
ST ANDREW'S EARLY YEARS CURRICULUM





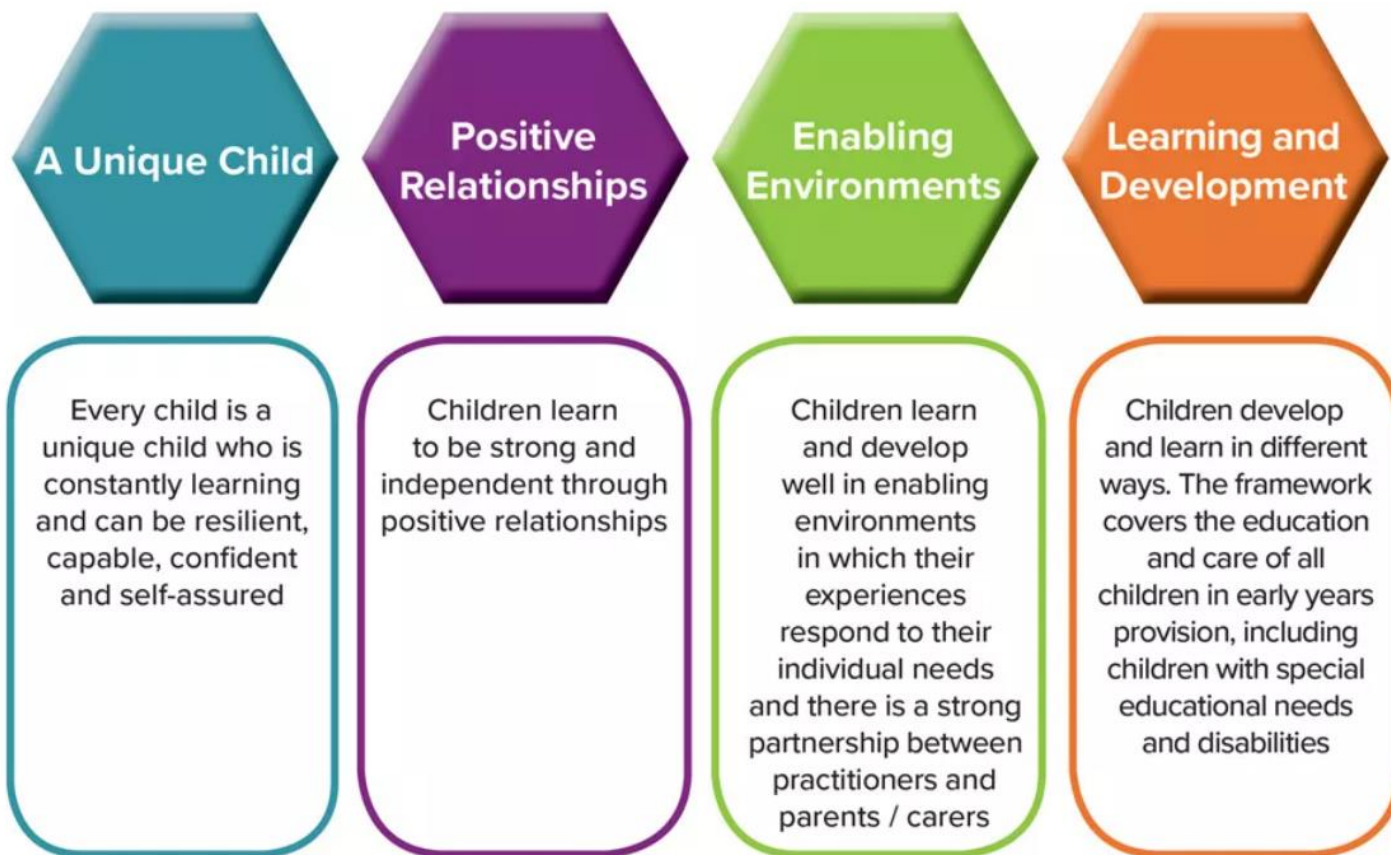
Intentional Teaching Overview

The following programmes are used to support learning throughout the Early Years Foundation Stage

High Quality Interactions High-quality interactions in EYFS are purposeful, responsive exchanges between adults and children that extend learning and language development. They involve attentive listening, open-ended questioning, and modeling rich vocabulary to encourage children to think, reason, and express themselves.	Read Write Inc Read Write Inc. (RWI) in EYFS is a structured phonics program designed to teach early reading and writing skills through a systematic approach. It focuses on helping children learn letter sounds, blend them to read words, and segment words for spelling.	Talk Through Stories Talk Through Stories is an approach used to deepen children's comprehension and language skills through high-quality texts. It involves reading a story aloud multiple times, then discussing it in detail using structured prompts and open-ended questions. The method encourages children to explore characters, settings, and events, while introducing rich vocabulary in context.
Squiggle While You Wiggle Squiggle While You Wiggle combines physical activity with pre-writing skills by encouraging children to make large, flowing movements (wiggling) while listening to music, then transferring those movements into marks on paper (squiggling). The approach helps strengthen gross and fine motor skills, supports coordination, and builds the muscle control needed for writing.	Curiosity Corner The curiosity corner is used to create a sense of mystery and wonder—children can look closely at the items but cannot immediately touch them, encouraging observation, questioning, and prediction. Children will then go on to use further senses such as touch to explore the objects.	Bikeability Bikeability starts with basic control and balance. It helps children develop independence and awareness as cyclists. The program promotes health, sustainability, and road safety, making it an essential part of early education for lifelong cycling habits.
NELI NELI (Nuffield Early Language Intervention) is a structured, evidence-based program designed to improve the spoken language skills of children in Reception who may need extra support. It focuses on developing vocabulary, narrative skills, and listening comprehension through small-group and one-to-one sessions led by trained staff.	Dough Disco Dough Disco is a fun, hands-on activity designed to strengthen the fine motor skills children need for writing. It involves using playdough while performing a series of finger and hand exercises to music, such as squeezing, rolling, pinching, and poking. These movements help develop muscle strength, dexterity, and coordination in the fingers and hands, which are essential for holding and controlling a pencil.	Rhyme Time Nursery rhymes in EYFS play a vital role in developing early language, literacy, and cognitive skills. They expose children to rhythm, rhyme, and repetitive patterns, which strengthen phonological awareness—a key foundation for reading. Singing rhymes also supports memory, listening, and attention, while introducing new vocabulary in a fun, engaging way.



Our curriculum has been planned and will be delivered with the four guiding principles of EYFS in mind





Our curriculum will be delivered with development of Characteristics of Effective Learning in mind

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS



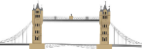


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Epiphany – January 6 th RSPB Birdwatch – Whole of Spring 1 Energy Saving Week – 17 th – 23 rd January National Puzzle Day – January 29 th Number Day – February 6 th Children's Mental Health Week – February 9 th – 15 th Safer Internet Day – February 11 th	Ramadan – February 28 th – March 29 th Dr Seuss Day – March 2 nd World Wildlife Day – March 3 rd Shrove Tuesday – March 4 th British Science Week – March 7 th – March 16 th Sign Language Week – March 17 th – March 23 rd Red Nose Day – March 21 st Mother's Day – March 15 th Eid – March 30 th Easter Sunday – April 5 th	Earth Day – April 22 nd Sun Awareness Week – May 12 th – May 18 th National Walking Month – Whole of May Outdoor Classroom Day – May 21 st Walk to School Week – May 19 th – May 23 rd Elmer Day – May 24 th	The Great Big Green Week – June 7 th – June 15 th World Ocean Day – 8 th June Bike Week – June 9 th – June 15 th Healthy Eating Week -m June 10 th – June 14 th Father's Day – June 15 th World Music Day – June 21 st Teddy Bear Picnic Day – July 10 th

**Nursery Focus Texts**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Love Makes a Family	The Snowflake	What the Ladybird Heard	The Tiny Seed	Three Little Pigs	Mr Gumpy's Motor Car
The Suitcase	Dear Santa	Monkey Puzzle	The Very Hungry Caterpillar	Three Billy Goats Gruff	The Train Ride
You Choose	We're Going on an Elf Chase	Super Worm	Tad	Goldilocks	Brilliant Boats

Nursery Focus Rhymes/Songs

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One, Two, Buckle my Shoe Humpty Dumpty I'm a Little Teapot 	This Old Man There Was an Old Lady Two Little Dickie Birds 	Baa Baa Black Sheep Worm at the Bottom of the Garden Sing a Song of Sixpence 	The Little Seed There's a Tiny Caterpillar on a Leaf Peter Rabbit 	Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes When Goldilocks Went to the House of the Bears London Bridge 	Row, Row, Row Your Boat Horsey, Horsey The Wheels on the Bus 



Reception Focus Texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Something	Star in a Jar The story of Rama and Sita Lighting a Lamp The Jolly Postman The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City Chinese New Year Story	Little Red Castle Non-Fiction There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning – Non-fiction Cops and Robbers The Zoo Vet	The Storm Whale Tiddler Non-fiction

Reception Focus Rhymes/Songs

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1, 2, 3, 4, 5 Once I caught a Fish Alive Alice the Camel Dingle Dangle Scarecrow Pat a Cake 	Five Currant Buns Ten Fat Sausages Five Little Speckled Frogs 	Five Little Ducks Hey Diddle Diddle The Farmers in his Den 	Grand Old Duke of York Old MacDonald Ten in the Bed 	Miss Polly Five Little Monkeys Jumping on the Bed Hickory Dickory Dock 	Ten Green Bottles Here we go round the Mulberry Bush Ring a Ring o Roses 



Communication and Language

**EARLY YEARS FOUNDATION STAGE****Curriculum Progression Map****Area of Learning:****Aspects of Learning:**

Communication & Language

Listening, Attention & Understanding
Speaking**Intent**

Our intent for Communication and Language in the Early Years Foundation Stage is to develop confident communicators who can listen attentively, understand spoken language, and express themselves effectively in a range of contexts. We aim to provide a language-rich environment where every child is immersed in meaningful conversations, stories, and experiences that build vocabulary and comprehension.

