The EYFS curriculum at BFPNS

Why is EYFS important at BFPNS?
At Brierley Forest, we know the Early Years Foundation Stage is a vital step in every child's educational journey as it gives them the initial building blocks that are so crucial to their learning and development throughout their schooling years. In the foundation years, we place great value on the development of children as individuals and giving them opportunities to embed skills and knowledge that they require to prepare them for the challenges in Key Stage 1 and beyond.

What does the EYFS look like at BFPNS?
Our EYFS is an inviting, safe, calm and stimulating learning environment where children have opportunities to learn through play by initiating their own ideas with the continuous provision indoors and outdoors and through adult support, scaffolding and modelling.
Our Nursery and Reception children are in two separate parts of the building, and both have their own carefully developed space for their needs as well as sharing a large outdoor area. In both Nursery and Reception, we have children who are happy and highly engaged in their learning. We support them in developing relationships with others and give them the skills to be able to interact effectively with their peers and adults.

What do we want our EYFS practise to look like in BFPNS?
At Brierley Forest, our practice is guided by a set of guiding principles. In an effective early years classrooms/environment we would like to see and hear:

- Calm, welcoming and well-planned learning spaces, inside and outside where children feel both stimulated and at ease
- Well qualified and highly skilled staff
- Warm and nurturing relationships between adults and children
- Adults talking to children about their learning and enthusing them to go further still in their explorations, problem solving and play
- Adults and children using the language of learning – thinking, trying, remembering, looking at, discovering, getting better at …
- Children talking to children about their learning
- Children engaged in purposeful play
- Daily high-quality teaching of essential early literacy and numeracy
- High quality and well-planned resources which support children's learning across all areas
- Culturally diverse environments and resources which reflect the individual lives of the children and challenge their own stereotypes.
- Sensitive and effective implementation of the agreed approaches to safeguarding which ensure that children's well-being is at the heart of all aspects of planning and provision
- Children becoming confident and independent learners – doing things for themselves, delighting in their differences and individual achievements
- Children thriving as confident, happy individuals who are developing a sense of care and responsibility for themselves and others
- Children enjoying nutritious food in a warm and social setting
- Clear and consistent routines which focus on children's learning and progress
- Distraction free areas which support increasing levels of engagement and support love of books and reading
- Daily/frequent opportunities for adventurous physical play in which children develop their confidence, skills and understanding of risk and safety
- Frequent communication with parents and families – celebrating children's achievements and supporting parental involvement in their children's learning

What does the EYFS curriculum look like at BFPNS?
At Brierley Forest, the curriculum has been carefully designed with a knowledge of the children's backgrounds and their starting points. Many children come into our Nursery with low levels of Personal, Social and Emotional Development (PSED) and Communication and Language (C&L) therefore these areas have been a main focus which are intertwined in everything we do.

The curriculum has been built to think about what comes before and after the learning that takes place in each year group and using the whole school progression maps, knowledge of child development and the Development Matters document staff have put together a broad and balanced curriculum, based around the seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

- Maths
- Literacy
- Understanding the World
- Expressive Arts and Design

The curriculum is based around a variety of themes with high quality texts and opportunities to learn through the children's interests. We find this approach encourages a real thirst for learning and provides strong cross curricular links.

Practitioners plan adult-led activities with awareness of the children in the setting and of their responsibility to support all children's progress in all areas of learning. They will build on what children know and can do. As with child-initiated activities, the practitioner actively uses a range of effective interaction strategies to support learning. Children take part in learning experiences daily and are taught individually, in small groups, and in whole classes. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

The curriculum is progressive and gives children the language and vocabulary they need for later school years, throughout Nursery and Reception children will have the opportunity to review and extend skills and knowledge. We know that not all children come from our Nursery and therefore provide chances in Reception to consolidate and build upon learning happening in the Nursery year. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. These are at the heart of our Early Years Curriculum and explore the different ways in which children learn.

What does assessment look like in EYFS?
Throughout the EYFS years as part of the learning and teaching process, children will be assessed in relation to their progress towards our own assessment checkpoints which are based on our own curriculum, child development knowledge and the development matters documents. These judgements are made based on accumulative observations and in-depth knowledge of the children acquired through ongoing assessment by all staff. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. They will determine whether the children are on track or whether they need additional interventions to help them swiftly catch up. End of year assessments are finalised during the summer term, summarising each child's development at that point against either the assessment checkpoints (Nursery) or the Early Learning Goals (Reception). This information will then be passed onto the next teacher to ensure every child has the best opportunities.

Nursery Progression Document

Themes and focus books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY FOCUS CYCLE A	Myself My family My friends Where I live Nursery Rhymes	Autumn Colour Celebrations Christmas	Winter Chinese New Year Superheroes People Who Help Us	Pets Farm animals Wild animals Easter	Once Upon a Time Spring Growing	Summer holidays Hot places Mermaids Pirates
Focus books CYCLE A	Owl babies My world, Your World Ten Little Fingers, Ten Little Toes The family book Selection of Nursery Rhymes Head, Shoulders, Knees and Toes (Rhyme)	The Leaf Thief Brown Bear, Brown Bear, what do you see? Kipper's Birthday Party The Best Diwali Ever The Christmas Story	Winnie in Winter Supertato Emergency! (Awesome engines) A Superhero like you Miss Polly Had a Dolly (Rhyme)	Dear Zoo Old McDonald had a Farm (Rhyme/book) My Best Pet That's not my kitten/puppy/chick Easter story	Jasper's Beanstalk Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread man	The Rainbow Fish Sharing a Shell The Night Pirate Seaside Poems
KEY FOCUS CYCLE B	All about me My family My friends My feelings My place in the world	Autumn Night and Day Celebrations Christmas	Winter Chinese New Year Into the woods Bears	Adventures Princess, Knights and Dragons Easter Spring	Spring Minibeasts Growing	Out of this world – Earth, Flying to a different country Dinosaurs Space Aliens
Focus books CYCLE B	Owl babies My world, Your World Ten Little Fingers, Ten Little Toes The family Book Selection of Nursery Rhymes	The Leaf Thief The Best Diwali Ever Kippers Birthday Party Night Monkey, Day Monkey The Christmas Story	We're going on a bear hunt Gruffalo Polar bear, polar bear, what do you hear?	The Gingerbread man Zog/ Zog and the Flying Doctors My first book of castles (non-fiction) Easter Story	The Very Hungry Caterpillar The Incredible Lifecycle of a Butterfly Incy Wincy Spider Jasper's Beanstalk	Whatever Next Welcome to our world Dinosaur who pooped a planet Harry and his dinosaurs: Go on Holiday

	Head, Shoulders, Knees and Toes (Rhyme)					

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speech structure / grammar	• To speak in simple sentences. • To develop communication and pronunciation. (may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)		• To use longer sentences of four to six words. • To develop my pronunciation but may have problems saying specific sounds: (r, j, th, ch, sh) and some multi-syllabic words.		• To speak beginning to use more complex sentences to link thoughts (e.g. using and, because) • To be clearly understood by others.	
Social rules of speaking/listening	• To begin to develop conversations and stay on the same subject.		• To start a conversation with adults/friends and continue this.		• To talk about ideas and my needs on a 1:1 basis or in small groups.	
Speaking for a purpose	• To use talk to communicate my needs.		• To use talk to organise my play e.g. "Let's go on a bus. I'll be the driver."		• To express my needs and feelings in simple terms and say when I don't agree with something. • To use some past and future tense.	
Retelling and recounting and performing	• To enjoy listening to stories and can recall some main events. • To join in with favourite rhymes- some lines, words and actions.		• To enjoy listening to longer stories and can remember much of what happens. • To enjoy taking on a role in my play.		• To know many songs, rhymes and can talk about familiar books, telling longer stories. • To engage in imaginative role-play based on stories and first-hand experiences.	
Vocabulary	• To start to understand some new vocabulary that is taught.		• To remember and use new words in their play. • To have a rapidly increasing vocabulary.		• To use a wider range of vocabulary including nouns, adjectives, and verbs.	
Questions	• To understand simple questions 'who', 'what' 'where' • To answer 'what' questions.		• To answer 'who' and 'where' questions.		• To answer simple 'why' questions. • To respond to questions directed at me.	
Listening and Attention	• To shift my attention from my activity when my name is called. • To know how to listen to others when the conversation interests me. • To engage in short periods of joint attention with books. • I know how to stop and listen to other people when I am busy doing an activity • To know how to listen to sounds around me and can talk about the sounds I hear • To understand an interaction that has 2 parts, such as "Get your coat and wait at the door"		• To control my own attention of focus and shift this between my activity and a speaker. • To know how to listen to stories and make comments on what is happening. • To know how to stop and listen to an instruction given by an adult.		• To begin to move their attention between an activity and a speaker without stopping to look at them. • To respond to 2-part instructions or questions directed at me. • To know how to listen to follow instructions to take part in simple games and activities with others. • To listen to others in one-to-one or in small group, even if not interested in topic.	

