



EYFS Skills and Progression Map.

Curriculum Intent:

At Partney Church of England Aided Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that offers exciting opportunities and promotes challenge, exploration, adventure and a love of learning.

Our intent is that all children develop physically, verbally, cognitively and emotionally within an environment that values all cultures, communities and individuals. We aim for our children to become confident and independent learners who believe in themselves and interact positively with others. We recognise that this plays an integral part in their development and sits at the heart of our Early Years curriculum.

We believe that the right balance of adult-directed learning and uninterrupted child-initiated play leads to the best outcomes for our pupils. Warm and positive relationships between staff and children, consistent routines and strong partnerships with parents are key. We recognise the crucial role that Early Years education plays in providing the strong foundations upon which the rest of a child's education is built.

Curriculum Implementation:

At Partney Church of England Aided Primary School we meet the welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all children.

We prioritise creating a language-rich environment using songs, nursery rhymes, stories and opportunities for high-quality interactions between adults and children, and between peers. Skilled staff ensure interactions are positive and progressive, enabling children to develop vocabulary rapidly and become confident communicators.

Children begin their reading journey through a love of books alongside the systematic teaching of phonics using the Little Wandle programme. They learn nursery rhymes and develop their mathematical thinking through both direct teaching and exploration. We aim for our children to become confident mathematicians who can apply their learning to real-life situations.

Our school environment supports children's physical development through active play and outdoor learning. Children spend time outdoors in all weathers, exploring their natural environment and developing through sensory and exploratory experiences in our polytunnel, mud kitchen and sandpit. They also take part in Forest School sessions and regular welly walks in the local area.

Our learning environment is adaptable and responds to children's interests and developmental needs. Through skilled adult-facilitated play, children are supported to work collaboratively, manage their feelings and develop curiosity by asking questions.

The curriculum is taught through themes that are enriched with classroom enhancements, trips and visitors. High-quality key texts support these topics and are carefully selected to promote speech, language and communication development. Planning remains flexible and responsive so that learning can be adapted to reflect children's interests and needs.

We recognise the importance of parental engagement and value the crucial role parents play in their children's education. We work hard to build strong partnerships between home and school.

Parents receive information each half term outlining what their child will be learning and how they can support this at home. Parents also complete "wow" slips to share achievements from home, which are celebrated and added to children's learning journeys.

Termly family sessions provide opportunities for parents to engage with their child's learning in school. During these sessions children share their learning journeys and parents are able to contribute comments to support the ongoing assessment process.

As part of the teaching and learning process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are based on cumulative observations and a deep understanding of each child gained through ongoing assessment. This information is used to inform planning and identify next steps in learning throughout the year.

Curriculum Impact:

Our curriculum ensures that children make good progress from their individual starting points. By the end of the Early Years Foundation Stage, children work towards achieving the national expectation of a **Good Level of Development (GLD)**.

Children develop strong characteristics of effective learning and can apply their knowledge in a range of situations. They begin to make links in their learning, explain their thinking and develop confidence in sharing ideas.

Children are encouraged to take risks, celebrate successes and learn from mistakes. They are supported to reflect on their experiences and adapt their learning accordingly.

We believe our high standards are achieved through a carefully planned environment, an enriched play-based curriculum, high-quality teaching and rigorous assessment practices. These foundations ensure children are well prepared both academically and socially as they transition into Year One.