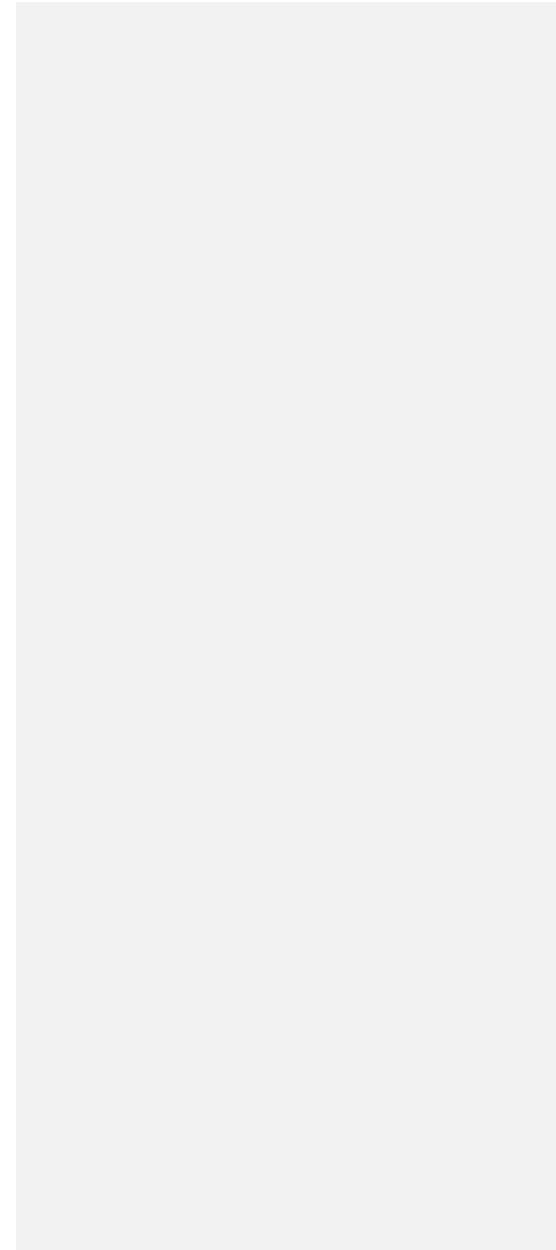
Through purposeful interactions and high-quality teaching, we support children to:

- **Develop attentive listening skills** to follow instructions and engage in discussions.
- **Expand vocabulary and language structures** through stories, songs, rhymes, and real-life experiences.
- **Express ideas clearly and confidently**, using full sentences and appropriate language for different situations.
- **Build understanding of spoken language**, including questioning and responding appropriately.
- **Engage in sustained conversations**, learning to take turns and respect others' viewpoints.

Our approach prioritises modelling rich language, introducing new words in context, and encouraging curiosity through open-ended questions. By the end of EYFS, children will have the foundations to communicate effectively, supporting their learning across all areas and preparing them for literacy and future success.



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2-3years

[illegible]

Vocabulary

Daddy, mummy, snack, own name	First, get	Look, attention	Listen rhyme, who, what, where, behind, on	Fast, slow, same, different	Why, how, repeat	
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Enabling Environment

- ❑ **Quiet, cozy spaces** for small-group and 1:1 listening activities with minimal distractions.
- ❑ **Circle time area** with soft seating for songs, rhymes, and short stories.
- ❑ **Listening games** like “Peek-a-boo” or “Where’s the sound?” using simple props.
- ❑ **Music and rhyme zones** for rhythm-based listening activities to hold attention.
- ❑ **Visual timetables and picture cues** for routines and transitions.
- ❑ **Action cards** for simple instructions (e.g., “sit,” “jump,” “wash hands”).
- ❑ **Role-play areas** with familiar themes (home corner, kitchen) for following simple directions.
- ❑ **Books with clear pictures and repeated phrases** to reinforce understanding.
- ❑ **Short, focused activities** in small groups with adult support.
- ❑ **Timers and visual countdowns** for managing attention during tasks.



- ☐ **Calm corners** for self-regulation and refocusing when needed.
- ☐ **Outdoor listening games** like "Follow the leader" or "Find the sound" to combine movement and attention.



Intentional Teaching



Early Years Curriculum

*Routines to be followed consistently *Mixture of adult guided and child led activities through the week *Visual cues used where needed	*Key worker circle time to encourage group discussions *Adults to have 1 to 1 conversation with all children every day *Use of focus stories which will support repeated language *Daily rhyme time *Daily story time *Talk Through Stories	*Clear instructions given at all times *Experiences chosen that allow for questioning and responses *Investigation area to be updated weekly	*Daily story time *Targeted questioning based on stories read *Daily adult-led activities across all areas of learning and covering a variety of interests	*Listening skills to be taught *Modelling of good listening and communication	*Key stories to be chosen to engage children and lend themselves to questioning	*10 minute adult led sessions to be planned for multiple times each day *Daily talk time *Talk Through Stories
Vocabulary						
Listen	Repeat	Why, how	What happened? What do you think would happen?	Listen, magnet eyes, track the speaker	Who, what, where	
Enabling Environment						
☐ Quiet, low-distraction spaces for small-group and 1:1 listening activities. ☐ Circle time area with clear visual boundaries for songs, rhymes, and short discussions. ☐ Listening games like "Simon Says" or sound lotto integrated into daily routines. ☐ Music and rhyme zones for rhythm-based listening activities. ☐ Visual timetables and picture cues to support comprehension of routines and instructions. ☐ Action cards and simple sequencing visuals for one-step and two-step directions. ☐ Role-play areas for following instructions in familiar scenarios (e.g., cooking, shop play). ☐ Books with repeated refrains and clear illustrations to reinforce understanding. ☐ Question prompts displayed to encourage responses (e.g., "What happened first?"). ☐ Small-group workstations for short, focused tasks with minimal distractions. ☐ Timers and visual countdowns to help children manage attention during activities. ☐ Calm corners for self-regulation and refocusing when needed. ☐ Outdoor listening games (e.g., "Follow the leader," sound hunts) to combine movement and attention.						



LISTENING, ATTENTION & UNDERSTANDING: Progression of Knowledge and Skills 4 – 5 years <i>Children will: listen attentively in a range of situations and show good focus and recall when engaging in conversations, stories and group activities.</i>						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Listens to familiar and new stories, songs and rhymes, anticipating repeated refrains and key events. *Listens in small and large groups and is able to shift attention when called by name. *Can answer "who/what/where" questions about familiar contexts.	*Sustains attention without support and for gradually increasing periods of time. *Responds to positional language (for e.g. under, on top, behind) through action or picture selection.	*Demonstrates early two-channelled attention: can listen while engaged in another task such as drawing or play. *Begins to follow sequencing language ("first...then...after that").	*Listens and contributes to whole-class or small group discussion without reliance on visual cues or adult prompting. *Clarifies meaning by asking or commenting; begins to contribute relevant observations and questions in discussions.	*Maintains sustained focus during longer story sessions or discussions. *Comfortably switches attention while multi-tasking. *Engages in extended back-and-forth conversations, uses newly learned vocabulary and asks/answers questions to deepen discussion.	*Exhibits flexible, integrated attention- able to follow multi-step verbal instructions while engaged in other activities without visual supports. *Listens attentively across contexts, responds thoughtfully, asks and answers questions and initiates conversation with peers and adults	*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



Early Years Curriculum

						back-and-forth exchanges with their teacher and peers.
Intentional Teaching						
*Daily time to talk *Talk partner activities *Key Worker time to discuss themes linked to topic *Vocabulary focus each half term *Vocabulary introduced in Talk Through Stories *Discussions around The Something/Pirate texts *Role Play	*Children leading their own learning based on interests will lead to questions, conversations and build-up of vocabulary *Use of curiosity box to expand explanations and questioning *Positional language games	*Visual timetable discussed at regular points throughout the day with sequencing language used.	*Daily time to talk *Talk partner activities *Key Worker time to discuss themes linked to topic *Picture News *Circle time *Questioning modelling and displaying children's questions on the working wall	*Daily time to talk *Talk partner activities *Key Worker time to discuss themes linked to topic *Picture News *Circle time *Talk Through Stories	*Daily time to talk *Talk partner activities *Key Worker time to discuss themes linked to topic *Picture News *Circle time *Talk Through Stories	
Vocabulary						
Who, what, where	Under, on top, behind	First, then, after that	How, what, where, who, when	Listen, focus, think, remember, notice, watch	First, Next, Then, Finally, While, After, Before, At the same time, Multi-step, Instructions	
Enabling Environment						



- ☐ **Quiet, low-distraction spaces** for small-group and 1:1 listening activities.
- ☐ **Circle time area** with clear visual boundaries for group discussions and story sessions.
- ☐ **Listening stations** with headphones and audio stories to practice focused listening.
- ☐ **Interactive story areas** with props and puppets to maintain engagement.
- ☐ **Music and rhyme zones** for rhythm-based listening activities.
- ☐ **Visual timetables and picture cues** to support comprehension of routines and instructions.
- ☐ **Action cards and sequencing visuals** for multi-step directions.
- ☐ **Role-play areas** for following instructions in real-life scenarios (e.g., shop play, cooking).
- ☐ **Books with repeated refrains and clear illustrations** to reinforce understanding.
- ☐ **Question prompts** displayed to encourage responses (e.g., "What happened first?").
- ☐ **Small-group workstations** for focused tasks with minimal distractions.
- ☐ **Timers and visual countdowns** to help children manage attention during activities.
- ☐ **Calm corners** for self-regulation and refocusing when needed.
- ☐ **Outdoor listening games** (e.g., "Simon Says," sound hunts) to combine movement and attention.

**SPEAKING: Progression of Knowledge and Skills****2 – 3 years***Children will: use longer sentences, combine words to express ideas and engage in back and forth conversations.*

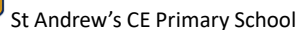
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Uses single words for wants and needs, ("milk", "mummy"). *Uses gestures and pointing alongside words. *Imitates familiar words and sounds. *Enjoys babble play and sound exploration.	*Vocabulary grows to 50+ words. *Starts to combine 2-word phrases ("more juice", "big car"). *Repeats familiar words and phrases from books and songs. *Uses vocalisations to engage in back-forth conversations.	*Uses short 3 -4 word sentences ("me want juice"). *Begins to ask simple questions ("What that?") *Enjoys talking about familiar experiences (nursery or home) *Is more confident to initiate communication with peers and adults.	*Uses talk to describe objects and actions ("red ball", "mummy go car"). *Begins to use plurals and pre-dispositions ("on", "in"). *Shares ideas and preferences using simple phrases. *Talks about what is happening now or in the immediate past.	*Talks in short sequences (e.g. "I go shop. I buy apple"). *Begins to use "and" to join ideas. *Enjoys rhymes and rhythm in speech. *Uses simple imaginative language during role play.	*Begins to use past tense ("I played", "I ate"). *Holds simple conversations with peers. *Uses language to confidently ask, answer and pretend.	*Vocabulary of around 200 – 500 words. *Uses 3- 4 word sentences. *Strangers understand about 75% of speech. *Begins to use plurals, pronouns and prepositions. *Starts to ask lots of "what" and "where" questions.

