things. (planting seeds.) DT - Children learn more about the journey of food, from farm to table, by exploring different types of food (e.g., fruits, vegetables, grains, and meats) and how they are produced. DT - They may engage in discussions about animals and plants that provide the foods they eat. DT Where food comes from and related to growing DT - Developing independence in making healthy choices and serving themselves.	To be able to describe and draw pictures of the natural world including animals and plants. (Wider environment) To be able to talk about why things happen and how things work and begin to draw on their ideas (transport) Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. To be able to use observational skills to study the geography of my school and its surrounding area (Traffic watch/ listen)
Expressive Arts and Design	Development Matters Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups					
	Ongoing Listen with increased attention through a range of listening activities whilst painting, drawing, or moving. Listen to what they have heard, expressing their thoughts and feelings. Children should sing a range of well-known nursery rhymes and songs, encouraging children to use their singing voice (pitch) and understand the melody. Play instruments with increasing control to express feelings and ideas.					
	Enabling environments Encourage children to mark make and draw a variety of pictures to express their ideas and feelings. Explore colour and colour mixing. Provide opportunities for children to play instruments with increasing control to express their own feelings and ideas. Use props and illustrations to re-tell a story,)					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creating with Materials	To be able to select appropriate tools for different techniques including paint brush, glue spreaders, rollers and stamps.	To be able to match colours for a purpose. To be able to make use of props when role-playing.	To be able to make music and experiment with changing sounds.	To be able to create collaboratively, sharing ideas, resources and skills.	To be able to make changes to creative work to make improvements and explain their choices.	To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.



	To be able to experiment with colour and colour mixing and explain reasons for choices. To be able to explore, use and refine a variety of artistic effects to express their ideas and feelings. To be able to use a variety of techniques to create including paint, collage, junk modelling, dough, drawing, etc.	To be able to join materials with Sellotape and glue. To know the names of different tools and techniques that can be used to create art.ie painting, collage On going To be able to talk about the changes they can see when they explore colour mixing.	To be able to safely use and explore a variety of materials, tools and techniques, including scissors, sponges, palettes, etc. To be able to make use of props when telling narratives and stories. To be able to experiment with design, form and function. On going To be able to match colours for a purpose (Planet creation) To be able to join materials with Sellotape and glue (Rocket junk modelling)	To plan and create a design using various joins ie paper clips, butterfly clips, elastic bands To be able to share their creations explaining processes used reflecting back to their original design.	To be able to select tools and techniques needed to shape, assemble and join materials they are using. To be able to share creations, talk about processes and evaluate their work.	To be able to use a variety of techniques to create including paint, collage, junk modelling, dough, drawing, etc. To be able to share creations, talk about processes and evaluate their work.
Being Imaginative and Expressive	To be able to perform songs and move along to music. To be able to talk about whether they like/dislike a piece of music. To be able to introduce a storyline or narrative into play. On going	To be able to recount narratives with their adults and peers. To experiment with different instruments and their sounds. To create musical patterns using body percussion. To use costumes, songs and resources to celebrate the Nativity story.	To be able to use paints, pastels and other resources to create observational drawings. To develop storylines in their pretend play. On going To experiment with different instruments and their sounds.	To be able to adapt stories with their adults and peers. To be able to talk about how music makes you feel. To explore and be engaged in music making and dance, performing solo or in groups. To be able to act out well-known stories.	To be able to create their own stories with their adults and peers. To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.	To be able to perform music, songs, stories and rhymes. To watch and talk about dance and performance art, expressing their feelings and responses.