EYFS long term plan 2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	Seasonal Change – Autumn All about me, my family (growing, changing) Starting school School values Rules and routines	Seasonal Change – end of autumn Celebrations Family and culture Christmas around the world	Seasonal change – winter Cold environments	Seasonal change – spring Healthy me – food and lifestyle Growing and changing Oral health	Seasonal change New life Plants and growing Habitats Local area Farms and animals	Seasonal change – Summer Hot environments Plants and flowers Life cycles (animals and plants)
Celebrations and experiences	School tour Apple and pear picking Autumn walk	Bonfire safety Children in Need Remembrance Day Poppy Making Christmas Party Christmas Play Diwali	Lunar New Year Celebration Pancake day Valentines' day – cards and crafts	World Book Day Mother's Day Red nose day Holi – festival of colour Easter	Farming and growing (local environment)	Father's Day Sports Day Summer trip Transition to Y1 visits
Why this? why now?	Start of the year and learning about each other and their families. Autumn – Harvest Festival.	Current celebrations worldwide. Changing seasons. Christmas.	Winter related, looking at contrasting environments, polar regions and their habitats in comparison to the UK. Celebrations worldwide.	Story adventures that discover characters from the past. Spring. Holy week – Easter.	Farming and growing (local environment - cultural capital). Seasonal changes.	Seasonal planting and observing flowers in the environment and animal life cycles.
British values Cultural Capital Trips/visitors	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. Village walks Family session	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will explore these concepts through celebrations. Village walks Family craft session Christmas pantomime visit to school	Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together as a team Village walks RSPB Big Garden bird watch	Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Village walks World book day – interactive author visit. Family Easter session	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Village walks Farm animal visit – Goat/ sheep/ tractor VE Day family party session PSHE Family session	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Village walks Beach/ eco centre/ farm trip Family fun session
Assessment	School baseline National Baseline data by end of term Little Wandle Entry Assessment Weekly team meetings for on going discussion	On-going assessments Pupil progress meetings EYFS team meetings In house moderation Half termly assessments Wandle assessment	GLD for end of year projections Cluster moderation EYFS team meetings Wandle assessment Half termly assessments	GLD for end of year projections Pupil progress meetings EYFS team meetings Wandle assessment Half termly assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments EYFS team meetings End of year data Transition discussions with KS1

Communication and language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Reception Year provides the foundation for communication and language skills the children will build upon in year one.	In Y1 -6 Children continue to build on the oral language skills developed in the Early Years Foundation Stage. Children will develop their confidence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. <i>National Curriculum 2014</i>					
Listening Skills	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.	Understand why listening is important.	Listen to and understand instructions about what they are doing whilst busy with another task.	Listen attentively and respond to what they hear with relevant questions, comments or actions.
Attention Skills	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at one time.	Beginning to know that maintain attention in new situations e.g. whole school assembly or PE sessions is important. Shifts attention when required e.g. when given a clear prompt – 'name'.	Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.	Listen and continue with an activity for short time.	Attend to others play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.
Respond Skills	Engage in story times. Join in with repeated refrains and anticipate key events and phrases in stories or rhymes. Respond appropriately when asked.	Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask a question to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction books.	Make prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their own play.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.	Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear.

Communication and language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding Skills	Follow one step instructions e.g. put bookbag in drawer. Understand 'why' questions.	Follow instructions with two parts in familiar situations.	Consider the listener and take turns to listen and speak in different contexts.	Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition.	Carry out a series of three directions. Show familiarity with selected non-fiction by using knowledge and vocabulary in conversation and play. Understand 'how', 'why', and 'where' questions.	Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories and give examples e.g. animals. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them e.g. soft, smooth, soon, early.
Speaking Skills	Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes. Begin to use social phrases e.g. good morning. Use talk to organise themselves and their play.	Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and', 'because'. Retell a past simple event. Recognise words that rhyme or sound similar. Develop social phrases – 'Good morning, how are you?'.	Use talk to pretend objects stand for something else in play. Demonstrate use of past tense of verbs such as ran or fell but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.	Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener e.g. Tommy fell over that log, Justin didn't push him. Express ideas about feelings and experiences. Articulate their ideas in sentences. Show that they can use language to reason and persuade e.g. Can I go outside because it's stopped raining.	Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or in more length with some detail e.g. "I made a big round pizza with tomato, cheese and ham on top. Use new vocabulary in different contexts. Use past, present and future tense in conversations with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could'.
Ongoing throughout the year.	Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, songs.					

Personal Social Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The reception year will provide the foundation for many skills the children will build upon in year 1. Year 1 Jigsaw Coverage 	Being in my world Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it. Making new friends Celebrating the differences in everyone.	Dreams and goals Setting goals Identify success and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles. Feelings of success	Healthy me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing me Life cycles- animals and humans Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change -transition
Self-regulation <i>Express feelings</i>	Aware of own feelings, can talk about feelings using words like 'happy, 'sad', 'angry'.	Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions check in. Beginning to express their feelings and consider the perspective of others.	Can show pride in achievements by showing work to others. Can make choices and communicate what they need.	Can name people in school they can turn to for help or are worried. Understand how to use five finger breathing exercise to help with big feelings.	Initiate an apology where appropriate. Beginning to know that others may see things in different ways to them.	Understand some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.