Personal, Social and Emotional

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Settling in/ Separating from main caregiver Class rules Naming safe adults Naming feelings Toileting and washing hands One child in a toilet at a time. Do not look over the door.	Class rules/school rules Selecting own resources for play Responding to feelings/ wishes of others. Toileting and washing hands One child in a toilet at a time. Do not look over the door.	Responding to boundaries Developing a sense of self Own preferences/ interests Making healthy choices Meeting own care needs Good/bad Accepting others	Following school rules Sense of responsibility Seeking out others to share experiences Finding solutions to conflicts/rivalries Use words not hands	Following school rules Understanding others feelings. Appropriate ways of being assertive Talking to others to solve conflicts Showing 'care' - BFPNS value	Following school rules Sun safety Working co-operatively with others Feelings Managing basic needs Selecting own activities and resources Only home adults to apply sun cream to child.
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	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment:	• I can separate from my main caregiver with support and encouragement from an adult. • I can play alongside others/develop friendships with other children. • I can notice and begin to ask questions about differences between children. • I am beginning to follow rules. • I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can join in a range of activities that interest me.	• I am beginning to follow rules and am beginning to understand why there are boundaries. • I can respond to the feelings and wishes of others. • I can join in with a range of activities that interest me. • I am beginning to talk to others in my play. • I am beginning to select my own resources from the environment. • I have a growing ability to distract myself when upset e.g. by engaging in a new activity. • I can use the toilet independently.	• I can respond to a few appropriate boundaries with encouragement and support. • I can demonstrate a sense of self as an individual e.g. want to do things independently, say 'no' to an adult. • I am interested in others' play and start to join in. • I willingly participate in a range of activities. • I can express my own preferences and interests. • I am confident to talk to other children when playing together. • I am beginning to make healthy choices about food, drink, activity and toothbrushing.	• I can increasingly follow rules, understanding why they are important. • I do not always need an adult to remind me of a rule. • I can develop my sense of responsibility. • I seek out others to share experiences. • I am aware that some actions can hurt or harm others. • I can show affection and concern for people who are special to me. • I can help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.	• I can increasingly follow the school rules and do not always need an adult to remind me. • To select and use activities and resources, with help when needed. • I am gradually understanding how others might be feeling. • I am developing appropriate ways of being assertive. • I am beginning to talk with others to solve conflicts and form good friendships.	• I can increasingly follow the school rules and do not always need an adult to remind me. • I can sort/wear appropriate clothes for the weather and staying safe. • I can settle to an activity for a short while chosen by me or chosen by an adult. • I can work co-operatively with others e.g. building simple role play. • I can talk about how I am feeling and what making me feel that way. • I can manage my own basic hygiene (toileting, washing hands, feeding self, drinking). • I can select and use my own activities and resources.

	• I can use words such as happy, sad and angry to begin to describe my feelings. • I am beginning to respond to the feelings and wishes of others. • I can use the toilet independently. • I am beginning to wash my hands independently.		• I am beginning to meet my own care needs.			

Physical development

Gross Motor Skills

	Autumn 1	• Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP – Gross motor skills	Introduction to PE – Unit 1 Safe walking to PE	Fundamental skills unit 1 – Awareness of surroundings/others	Gymnastics – Unit 1 Equipment safety Safe landings Personal space	Dance – Unit 1 Personal space	Ball Skills - Unit 1 Equipment safety	Games - Unit 1 Equipment safety
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment: **PE focus** **Gross motor skills**	**Introduction to PE – Unit 1** • I am beginning to demonstrate balance. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can explore movement skills.	• **Fundamentals – Unit 1** • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I am building my confidence to try new challenges. • I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.	**Gymnastics – Unit 1** • I am beginning to negotiate space safely. • I am beginning to take turns. • I am building my confidence to try new challenges. • I can explore movement skills. • I can match skills to tasks and apparatus.	• **Dance – Unit 1** • I am beginning to negotiate space safely. • I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. • I am building my confidence to try new challenges and perform in front of others.	**Ball Skills – Unit 1** • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can make guided choices.	**Games – Unit 1** • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I am beginning to understand how I feel in different situations.

	• I can make guided choices. • I follow instructions with support	• I follow instructions with support. • I play games honestly guided by rules with support.	• I can use a range of large and small apparatus with an awareness of safety. • I follow instructions with support.	• I can explore movement skills. • I follow instructions with support. • I show respect towards others.	• I persevere with support when trying new challenges. • I play ball games guided by the rules with support.	• I can explore movement skills. • I follow instructions with support. • I play games honestly guided by the rules with support.
	• Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
Fine Motor Skills						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment: Handwriting/pencil grip/using tools	• To begin showing a preference for a dominant hand. • To mark make using a comfortable grip when using pencils and pens. • I am starting to use my motor skills to carry out tasks using one-handed tools (playdough tools etc.)		• To show a preference for a dominant hand. • To use one-handed tools and equipment. • To mark make using a comfortable grip when using pencils and pens. • To begin to use the tripod grip when holding tools.		• To consistently use a dominant hand. • To write some letters accurately. • To use the tripod grip when holding pencils and pens.	
Manipulating objects with precision	• Begin to transfer chunky objects from one place to another using a palmer grasp to grip, Lego pieces, small balls, play dough etc	• Able to complete basic jigsaws with chunky pieces independently.	• Build a tower of up to 10 bricks using Duplo or wooden construction	• Begin to pick up smaller objects using a pincer grip, coins, pebbles, sequins etc	• Begin to transfer smaller objects from one place to another using a pincer grip, coins, pebbles etc	• Can manipulate a range of small objects independently with precision using an appropriate grip.
Scissor skills	• Able to manipulate scissors by opening and closing them (without cutting anything at this stage).	• Begin to hold a pair of scissors using the thumbs up position.	• Able to hold a pair of scissors using the thumbs up position.	• Able to make small snips in paper with scissors.	• Able to make snips in paper moving forward	• Begin to cut straight lines despite not always showing accuracy.
Self-care	• I can put my own coat on.		• I can put my own socks and shoes on.		• I am beginning to show growing independence by putting on a coat and shoes and beginning to do zips.	
Literacy						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literacy **Writing**	• To enjoy mark making using a range of tools and equipment.	• To make marks that stand for something e.g. that says	• To begin to give purpose to marks.	• To begin to copy with increasing control.	• To begin to write some letters from their name.	• To write most letters from their name.

		mummy and begin to give some meaning to these. • To add marks to their drawing which they can give meaning to e.g. "That says mummy".	• To move from left to write when 'writing'. (Scribbles)	• To ascribe meaning to other marks, like on signage.	• To start to make shapes which are recognisable as pre letter shapes. • To begin to use knowledge of print and letters in early writing.	• To recognise sounds from their own name in other words. • To begin to write some letters they know. • To know when two words have the same initial sound.
Punctuation				• To begin to write from left to right.		• To know their name begins with a capital letter.
Handwriting (Gross Motor)	• To show some control over their body.	• To show some control over their choice of tools.	• To show increasing development of control over tools.	• To draw lines and circles in the air, on the floor and on large sheets of paper, balancing well and using whole arm and body.	• To give good control in larger movements.	• To begin to control smaller tools. (Such as pincers, tweezers and threading equipment)
Handwriting (Fine Motor)	• To begin showing a preference for a dominant hand. • To develop manipulation and control.		• To show a preference for a dominant hand. • To use one-handed tools and equipment.		• To consistently use a dominant hand in writing. • To write some letters accurately.	
Pencil Grip	• To mark make using a comfortable grip when using pencils and pens.		• To mark make using a comfortable grip when using pencils and pens. • To begin to use the tripod grip when holding tools.		• To mark make using a comfortable grip when using pencils and pens. • To use the tripod grip when holding pencils and pens,	
Reading Phonics RWI	• A range of activities linked to: listening and attention, rhymes, alliteration, stories, role-play, vocabulary, oral segmenting and blending (Fred talk).			• Recognising the pictures from the RWI flashcards • Oral segmenting (Fred talk) games	• Set 1 single letter sounds • Oral segmenting (Fred talk) games	
Word reading	• To hear different environmental sounds around me. • To begin to recognise some environmental print such as supermarket logos.	• To discriminate between different instrument sounds. • To sing and perform actions to a familiar nursery rhyme. • To say the rhyming word at the end of a familiar rhyme	• To begin to recognise my own name with support. • To recognise rhythm in spoken words by clapping syllables.	• To identify signs and symbols in the environment and recall what they mean. • To spot or suggest rhymes. • To know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.	• To begin recognising some words that start with the same initial sound. • To know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z. • To begin to recognise some individual letter sounds with support.	• To recognise my own name independently. • To begin to recognise some individual letter sounds with support. • To recognise some words with the same initial sound e.g. m for mummy and milk. • To orally blend a simple word.

Comprehension	• To enjoy sharing a book with an adult. • To have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	• To understand that we should turn one page at a time in a book. • To begin to understand that print has meaning. • To talk about the pictures in a book with support.	• To enjoy singing a range of rhymes and songs. • To enjoy listening to longer stories. • To join in with some simple repeated refrains in well know stories/ rhymes.	• To begin to understand that print can have different purposes. • To begin to understand we read from left to right and top to bottom. • To begin to name the parts of a book e.g., front cover, title, author.	• To enjoy listening to longer stories and remember much of what happens. • To talk about a story, turning one page at a time. • To answer simple questions about stories.	• To engage in extended conversations about stories. • To know and say how the story might end. • To tell a longer story. • To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Colours Matching Sorting Number 1 Number 2 Subitising to 2 Circles ABAB patterns		Exploring numbers 3-5 Subitising 3 Composition of numbers 4 and 5. Triangles, Squares and Rectangles Height & Length Mass Capacity		Sequencing Positional language More than/Fewer 2D shape 3D shape What comes after? What comes before? Recap numbers to 5	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression statements /assessment:	• I am beginning to recognise colours. • I can sort by size and shape. • I can join in with number songs. • I can recite number names to 5 accurately. • I am starting to touch one object at time saying a number. • I can count up to 2 objects with 1:1 correspondence. • I am beginning to subitise up to 2. • I know that amounts change. • I can select shapes appropriately. • I can build using simple blocks. • I understand the concept of ‘now’ and ‘later’. • I am beginning to continue ABAB patterns.		• I can count to 5 with 1:1 correspondence. • I can subitise up to 3. • I can recognise **some** familiar numbers up to 5. • I can recognise some 2D shapes. • I can understand some positional language such as ‘in front’ and ‘behind’. • I am beginning to make some comparisons between objects. • To notice patterns around them to use informal language to describe them. • I am beginning to compare objects by length, height, weight and capacity.		• I can verbally count past 5. • I can subitise up to 3. • I can count 1:1 up to 5. • I can recognise numerals up to 5 and match these to the quantity. • I can compare quantities (more than, fewer than) • I can solve some real-life mathematical problems with numbers up to 5. • I can talk about some 2D and 3D shapes using informal and mathematical vocabulary. • I can use some positional language (in front of, behind) • I can make comparisons between some objects. (Size, Weight, Height, Capacity, Length) • I can make an ABAB pattern. • I am beginning to describe a sequence of events.	