Enabling Environment

- ☐ Simple home corner with familiar objects (cups, spoons, dolls) for naming and requesting.
- ☐ Pretend play with everyday items to encourage single words and short phrases.
- ☐ Cozy carpeted area for songs, rhymes, and short group interactions.
- ☐ Use of props (soft toys, puppets) to prompt speech during group time
- ☐ Books with clear pictures and repetitive phrases for imitation.
- ☐ Interactive books with flaps and textures to spark conversation.
- ☐ Sand and water play for naming actions and objects ("pour," "wet," "bucket").
- ☐ Simple role-play outdoors (picnic, gardening) for familiar vocabulary.
- ☐ Picture cards for common objects and actions displayed at child height.
- ☐ Labels on shelves and containers to reinforce word-object connections.
- ☐ Adults narrate play and routines ("You're building a tower!") to model language.
- ☐ Encourage choices verbally ("Do you want the red cup or blue cup?").
- ☐ Singing areas with instruments for language through rhythm and rhyme.
- ☐ Action songs to link words with movement ("Clap hands," "Jump up").



Intentional Teaching



Early Years Curriculum

*Daily circle time *Inquisitive focus to all teaching	*Deliberate teaching of vocabulary linked to colour and size *Emotions discussions and activities *Targeted role play interactions	*Carefully chosen stories read repeatedly *Reordering at least 2 well known stories and retelling using pictures and props *Communication activities linked to 'and' *Modelling of play planning	*Modelling of play in role play and play in all areas *Ensuring inspiring opportunities for children to engage in dialogue *Turn taking games *Circle time to discuss differences in opinions	*Curiosity corner used to inspire children to ask questions *Modelling of extended sentences to use reasoning *Group craft activities requiring teamwork and discussion *Discussion of images linked to theme, using descriptive language	*Circle time *News sharing *Time for sharing explanations of models and artwork *Talk through stories *Deliberate teaching of subject specific vocabulary	*Talk Through Stories *Modelling of full sentences *Modelling correct tense and correcting children's errors through repeating back
Vocabulary						
Where, what	And, because	first, next, later, after, before	Take turns, my turn, your turn	Why, how	I went... I made...	
Enabling Environment						
□ Home corner, shop, doctor's surgery with real-life props to spark imaginative talk. □ Simple themes linked to familiar experiences (e.g., kitchen, garden, café). □ Cozy carpeted areas for songs, rhymes, and short discussions. □ Visual prompts and talking objects (e.g., "talking teddy") to support turn-taking. □ Books with clear pictures and repetitive phrases for retelling. □ Puppets and props for acting out stories and encouraging dialogue. □ Mud kitchen, sand and water play for practical language use. □ Large-scale collaborative play (building towers, obstacle courses) to promote problem-solving talk. □ Picture cards for common objects and actions. □ Displays with simple words and labels at child height. □ Adults model clear speech and introduce new vocabulary during play. □ Use of open-ended questions ("What do you think will happen?") to extend conversations. □ Singing areas with instruments for language through rhythm and rhyme. □ Action songs to link words with movement.						

**SPEAKING: Progression of Knowledge and Skills****4 – 5 years***Children will: Use clear and detailed sentences, express ideas and feelings effectively and retell stories or events with increasing accuracy.*

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Uses full sentences to express, wants and ideas ("I need help with my zip"). *Speaks clearly to familiar adults and peers during play. *Responds to simple instructions and questions.	*Uses new vocabulary introduced during activities, stories or experiences. *Begins to describe events and or objects using detail. *Engages in more sustained conversations with adults and peers.	*Retells familiar stories using story language. *Uses time connectives ("first", "then", "next") to organise thoughts. *Begins to invent their own stories during play or carpet sessions.	*Listens and responds appropriately to what others say. *Waits for their turn to speak in group discussions. *Begins to add to others' ideas in conversation. *Expresses opinions respectfully and with reasons ("I think	*Takes on roles in imaginative play with consistent character language. *Uses varied tone, pitch, and vocabulary to bring characters and ideas to life. *Creates detailed narratives during	*Speaks confidently in front of larger groups. *Can explain ideas, events or processes (how they made a model). *Uses awareness of listener, adapting	*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for



*Re-tells personal experiences with support ("I went to the zoo").	*Explains likes/dislikes using reason ("I like the story because it's funny").	*Uses increasingly complex sentences with conjunctions ("because", "so", "but").	we should use blocks because..."). *Uses speaking to reason, argue, and negotiate in play.	storytelling and small-world play. *Uses language to plan, predict and reflect during play and learning. *Begins to self-correct and clarify speech to be understood by others.	language or detail as needed. *Demonstrates fluent, clear and grammatically correct speech.	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.
Intentional Teaching						
*Use of curiosity box to expand explanations and questioning *News sharing to work on tenses Children leading their *own learning based	*Daily time to talk *Talk partner activities *Key Worker time to discuss themes linked to topic *Vocabulary focus each half term	*Talk Through Stories *Use of story characters to retell stories and introduce language of story telling	*Group discussions around current topics *RE sessions and pictures news used to model reflective conversations and how to disagree	*Modelling of role playing *Planned for role play opportunities linked to key texts *Modelling of how to plan play (I'll be the...and you can be...)	*Work with Nursery children on transition *Art gallery experience to explain own creations to visitors (parents and buddies)	



on interests will lead to questions, conversations and build-up of vocabulary *Modelling of full sentences *	*Vocabulary introduced in Talk Through Stories *Discussions around Diwali and Christmas Role Play *News sharing to work on tenses	*Modelling of using conjunctions to extend sentences	with people respectfully			
Vocabulary						
I need I went	I like My favourite...because	Because, so, but, first, then, next	I think Because	Plan, predict, reflect	Idea, process	
Enabling Environment						
☐ Home corner, shop, café, doctor's surgery with real-life props to spark imaginative conversations. ☐ Rotating themes linked to children's interests and current topics. ☐ Comfortable carpeted areas for discussions, storytelling, and show-and-tell. ☐ Visual prompts and talking objects (e.g., "talking stick") to support turn-taking. ☐ Wide range of books with props and puppets for retelling stories. ☐ Story sacks and sequencing cards to encourage narrative skills. ☐ Role-play outdoors (construction site, mud kitchen) for practical language use. ☐ Large-scale collaborative play to promote problem-solving talk. ☐ Word walls and topic-related vocabulary displays at child height. ☐ Picture cards for new words and sentence starters. ☐ Adults model rich vocabulary and open-ended questions during play. ☐ Opportunities for sustained shared thinking and extended conversations. ☐ Audio story stations or microphones for children to record and listen to their own speech. ☐ Interactive boards for collaborative language games.						

Spoken Language: Year 1 – Year 6**National Curriculum Expectations**

Pupils should be taught to:



- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing English – key stages 1 and 2 their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.



PSED

EARLY YEARS FOUNDATION STAGE	
<u>Curriculum Progression Map</u>	
<u>Area of Learning:</u>	<u>Aspects of Learning:</u>



Personal, Social & Emotional Development	Self-Regulation Managing Self Building Relationships
Intent	
Our intent for Personal, Social and Emotional Development in the Early Years Foundation Stage is to nurture confident, resilient, and empathetic learners who can form positive relationships and manage their emotions effectively. We aim to create a safe, inclusive environment where every child feels valued and respected, enabling them to develop a strong sense of self and belonging. Through carefully planned experiences, we support children to: • Build self-confidence and independence by encouraging them to make choices and take responsibility for their actions. • Develop emotional literacy by naming and understanding feelings, and learning strategies to regulate emotions. • Foster positive relationships by promoting kindness, cooperation, and respect for others. • Understand boundaries and expectations to ensure they feel secure and can thrive within a structured environment. • Celebrate diversity and individuality, helping children appreciate differences and develop empathy. Our approach is underpinned by strong partnerships with families and a commitment to modelling positive behaviour. By the end of EYFS, children will have the foundations to manage challenges, work collaboratively, and approach learning with confidence and curiosity.	

SELF-REGULATION: Progression of Knowledge and Skills						
<i>Children are beginning to manage emotions and behaviour in simple social situations with adult support.</i>						
2-3years						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Relies entirely on adults for emotional regulation. *Shows strong emotional reactions, e.g. crying, screaming.	*Shows basic emotions visibly. *Uses simple gestures and words to express feelings. *With adult support responds to others' feelings, e.g. hugs a crying	*Responds well to routine and structure. *Anticipates transitions with adult prompts. *Begins to stop and listen with reminders.	*Begins to wait for short times with adult help, e.g. seconds. *Responds to calming, co-regulation strategies with adults.	*Uses short phrases to express emotions, "no like." *Begins to ask for help instead of reacting physically.	*Tries familiar coping tools, e.g. comfort objects, breathing with an adult. *Looks to adults for how to respond in stressful situations.	*Begins to manage frustration with help – tantrums are still frequent, but recovery is faster. *Uses comfort objects and



*Begins to accept comfort from familiar adults. *Starts to follow simple routines with support.	child when suggested.	*May become dysregulated when routines change.	*May continue to shout, hit or bite at times when frustrated, but accepts comfort afterwards.	*Copies adults using calming strategies.	*Returns to calm more quickly after conflict.	routines intentionally to calm. *Demonstrates emerging empathy. *Co-regulation remains the main mechanism
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Enabling Environment

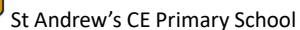
- ☐ A **quiet corner** with soft furnishings, cushions, and low lighting for children to retreat when overwhelmed.
- ☐ **Comfort items** like soft toys or blankets for reassurance.
- ☐ **Emotion cards and mirrors** to help children identify and name feelings.
- ☐ **Visual routines and picture timetables** to reduce anxiety and support predictability.
- ☐ Access to **stress balls, textured items, and sensory bottles** for calming.
- ☐ **Playdough and water play** for soothing tactile experiences.
- ☐ Adults model **deep breathing, counting, and calm voices**.
- ☐ **Social stories** and simple language prompts like "kind hands" or "gentle touch".
- ☐ **Books about feelings** and puppets for discussing emotions.
- ☐ **Role-play areas** for practicing turn-taking and expressing needs.
- ☐ **Consistent transitions** supported by songs or visual cues.
- ☐ **Small-group activities** to practice waiting and sharing with adult support.