Personal Social Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Self-Regulation Manage behaviour</i>	Welcome distractions when upset. Understand behavioural expectations of the setting.	Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	Understand behavioural expectations of the setting.	Understand why listening is important and attend to other people both familiar and unfamiliar.	Can follow instructions, requests, and ideas in a range of situations.	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.
<i>Managing Self Self-awareness, keeping healthy</i>	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.	Can talk about what they are doing and why.	Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.	Happy to stand up in front of the class and share achievements with others 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	Can talk about their own abilities positively.	Can talk about their own abilities positively.
<i>Managing Self Independence</i>	Can independently organise themselves in the morning e.g., bookbag and coat on peg, water bottle on tray and feelings check-in. Manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.	Can independently choose areas they would like to play in or resources they would like to use. Can say when they need help. With some support can get dressed and undressed in role play clothing. Can follow instructions with 2 parts.	Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.	Can get dressed and undressed for nature school sessions (wellies and waterproofs). Begin to show persistence when faced with challenges Knows how to be a safe pedestrian. Can talk about healthy and unhealthy foods.	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps us fit and healthy.
<i>Managing Self Collaboration</i>	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.	Begin to share and take turns.	Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.

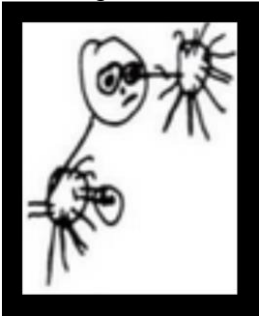
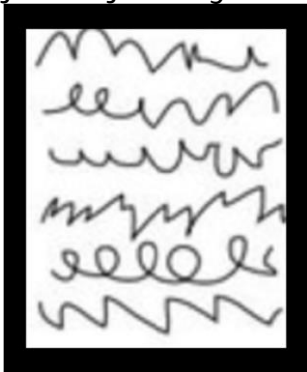
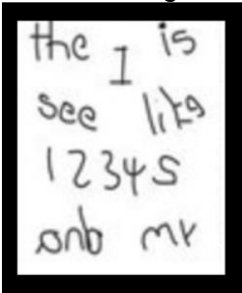
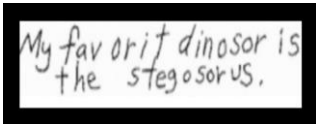
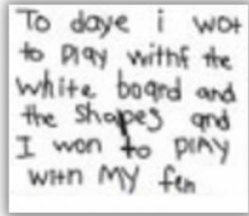
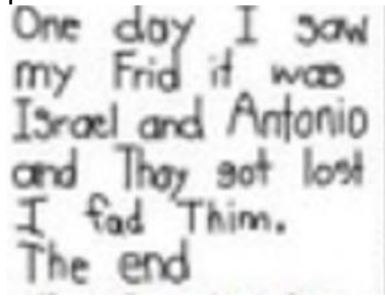
Personal Social Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships <i>Social Skills</i>	Build constructive respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.	Seek others to share activities and experiences.	Use language to negotiate, play and organise.	Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
Building Relationships <i>Communication</i>	All areas are interconnected; personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many aspects of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
Jigsaw Coverage 	Being Me in My World: Covering Self-Identity, Understanding Feelings, Being in a Classroom, Being Gentle, Rights and Responsibilities.	Celebrating Difference (including bullying): Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals: Challenges. Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me: Exercising Bodies: Physical activity Healthy food Sleep Keeping Clean Safety	Relationships: Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me: Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The reception Year provides the foundation for many skills the children will build upon in Year one	I try several times if at first, I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.	I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	I can begin to order instructions, movements and skills. With help I can recognise similarities and difference in performance, and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movement.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.
Through access to continuous provision the children will...	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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Non-Statutory Development Matters (2021) Guidance	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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.	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.
Fine Motor Development	Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected, and not all learning has a predetermined outcome.					
PE Focus	Multi Skills	Gymnastics	Dance	Gymnastics	Multi Skills	Athletics
Squiggle 	Move 1: up, down, side to side	Move 2: The wiggle	Move 3: The circles	Move 4 and 5: The hump and the hook	Move 6: The pre-cursive spiral	Move 7 and 8: the 's', straight line.