Understanding the World

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Exploring Nursery environment Differences between ourselves and others Body parts My family Once I was a baby Autumn/ Harvest Safe relationships Privacy My body is own body	Autumn Exploration of materials with different properties. Colour/Rainbow experiments Festivals of colour/ Celebrations – Bonfire night/ Diwali/Christmas/Remembrance Day Birthdays Fire safety	Winter Freezing/ Melting Ice experiments Occupation: People who help us – Fire/Paramedics/Police Exploring fruit/veg Appropriate clothing for winter	Spring Animal habitats Lifecycle of a chick / New life Caring for animals Occupation: Farmer – Farm visit Occupation: Vet Easter Story Mutual respect Religion	Spring Lifecycle of a plant Caring for plants Observations of world around them. Change over time. Own experiences. Commenting on fictional characters in stories.	Summer Talk about own experiences. Knowing there are different countries in the world. Exploration of materials with different properties. Forces – Magnets & Floating and sinking Water safety Mutual respect Sun safety
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements /assessment	• I know I was a baby once. • I am interested in photographs of myself and familiar people. • I can name people who I live with. • I am beginning to talk about past events in my life. • I can talk about my house. • I can explore using senses.	• I can talk about what I see. • I can talk about the weather/changes I see outside. • I can name some animals we might see in autumn. • I can explore collections of materials with similar/different properties. • I can talk about my own experiences of some different celebrations • I can talk about my own experiences of Christmas and other special times.	• I can talk about the weather/changes I see outside and the changes I notice. • I can show interest in different occupations that help others. • I can talk about my own families' memories. • To say where I live. • I am beginning to explore and talk about different forces I can feel. • I can talk about differences in materials.	• I can talk about the weather/changes I see outside and the change I notice. • I am beginning to understand the need to respect and care for the natural environment and living things. • I can plant seeds and care for growing plants. • I understand the key features of the life cycle of a plant and an animal.	• I can plant seeds and care for growing plants. • I am beginning to understand the need to respect and care for the natural environment and all living things. • I can remember and talk about my own experiences. • I show interest in different occupations and ways of life. • I can talk about the changes I notice e.g., weather,	• I can remember and talk about significant events in my own experience. • I know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • I can ask questions about aspects of my familiar world. • I can talk about the differences between

	• I can explore how some resources/toys work. • I am becoming familiar with the routine of the Nursery day. • I can talk about my own experiences of some different celebrations (Harvest). • I can talk about the weather/changes I see outside.	• I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	• I can talk about our own experiences of some different celebrations. • I can say who my special people are and why they are special to me.	• I can show interest in different occupations that look after living things. • I can talk about pets I have or have had during my lifetime/ family's lifetime. • I can sort animals by some simple characteristics. • I can name different animals, identify where they might live and talk about some differences between these. • I can notice features of objects in the environment. • I can talk about what I can see using a wide vocabulary.	natural environment, materials, ingredients. • I can explore different collections of materials with similar and/or different properties. • I can recognise some similarities and differences in stories. • I can notice different features in the environment.	materials and changes I notice. • I can talk about why things happen and how things work. • I can use all of my senses in hands- on exploration of natural materials. • I can explore collections of materials with similar and/or different properties.

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Exploring Nursery environment Differences between ourselves and others Body parts My family Once I was a baby Autumn/ Harvest Safe relationships Privacy My body is own body	Autumn Night and daytime Shadows Celebrations – Bonfire night/ Diwali/Christmas/Remembrance Day Birthdays Occupation: Firefighters Fire safety	Winter Animal habitats Freezing/ Melting Ice experiments Trip to local woods/park – Talk about what they see Looking after the environment Appropriate clothing for winter	Spring Floating and sinking Water safety Occupation: Doctors Roles in society: Queens, Kings etc. Change over time. Own experiences. Easter Story Mutual respect Religion	Spring Naming and exploring minibeasts Lifecycle of a butterfly Lifecycle of a plant Caring for plants Occupation: Farmer Colour/Rainbow experiments Observations of world around them. Exploring fruit/veg Caring for animals	Summer Talk about own life story and family's history. Knowing there are different countries in the world Materials Magnets Discover eggs Mutual respect Sun safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression statements /assessment	• I know I was a baby once. • I am interested in photographs of myself and familiar people. • I can name people who I live with. • I am beginning to talk about past events in my life. • I can talk about my house. • I can explore using senses. • I can explore how some resources/toys work. • I am becoming familiar with the routine of the Nursery day. • I can talk about my own experiences of some different celebrations (Harvest). • I can talk about the weather/changes I see outside.	• I can say some differences between day and night. • I can show interest in specific occupations. • I can talk about what I see. • I can talk about the weather/changes I see outside. • I can name some animals we might see in autumn. • I can explore collections of materials with similar/different properties. • I can talk about my own experiences of Christmas and other special times. • I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	• I can talk about the weather/changes I see outside. • I can use my senses to explore the world around me. • I can talk about differences in materials and changes I notice. • I begin to understand the need to respect and care for the natural environment and all living things. • I know there are different countries in the world and am beginning to talk about some differences they have seen. • I am beginning to compare characters from different stories. • I can discuss familiar routes using words such as “in front of” and behind.” • I can talk about my own experiences of some different celebrations. • I can talk about my own families’ memories.	• I can talk about the weather/changes I see outside. • I can explore differences in materials. • I can explore floating and sinking. • I can explore and talk about different forces I can feel. (Water) • I can show interest in different occupations and ways of life. (Doctors, kings, queens, bakers) • I can remember and talk about significant events in my own experience. • I can talk about my own experiences of Easter and other special times.	• I can talk about the weather/changes I see outside. • I am beginning to understand the need to respect and care for the natural environment and living things. • I can plant seeds and care for growing plants. • I understand the key features of the life cycle of a plant and an animal. • I can show interest in different occupations that look after living things. • I can name different insects, identify where they might live and talk about some differences between these. • I can show interest in different occupations. (Farmers) • I can notice features of objects in the environment. • I can talk about what I can see using a wide vocabulary.	• I can talk about the weather/changes I see outside. • I can remember and talk about significant events in my own experience. • I know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • I can ask questions about aspects of my familiar world. • I am beginning to be interested in maps. • I can talk about the differences between materials and changes I notice. • I can explore and talk about forces I can feel. (Magnets)
Expressive Arts and Design						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Cycle A						
LTP	Get Set 4 Music: All about me/ Nursery rhymes Free choice drawing Big scale artwork	Instrumental sounds Christmas song performance Acting out first-hand experiences Recognising colour	Get Set 4 Music: Everyday life Explore tools and their uses Safe use of tools	Get Set 4 Music: Walking in the jungle Joining materials Chooses particular colours for a purpose	Get Set 4 Music: Traditional tales Developing stories using small world Use of powder paint	Get Set 4 Music: Around the World Imaginary play Using materials for a purpose.

	Learning how to use the creative area/ tools e.g. how to hold a paintbrush, how to use glue. Self-portraits Checking appropriate drawings Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists)	Paint - Mixing colours Moulding playdough/salt dough Chalks/pastels Do not put pastels/chalks/clay in your mouth.	Scissor safety Holding tools safely and appropriately Joining materials with tape and glue Cooking Artist: Giuseppe Arcimboldo Use of tools in cooking.	Observational drawing – flowers/animals Holding tools safely and appropriately Patterns of animals Copies basic actions and begins to learn short dance routines and performances.	Different paint techniques Safe use of paint and paintbrushes Artist: Jackson Pollock Large scale construction Holding tools safely and appropriately	Safety when using different materials/tools Developing preferences for forms of expression. Adding details to drawings.
	Throughout the year in Nursery children can explore a range of different materials freely in the continuous provision. They will develop their ideas about how to use them and what they would like to make. Children will begin to develop preferences about how they express their own ideas.					
Progression statements/assessment:	• I can begin to use representation to communicate e.g. drawing a line and saying 'That's me.' • I am beginning to give meaning to my marks. • I can do large scale drawings/paintings. • To name colours. • I can combine and stir ingredients. • I can find my singing and speaking voice. • I can create my own words and actions to a song. • I am beginning to clap, move and play to the pulse. • I can match the pitch of some notes. • I am beginning to copy simple rhythms.	• I can experiment with and use clay and play dough. • I can experiment with pastels and chalks. • I can begin to make-believe by pretending. • I can explore different materials freely and think about what I want to make. • I can explore colour and colour mixing. • • I can find my singing and speaking voice. • I can remember words and actions to a song. • I attempt to start and stop with others when performing. • I can play instruments to represent an idea by playing loudly, quietly, quickly and slowly.	• I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I am beginning to develop my ideas and think about what I want to make with support from an adult. • I can choose different materials and begin to join them. • I am beginning to use simple tools including scissors with some control. • I can manipulate different materials with some control. • I can find my singing and speaking voice. • I can add sound effects to a story. • I can listen to music and respond to what I have	• I can use scissors safely and with control. • I explore what happens when we fold paper in half (symmetry). • I can draw from observations beginning to use more detail and colour. • I am beginning to develop my ideas and think about what I want to make with support from an adult. • I can find my singing and speaking voice. • I am beginning to clap, move and play to the pulse. • I can create my own words and actions to a song. • I can listen with increased attention to different sounds. • I am beginning to match sounds to pictures and instruments.	• I can explore colour and colour mixing. • I can choose different materials and begin to join them. • I can explore powder paint. • I can explore large muscle movements to paint. • I can use a range of tools to explore painting. • I am beginning to develop complex stories using small world equipment. • I can make imaginative and complex 'small worlds' with blocks and construction kits. • I can find my singing and speaking voice. • I can match the pitch of some notes. • I can create my own words and actions to a song.	• I can engage in imaginative role-play based on first hand experiences. • I can use small world resources to recreate stories. • I can experiment with drawing using a range of materials e.g. pencil, felt tips, pastels etc. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc • I can explore different materials freely, to develop my ideas about how to use them and what to make. • I can match the pitch of some notes.