SELF-REGULATION: Progression of Knowledge and Skills

Children are developing greater independence, sustained emotional control and the ability to follow routines and rules with minimal adult support.

3 – 4 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase	The Snowflake Dear Santa	What the Ladybird Heard	The Tiny Seed The Very Hungry Caterpillar	Three Little Pigs Three Billy Goats Gruff	Mr Grumpy's Motor Car The Train Ride	



Early Years Curriculum

Early Years Outcomes						
You Choose	We're Going on an Elf Chase	Rumble in the Jungle Tad	+1	Goldilocks	Brilliant Boats	Early Years Outcomes
*Seeks comfort and support from familiar adult. *Follows simple routines with visual or verbal prompts. *Recognises basic emotions in themselves.	*Names a wider range of emotions with support, e.g. worried, excited. *Begins to talk about how others feel. *Can follow adult-led rules most of the time.	*Maintains attention in small group activities. *Can wait a short time in familiar routines, e.g. snack time or group games. *Uses adult-supported strategies to calm down.	*Begins to identify and express feelings more clearly, e.g. "I'm sad because..." *Uses visual aids or prompts to talk about feelings. *Can suggest simple ways to feel better, e.g. get a hug, take a breath. *Show growing awareness of how behaviour affects others.	*Can use simple regulation techniques more independently when an adult is close by. *Can adapt to small changes in routine with reassurance. *Shows pride in following class/group expectations.	*Tries to express feelings appropriately, e.g. using words not actions. *Begins to manage waiting, turn taking and sharing more independently. *Can express needs, feelings and ideas in familiar settings. *Shows resilience, e.g. keeps trying and copes with small disappointments.	*Can name basic feelings consistently. *Begin to use language and simple strategies to regulate emotions. *Shows greater impulse control – can wait a short while and follow simple rules. *Still relies on adults for co-regulation, but increasingly able to use learned self-soothing techniques
Intentional Teaching						
*Visual timetable discussed each day *Emotional check ins through the day *Modelling of safe relationships	*Use of emotion based stories such as Colour Monster, Ravi's Roar *Discussion of emotions within stories *Consistency of approach to rules and daily discussions of expectations	*Regular small group activities *Modelled time for waiting patiently such as chatting with friends *Teaching of strategies for self regulations (calming fingers, deep breathing, self-led time out)	*Modelling of emotions using conjunctions orally *Use of images linked to colour monster to support discussion of emotions *Restorative conversations linked behaviour towards others modelled and talked through	*Teaching of a variety of self-regulation techniques *Use of Dojo's or similar rewards system for the colour groups/whole class	*Discussion of emotions *Turn taking games *Appropriate challenge in all activities which encourage children to persevere	*Consistent discussions of emotions *Emotions cards used daily *Consistent routines
Vocabulary						



Happy, sad	Worried, excited, nervous	Wait, patient	Sad, happy, excited, tired, because	Rules	Share, turn, my turn, your turn	
Enabling Environment						
☐ A quiet, comfortable area with cushions, soft furnishings, and sensory items for children to retreat when overwhelmed. ☐ Privacy spaces like small tents or cozy corners for calming down independently. ☐ Feelings charts and emotion cards to help children name and express emotions. ☐ Visual calming strategies displayed (deep breaths, counting to 5, "calm hands"). ☐ Visual timetables and transition cues to reduce anxiety and support predictability. ☐ Access to stress balls, sensory bottles, textured items, and playdough for calming. ☐ Calm-down kits with headphones, books, and fidget toys. ☐ Adults model self-regulation techniques (breathing, positive language). ☐ Conflict resolution stations with puppets or props for practicing problem-solving. ☐ Opportunities for children to choose calming strategies (e.g., "Would you like to read or squeeze a ball?"). ☐ Books and puppets about feelings and problem-solving for circle time. ☐ Role-play areas for practicing negotiation and expressing needs. ☐ Consistent routines supported by songs or visual cues. ☐ Small-group activities to practice waiting, turn-taking, and managing frustration.						

SELF-REGULATION: Progression of Knowledge and Skills

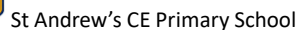
Children develop consistent self-control, emotional regulation, independence, and the ability to follow routines and social rules.

4 – 5 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
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The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Recognises a range of emotions in self and others. *Responds to simple behaviour expectations, e.g. "kind hands".	*Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot." *Begins to talk about how behaviour affects others. *Waits and takes turns with adult support.	*Can stay on task for longer periods, 10-15 minutes in adult-led tasks. *Can recover from small setbacks, e.g. a mistake. *Uses adult-taught calming strategies, e.g. deep breaths, counting. *Shows awareness of group rules and reminders.	*Begins to resolve peer conflict with adult support. *Identifies more complex emotions, e.g. lonely, frustrated. *Can stop and think before acting most of the time. *Begins to talk about strategies they can use to feel better.	*Manages turn-taking and sharing in play independently. *Adapts to small changes in routine with little support. *Applies calming/problem-solving strategies without adult prompting.	*Maintains focus and effort even when tasks are challenging. *Manages feelings with increasing independence. *Consistently follows the class rules and supports others to do the same.	*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



- Circle time area for discussing feelings, rules, and reasons for expectations
- Role-play areas (home corner, shop, café) for practicing turn-taking, negotiation, and empathy
- Collaborative play zones with construction materials for teamwork and shared goals
- Spaces for turn-taking games and activities that encourage patience and fairness
- Visual reminders of group rules displayed at child height
- Open-ended play areas (construction, creative zones) for problem-solving and persistence
- Outdoor spaces with physical challenges (climbing frames, obstacle courses) to build confidence
- Opportunities for child-led activities to encourage independence and decision-making
- Quiet retreat areas for self-regulation and reflection

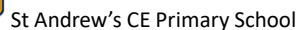
SELF-CARE: Progression of Knowledge and Skills						
2 – 3 years						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Begins to separate from main carer with support. *Shows awareness of own needs (hunger, toileting, tiredness). *Verbalises need to use the potty/toilet. *Responds positively to adult guidance.	*Sits on potty/toilet for short periods. *Participates more actively in toileting routine. *Begins to make choices, choosing toys or activities. *Starts to express preferences. *Cooperates with dressing, e.g. putting on coat.	*Recognises the need to toilet earlier. *Can pull pants down and sit on potty/toilet with help. *Begins to wipe self with assistance. *Attempts simple self-care tasks, e.g. washing hands, feeding self. *Follows short simple instructions, "put your cup on the tray".	*Uses potty/toilet with less prompting. *Verbalises the need to use the toilet consistently. *Washes hands. *Is aware of basic dangers, e.g. hot or sharp. *Starts to follow adult-led safety rules in play.	*Begins to understand privacy. *Manages some toileting tasks independently. Shows confidence in exploring when supported. *Waits for short periods with adult support. *Begins to use simple words to express needs/emotions, "I tired," "No like."	*Can recognise when they need to use the toilet independently. *Tries to do more for themselves, e.g. toileting or pouring a drink. *Begins to understand turn-taking with support. *Talks about how others feel, "she sad."	*Child is developing self-care skills and demonstrates increasing independence, whilst still replying heavily on adult support, modelling, and encouragement.
Enabling Environment						



- ☐ **Visual timetables and picture cues** at child height to help them understand routines (toileting, snack, tidy-up).
- ☐ **Child-friendly toilets and sinks** with steps and visual hygiene prompts for washing hands.
- ☐ **Accessible coat hooks and labelled storage** for belongings to encourage responsibility.
- ☐ **Practical life stations** for dressing skills (coats, wellies) and self-care practice.
- ☐ **Snack stations with healthy choices** and opportunities for self-service to promote independence.
- ☐ **Low tables and chairs** for easy access during meals and activities.
- ☐ **Role-play areas** (home corner, bathroom setup) for practicing toileting and dressing routines.
- ☐ **Calm corners or cozy spaces** with cushions, soft furnishings, and sensory items for reassurance.
- ☐ **Emotion cards and mirrors** to help children begin identifying feelings.
- ☐ **Books and story props** about feelings and routines for adult-led discussions.
- ☐ **Visual prompts and social stories** for understanding behaviour expectations and calming strategies.
- ☐ **Open-ended play areas** (construction, creative zones) for problem-solving and persistence.
- ☐ **Outdoor spaces with physical challenges** (low climbing frames, steps, and soft play) to build confidence.
- ☐ **Simple turn-taking games** with adult support to encourage patience and cooperation.
- ☐ **Opportunities for choice-making** (selecting toys, activities) to foster independence.