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 expectations	Writing Composition: Understand what a sentence is and recognise sentences in my own writing. Say sentences out loud orally before writing them down. Create a sequence of sentences to create their own text. Re-read sentences carefully to spot any mistakes. Identify mistakes in their sentences when they are orally read to them. Discuss what they have written to an adult and a peer.	Genres covered in Y1: Instructional - Recipes Narrative - Fairy tale Informative - Fact File	Vocabulary, Grammar & Punctuation: Know the job of a capital letter and full stop and use them accurately to mark a sentence. Create question sentences and use a question mark to punctuate it correctly. Mark statement and command sentences with an exclamation mark. Identify a statement, question, command, and exclamation sentence by its punctuation.	Vocabulary, Grammar & Punctuation Understand that nouns are objects, people, and places. Use capital letters for proper nouns: people, places, days of the week and I. Understand the job of an adjective and start to identify them in sentences. Begin to use adjectives to create simple noun phrases.	Vocabulary, Grammar & Punctuation Use talk to organise events and experiences. Write in past tense and use simple past tense verbs. Write in the present tense. To be able to use the conjunctions “and”, “but” and “because” to create compound sentences. Discuss word meaning of new words.	Reading Summary Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of the title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in non-fiction.
Comprehension Skill Development	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters’ emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning ‘Why do you think...?’ in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																								
Word Reading Development	Hear general sound discrimination and be able to orally blend and segment.	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 a few common exception words matched to the school's phonic programme.	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 a few common exception words matched to the school's phonic programme.	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 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 some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.																																																																								
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.																																																																													
Phonics Development	Phase 2 Reception Autumn 1 <table><thead><tr><th></th><th>Phase 2 graphemes</th></tr></thead><tbody><tr><td>Week 1</td><td>s a t p</td></tr><tr><td>Week 2</td><td>i n m d</td></tr><tr><td>Week 3</td><td>g o c k</td></tr><tr><td>Week 4</td><td>c k e u r</td></tr><tr><td>Week 5</td><td>h b f l</td></tr></tbody></table> New tricky words is I the		Phase 2 graphemes	Week 1	s a t p	Week 2	i n m d	Week 3	g o c k	Week 4	c k e u r	Week 5	h b f l	Phase 2 Reception Autumn 2 <table><thead><tr><th></th><th>Phase 2 graphemes</th></tr></thead><tbody><tr><td>Week 1</td><td>f f l s s j</td></tr><tr><td>Week 2</td><td>v w x g</td></tr><tr><td>Week 3</td><td>z z q qu words with s /s/ added at the end (hats sits) ch</td></tr><tr><td>Week 4</td><td>sh th ng nk</td></tr><tr><td>Week 5</td><td>• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</td></tr></tbody></table> New tricky words put* pull* full* as and has his her go no to into she push* he of we me be		Phase 2 graphemes	Week 1	f f l s s j	Week 2	v w x g	Week 3	z z q qu words with s /s/ added at the end (hats sits) ch	Week 4	sh th ng nk	Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	Phase 3 <table><thead><tr><th></th><th>Phase 3 graphemes</th></tr></thead><tbody><tr><td>Week 1</td><td>a i ee igh oa</td></tr><tr><td>Week 2</td><td>oo oo ar or</td></tr><tr><td>Week 3</td><td>ur ow oi ear</td></tr><tr><td>Week 4</td><td>air er words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></tbody></table> New tricky words was you they my by all are sure pure		Phase 3 graphemes	Week 1	a i ee igh oa	Week 2	oo oo ar or	Week 3	ur ow oi ear	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	Week 5	longer words	Phase 3 <table><thead><tr><th></th><th>Phase 3 graphemes</th></tr></thead><tbody><tr><td>Week 1</td><td>review Phase 3. a i ee igh oa oo ar or ur oo ow oi ear</td></tr><tr><td>Week 2</td><td>review Phase 3. er air words with double letters longer words</td></tr><tr><td>Week 3</td><td>words with two or more digraphs</td></tr><tr><td>Week 4</td><td>longer words words ending in -ing compound words</td></tr><tr><td>Week 5</td><td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td></tr></tbody></table> No new tricky words Review all taught so far Secure spelling		Phase 3 graphemes	Week 1	review Phase 3. a i ee igh oa oo ar or ur oo ow oi ear	Week 2	review Phase 3. er air words with double letters longer words	Week 3	words with two or more digraphs	Week 4	longer words words ending in -ing compound words	Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Phase 4 <table><thead><tr><th></th><th>Phase 4</th></tr></thead><tbody><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CVCC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVCV CCVCV CCVCV longer words</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est</td></tr></tbody></table> New tricky words said so have like some come love do were here little says there when what one out today		Phase 4	Week 1	short vowels CVCC	Week 2	short vowels CVCC CCVC	Week 3	short vowels CCVCV CCVCV CCVCV longer words	Week 4	longer words compound words	Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	Phase 4 <table><thead><tr><th></th><th>Phase 4 graphemes</th></tr></thead><tbody><tr><td>Week 1</td><td>long vowel sounds CVCC CCVC</td></tr><tr><td>Week 2</td><td>long vowel sounds CCVC CCVCV CCV CCVCV</td></tr><tr><td>Week 3</td><td>Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words</td></tr><tr><td>Week 4</td><td>root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/</td></tr><tr><td>Week 5</td><td>Phase 4 words ending in: -s /s/, -s /z/, -es longer words</td></tr></tbody></table> No new tricky words Review all taught so far Secure spelling		Phase 4 graphemes	Week 1	long vowel sounds CVCC CCVC	Week 2	long vowel sounds CCVC CCVCV CCV CCVCV	Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words
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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emergent Writing Development	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.
Compositional Skills	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.
Spelling Development	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Orally spell VC and CVC words by identifying the sounds. Write own name.	Spell to write VC and CVC words independently using taught graphemes.	Spell to write VC, CVC and CVCC words independently using taught graphemes. Spell some irregular common (tricky) words independently.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
Handwriting Development	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Poetry Basket Development 	Things I can do Anger Sad Confused Happy	Chop, chop Five little pumpkins Falling apples Autumn Who has seen the wind?	Popcorn Jack Frost I can build a snowman Carrot nose Mice	Winters passed A little seed Pitter Patter Mrs Bluebird Hungry birdies	5 little peas Sliced bread Under a stone Bugs Caterpillar The spider	I have a little frog Seashells The tide Going to the seaside Holiday