	• I can listen to music and respond to what I have heard expressing my thoughts and feelings.	• I can identify and differentiate between a choice of instruments/sounds	heard expressing my thoughts and feelings. • I can match the pitch of some notes. • I can explore different sounds made by the voice, body and instruments with an awareness of the pulse. • I can create my own words and actions to a song.	• I can explore different sounds made by the voice, body and instruments. •	• I can play instruments to represent an idea by playing loudly, quietly, quickly and slowly. • I am beginning to follow written symbols. • I attempt to start and stop with others when performing.	• I can create my own words and actions to a song. • I can find my singing and speaking voice. • I can listen to music and respond to what I have heard expressing my thoughts and feelings. • I can add sound effects to a story. • I can explore different sounds made by the voice, body and instruments with an awareness of the pulse.
Cycle B						
LTP Cycle B	Get Set 4 Music: All about me/Nursery rhymes Modelled introduction of creative area Safely using resources including scissors Free choice drawing Big scale artwork Checking appropriate drawings Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists)	Instrumental sounds Christmas song performance Instrumental sounds Using instruments safely Acting out first-hand experiences Moulding playdough/salt dough Chalks/pastels Do not put pastels/chalks/clay in your mouth.	Get Set 4 Music: Everyday life Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists) Explore tools and their uses Safe use of tools Scissor safety Joining materials with tape and glue Cooking Use of tools in cooking.	Get Set 4 Music: Traditional tales Developing stories using small world Joining materials Paint - Mixing colours Use of powder paint Different paint techniques Artist: Jackson Pollock Safe use of paint and paintbrushes Copies basic actions and begins to learn short dance routines and performances.	Get Set 4 Music: Walking in the jungle Chooses particular colours for a purpose Observational drawing – flowers/fruit/veg Artist: Giuseppe Arcimboldo Large scale construction – Making castles Holding tools safely and appropriately	Get Set 4 Music: Around the World Imaginary play Making slime Using materials for a purpose. Safety when using different materials/tools Developing preferences for forms of expression. Adding details to drawings.
	Throughout the year in Nursery children can explore a range of different materials freely in the continuous provision. They will develop their ideas about how to use them and what they would like to make. Children will begin to develop preferences about how they express their own ideas.					

Progression statements/assessment:	• I can begin to use representation to communicate e.g. drawing a line and saying 'That's me.' • I am beginning to give meaning to my marks. • I am learning how to hold a paintbrush. • I am learning how to hold a pencil. • I can do large scale drawings/paintings. • I can manipulate play dough in different ways (roll, cutting, squashing, pinching, twisting). • I can find my singing and speaking voice. • I can create my own words and actions to a song. • I am beginning to clap, move and play to the pulse. • I can match the pitch of some notes. • I am beginning to copy simple rhythms. • I can listen to music and respond to what I have heard expressing my thoughts and feelings.	• I can experiment with and use clay and play dough. • I can experiment with pastels and chalks. • I can begin to make-believe by pretending. • I can explore different materials freely and think about what I want to make. • I can find my singing and speaking voice. • I can remember words and actions to a song. • I attempt to start and stop with others when performing. • I can play instruments to represent an idea by playing loudly, quietly, quickly and slowly. • I can identify and differentiate between a choice of instruments/sounds	• I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I am beginning to develop my ideas and think about what I want to make with support from an adult. • I can choose different materials and begin to join them. • I am beginning to use simple tools including scissors with some control. • I can manipulate different materials with some control. • I can find my singing and speaking voice. • I can add sound effects to a story. • I can listen to music and respond to what I have heard expressing my thoughts and feelings. • I can match the pitch of some notes. • I can explore different sounds made by the voice, body and instruments with an awareness of the pulse. • I can create my own words and actions to a song.	• I can explore colour and colour mixing. • I can choose different materials and begin to join them. • I can explore powder paint. • I can explore large muscle movements to paint. • I can use a range of tools to explore painting. • I am beginning to develop complex stories using small world equipment. • I can make imaginative and complex 'small worlds' with blocks and construction kits. • I can find my singing and speaking voice. • I can match the pitch of some notes. • I can create my own words and actions to a song. • I can play instruments to represent an idea by playing loudly, quietly, quickly and slowly. • I am beginning to follow written symbols. • I attempt to start and stop with others when performing.	• I can use scissors safely and with control. • I explore what happens when we fold paper in half (symmetry). • I can draw from observations beginning to use more detail and colour. • I am beginning to develop my ideas and think about what I want to make with support from an adult. • I can find my singing and speaking voice. • I am beginning to clap, move and play to the pulse. • I can create my own words and actions to a song. • I can listen with increased attention to different sounds. • I am beginning to match sounds to pictures and instruments. • I can explore different sounds made by the voice, body and instruments.	• I can engage in imaginative role-play based on first hand experiences. • I can use small world resources to recreate stories. • I can experiment with drawing using a range of materials e.g. pencil, felt tips, pastels etc. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc • I can explore different materials freely, to develop my ideas about how to use them and what to make. • I can match the pitch of some notes. • I can create my own words and actions to a song. • I can find my singing and speaking voice. • I can listen to music and respond to what I have heard expressing my thoughts and feelings. • I can add sound effects to a story. • I can explore different sounds made by the voice, body and instruments with an awareness of the pulse.
Digital technology						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

LTP	Using technology within play Not putting electrical equipment in mouths Using technology safely	Using technology within play Not putting electrical equipment in mouths Using technology safely	Using technology within play Exploring differences and sounds. Not putting electrical equipment in mouths Using technology safely	Using technology within play Taking photos Not putting electrical equipment in mouths Using technology safely	Using technology within play Sequencing Not putting electrical equipment in mouths Using technology safely	Using technology within play Exploring technology Not putting electrical equipment in mouths • Using technology safely
Progression statements/assessment:	• I show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. • I explore technology with an adult.		• I can find ways to change my voice (tube, tin can, shouting, echo) • I can use sounds/voices in storytelling/songs.	• I can take photos using an iPad.	• I can sequence simple familiar tasks	• I explore and understand how things work (specifically technology)

Reception Progression Document

Themes and focus books						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Focus CYCLE A	**All about me** My family My friends My feelings Where I live Nursery Rhymes	Autumn Our World Recycling **Celebrations** Christmas	Winter Chinese New Year **Superheroes** **People Who Help Us**	**Animals** Farm animals Wild animals Arctic animals Easter	**Once Upon a Time** Spring Growing	**Summer** Seaside Pirates Holidays Comparison to another country
Key text **Cycle A**	Colour monster Elmer Big book of families (non-fiction) Incredible you The little Red Hen (harvest)	Squirrels busy day The messy magpie Somebody swallowed Stanley World atlas (non-fiction) The Christmas story	A superhero like you Supertato Little people – big dreams – Florence Nightingale	Handas surprise What the ladybird heard Lost and Found The Easter Story	Goldilocks and the three bears Little red riding hood Jack and the beanstalk The tiny seed	The Sea saw Commotion in the Ocean (Poetry) Pirates love underpants The singing mermaid
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Focus **CYCLE B**	**All about me** My family my friends My feelings My place in the world	Autumn Light and dark Christmas **Celebrations**	Winter Chinese new year **Is it winter all over the world?** **Into the woods**	**Adventures** Castles, princesses, knights and dragons Easter Spring	Spring **Minibeasts** **Growing**	**Out of this world** – Earth Flying to a different country Dinosaurs, space and aliens
Key text **CYCLE B**	Colour Monster Elmer Super Duper You In Every House on Every Street Here We Are The Little Red Hen (Harvest)	The Owl who was Afraid of the Dark The Story of Rama and Sita The Christmas Story Zim Zam Zoom (Poetry)	Gruffalo's child Lost and Found World Atlas (Non-fiction) We're Going on a Bear Hunt	There is no Dragon in this story Zog My Very First Castles Book (Non-fiction) Jack and the Beanstalk The Easter Story	Mad about Minibeasts (Poetry) The Very Hungry Caterpillar The Tiny Seed Non-Fiction minibeast books	Martha Maps it Out Whatever Next The dinosaur that pooped a planet Worryasaurus
Personal, Social and Emotional Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