SELF-CARE: Progression of Knowledge and Skills**3 – 4 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Separates confidently from main carer after initial settling in period.	*Puts on own coat independently (may need help with fastenings).	*Talks about how they feel and why. *Begins to use calming strategies	*Recognises and avoids common dangers. *Understands consequences of	*Begins to show resilience. *Accepts help but likes to try first.	*Manages toileting fully independently. *Puts on coat and wellies.	*Child is independent in daily routines and is confident to 'have a go'



Early Years Curriculum

*Begins to understand daily routines. *Expresses basic needs clearly "I need the toilet."	*Uses toilet with increasing independence. *Washes hands without being told.	- with adult support. *Understands behaviour expectations, e.g. kind hands, listening ears.	- some actions, e.g. "if I run, I might fall." *Tries to solve simple problems independently.	*Takes responsibility for own belongings.	*Understands how to ask for help. *Chooses activities and completes them with focus.	and persevere when a task is difficult.
Intentional Teaching						
*Use of stories linked to separating from toys and carers *Use of visual timetable *Teaching of toilet routine and building children's confidence in being more independent	*Teaching of coat putting on techniques *Encouraging independence for toilet *Hand washing techniques taught *Visit from school nurse to discuss hand washing	*Daily discussion of feelings *Discussion of rules and expectations every day *Calming strategies taught	*Stories linked to danger and how to stay safe *Modelling thinking out loud around risks	*Allowing children to try independently until they need support *Teaching independence in organising own belongings such as coat, water bottle, wellies	*Modelling of polite and correct ways to ask for support *Activities planned for focussed on children's interests to support engagement	*Visual timetable *Consistent routines and expectations
Vocabulary						
routine • toilet • need • goodbye	coat • toilet • wash • hands	feel • why • calm • kind	safe • danger • careful • problem	try • help • resilience • responsibility	independent • help • choose • focus	
Enabling Environment						
□ Clear visual routines and timetables displayed at child height to help children understand daily expectations. □ Accessible coat hooks and labelled storage for belongings to encourage responsibility. □ Practical life stations for dressing skills (coats, wellies, zips, buttons) and self-care practice. □ Child-friendly toilets and sinks with visual hygiene prompts for toileting and handwashing. □ Calm corners or cozy spaces with cushions, soft furnishings, and sensory items for self-regulation. □ Emotion cards, mirrors, and feelings charts to help children identify and express emotions. □ Books and story props about feelings, resilience, and problem-solving. □ Visual prompts and social stories for understanding behaviour expectations and calming strategies. □ Conflict resolution stations with puppets or props for modelling compromise and problem-solving. □ Open-ended play areas (construction, creative zones) for problem-solving and persistence.						



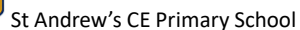
- ☐ **Outdoor spaces with physical challenges** (climbing frames, obstacle courses) to build confidence.
- ☐ **Collaborative play zones** for teamwork and shared goals.
- ☐ **Opportunities for child-led activities** to encourage independence and decision-making.
- ☐ **Circle time area** for discussing feelings, rules, and reasons for expectations.

SELF-CARE: Progression of Knowledge and Skills**4 – 5 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	



*Follows routines and classroom expectations with minimal reminders. *Understands and follows simple rules. *Seeks help when needed.	*Dresses/undresses for independently *Manages toileting and handwashing without reminders. *Chooses activities and sticks with them for short periods.	*Identified own feelings and can name them. *Uses simple strategies to self-regulate. *Begins to talk about others feelings.	*Understands consequences of behaviour. *Chooses safe ways to play. *Accepts responsibility when things go wrong.	*Tries new activities with less adult re-assurance. *Accepts when things are difficult but doesn't give up. *Recovers from setbacks, e.g. not winning a game.	*Works independently for longer periods. *Resolves minor conflict with peers more independently. *Understands and follows the classroom/school rules consistently.	*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.
Intentional Teaching						
*Hygiene routines followed at key points in the day *Lessons about Harvest and healthy foods	*Children taught strategies to put own clothes on and take off jumpers etc *Engaging challenges in each area to	*PSHE sessions to discuss emotions *Daily story time and discussions around emotions *Teaching of self-regulation strategies	*Consistent following of behaviour policy *Modelling making mistakes and how to correct *Teaching of safety checking when	*Playing of games with a winner *Teaching about Christian value of perseverance *Appropriate challenge planned for in all	*Using of STAR chart to reinforce expectations and school rules *Encouraging children to lead on restorative	



*Varied snack provided by school	encourage longer focus		playing especially around obstacle courses (asking "Is it safe?")	activities to ensure children are challenged and pushing themselves.	conversations themselves.	
Vocabulary						
routine • rules • help • follow	dress • toilet • wash • choose	feel • calm • share	consequence • safe • choice • responsible	try • challenge • resilient • recover	independent • resolve • rules • focus	
Enabling Environment						
Comfortable, calm spaces for reassurance and self-regulation (quiet corners with cushions and soft furnishings) Clear visual timetables and routines displayed at child height to support independence and predictability Role-play areas (home corner, shop, café) for practicing rules, turn-taking, and negotiation Accessible dressing areas with labelled hooks and storage for PE clothes to encourage independent dressing Child-friendly toilets and sinks with visual hygiene prompts for toileting and handwashing routines Snack stations with healthy food choices and opportunities for self-service to promote independence Emotion cards, mirrors, and feelings charts for naming and discussing emotions Books and story props about resilience, problem-solving, and friendships Conflict resolution stations with puppets or props for modelling compromise and problem-solving Collaborative play zones with construction materials for teamwork and shared goals Outdoor spaces for group games and physical challenges that build perseverance and cooperation Circle time area for discussing rules, feelings, and reasons for classroom expectations Visual prompts for safe play and reminders about consequences of actions Opportunities for children to plan and lead activities to build confidence and resilience Spaces for turn-taking games and activities that encourage patience and fairness						

**BUILDING RELATIONSHIPS: Progression of Knowledge and Skills****2 – 3 years**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Begins to form bonds with key person. *Seeks comfort from familiar adults. *Shows interest in other children from a distance.	*Plays alongside, but not directly with, other children. *Watches and imitates others. *Starts to show awareness of others' presence.	*Shares smiles, words or simple gestures with peers. *Responds to other children, e.g. laughter, hand gestures. *Begins to take turns with lots of adult support.	*Notifies when others are sad or upset. *May offer comfort or share toys spontaneously. *Shows basic empathy, e.g. copying facial expressions.	*Engages in short bursts of cooperative play, e.g. chase or rolling ball. *Uses simple language in play, "my turn," "you go". *Seeks peers out to play near or with them.	*Shows preference for specific peers. *Talks about or names familiar children when they are absent. *Begins to share with adult support.	*Child starts to show interest in friendships and the foundations of co-operative play, however, still relies heavily on adult guidance for turn-taking, sharing and resolving conflict.

Enabling Environment

Comfortable, cozy spaces with soft furnishings for reassurance and calm
 Consistent presence of familiar adults to build trust and security
 Small-group play areas with simple, open-ended resources for side-by-side play
 Role-play corners with familiar themes (home corner, kitchen) for imitation and early shared play
 Books and story props about feelings and friendships for adult-led discussions
 Emotion cards and mirrors for children to begin identifying their own feelings
 Visual prompts and social stories to support understanding of simple emotions
 Opportunities for adult modelling of sharing and turn-taking during play
 Simple turn-taking games with adult support (rolling a ball, passing a toy)
 Collaborative activities like building towers or filling containers together
 Quiet retreat areas for self-regulation and comfort when overwhelmed
 Outdoor spaces with shared equipment for parallel play and observation of peers
 Opportunities for imitation through music and movement sessions
 Clear routines and visual timetables to provide security and predictability

**BUILDING RELATIONSHIPS: Progression of Knowledge and Skills****3 – 4 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Seeks out familiar adults for comfort and support. *Begins to form deeper relationship with key person. *Watches and sometimes imitates others during play.	*Plays alongside others with shared resources. *Begins to join in small group play. *Show's interest in others' play ideas.	*Shares resources more willingly but may still need support. *Waits for a turn in familiar games with adults help.	*Talks about their own feelings in simple terms. *Begins to understand the feelings of others. *Responds with comfort or care to upset peers.	*Plays cooperatively for longer periods of time. *Seeks out specific children to play with according to their interests. *Talks about friends by name or role.	*Resolves simple disagreements with words, e.g. "I had it first," "Can I have a go?" *Suggests ideas for shared play. *Understands simple group roles.	*Child begins to form friendships, share and problem-solve with less adult involvement.
<u>Intentional Teaching</u>						
*Time spent 1 to 1 with all children to ensure deep relationships *Getting to know family and child well	*Modelling playing with others *Setting up small group play activities and modelling interactions	*Deliberate setting up of activities that require sharing or resources and negotiation *Turn taking games	*Use of colour monster to discuss feelings each day *Modelling of discussions about feelings of others *Modelling of healthy, caring relationships	*Supporting children in their group play *Supporting children with friendships based on shared interests	*Modelling of solving issues *Reading of stories linked to sharing *Modelling of role giving within play *Assign roles to children on different days such as snack monitor	



Vocabulary

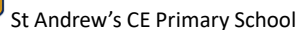
Comfort, friend, play, family	Share, join in	Share, take turns	I feel... Are you ok?	Friends	"I had it first," "Can I have a go?"	
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Enabling Environment

Comfortable, cozy spaces with soft furnishings for reassurance and calm
Consistent presence of familiar adults to build trust and security
Role-play corners (home corner, shop, doctor) for practicing shared ideas and turn-taking
Small-group play areas with open-ended resources for collaborative play
Circle time area for group discussions about friendships and feelings
Emotion cards and mirrors for children to identify and express feelings
Books and story props focused on emotions, friendships, and social scenarios
Conflict resolution stations with puppets or props for modelling compromise and problem-solving
Visual prompts and social stories to support understanding of feelings and empathy
Collaborative play zones with construction materials for working towards shared goals
Outdoor spaces designed for cooperative games and team activities
Quiet retreat areas for self-regulation and reflection
Opportunities for children to plan and lead group activities to build confidence and cooperation
Spaces for turn-taking games and activities that encourage patience and fairness

**BUILDING RELATIONSHIPS: Progression of Knowledge and Skills****4 – 5 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Has secure relationships with key adults. *Seeks comfort or help when needed. *Starts to seek specific peers and join their play.	*Joins in group play using shared ideas and roles. *Takes turns more consistently. *Begins to negotiate with others during play.	*Uses words to express feelings about relationships, "I don't like it when..." *Shows empathy through actions or words. *Reflects on how others might feel.	*Starts to resolve peer conflicts with words and understanding. *Accepts compromise, "you can have it after me." *Understands consequences of actions on others.	*Talks about friendships and shared experiences. *Shows loyalty or care for friends, e.g. checking on them if they are upset. *Works with peers towards a shared goal.	*Participates in group activities cooperatively. *Works with new peers confidently. *Talks about feelings around change and separation.	*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.
<u>Intentional Teaching</u>						
*Children will be greeted by a	*Group activities specifically planned for	*Circle time to discuss feelings	*Support with restorative	*Time to share reflections of the day	*Group activities in PE and	