Literacy	Pre-Writing			Letter Strings		
	Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
Typical Writing Progression	1. Picture tells a story to convey message 	2. Starting point at any point of paper 	3. Progression is from left to right 	4. Symbols that represent letters 	5. Letters have no relationship 	6. Letter strings move from L to R and move down the page 
	Environmental Print	Letter Name Stage	Early developmental Writing	Syllables Represented	Inventive Spelling	Transitional Spelling
	7. Awareness of print, copied from surroundings 	8. Beginning and ending letters are used to represent words 	9. Vowel sounds appear Evidence of tricky words 	10. A child hears beginning, middle and end sounds. 	11. Whole sentence writing develops, spaces in between words 	12. Multiple related sentences with many words spelled correctly, punctuation evident. 

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Y1 expectations	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight,	Number Bonds: Represent and use number bonds and related subtraction facts within 20 (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and three-quarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years
Ongoing Mathematics Skill Development throughout the year	Link the number symbol with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers Compare length, weight, and capacity. 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.					
Ongoing revisits	Count objects, actions, and sounds. Introduction of subitising	Explore the composition of numbers to 5 Subitise up to 5 (perceptual)	Explore the composition of numbers to 8 Subitise (intro fo conceptual) Automatic recall number bonds 0-5	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-8	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10
Coverage	 Weeks 1-5 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. Matching. Sorting & Comparing - collections Comparing amounts Comparing size, mass & capacity Exploring simple patterns.	Weeks 6-10 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. Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 Formation of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time	Weeks 11-20 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. Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Formation of 6,7,8 Length, height. Time	Weeks 16 – 20 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. Numbers 7, 8, 9 Combining groups. Number bonds Graphical representations 3D shapes AB Pattern - continue, copy, and create repeating patterns.	Weeks 21 – 25 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. Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – ABC, ABB, BBA	Consolidation 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. Adding more Taking away Number bonds Shape – spatial reasoning Revisit doubles Revisit sharing and grouping Even and odd Develop patterns and relationships.