LTP	School rules What makes us unique? Feelings and how they affect others. Using the environment and asking for help. Who to ask for help – stranger danger. My special people Importance of exercise	Making friendships Road safety Fire safety Taking turns Developing confidence to have a go Resilience – BFPNS value	Keeping healthy Describing self in positive terms. Understanding how actions affect others. Adapting behaviour. Bravery What to do in an emergency? Appropriate words to describe self	Stranger danger Thinking about the perspective of others Considering other people's feelings Looking after animals Taking on challenges	Building respectful relationships Trying new activities Expressing feelings Identifying and moderated own feelings Appropriate behaviours – consent of hugs etc	Perseverance Setting simple goals Playing co-operatively and taking turns Regulating behaviour/emotions Sun safety – sun cream applied at home. Transition to Y1/Change What change can feel like.
Throughout the year children in Reception children will have the opportunity to develop and apply their PSED skills through the use of continuous provision as well as through group circle times. Opportunities are provided to ensure children's play regularly involves sharing and co-operating with friends and other peers as well providing challenges where children can show persevere and resilience. Oral health is covered through children brushing their teeth daily in school as well as discussions around this.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Progression statements/assessment: Self – regulation Managing self Building relationships	• I can follow the school rules. • I can talk about some things that make us different/unique. • I am aware of my own feelings, can talk about them and know that some actions and words can hurt others feelings. • I can select and use activities and resources with help. • I can show confidence in asking adults for help.	• I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. • I know how to be a safe in different situations (safe pedestrian, fire safety) • I can tolerate delay when my needs are not immediately met. • I can understand that my wishes may not always be met. • I am beginning to take turns and share resources. • I can Independently choose where they would like to play. • I can build my confidence to have a go.	• I can talk about different factors that keep me healthy e.g. physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine. • I can show enthusiasm and excitement when anticipating and engaging in certain activities. • I can describe myself in positive terms and talk about my abilities. • I am beginning to see myself as a valuable individual. • I can usually adapt my behaviour to different events, social situations and changes in routine. • I can recall what to do in an emergency. • I can understand that my own actions affect other people e.g. I might become upset or try and comfort another child when I realise I have upset them. • I am confident in speaking in front of a small group.	• I can talk about how to keep myself healthy. • I am confident to speak to others about own needs, wants, interests and opinions. • I am beginning to build resilience and perseverance in the face of a challenge. • I can start to negotiate and solve problems without aggression e.g. when someone has taken my toy. • I can think about the perspective of others. • I can explain right from wrong and try to behave accordingly. • I can build constructive and respectful relationships. • I can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.	• I am continuing to build constructive and respectful relationships. • I am confident to try new activities. • I can think about the perspective of others. • I can express my own feelings and consider the feelings of others. • I am beginning to identify and moderate my own feelings socially and emotionally. • I can compare characters from stories and discuss their similarities and differences e.g. actions and personality. • I am aware of stranger danger.	• I can talk about how to stay safe in the sun and the importance of this. • I can talk about factors that support overall health and wellbeing e.g., staying safe. • I am beginning to regulate my own behaviour and emotions. • I can persevere in the face of a challenge. • I can set and work towards simple goals. • I can work and play cooperatively and take turns with others.

End of Year Assessment	**Early Learning Goal – 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. **Early Learning Goal – 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. **Early Learning Goal – 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

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speech and grammar	• To begin to use sentences that are well formed. (But may still have difficulties with grammar. For example saying 'sheeps' instead of sheep or 'goed' instead of 'went'.	• To start to link simple sentences	• To connect one idea or action to another using a range of connectives. • To develop some social phrases e.g. Hi, how are you?	• To articulate their ideas and thoughts in well-formed sentences. • To begin to express ideas using past and present tense e.g. I made a house yesterday; I am making a house.	ELG To 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.	
Social rules of speaking and listening	• To contribute my ideas in a small group. • To put hand up to speak during carpet sessions. • To look at someone when they are being spoken to.		• To contribute to a bigger group/ class discussion. • To take turns in longer conversations responding to other children's/adult's opinions appropriately		ELG To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	
Speaking for a purpose	• I can link what has been said to own experiences to keep a conversation going. • To explain something using simple sentences including ordering, stating what happened and what might happen.		• To describe events in some detail • To use talk to help, work out problems, organise thinking and explaining how things work and what might happen.		ELG To 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 the teacher	
Retelling, recounting and performing	• To listen to and talk about stories to build familiarity and understanding. • To recite familiar rhymes/poems and join in with repeated refrains from stories.		• To learn new songs, rhymes and poems. • To take on different roles in their play • To act out familiar stories in their own play • To begin retelling stories, once we have developed a deep familiarity with the text, some as exact repetition and some in their own words.		ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
Vocab	• To copy, practise and explore new vocabulary	• To understand and use new vocabulary in context e.g. The Magpie recycles the card to make a book.	• To explore new vocabulary, sounds and intonation.	• To use new vocabulary in different contexts in their own play e.g. The enormous turnip/ I have made an enormous tower.	ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	
Questions	• To ask 'who' and 'what' questions. • To understand and answer simple 'why' and 'how' questions		• To ask 'where', 'why' and 'how' questions. • To ask questions to find out more and check understanding of what has been said to them.		ELG Make comments about what they have heard and ask questions to clarify their understanding.	
Listening, attention and understandin	• To understand how to listen carefully (looking at the person, being quiet, sitting still, using our listening ears) and why listening is important. • To listen to others in small groups.		• I am beginning to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. • To listen in whole class sessions and respond when appropriate. • I can play and listen to my friends at the same time.		**ELG** 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.	
End of year assessment	**Early Learning Goal – 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. **Early Learning Goal – 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.

Physical Development

Gross Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP (PE) – Gross Motor Skills	Introduction to PE – Unit 2 Safe walking to PE	Fundamental skills unit 2 – Awareness of surroundings/others	Gymnastics – Unit 2 Equipment safety Safe landings Personal space	Dance – Unit 2 Personal space	Ball Skills - Unit 2 Equipment safety	Games - Unit 2 Equipment safety
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Progression statements/assessment: Gross motor skills	**Introduction to PE - Unit 2** • I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively and take turns with others. • I understand the rules and can explain why it is important to follow them. • I use movement skills with developing balance and co-ordination.	**Fundamentals unit 2** • I am confident to try new challenges, deciding on the skills I use to complete the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and congratulate others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use movement skills with developing balance and co-ordination.	**Gymnastics unit 2** • I am confident to try new challenges. • I can combine movements, selecting actions in response to the task and apparatus. • I can confidently and safely use a range of large and small apparatus. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • I work co-operatively with others and take turns.	**Dance Unit 2** • I am confident to try new challenges and perform in front of others. • I can combine movements, selecting actions in response to the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I show respect towards others when providing feedback. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	**Ball skills unit 2** • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I persevere when trying new challenges. • I play ball games with consideration of the rules. • I play co-operatively and take turns with others. • I use ball skills with developing competence and accuracy.	**Games unit 2** • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. • I use movement skills with developing balance and co-ordination.
	• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. • 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. • 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.					

Fine Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression statements/assessment: Manipulating objects with precision	• To be able to pick up objects using tweezers.	• To use tweezers to transfer objects from one place to another with developing accuracy and control.	• To be able to thread small objects e.g.; beads on string, cheerios on to dry spaghetti etc	To transfer a range of small objects with precision e.g. pegs, counters, sequins, money etc	• To transfer a range of small objects with precision, speed and accuracy e.g. counting equipment.	• To consistently transfer a range of small objects with precision, speed and accuracy e.g. counting equipment. •
Scissor skills	• To hold scissors correctly and cut along a straight line.	• To hold scissors correctly and cut along zigzagged and curved lines independently showing more accuracy.	• To hold scissors correctly and cut out squares	• To hold scissors correctly and cut out circles	• To hold scissors correctly and cut a range of out small and large shapes	• To hold scissors correctly and cut a range of materials.

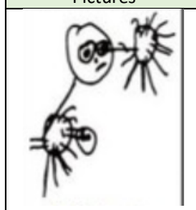
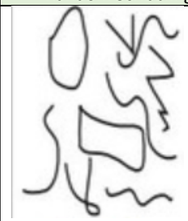
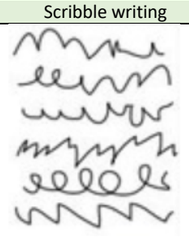
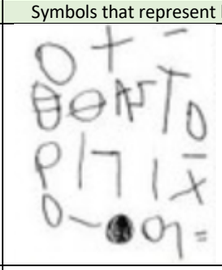
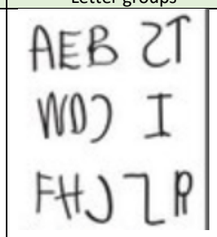
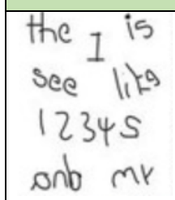
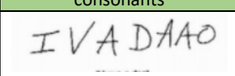
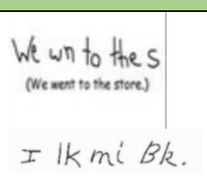
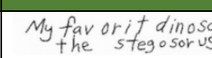
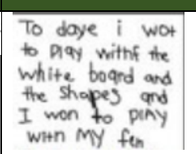
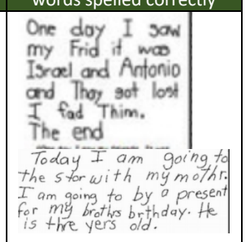
Self-care	• To be able to use a fork or spoon to manipulate food from the plate to their mouth	• To begin to use a knife and fork with support to manipulate food.	• To independently use a knife, fork and spoon to eat a range of meals • Dress and undress independently but may still need help with small buttons. Clothing may still be put on back-to front on occasion
	• 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • To use a tripod grip with good control. • To sit in a good sitting position (feet on floor, chair tucked in, hand on paper).		
End of year assessment	**Early Learning Goal - 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. **Early Learning Goal - 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.		