Early Years Curriculum

familiar adult every day *Children given time to talk with friends and as a class *Group discussions will allow children to find out about others and find friends with common interests whilst also respecting differences *Children will have lots of time to play with other children in a range of circumstances	*Games played together (such as Orchard games) *Modelled turn taking in play	*Discussion of characters in stories and actions and behaviour *Teaching restorative conversations when needed	conversations when needed *Modelling of restorative conversations	*Modelling of care for friends and rewards such as dojo's for showing Christian Values *Team challenges in PE and in provision	continuous provision *Transition activities for year 1 and discussions around feelings and new adults to work with	
Vocabulary						
Friend, help me	Share, take turns	I don't like... I like... They feel...	My turn, your turn	Team, friends, together	Cooperate	
Enabling Environment						
Comfortable, cozy spaces with soft furnishings for children to seek reassurance and calm Consistent presence of familiar adults to build secure attachments Small-group play areas with open-ended resources for shared ideas and role play Role-play corners (home corner, shop, doctor) for practicing negotiation and turn-taking Visual prompts and social stories to support understanding of feelings and empathy Emotion cards and mirrors for children to identify and express feelings Conflict resolution stations with puppets or props for modelling compromise and problem-solving Circle time area for group discussions about friendships, feelings, and shared experiences						



Collaborative play zones with construction materials for working towards shared goals
Outdoor spaces designed for cooperative games and team activities
Quiet retreat areas for self-regulation and reflection
Books and story props focused on emotions, friendships, and social scenarios
Opportunities for children to plan and lead group activities to build confidence and cooperation
Clear routines and visual timetables to support transitions and reduce anxiety
Spaces for turn-taking games and activities that encourage patience and fairness

Physical Development

**Curriculum Progression Map**

<u>Area of Learning:</u>	<u>Aspects of Learning:</u>
Physical Development	Gross Motor Fine Motor
<u>Intent</u>	
Our intent for Physical Development in the Early Years Foundation Stage is to enable children to develop strength, coordination, and control of both gross and fine motor skills, laying the foundation for lifelong health and well-being. We aim to provide opportunities for active play, movement, and exploration in a safe and stimulating environment, ensuring children build confidence in their physical abilities. Through carefully planned experiences, we support children to: • Develop gross motor skills such as balance, coordination, strength, and agility through outdoor play, climbing, running, and dancing. • Refine fine motor skills by engaging in activities that strengthen hand muscles and improve dexterity, such as mark-making, threading, and using tools. • Understand the importance of health and self-care, including hygiene, nutrition, and making healthy choices. • Build resilience and perseverance by encouraging children to take on physical challenges and celebrate effort as well as achievement. • Promote safe risk-taking, helping children learn to assess and manage risks in their physical environment. Our approach integrates movement into all areas of learning, ensuring children experience joy in being active while developing the skills needed for writing, self-care, and overall physical confidence. By the end of EYFS, children will have the foundations for a healthy lifestyle and readiness for the physical demands of Key Stage 1.	

GROSS MOTOR: Progression of Knowledge and Skills**2-3years**

Children will: run and jump with increasing control, kick and throw balls with more accuracy and begin to pedal tricycles.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
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*Walks more steadily with fewer falls. *Climbs on low furniture/soft play independently. *Begins to run small distances (may still fall or stumble). *Squats to play and stands up without help.	*Walks backwards and sideways. *Begins to balance briefly on one foot with help. *Turns corners while running. *Starts to avoid obstacles when moving.	*Climbs stairs with one foot per step (with support). *Jumps off low step with two feet. *Jumps in place (feet may not fully leave ground). *Pulls self-up onto climbing structures.	*Runs with more control and can slow/stop. *Starts to kick a stationary ball. *Begins to catch a large ball with two hands. *Throws ball underhand with aim.	*Climbs ladders and slides with confidence and growing awareness of body strength. *Walks on tip toes or heels briefly. *Starts to pedal a trike or ride-on toy. *Can change speed or direction with intention.	*Runs and stops with control. *Jumps forward with two feet. *Begins to move in and out of group play spaces. *Combines actions (e.g. climb, then jump, run then kick).	*Balances on one foot for about 2 – 3 seconds. *Jumps forward some distance (two feet take-off and landing). *Runs with good coordination, can stop/start without losing balance whilst avoiding obstacles. *Pedals a tricycle. *Jumps off a step with both feet together.
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Enabling Environment

Outdoor play area with plenty of open space for walking, running, and changing direction
 Soft play equipment and low climbing frames for safe climbing and pulling up
 Balance beams, stepping stones, and marked lines for practicing balance and heel-to-toe walking
 Obstacle courses with cones, hoops, and tunnels for jumping, squatting, and sequencing movements
 Climbing structures of varying heights for building confidence and body strength
 Slides and ladders for climbing and coordination practice
 Ride-on toys, tricycles, and scooters for pedaling and steering skills
 Large balls, beanbags, and hoops for throwing, catching, rolling, and kicking games
 Designated kicking stations with targets for practicing aim and power
 Soft mats and safe landing zones for jumping off steps and hopping activities
 Loose parts outdoors such as logs, crates, and tires for climbing and negotiating space
 Dance and movement area indoors with music for rhythm, skipping, and combined actions
 Visual markers and pathways for planning and executing movement sequences



Space for group games to encourage turn-taking, cooperation, and spatial awareness

Water play and sand areas for lifting, pouring, and strengthening muscles

**3 – 4 years***Children will: run, jump and climb confidently, balance on one foot briefly and begin to ride tricycles and navigate playground equipment.*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Monkey Puzzle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Runs smoothly with improved balance. *Walks upstairs independently, one foot per step. *Begins to walk downstairs with support. *Stands on one foot for a few seconds.	*Jumps forward with both feet. *Begins to hop on one foot (may switch feet). *Starts to jump over small obstacles. *Can land on two feet with some control.	*Throws ball overhead with direction. *Catches large ball with arms and body. *Rolls and bounces balls with increasing aim. Begins to throw with one hand.	*Climbs confidently onto play structures. *Pedals tricycles or ride-on-toys smoothly. *Begins to balance on a scooter or two-wheeled toy. *Combines climbing and balancing in play.	*Adjusts speed, direction and movement with awareness of others. *Can avoid obstacles when running or biking. *Moves with control during group games. *Begins to coordinate body in time with music or instruction.	*Combines multiple movements fluidly (e.g. run-stop-jump) *Moves through an obstacle course independently. *Shows persistence in physical challenges. *Begins to evaluate and adjust own movements.	*Runs, jumps and climbs well with co-ordination. *Hops on one foot (often several hops in a row). *Walks along a line, sometimes balancing heel to toe. *Runs around obstacles, can change direction and stop/start more smoothly. *Uses playground equipment with more skill: climbing, sliding, balancing.
Intentional Teaching						
*PE Sessions focussed on	*PE sessions focussed on jumping	*PE Sessions focussed on	*Bikeability sessions weekly	*PE Sessions focussed on body	*PE sessions linking together techniques	



running and balance *Obstacle courses set up in the outdoor area *Squiggle While You Wiggle *Bikeability sessions weekly	techniques, hopping *Setting up obstacle courses that require jumping, balancing and hopping *Bikeability sessions weekly	throwing and catching *Bikeability sessions weekly	*Climbing focus to PE sessions *Teaching scooter techniques were required	movement and dance *Bikeability continued to be taught weekly	taught throughout the year *Bikeability sessions weekly	
Vocabulary						
Run, balance	Jump, hop, balance	Throw, catch	Climb, carefully	Dance, move	recap	
Enabling Environment						
Outdoor play area with open space for running, stopping, and changing direction Obstacle courses with cones, hoops, and tunnels for jumping, hopping, and sequencing movements Balance beams, stepping stones, and marked lines for practicing balance and heel-to-toe walking Climbing structures of varying heights for safe risk-taking and upper/lower body strength Soft mats and safe landing zones for jumping and hopping activities Designated skipping and hopping zones with visual prompts for rhythm and movement patterns Large balls, beanbags, and hoops for throwing, catching, rolling, and bouncing games Kicking stations with targets for practicing direction and power Tricycles, scooters, and ride-on toys for pedalling and balancing skills Dance and movement area indoors with music for energetic activities like hopping, skipping, and spinning Role-play and group game spaces for turn-taking and following rules Loose parts outdoors such as logs, crates, and tires for climbing and negotiating space Visual markers and pathways for planning and executing movement sequences Water play and sand areas for lifting, pouring, and strengthening muscles Space for team games to encourage cooperation and spatial awareness						

**GROSS MOTOR: Progression of Knowledge and Skills****4 – 5 years***Children will: run, jump and climb with coordination, balance on one foot for several seconds and begin to skip and hop.*

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Maintains balance while standing still or holding a position. *Stands on one foot for 5+ seconds. *Sits upright at a table without slumping. *Moves with improved posture and coordination.	*Runs with control, avoiding obstacles or peers. *Changes direction quickly and safely. *Stops and starts on command. *Explores different speeds and pathways.	*Jumps over obstacles with both feet together. *Hops confidently on one foot several times. *Begins to skip with rhythm (step-hop-pattern). *Combines hopping, jumping, and running in fluid movement.	*Throws with control using both overhand and underhand. *Catches medium-sized ball with hands (not against body). *Kicks a ball with direction and power. *Begins to show cooperative ball play (e.g. partner throwing/catching).	*Climbs confidently on high play structures. *Travels across beams, stepping stones or uneven surfaces. *Shows upper and lower body coordination (e.g. monkey bars). *Demonstrates safe risk-taking during physical play.	*Follows rules in group games (e.g. waiting, taking turns). *Participates in team movement activities. *Sequences movements with increasing control (e.g. jump-spin-run). *Plans and executes own movement ideas.	*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,



