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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 Sum 2 | **End of EYFS** |
| **Communication and Language**  **Listening, attention and understanding**  **Speaking**  \*progression from  pre-school | \*Understand ‘why’ questions.  \*Be able to express a point of view and debate when they disagree.  \*Can start a conversation and continue it for many turns.  Understand how to listen and why listening is important.  \*Use a wider range of vocabulary  \*Enjoy listening to longer stories and can remember much of what happens  Develop social phrases.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs. | Learn new vocabulary.  Use new vocabulary through the day.  Develop social phrases.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books. | Ask questions to find out more and to check they understand what has been said to them.  Use talk to help work out problems and organise thinking and activities.  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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Articulate their ideas and thoughts in well-formed sentences.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Articulate their ideas and thoughts in well-formed sentences.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | **ELG – Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **ELG – Speaking**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

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|  | Autumn term | Spring term | Summer term |  |
| **Physical Development**  **Gross motor skills**  **Fine motor skills** | Develop overall body strength, balance, coordination and agility.  Revise and refine the fundamental movement skills they have already acquired:   * rolling * crawling * walking * jumping * running * hopping * skipping * climbing   Further develop the skills needed to manage the school day successfully:   * lining up * mealtimes   Use their core muscle strength to achieve good posture when sitting at a table or on the floor. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Combine different movements with ease and fluency.  Further develop and refine a range of ball skills.  Use their core muscle strength to achieve good posture when sitting at a table or on the floor. | Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility.  Progress towards the more fluent style of moving with developing control and grace.  Use their core muscle strength to achieve good posture when sitting at a table or on the floor. | **ELG – Gross motor skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG – Fine motor skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. |

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| **Personal, Social and Emotional**  **Self regulation**  **Managing Self**  **Buidling Relationships** | \*Begin to understand how others might be feeling  \*Talk with others to solve conflict  \*Help to find solutions to conflicts and rivalries  \*Develop a sense of responsibility and membership of a community  See themselves as a valuable individual.  See themselves as a valuable individual. | Manage own needs – personal hygiene.  Build constructive and respectful relationships.  Build constructive and respectful relationships.  Manage own needs – personal hygiene. | Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate own feelings socially and emotionally.  Know and talk about the different factors that support their overall health and wellbeing. | Think about the perspective of others.  Show resilience and perseverance in the face of challenge. | **ELG – Self Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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.  **ELG - Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **ELG – Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs |

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| **Literacy READING**  **Comprehension**  **Word Reading**  \*progression from  pre-school | \*Engage in extended conversations about stories, learning new vocabulary.  Blend sounds into words, so that they can read short words made up of known letters-sound correspondences.  Read individual letters by saying the sounds for them. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read a few common exception words matched to the school’s phonic programme.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Read a few common exception words matched to the school’s phonic programme.  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 simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | | | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read what they have written to check that it makes sense. | | | **ELG - Comprehension**  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.  **ELG – Word reading**  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 |
| **Phonic progression**  **RECEPTION**  **Little Wandle** | *s a t p i n m d g o c k ck e u r h b f l*  *Tricky words*  *is, I the* | *ff ll ss j v w x y z zz qu ch sh th ng nk ending –s*  *Tricky words*  *as, and, has, his, her, go, no, to, into, she, he, of, we, me, be* | *ai ee igh oa oo oo ar or ur ow oi ear air er*  *double letters/longer words*  *Tricky words*  *Was, you, they, my, by, all, are, sure, pure* | | *Review phase 3*  *Double letters*  *Longer words*  *Two or more digraphs*  *Ending -ing*  *Compound words*  *Tricky words*  *Secure spelling* | *Short vowel CVCC / CCVC*  *Short vowel CCVCC / CCCVC / CCCVCC*  *Longer words*  *Compound words*  *Root words – ing –ed –est*  *Tricky words*  *said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today* | | *Long vowel CVCC/CCVC*  *Long vowel CCVC CCCVC CCV CCVCC*  *Phase 4 words with –s endings*  *Longer words*  *Root words –ing –ed –er –est*  *Tricky words*  *Secure spelling* |

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| **Literacy WRITING**  \*progression from  pre-school  **Handwriting** | \*Use some of their print and letter knowledge in early writing.  \*Write some or all of their name  \*Write some letters accurately. | \*Use some of their print and letter knowledge in early writing.  \*Write some or all of their name.  \*Write some letters accurately.  Form lower case and capital letters correctly. | Spell words by identifying the sounds and then writing the sound with letters/s.  Form lower case and capital letters correctly. | Spell words by identifying the sounds and then writing the sound with letters/s.  Write short sentences using words with known sound-letter correspondences, using capital letter and full stop.  Form lower case and capital letters correctly. | Write short sentences using words with known sound-letter correspondences, using capital letter and full stop.  Form lower case and capital letters correctly. | | **ELG – Writing**  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 other.  Write recognisable letters, most of which are correctly formed. |

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| **Maths**  **(White Rose)** | Count objects, actions and sounds.  Link the number symbol with its cardinal number value.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Continue, copy and create repeating patterns. | Count objects, actions and sounds.  Link the number symbol with its cardinal number value.  Compare numbers.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Continue, copy and create repeating patterns. | Compare numbers.  Subitise.  Explore the composition of numbers to 10.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as a number can. | Subitise  Begin to understand the ‘one more/one less’ relationship between consecutive numbers.  Explore the composition of numbers to 10.  Compare length, weight and capacity. | Count beyond 10.  Understand the ‘one more/one less’ relationship between consecutive numbers.  Automatically recall number bonds for the numbers 0-5 and some to 10.  Compare length, weight and capacity.  Select, rotate and manipulate shapes to develop spatial reasoning skills. | | **ELG – Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG – Numerical patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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| **Understanding the world**  **Past and present** | Comment on images of familiar situations in the past.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | | Compare and contrast characters from stories, including figures from the past. | | Compare and contrast characters from stories, including figures from the past. | | **ELG – Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling |

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| **Understanding the world**  **People, culture and communities** | Draw information from a simple map.  Recognise some environments that are different from the one in which they live.  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.  Recognise that people have different beliefs and celebrate special times in different ways. | Draw information from a simple map.  Recognise some environments that are different from the one in which they live.  Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community. | **ELG – People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |

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| **Understanding the world**  **The natural world** | Explore the natural world around them.  Describe what they see, hear, feel whilst outside.  **Autumn -** Understand the effect of changing seasons on the natural world around them. | Explore the natural world around them.  Describe what they see, hear, feel whilst outside.  **Winter/Spring -** Understand the effect of changing seasons on the natural world around them. | Explore the natural world around them.  Describe what they see, hear, feel whilst outside.  **Spring/ Summer -** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **ELG – The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. |

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| **Expressive Arts and Design**  **Creating with materials** | \*Make imaginative and complex ‘small world’ with blocks and construction kits.  \*Explore different materials freely, in order to develop their ideas about how to use them and what to make. | Explore and refine a variety of artistic effects to express their ideas and feelings.  Develop storylines in their pretend play | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop storylines in their pretend play | Create collaboratively, sharing ideas, resources and skills.  Develop storylines in their pretend play | Create collaboratively, sharing ideas, resources and skills. | | **ELG – Creating with materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories |
| **Expressive Arts and Design**  **Being imaginative and expressive** | Sing in a group or on their own, increasingly matching the pitch and following melody. | Sing in a group or on their own, increasingly matching the pitch and following melody. | Watch and talk about dance and performace art, expressing their feeings and responses.  Explore and engage in music making and dance, performing solo or in a group. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Explore and engage in music making and dance, performing solo or in a group. | | **ELG – Being imaginative and expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music |