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (If on track)	Set 1 single letter sounds – Learning to blend	Set 1 single letter sounds – Blending independently	Set 1 special friends- Ditties PCM	Set 2 sounds– Red ditty books	Set 2 sounds – Green books	Set 2 sounds – Green/Purple books
Word reading	• To hear general sound discrimination. • To be able to orally blend and segment. • To hear and identify initial sounds in words. • To read individual letters by saying the sounds for them. (m a s d t l n p g o c k)	• To read individual letters by saying the sounds for them. (u b f e l h r j v w x y z) • To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	• To read and correctly form the sounds qu, sh, ch, th, ng, nk. • To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • To read red words I, the.	• To sound and blend words with special friends in. • To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • To read red words – put, the, I, no, of, my, for, he	• To read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). • To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. To read red words – your, said, you, be, are	• To read and correctly form the sounds ar, or, air, ir, ou, oy. • To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • To read red words – your, said, you, be, are, to, me, go • To re-read what they have written to check that it makes sense.
End of year assessment	**<u>Early Learning Goal – Word Reading</u>** • 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.					

Comprehension	• To listen and enjoy sharing a range of books. • To hold a book correctly, the right way up and turn some pages appropriately. • To know that a book has a beginning and an end. • To know that text in English is read top to bottom and left to right. • To know the difference between text and illustrations. • To recognise some familiar words in print, e.g., own name or advertising logos. • To enjoy joining in with rhyme, songs and poems. • To explain in simple terms what is happening in a picture in a familiar story. • To complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	• To experience and respond to different types of books knowing we can have fiction (story) and non-fiction books (information). • To respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.	• To use picture clues to help read a simple text. • To sequence two events from a familiar story, using puppets, pictures from book or role-play. • To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. • To show understanding of some words and phrases in a story that is read aloud to them. • To express a preference for a book, song or rhyme, from a limited selection. • Play is influenced by experience of books (small world, role play). •	• To retell stories in the correct sequence, drawing on language patterns of stories. • To show understanding of many common words and phrases in a story that is read aloud to them, when prompted. • To suggest how an unfamiliar story read aloud to them might end. • To give a simple opinion on a book they have read, when prompted. • To recognise repetition of words or phrases in a short passage of text. • Play is influenced by experience of books. • To innovate a well-known story with support.	• To correctly sequence a story or event using pictures and/or captions. • To make simple, plausible suggestions about what will happen next in a book they are reading. • To know the difference between different types of texts (fiction, nonfiction, poetry) • To 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 is influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	• To recall the main points in text in the correct sequence, using own words and include new vocabulary. • To innovate a known story. • To say whether they liked or disliked a book and give a simple justification or make a relevant comment, when prompted. • To sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them, with prompting. • Play is influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.
End of year assessment	**<u>Early Learning Goal – Comprehension</u>** • 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					
Handwriting (gross motor)	To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
Handwriting (Fine motor)	• To use a dominant hand. • To make marks and shapes using simple equipment. • To begin to write letters as part of the phonics programme.	• To understand that phonemes link to graphemes. • To begin writing taught letters using the correct letter formation alongside phonics programme.	• To write taught letters using the correct letter formation. • To add more detail to shapes and objects, showing increasing control over tools. • To write taught letters using the correct letter formation. •	• To show increased control over tools showing more complex shapes, objects, and writing. • To write letters using the correct letter formation and control the size of the letters formed. •	• To form letters using the correct letter formation and control the size of the letter considering where they sit on a given line. • To begin to form some capital letters where appropriate (e.g. At the start of their name).	• To write recognisable letters, most of which are correctly formed. • To show accuracy and care when drawing.
Letter join handwriting	• Gross and fine motor skill activities in preparation for handwriting.	• To form pre-writing patterns circles, spirals, lines and diagonals.	• To form pre-writing patterns jellies and zigzags. loopies and waves. • To form printed letters on their own and in words: • i, l, t	• To form printed letters on their own and in words: - u, w, e - c, o - a, d	• To form printed letters on their own and in words: - n, m, h - j, y - g, q	• To form printed letters on their own and in words: - b, p, k - v, s, r - f, x, z
Spelling and sentences	• To hear and write my own name.	• To segment a word orally • To write a CVC word with some adult support.	• To write CVC words independently.	• To begin orally rehearsing sentences.	• To orally rehearse my sentence.	• To orally rehearse my sentence.

	• To hear and write initial sounds. • To segment and hear initial sounds. • To give meaning to my marks.	• To correctly write my own name.	• To write a caption with support (More than 1 word).	• To write a simple sentence with support	• To write a simple sentence and check what I have written.	• To write a simple phrase or sentence that can be read by others.
Punctuation	To know that print carries meaning and in English, is read from left to right and top to bottom.		To recognise and use finger spaces	To begin to know that a full stop goes at the end of a sentence	To begin to know that a capital letter goes at the beginning of a sentence	To begin to use some capital letters and full stops.
End of year assessment	**<u>Early Learning Goal – Writing</u>** • 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.					

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	**Letter name stage**		**Transitional Stage**			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Maths						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
LTP	Power maths					
	Unit 1 – Early Mathematical Experiences Unit 2 – Pattern and Early Number (1-3) Unit 3 – Numbers within 6 Unit 4 – Addition and Subtraction within 6 Unit 5 – Measure Unit 6 – Shape and sorting		Unit 7 – Numbers within 10 Unti 8 – Calendar and Time Unit 9 – Addition and Subtraction with 10 Unit 10 – Grouping and sharing Unit 11 – Number patterns within 15 Unit 12 – Doubling and Halving Unit 13 – Shape and Pattern		Unit 14 – Securing Addition and Subtraction Facts Unit 15 – Number patterns within 20 Unit 16 – Number patterns beyond 20 Unit 17 – Money Unit 18 – Measures Unit 19 – Exploration of Patterns within Number	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Progression statements/assessment: Number Numerical Patterns Shape, space and measure	• I can recite numbers to 5 and beyond. • I can count with 1:1 correspondence to 6. • I can count from a larger group to 6. • I can recognise numerals to 6. and match these to the correct number of objects. • I can order numerals to 6. • I can compare numbers to 6, saying whether there is more or fewer. • I am beginning to understand the one more than/one less than' relationship between consecutive numbers to 6. • I can explore the composition of numbers to 6. • I can beginning to automatically recall number bonds 0-5. • I can beginning to subitise to 5. • I understand conservation within 6. • I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • I can describe position accurately. • I can compare length, height, weight and capacity. • I can recognise, describe, copy and extend colour and size patterns. •	• I can recite numbers to 10 and beyond. • I can count with 1:1 correspondence to 10, then up to 15. • I can count from a larger group to 10. • I can recognise numerals to 10 and match these to the correct number of objects. • I can order numerals to 10. • I can compare numbers 10, saying whether there is more or fewer. • I am beginning to understand the one more than/one less than' relationship between consecutive numbers to 10 and then to 15. • I can explore the composition of numbers to 10. • I am beginning to automatically recall number bonds to 0-10. • I am exploring addition as counting on and subtraction as taking away. • I can subitise to 5. • I can share a quantity between groups equally. • I am beginning to group into fives and tens. • I can double and half. • I am beginning to understand the days of the week and the seasons. • I can sequence daily events. • I can continue, copy and create repeating patterns. • I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	• I can recite numbers to 20 and beyond. • I can recognise the pattern of numbers e.g 1,2,3 11,12,13, 21,22,23. • I can count on and count back from any number. I don't have to start at number 1. • I can explore and represent within numbers to 10 and beyond. • I can explore number patterns and know odd and even numbers. • I can recall double facts to 10 and beyond. • I am beginning to recognise different coins and use addition and subtraction to support with this. • I can describe capacities, compare volumes, compare weights and compare and order lengths.