Mark-making area with chunky crayons, slim pencils, markers, and chalk
Vertical surfaces such as easels and chalkboards for wrist strength and grip development
Large sheets of paper and whiteboards for free drawing and scribbling
Playdough station with rollers, cutters, and stamps for finger strength
Sensory trays with foam, clay, and malleable materials for squeezing and pressing
Tracing templates, laminated cards, and light tables for accuracy in shapes and letters
Sand trays or tactile writing trays for letter formation practice
Alphabet charts, name cards, and letter mats displayed at child height
Clipboards for mobile writing indoors and outdoors
Art station with varied brushes, glue sticks, and safe cutting tools
Scissor skills station with graded cutting challenges and pre-drawn lines
Collage and craft activities requiring cutting, folding, and gluing
Construction zone with blocks, Lego, magnetic tiles, and loose parts for building
Fine motor station with threading beads, lacing cards, and sewing activities
Sorting trays with coins, buttons, and clips for manipulation practice
Peg boards and tweezers for pincer grip development
Puzzle station with graded jigsaws and inset puzzles
Role-play area with menus, shopping lists, and environmental print for pretend writing
Dressing-up clothes with buttons, zips, and fasteners for self-care practice
Snack area with child-sized cutlery and open cups for utensil use
Practical life station with jars, containers, and twist-top lids for opening and closing
Self-care station with mirrors, toothbrushes, and hairbrushes for hygiene routines
Book corner with sturdy board books and interactive flaps for page-turning practice
Pattern-making materials such as beads, colored blocks, and art supplies
Vertical mark-making boards for strengthening grip and posture
Open-access storage for fine motor tools to encourage independence
Visual prompts and timers to support focus and engagement
Outdoor space with chalkboards, water painting, and loose parts for large-scale mark-making



FINE MOTOR: Progression of Knowledge and Skills
3 – 4 years

Children will: draw circles and lines, use scissors more confidently, dress and undress with help, and manipulate small objects with increasing dexterity.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Uses both hands together in co-ordinated ways (holding paper while drawing). *Builds block towers of 8+ blocks.	*Holds crayons or pencils using a thumb and two-finger (tripod) grasp (may still switch hands). *Draws lines and simple shapes (e.g. circles, crosses).	*Cuts along short, straight lines. *Holds and uses cutlery with improved control (fork and spoon together). *Pours from small jug with support.	*Draws people with 2-4 body parts (head, arms, legs). *Begins to draw some letters or own name (may be large and uneven). *Imitates shapes (cross, square).	*Buttons/unbuttons large buttons. *Manipulates zips and simple fasteners. *Turns pages one at a time.	*Completes simple jigsaw (6-10 pieces). *Brushes teeth, washes hands and starts dressing with less help.	*Child has greater control, precision and coordination in their hands and fingers. They show developing skills with more



Mark-making area with large sheets of paper and clipboards
 Easels for vertical drawing to encourage bilateral coordination
 Activities like rolling playdough or tearing paper
 Construction zone with varied block sizes and textures
 Space for free building and stacking challenges
 Loose parts play (wooden blocks, crates, tubes)
 Mark-making station with accessible tools
 Threading and bead activities
 Playdough station with rollers, cutters, and stamps
 Sensory trays with foam, clay, and malleable materials
 Finger-strength games (e.g., squeezing sponges)
 Chunky crayons and triangular pencils
 Vertical surfaces for mark-making
 Pencil grips for support
 Scissor skills station with short strips of paper
 Collage activities with pre-cut shapes
 Adult modeling of safe scissor use
 Pre-drawn cutting lines on paper
 Cutting stations with graded challenges
 Craft activities requiring straight cuts
 Snack area with child-sized cutlery
 Role-play kitchen for practice
 Fine motor station with jars and bolts
 Construction kits with screw features
 Sensory play with twist-top containers

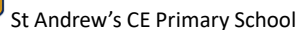
FINE MOTOR: Progression of Knowledge and Skills**4 – 5 years**

Children will: write recognisable letters, use scissors independently, manage buttons and zips and show refined control when manipulating small objects and tools.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
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The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Holds pencil in mature tripod grasp (thumb and two fingers). *Draws simple shapes and lines with control. *Begins to form some letters with intention (often from own name). *Builds more complex models using construction materials.	*Copies and writes first name with correct letter order (may still be uneven in size). *Starts forming some upper and lower case letters. *Holds and controls writing tools for drawing pictures with recognisable features. *Imitates simple words and symbols in pretend writing.	*Cuts along curved lines and around shapes with scissors. *Traces simple shapes or letters with accuracy. *Draws people with detail (head, body, limbs, facial features). *Demonstrates control colouring within lines.	*Fastens and unfastens clothing independently (buttons, zips). *Uses cutlery correctly and confidently. *Brushes teeth washed hands and combs hair with less support. *Handles glues, pens, and tools without spilling or breaking.	*Threads small beads. *Manipulates small objects like coins, pegs and clips confidently. *Folds paper or fabric along lines. *Begins tying knots or laces with support.	*Writes name clearly and consistently. *Begins to write short words or CVC patterns. *Uses correct hand positioning and pressure when writing. *Independently selects and uses fine motor tools in creative play and learning.	*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.
Intentional Teaching						
*Finger gym *Dough disco *Regular writing activities to help with pencil control and fluency *Pencil grips available *Drawing sessions *Observational drawings	*Letter cards and signing in used every morning. *Teaching of handwriting using RWI handwriting village linked to sounds known in RWI *Teaching of correct grip of	*Scissor sessions – scissor based challenges set up *Tracing activities in fine motor area *Drawing sessions focussed on development of shape and drawing	*Dressing up for different role play activities *Fastening coats *Modelling use of cutlery in playdoh area and at lunch time *Visit from dental nurse	*Threading activities for small beads *Fine motor activities and role play activities with fine motor focus such as coin handling and pegging clothes	*Name writing daily *RWI sessions to take place daily *Pencil grip taught each day *Fine motor challenges set up each week with fine motor focus in each area	



	tools and writing implements *Message centre set up for children to explore writing and mark making	*Purposeful colouring activities	*Hand hygiene lesson from school nurse			
Vocabulary						
Tripod, control, formation	Size, upper, lower	Cut, trace, control	Fasten, brush	Thread pinch, fold	Pressure, tripod	
Enabling Environment						
☐ Mark-making area with a variety of writing tools (chunky pencils, crayons, chalks) ☐ Vertical surfaces (easels, chalkboards) for strengthening grip ☐ Playdough station for finger strength and dexterity ☐ Shape templates and stencils ☐ Large paper and whiteboards for free drawing ☐ Pattern-making activities with lines and curves ☐ Name cards for reference ☐ Letter formation mats and tracing sheets ☐ Clipboards for mobile writing indoors/outdoors Writing tools of different thickness for control ☐ Alphabet charts and letter cards ☐ Sand trays or sensory writing trays for letter practice ☐ Drawing station with pencils, crayons, and felt tips ☐ Picture prompts for inspiration ☐ Easels for vertical drawing ☐ Role-play area with notepads, menus, and shopping lists ☐ Clipboards and pens in construction and outdoor areas ☐ Scissor skills station with graded cutting challenges ☐ Pre-drawn shapes on paper for cutting practice ☐ Collage activities using cut-out shapes ☐ Dressing-up clothes with varied fasteners ☐ Practical life station with coats and shoes ☐ Role-play scenarios (e.g., getting ready for school) ☐ Role-play kitchen with realistic utensils						



- ☐ Art area with glue sticks, paintbrushes, and safe tools
- ☐ Clear storage for easy access and independence
- ☐ Cutlery for snack and meal times

Key Stage One

Progression & Expectations

Physical Education

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Literacy



EARLY YEARS FOUNDATION STAGE	
<u>Curriculum Progression Map</u>	
<u>Area of Learning:</u>	<u>Aspects of Learning:</u>
Literacy	Comprehension Word Reading Writing
<u>Intent</u>	
Our intent for Literacy in the Early Years Foundation Stage is to foster a love of reading and writing by immersing children in a language-rich environment where stories, rhymes, and print are celebrated. We aim to develop the foundational skills that enable children to become confident readers and writers, preparing them for lifelong learning. Through high-quality teaching and engaging experiences, we support children to:	



- **Develop phonological awareness** and early phonics skills to decode words and build fluency.
- **Enjoy and understand stories, poems, and non-fiction texts**, promoting comprehension and imagination.
- **Expand vocabulary and language structures** through shared reading and purposeful talk.
- **Express ideas through mark-making and writing**, progressing from emergent writing to forming letters and words.
- **Understand the purpose of reading and writing**, connecting literacy to real-life experiences.

Our approach combines systematic phonics teaching with rich opportunities for storytelling, role play, and creative expression. By the end of EYFS, children will have the foundations to read simple sentences, write for different purposes, and approach literacy with confidence and enthusiasm.

**COMPREHENSION: Progression of Knowledge and Skills****2-3years**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Responds to name and familiar voices. *Shows interest in sounds and voices. *Attends briefly to simple stories, rhymes or songs. *Follows simple daily routines with support.	*Understands and responds to familiar instructions, e.g. "coat on", "snack time". *Points to named objects or pictures, e.g. "Where's the cat?" *Begins to anticipate routines and actions from verbal cues.	*Shows interest in stories and may request favourites. *Can identify familiar characters or objects in stories. *Responds with gesture, expression, or single words when prompted, e.g. animal sounds.	*Understands a growing range of nouns and action words. *Begins to respond to simple "what" and "where" questions, e.g. "what's that?", "Where's your shoe?" *Follows simple two-part instructions, e.g. "get your cup"	*Understands simple cause-and-effect in stories, e.g. "The boy is crying because..." *Anticipates what happens next in familiar stories or routines. *Can sequence two familiar actions, e.g. "wash hands, then eat."	*Retells part of a story using gestures or single/multi-word phrases. *Answers "who", "what", and "where" questions about a story. *Expresses preferences or simple opinions, e.g. "like dog," "No monster".	*Child understands more language than they can express. *Comprehension skills are developing rapidly, and children rely on familiar routines, gestures and adult support to engage socially.

Intentional Teaching

*Daily story time *Daily rhyme time *Talk Through Stories *Familiar logos linked to letters of the alphabet to be discussed in groups	*Daily story time *Daily rhyme time *Talk Through Stories *Reading of stories with repeated refrains *Singing songs with repeated patterns	*Daily story time *Daily rhyme time *Talk Through Stories *Classroom labels to be continuously developed *Discussions around familiar characters in stories linked to children's interests	*Daily story time *Daily rhyme time *Talk Through Stories *Teaching of environmental sounds *Sound walks *Animal themed stories and songs *Music sessions focussed on use of voice	*Daily story time *Daily rhyme time *Talk Through Stories *1 to 1 time reading with children linked to recognisable letters *Names used for registration alongside pictures	*Daily story time *Daily rhyme time *Talk Through Stories	
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Enabling Environment

Cozy, inviting space with a wide range of books (fiction, non-fiction, rhymes, and stories). Books displayed front-facing for easy access. Include familiar characters and books with repeated phrases for joining in.