Understanding of the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronology skill development	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.					
	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Talk about and understand changes in their own lifetime, by creating a personal timeline.	Order personal experiences, e.g., recount an educational visit or stories.	Order experiences in relation to themselves and others, including stories
Enquiry Skill Development	Know that you can find out information from different sources e.g. internet, books.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.	Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist.	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
Respect skill development	Respect special things in their own lives.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live - Antarctica.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)	Understand that some places are special to members of their community.	Recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pet. <i>Care for an animal for the day (one from Megan?)</i>

Understanding of the world	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mapping skill development	Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, and read commons signs and logos.	Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica.	Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.	Draw information from a simple map and identify landmarks of our local area walk.	Create own maps using grid paper and symbols (x marks the spot treasure maps)
Scientific Knowledge development	Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.	Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled.	Animals (Polar) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe arctic habitats.	Seasonal Changes - Spring Revisit of objectives from Autumn 1. Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.	Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.	Animals (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats (animal homes). Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change and grow.
Scientific Vocabulary	Seasonal Changes - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow.	material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny	polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.	Seasonal changes - as Autumn 1, Spring Hygiene, healthy, non-healthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent	tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air	pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats

Understanding of the world	Autumn		Spring	Summer
RE Lincolnshire Agreed Syllabus Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them –from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
	Key questions	Which people, stories and events are special to me?	What do I know about Easter and Holi?	Why are some places and objects special or sacred?
	New learning objectives	• what it means to belong to different groups • how people come together to celebrate special events, e.g. birth • why Christmas is special for Christians and why Diwali is special for Hindus • how people celebrate Christmas and Diwali, including in school • why stories are important to Christians and Hindus • how some people show that they belong to a religion	How people come together to celebrate special events • why Easter is special for Christians • why Holi is special for Hindus • how people celebrate Easter and Holi • which stories are linked to celebrations at Easter and Holi	Why places of worship matter to people • What makes some places, and the things inside them, sacred or holy • How symbols and artefacts in places of worship have special meaning for believers • How people feel when they visit special and sacred places
	Vocabulary	General: belonging, ceremony, family, holy, sacred, special. Christianity: Advent, Angel Gabriel, baptism, candles, cross, christening, Christmas, godparents, gold, font, frankincense, Jesus, Joseph, Mary, myrrh, Nativity. Hinduism: diva lamps, Diwali, rangoli patterns, Lakshmi, mandir.	Easter: cross, Easter, Easter cards and eggs, Good Friday, palm crosses, Palm Sunday, Resurrection, tomb. Holi: bonfire, evil, good, Holi, Holika, Krishna, Prahlad, Rangwali, Vishnu.	Church: altar, Bible, font, Holy Communion, lectern, priest, pulpit, spire, stained-glass window, tower. Mandir: arti, Aum, bell, deities, fruit, incense, Ganesh, murti, prashad, puja tray.
	End of unit expectations	Pupils should be able to talk, draw/paint, role play about: • different groups in their lives and what it means to belong to them • ways in which people come together to celebrate special events, e.g. the birth of a baby • why Christmas is special for Christians and Diwali is special for Hindus • the kind of things people do to celebrate Christmas and Diwali, including in school • stories which are important to Christians and Hindus and what people do at Christmas and Diwali to remember the story of the Nativity and of Rama and Sita	Pupils should be able to talk, draw, role play about: • ways in which people come together to celebrate special events • why Easter is special for Christians and why Holi is special for Hindus • what people do to celebrate Easter and Holi • how stories are linked to the celebrations of Easter and Holi	Pupils should be able to talk, draw, role play about: • why places of worship matter to people • things that make some places, and the objects inside them, sacred or holy • symbols and objects/artefacts in places of worship which have special meaning for believers, e.g. a Christian cross or a Hindu deity. • how they felt when they were inside somewhere sacred – what senses did they use? • what things are similar in a church and a mandir and which things are different?
Ongoing communication skill development	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.			
Ongoing observational skill development	Explore the natural world around them by taking part in weekly forest school inspired ‘activity sessions’ and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.			