End of year assessment	**Early Learning Goal – 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. **Early Learning Goal – Numerical Pattern** • 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

Understanding the World

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP Cycle A	Autumn Differences between ourselves and others Growing up Family Structures My body parts My senses Where I live – Exploring maps Safe relationships Privacy	Autumn Looking after our world – Litter/Recycling Celebrations – Bonfire night/ Diwali/Christmas/Remembrance Day History of Bonfire Night - Guy Fawkes Christmas story Christmas around the world Fire safety	Winter Freezing/Melting Naming and describing familiar people e.g., occupations of people who help us. Nurses – Now and in the past (Florence Nightingale) Materials Safety network and safe people Water Safety	Spring Animal habitats Different features of environments Lifecycle of a chick Easter story Caring for animals Mutual respect Religion	Spring Observation of animals and plants. Lifecyle of plant and how to care for them Exploring the past through stories. Compare and contrast characters from stories Safety in different environments	Summer Features on a map – simple map work What is the past? Long long ago – Basic Chronology Holidays – Now and in the past. Comparison of different countries ways of life England/Africa Sun safety

	My body is my own body Consent – hugs, hand holding	Handling sparklers safely, recognising only adults should use fireworks. Respect – understanding and recognising different beliefs. BFPNS school rule.				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Progression statements/assessment (cycle A): Past and Present People, Culture and Community The Natural World	• I can talk about members of my immediate family. • I can comment on images from when I was a baby. • I can identify how I have changed as I have grown up. • I can name parts of my body. • I can describe what I see, hear, feel, touch and taste. • I know where we live. • I can say that people in our community have different special places. • I can talk about what happens in Autumn and the change/effect this has on the natural world.	• I can talk about what happens in Autumn and the change/effect this has on the natural world. • I can explore the natural world. • I can talk about what I can see, hear and feel outside. • I can make comments and comparisons about significant individuals from the past. • I can ask some questions about my immediate environment. • I can talk about how to care and respect our environment and all living things. • I can sort and name some materials e.g. paper, cardboard, metal, glass, wood.	• I can talk about what happens in Winter and the change/effect this has on plants, trees and creatures. • I can begin to understand changing states of matter. • I can describe what I see, hear and feel. • I can name and describe people who are familiar to them within their community e.g. police, fire service, doctors. • I am beginning to comment on images of familiar situations in the past. • I can compare and contrast some significant figures from now and in the past. • I can recall where I live. • I can talk about materials and some of their properties with support.	• I can explore the natural world around us. • I can recognise some features in environments that are different to the one which they live in. • I can identify what vegetables need to grow. • I can describe an animal's habitat. • I can recognise familiar plants and animals whilst outside. • I can observe animals recognise some different stages of a lifecycle. • I can describe what I can see, hear and feel in the world around me. • I can talk about what happens in Spring and the change/effect this has plants, trees, and creatures. • I can talk about someone who may be familiar to me. (Zookeepers, farmer)	• I can talk about what happens in Spring and the change/effect this has plants, trees, and creatures. • I can observe plants and recognise some different stages of a lifecycle. • I can identify what a plant needs to grow. • I can describe what I can see, hear and feel whilst outside. • I can recognise language in stories that shows the story happened in the past. • I can compare and contrast characters from stories and how they differ from the past. • I am beginning to compare my own experiences to the past and recognise that things happened before I was born.	• I can recognise and describe special times or events for family or friends. • I can comment on images on familiar situations in the past. • I can draw information from a simple map. • I can talk about some similarities and differences between the natural world around them and contrasting environments. • I can explain similarities and differences between life in this country and life in other countries. • I can talk about what happens in Summer and the change/effect this has plants, trees, and creatures. • I understand some changing states of matter. • I can talk about the experiences I have had throughout the school year.

Cycle B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
LTP Cycle B	Autumn Differences between ourselves and others Growing up Family Structures My body parts My senses Where I live – Exploring maps Safe relationships Privacy My body is my own body Consent – hugs, hand holding	Autumn Light and Dark Shadows Celebrations – Bonfire night/ Diwali/Christmas/Remembrance Day History of Bonfire Night - Guy Fawkes Christmas story Christmas around the world Fire safety Handling sparklers safely, recognising only adults should use fireworks. Respect – understanding and recognising different beliefs. BFPNS school rule.	Winter Comparison of different countries - Arctic/England Arctic Explorers Freezing/Melting Trip to local woods/park – What will you see, hear and feel? Water Safety	Spring What is the past? Long long ago – Basic Chronology Exploring the past through stories. Castles – past and present Materials Easter story Mutual respect Religion	Spring Lifecyle of plant and how to care for them Lifecycle of a butterfly Observation of animals and plants. Occupation: Farmer, vets Minibeasts Caring for animals	Summer Simple map work Comparison of different countries - Africa/England Rocket experiments Comparison of Neil Armstrong and Tim Peake Dinosaur Fossils Sun safety Water safety
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment (Cycle B): Past and Present People, Culture and Community The Natural World	• I can talk about members of my immediate family. • I can comment on images from when I was a baby. • I can identify how I have changed as I have grown up. • I can name parts of my body. • I can describe what I see, hear, feel, touch and taste. • I know where we live.	• I can talk about what happens in Autumn and the change/effect this has on the natural world. • I can explore the natural world. • I can talk about what I can see, hear and feel outside. • I can make comments and comparisons about significant individuals from the past.	• I can talk about what happens in Winter and the change/effect this has on plants, trees and animals. • I can describe what I see, hear and feel. • I can begin to understand changing states of matter. • I can recall where I live. • I can draw some simple information from a map.	• I can talk about what happens in Spring and the change/effect this has plants, trees, and animals. • I can identify what a plant needs to grow. • I can recognise language in stories that shows the story happened in the past. • I can compare and contrast characters from stories and	• I can talk about what happens in Spring and the change/effect this has plants, trees, and animals. • I can describe an animal's habitat. • I can identify what a plant needs to grow. • I can recognise familiar plants and animals whilst outside.	• I can compare and contrast some significant figures from now and in the past. • I can draw information from a simple map. • I can talk about some similarities and differences between the natural world around them and contrasting environments. • I can explain similarities and differences between life in this country and life in other countries. • I can talk about what happens in Summer and the change/effect

	• I can say that people in our community have different special places. • I can talk about what happens in Autumn and the change/effect this has on the natural world.	• I can talk about the fire service. • I know how a shadow is made.	• I am beginning to recognise some similarities and differences between life in this country and life in other countries. (Polar regions) • I can compare and contrast some significant figures from now and in the past.	how they differ from the past. • I can explore different materials and their properties. • I can comment on images on familiar situations in the past. (Castles)	• I can observe animals and plants and recognise some different stages of a lifecycle. • I can describe what I can see, hear and feel in the world around me. • I can talk about someone who may be familiar to me. (farmer)	this has plants, trees, and animals. • I understand some changing states of matter. • I can talk about the experiences I have had throughout the school year.
LTP Religious Education	**Key Question:** Belonging: Who are we and how do we belong? **Celebrations/ festivals:** Harvest Different cultures	**Key Question:** What times are special and why? **Celebrations/ festivals:** Diwali Remembrance Day Bonfire Night Christmas Different cultures	**Key Question:** What people are special and why? **Celebrations/ festivals:** Chinese New Year Different cultures	**Key Question:** Our wonderful Earth: how can we care for living things and the earth? **Celebrations/ festivals:** Pancake Day Easter Different cultures	**Key question:** Which stories are special and why? **Celebrations/ festivals:** Eid Different cultures	**Key Question:** What places are special and why? *Going to church* **Celebrations/ festivals:** Brierley Forest Festival Different cultures
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression statements/assessment:	• I can talk about how I am unique/special. • I can show interest in the lives of people who are familiar to me. • I can talk to other children when playing and will communicate freely about my home and community. • I can recognise that people have different beliefs. • To know I belong to a community and can talk about this.	• I can recognise that people have different beliefs and celebrate special times in different ways. • I can recognise some similarities and differences between different countries.	• I can talk about members of my immediate family and community. • I can develop positive attitudes about the differences between people. • I can recognise that people have different beliefs and celebrate special times in different ways.	• I can talk about how to care and respect our environment and all living things. • I can recognise that people have different beliefs and celebrate special times in different ways.	• I can talk about special stories that belong to religious and cultural communities. • I can recognise that people have different beliefs and celebrate special times in different ways.	• I can talk about my own special place and why it is special to me. • I can talk about some similarities and differences between religious and cultural communities.

	• I can recognise that people have different beliefs and celebrate special times in different ways.					
End of year assessment	**<u>Early Learning Goal – Past and Present</u>** • 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. **<u>Early Learning Goal – People, culture and community</u>** • 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 **<u>Early Learning Goal – The Natural World</u>** • 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.					

Expressive Arts and Design

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP Cycle A	Get Set for Music: Whatever the Weather Using instruments safely Experimenting with mixing colours for a purpose Mark making with different materials Drawing a person/ Self portraits Joining skills - Using glue and tape Do not put glue or tape in your mouth	Nativity song practise Using instruments safely Junk modelling Pastels/Chalks Artist: Vincent Van Goph – Starry Night Do not put pastels/chalks/clay in your mouth. Rubbings Christmas crafts using a variety of resources	Get Set for Music: Space When to use your voice. Using instruments safely Printing Painting Cooking Use of tools in cooking.	Get Set for Music: Minibeasts Using instruments safely Making Collages Artist: Henry Matisse Symmetry painting Animal patterns Do not put paint or glue in your mouth Use equipment safely	Get Set for Music: Journeys Using instruments safely Observational drawing/painting Artist: Vincent Van Goph – Sunflowers Using props to tell stories Joining skills – threading/weaving	Get Set for Music: Deep Blue Sea Painting using watercolours Do not put paint in your mouth. Joining skills e.g. string, split pins. Exploring Clay/ Salt Dough Do not eat the salt-dough Junk modelling Scissor safety

		Christmas nativity performance				
Alongside taught sessions throughout the year, children in Reception will be exposed to a variety of resources and materials within continuous provision. They will be able to explore, use, and refine a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. As a result, will return to and build on their previous learning, refining ideas and developing their ability to represent them.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment:	• I can draw a person including some more detailed features e.g. fingers, toes, eyelashes, eyebrows. • To name pencils, colouring pencils, and crayons. • I can explore mixing paint for a purpose. • I can use loose parts/construction materials to make representations. • I can join materials using glue or tape. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I am increasingly able to keep a steady beat when performing actions, moving to the music or making my own music. • I can create new verses to familiar songs and/or improvise new ideas. • I can copy simple rhythm patterns on an instrument or with body sounds • I can talk about music in an abstract which shows imagination or thought. • I can respond appropriately to written symbols or hand signs.	• I can explore and mould clay. • I can use pastels and chalks to create pictures. • I can make rubbings showing a range of textures and patterns. • I can construct and build using recycled materials. • I can explore sounds using instruments, body percussion and my voice, showing an awareness of a steady beat, tempo and dynamics. • I can move in time with the pulse and respond to changes. • I can respond to music, following hand signals and moving expressively. • I can sing in a group and on my own increasingly matching the pitch and following the melody. • I can react to changes in the music such as tempo or dynamics. • I am able to recognise, perform from and organise simple rhythm notation. • I can copy simple rhythm patterns using	• I can use a range of tools to make marks using paint e.g. sticks, sponges, brushes, fingers. • I can produce simple pictures by printing objects. • I will explore mixing of colours to match the colour I want. • I will paint for a purpose. • I will enjoy handling, manipulating and enjoying using materials. • I will begin to understand some of the tools, techniques and processes involved in food preparation. • I have basic hygiene awareness. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I am able to create my own actions and increasingly perform them to the pulse. • I can move in time with the pulse and respond to changes in the music such as tempo or dynamics. • I can respond appropriately to written symbols or hand signs • I can play percussion and body sounds and I am	• I can make irregular painting patterns based on real life – i.e., printing the skin of a tiger/zebra/cheetah. • I can select, tear and glue items down. • I can make simple collages using a variety of materials. • I can use a variety of materials to design and create. • I can use simple symmetry. • I am beginning to review my work and reflect on how to improve it. • I can move to music with instruction to perform actions. • I can listen to sounds and match this to the object or instrument. • I can consider whether a piece of music has a fast, moderate or slow tempo. • I can listen to sounds and identify high and low pitch. • I can respond to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. • I can explore the story behind the lyrics or music.	• I can use a paintbrush with greater accuracy. • I can use observation to draw pictures of the natural world, including animals and plants. • I can develop my own storyline in my pretend play. • I can create my own imaginative small world resources to recreate and create stories. • I can join two materials through simple threading. • I can share my creation and begin to explain the process I used. • I can co-ordinate actions to go with a song. • I can respond appropriately to written symbols or hand signs. • I can copy and create my own rhythms using body sounds. • I can add sound effects appropriately. • I can talk about music in abstract which shows imagination and thought. • I can start and stop with others when performing.	• I can experiment with using watercolours. • I can construct and build using recycled materials. • I can select the tools and techniques needed to shape, assemble and join materials I am using. • I can join materials using known methods and learn to use string and split pins. • I can manipulate salt dough to form a shape. • To discuss my intentions for my art work with an adult. • To share my creations, explaining the process the process I have used. • To discuss what I could adapt in my work to improve it. • I can create music based on a theme showing an awareness rhythm and pitch. • I can start and stop with others when performing. • I am beginning to use some musical words to describe what I have heard, discussing the changes and patterns in a piece. • I listen attentively and talk about the music showing imagination and thought.

		instruments, body sounds and the voice.	developing a good awareness of a steady beat. • I listen attentively and talk about the music showing imagination and thought.			• I can play percussion and body sounds and I am developing a good awareness of a steady beat. • I can sing in a group or on my own, increasingly matching the pitch and following the melody
• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Develop storylines in their pretend play.						
Cycle B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
LTP Cycle B	Get Set 4 Music: Whatever the Weather Using instruments safely Experimenting with mixing colours Drawing a person/ Self portraits Joining skills - Using glue and tape Do not put glue or tape in your mouth	Nativity song practise Using instruments safely Exploring clay – Diwali lamps Pastels/Chalks Artist: Vincent Van Goph – Starry Night Do not put pastels/chalks/clay in your mouth. Rubbings Christmas crafts using a variety of resources Christmas nativity performance	Get set 4 Music: Deep Blue Sea When to use your voice. Using instruments safely Printing Painting Cooking Use of tools in cooking.	Get Set 4 Music: Journeys When to use your voice. Using instruments safely Painting using watercolours Do not put paint in your mouth. Flowers - Observational drawing Artist: Vincent Van Goph – Sunflowers Using props to tell stories Use equipment safely	Get Set 4 Music: Minibeasts When to use your voice. Using instruments safely Animal patterns Making Collages Artist: Henry Matisse – The Snail Symmetry painting Joining skills – threading Do not put paint or glue in your mouth Using instruments safely	Get Set 4 Music: Space When to use your voice. Using instruments safely Junk modelling Joining skills e.g. string, split pins, Salt-dough fossils – Cooking? Do not eat the salt-dough Scissor safety Using instruments safely
Alongside taught sessions throughout the year, children in Reception will be exposed to a variety of resources and materials within continuous provision. They will be able to explore, use, and refine a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. As a result, will return to and build on their previous learning, refining ideas and developing their ability to represent them.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Progression statements/assessment: Being imaginative and expressive Creating with materials	• I can draw a person including some more detailed features e.g. fingers, toes, eyelashes, eyebrows. • To name pencils, colouring pencils, and crayons. • I can explore mixing paint for a purpose. • I can use loose parts/construction materials to make representations. • I can join materials using glue or tape. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I am increasingly able to keep a steady beat when performing actions, moving to the music or making my own music. • I can create new verses to familiar songs and/or improvise new ideas. • I can copy simple rhythm patterns on an instrument or with body sounds • I can talk about music in an abstract which shows imagination or thought. • I can respond appropriately to written symbols or hand signs	• I can explore and mould clay. • I can use pastels and chalks to create pictures. • I can make rubbings showing a range of textures and patterns. • I can explore sounds using instruments, body percussion and my voice, showing an awareness of a steady beat, tempo and dynamics. • I can move in time with the pulse and respond to changes. • I can respond to music, following hand signals and moving expressively. • I can sing in a group and on my own increasingly matching the pitch and following the melody. • I can react to changes in the music such as tempo or dynamics. • I am able to recognise, perform from and organise simple rhythm notation. • I can copy simple rhythm patterns using instruments, body sounds and the voice.	• I can use a range of tools to make marks using paint e.g. sticks, sponges, brushes, fingers. • I can produce simple pictures by printing objects. • I will explore mixing of colours to match the colour I want. • I will paint for a purpose. • I will enjoy handling, manipulating and enjoying using materials. • I will begin to understand some of the tools, techniques and processes involved in food preparation. • I have basic hygiene awareness. • I can create music based on a theme showing an awareness rhythm and pitch. • I can start and stop with others when performing. • I am beginning to use some musical words to describe what I have heard, discussing the changes and patterns in a piece. • I listen attentively and talk about the music showing imagination and thought. • I can play percussion and body sounds and I am developing a good awareness of a steady beat. • I can sing in a group or on my own, increasingly matching the pitch and following the melody	• I can experiment with using watercolours. • I can use a paintbrush with greater accuracy. • I can use observation to draw pictures of the natural world, including animals and plants. • I can develop my own storyline in my pretend play. • I can create my own imaginative small world resources to recreate and create stories. • I am beginning to review my work and reflect on how to improve it. • I can co-ordinate actions to go with a song. • I can respond appropriately to written symbols or hand signs. • I can copy and create my own rhythms using body sounds. • I can add sound effects appropriately. • I can talk about music in abstract which shows imagination and thought. • I can start and stop with others when performing.	• I can select, tear and glue items down. • I can make simple collages using a variety of materials. • I can use a variety of materials to design and create. • I can use simple symmetry. • I can make irregular painting patterns based on real life – i.e., printing the skin of a tiger/zebra/cheetah. • I can join two materials through simple threading. • I can share my creation and begin to explain the process I used. • I can move to music with instruction to perform actions. • I can listen to sounds and match this to the object or instrument. • I can consider whether a piece of music has a fast, moderate or slow tempo. • I can listen to sounds and identify high and low pitch. • I can respond to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. • I can explore the story behind the lyrics or music.	• I can construct and build using recycled materials. • I can select the tools and techniques needed to shape, assemble and join materials I am using. • I can join materials using known methods and learn to use string and split pins. • I can manipulate salt dough to form a shape. • To discuss my intentions for my art work with an adult. • To share my creations, explaining the process the process I have used. • To discuss what I could adapt in my work to improve it. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I am able to create my own actions and increasingly perform them to the pulse. • I can move in time with the pulse and respond to changes in the music such as tempo or dynamics. • I can respond appropriately to written symbols or hand signs • I can play percussion and body sounds and I am developing a good awareness of a steady beat. • I listen attentively and talk about the music showing imagination and thought.

• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Develop storylines in their pretend play.	
End of year assessment	**<u>Early Learning Goal – Being imaginative and expressive</u>** 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. **<u>Early Learning Goal – Creating with materials</u>** 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.

Digital technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Using technology within play Not putting electrical equipment in mouths Using technology safely	Using technology within play Naming technology Not putting electrical equipment in mouths Using technology safely	Using technology within play Using an iPad to access simple programmes. Not putting electrical equipment in mouths Using technology safely Appropriate photos	Using technology within play Internet safety/Uses of technology Using technology safely	Using technology within play Programming a bee-bot Using technology safely	Using technology within play Using programmes/applications Using technology safely
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression statements/assessment:	• I can use technology in my play. E.g “Using an oven to cook”, “Using a phone to make a call’, pretending to use a computer.	• I recognise that technology can be used in different places. • To know the name of electric devices (iPad,	• I can use the iPad, touch screen or mouse to interact with a simple programme/application. • I can scan a QR code.	• I can use the internet with adult supervision and support to find and retrieve information of interest to them. • I can talk about AR objects in my class.	• I can give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware such as a beebot.	• I can record a voice over a picture. • I can create a simple digital collage.

		laptop, phone and computer).		• I can sort physical objects, take a picture and discuss what I have done.		