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 expectations	<i>Art</i> <i>A summary of the techniques developed in Y1. The children will be:</i> Mark-making using different drawing tools. Colouring neatly. Showing different tones with pencils. Combining materials. Beginning techniques such as rolling, cutting, moulding, carving and marking using simple tools. Making simple joins when creating clay sculptures. Developing a sketchbook habit. <i>A summary of the influence work developed in Y1. The children will be:</i> Observing and describing patterns and beginning to replicate them. Talking to a peer or teacher about the artwork made. Taking inspiration from notable artwork to influence their own pieces. Expressing and sharing opinions about artwork. <i>A summary of the convey skills developed in Y1. The children will be:</i> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.		<i>Design and Technology</i> <i>A summary of the inspiration work developed in Y1. The children will be:</i> Developing knowledge that all food comes from plants or animals, that food has to be farmed, grown or caught. Describing the differences between some food groups (i.e., sweet, vegetable etc.) They will learn of at least one British inventor, designer, engineer, chef or manufacturer. They will be beginning to design products that have a clear purpose and an intended user. <i>A summary of the invention work developed in Y1. The children will be:</i> Demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). They will cut, peel or grate ingredients safely and hygienically. Designing a product that uses a slider mechanism. <i>A summary of the improvement work developed in Y1. The children will be:</i> Knowledge of all the primary and secondary colours. Identifying colours in pictures and on objects. Deciding which tool would be appropriate when creating thick and thin lines. Exploring the use of observational drawing, to record what is seen.		<i>Music</i> <i>A summary of the composition work developed in Y1. The children will be:</i> Experimenting with, creating, selecting and combining sounds. Improvising and composing music for a range of purposes. Using and understanding staff and other musical notations. <i>A summary of the performance work developed in Y1. The children will be:</i> Using their voices expressively and creatively by singing songs and speaking chants and rhymes. Listening with attention to detail and recall sounds with increasing aural memory. Playing and performing in solo and ensemble contexts. <i>A summary of the appraisal work developed in Y1. The children will be:</i> Listening with concentration and understanding to a range of high-quality live and recorded music	
	Children will learn to sing and perform a range of songs and rhymes. In addition to daily experiences and opportunities offered the children will learn songs and rhymes from 'The Poetry Basket' throughout the year.					
Musical Development via Kapow	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.					
	Exploring sound: Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them Lessons: Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds	Celebration Music: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. Lessons: Diwali music Hannukah music Kwanzaa music Traditional Christmas music Christmas action songs	Music and movement: Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. Lessons: Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance Music and movement performance	Musical Stories: A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. Lessons: Moving to music Storytelling with actions Using instruments to represent actions Musical story composition Musical story performance	Transport: Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Lessons: Exploring different types of transport Trains Boats Cars Transport Journey	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Lessons: What makes an instrument Introduction to orchestra Follow the beat Tuned and untuned instruments Big band performance
Artist Studies	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Jackson Pollock (Collaborative work)	Yayoi Kusama Piet Mondrian, Wassily Kandinsky	Yves Klein Joan Miro	Andy Goldsworthy Eric Carle	Vincent van Gogh	Henri Matisse

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative art	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences will be planned (see below).					
Mark Making/ Drawing	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Skill: Observational drawing - Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.
Colour	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.
Painting	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved
Printing	Skill: printing with hands, feet and fingers.	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pinecones.	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration.	Skill: to be able to create using own ideas and explain the choices
Textiles/materials	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: Weaving (natural and manmade materials)	Skill: Sewing using a pre-running stitch with natural resources.
3D work	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific
Cutting Skills	Cutting Skill: Using one-handed tools and equipment, for example, making snips in paper with scissors.	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.
Being Imaginative	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play.		Retell parts of familiar stories through use of puppets, toys, masks or small world. Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	

Early Learning Goals

Communication and Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding of the world	Expressive art and design
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.	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.	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, paint brushes and cutlery. Begin to show accuracy and care when drawing.	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. ELG: Writing 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.	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.	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. 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. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	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. 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.