Labels and signs on drawers, shelves, and everyday objects with pictures and words. Display familiar logos and symbols (e.g., food packaging) to support recognition.

Audio stories, rhymes, and environmental sounds (e.g., animal noises, phone ringing) with headphones or speakers. Include sound effect buttons or instruments for imitation.



Dedicated space for group singing and rhymes with props and visual prompts. Encourage filling in missing words and joining in repeated phrases.

Clear charts with letters and corresponding pictures at child height. Display children's names prominently for recognition and discussion.

Opportunities for mark-making, name writing, and simple captions using pencils, crayons, and whiteboards. Include letter cards and sound mats for reference.

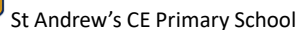
COMPREHENSION: Progression of Knowledge and Skills

3 – 4 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Monkey Puzzle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Responds to name and familiar voices. *Shows interest in sounds and voices. *Attends briefly to simple stories, rhymes or songs. *Follows simple daily routines with support.	*Understands and responds to familiar instructions, e.g. "coat on", "snack time". *Points to named objects or pictures, e.g. "Where's the cat?" *Begins to anticipate routines and actions from verbal cues.	*Shows interest in stories and may request favourites. *Can identify familiar characters or objects in stories. *Responds with gesture, expression, or single words when prompted, e.g. animal sounds.	*Understands a growing range of nouns and action words. *Begins to respond to simple "what" and "where" questions, e.g. "what's that?", "Where's your shoe?" *Follows simple two-part instructions, e.g. "get your cup"	*Understands simple cause-and-effect in stories, e.g. "The boy is crying because...". *Anticipates what happens next in familiar stories or routines. *Can sequence two familiar actions, e.g. "wash hands, then eat."	*Retells part of a story using gestures or single/multi-word phrases. *Answers "who", "what", and "where" questions about a story. *Expresses preferences or simple opinions, e.g. "like dog," "No monster".	*Child understands more language than they can express. *Comprehension skills are developing rapidly, and children rely on familiar routines, gestures and adult support to engage socially.
<u>Intentional Teaching</u>						
*Daily story time *Daily rhyme time *Talk Through Stories *Teacher introducing name cards alongside pictures and	*Daily story time *Daily rhyme time *Talk Through Stories *Singing nursery rhymes *Rhyming pairs activities	*Daily story time *Daily rhyme time *Talk Through Stories *Modelling reading *Repetition	*Daily story time *Daily rhyme time *Talk Through Stories *Letter of the week looking at print in the environment	*Daily story time *Daily rhyme time *Talk Through Stories *Oral segmentation and blending games	*Daily story time *Daily rhyme time *Talk Through Stories *Using pictures of them and their friends to label	



modelling how to recognise their name *Modelling reading in all provision areas	*Reading stories and poems with rhymes *Rhyming games like silly soup	*Looking at familiar logos	*Alliteration through routines such as register *Sorting games with same starting sounds	*Daily sound games *Introduce Fred Frog (RWI)	different pictures and models	
<u>Vocabulary</u>						
Name, that says...	Rhyme for own name	Logo names	Letter names	CVC words	Letter names in name l	
<u>Enabling Environment</u>						
*Name card self-registration *Area signs *Books in all areas *Name and picture stickers for them to apply to their pictures	*Rhyming books e.g. oi frog *Rhyming props	*Common logos displayed around the classroom *Chosen books for repetition in the environment with corresponding story sack	*Foods beginning with different letters *Alliterative objects around class	*Blendable objects that children can blend in their play *Sound games and sorting games available for children to play	*Name cards to be used in the environment that can be put by models etc *Name stickers to be used in creative area for pictures	



COMPREHENSION: Progression of Knowledge and Skills						
4 – 5 years						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Listens and joins in with longer stories and discussions. *Answers simple questions about what they've heard, e.g. "What happened?" *Stays on topic when talking about a familiar story or experience.	*Predicts what might happen next in a story using clues. *Answers "why" and "how" questions with more independence. *Begins to ask own questions about events, characters or pictures.	*Retells a familiar story using story language and sequence (first, then, next, finally). *Includes characters, settings, and key events in re-telling's. *Begins to invent simple alternative endings or additions.	*Infers how characters feel and why they act a certain way. *Uses language to describe feelings and reactions, e.g. "He's scared because..." *Connects story events to personal experiences, "That happened to me when..."	*Understands time connectives and positional language (before, after, inside, behind). *Follows and explains multi-step instructions or story events. *Begins to understand more abstract concepts in stories, e.g. friendship, fairness.	*Retells stories or information using their own words and recently introduced vocabulary. *Offers opinions about stories or events, e.g. "I liked it because..." *Answers open-ended questions using evidence from the story, e.g. "I think he was kind because he helped."	*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.
Intentional Teaching						



Heavy modelling by the adult. □ Use of repetitive, predictable texts. □ Visual support (pictures, story maps, story sacks). □ Talk-rich environment (lots of discussion and questioning). Talk Through Stories Daily	□ Gradual release of support (less adult modelling, more child participation). □ Use of more varied texts (including simple non-fiction). □ Increased use of: • Open-ended questions • "Why" and "How" discussion □ Encouraging full sentence responses. Talk Through Stories Daily	□ Increased emphasis on independence and reasoning. □ More discussion-based comprehension (partner talk, group talk). □ Exposure to: • A wider range of texts (including simple traditional tales and non-fiction) □ Modelling extended answers and explanations. Talk Through Stories Daily	□ Move towards independent responses and deeper thinking. □ Increase use of: • Open-ended questions • Partner discussions • Reasoning prompts □ Introduce early inference and simple evaluation. □ Use a range of texts: • Stories • Traditional tales • Simple non-fiction Talk Through Stories Daily	□ Consolidating skills towards ELG standard. □ Encouraging independent discussion and reasoning. □ Increasing opportunities for: • Story talk • Book talk • Partner discussion □ Exposure to a wide range of texts (stories, traditional tales, non-fiction). Talk Through Stories Daily	□ Consolidation of all comprehension skills at ELG level. □ Encouraging independent thinking, discussion, and reasoning. □ Introducing Year 1-style comprehension talk: • Justifying answers • Referring back to the text □ Providing a range of texts, including: • Stories • Non-fiction Talk Through Stories Daily	
Vocabulary						
□ story □ book	□ beginning □ middle	□ story □ book	□ beginning □ middle	□ idea □ know	□ who □ what	



☐ character ☐ beginning ☐ end ☐ once upon a time	☐ end ☐ problem ☐ ending ☐ once upon a time ☐ happily ever after	☐ character ☐ setting ☐ beginning ☐ middle ☐ end ☐ problem ☐ solution ☐ ending	☐ end ☐ problem ☐ solution ☐ ending ☐ sequence ☐ events	☐ notice ☐ wonder	☐ where ☐ when ☐ why ☐ how	
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Enabling Environment

- ☐ Alphabet displays at child height (interactive, tactile letters).
- ☐ Letter cards in play areas (construction, role-play, creative zones).
- ☐ Magnetic letters on boards or trays.
- ☐ Books with clear letter illustrations.

Where are children going next?
Y1 Expectations for Reading Comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales.
- Retelling key stories and considering particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
-

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correct inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say.



Pupils should be taught to explain clearly their understanding of what is read to them.

WRITING: Progression of Knowledge and Skills

2 – 3 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Uses large arm movements, e.g. waving, reaching, throwing. *Enjoys sensory play, e.g. sand, paint, water. *Begins to make random marks with fingers or tools, e.g. crayons, brushes.	*Starts to control tools like crayons, chalk or paintbrushes with whole-hand grasp. *Repeats marks, e.g. circles, lines *Enjoys making marks and may talk about them, e.g. "Mummy" while scribbling.	*Uses hands and fingers with increasing control, e.g. stacking, posting, threading. *Enjoys squeezing, rolling and pinching materials, e.g. playdough. *Begins to show hand preference.	*Makes marks with purpose, e.g. pretending to write a list or card. *Begins to recognise that print and marks represent meaning. *Shows interest in adult writing, e.g. on whiteboards or clipboards.	*Begins to recognise and attempt to copy their name, often as a scribble or letter-like shapes. *Shows awareness of letters in the environment. *Makes letter-like shapes or lines that flow from left to right.	*Chooses to make marks during play, e.g. drawing a "map" or "menu". *May use early symbols or squiggles to represent writing.	*Child is an emergent writer and enjoys mark-making, experimenting with writing tools and begins to understand that marks can communicate meaning.

Enabling Environment

Large easels or wall-mounted boards for big strokes.

Painting stations with big brushes and rollers.

Sensory trays (sand, water, foam, rice) for mark-making

Chalk on playground surfaces.

Water painting on fences or walls.

Big sweeping movements with mops or large paintbrushes.

Crayons, chunky chalks, paint rollers.

Buckets, sponges, and brushes for water play.



Low tables with crayons and paper.

Vertical mark-making surfaces for shoulder and arm strength.

Mud kitchens with sticks for drawing.

Chalkboards for free scribbling.

Thick crayons, chunky markers, paintbrushes.

Clipboards for role-play writing.

Fine motor stations: threading beads, stacking blocks, peg boards.

Playdough tables for squeezing, rolling, pinching.

Sand play with scoops and small tools.

Water play with jugs and funnels.

Dough tools, tweezers, tongs.

Posting boxes for hand-eye coordination.

Role-play areas with writing prompts (shopping lists, menus).

Message boards for children to "write" notes.

Clipboards in construction or garden areas.

Chalk for drawing "maps" or "plans."

Blank cards, envelopes, notebooks.



Adult writing visible (whiteboards, labels).

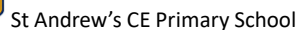
Alphabet posters at child height

Chalk tracing activities.

Magnetic letters, letter tiles.

**WRITING: Progression of Knowledge and Skills****3 – 4 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Uses thumb and finger with more control (developing pincer grip). *Enjoys mark making with a range of tools. *Experiments with pressure, direction, and movements when drawing.	*Makes marks with meaning and begins to assign names or explanations, e.g. "That's my daddy". *Imitates simple shapes and lines (vertical, horizontal, circular). *Begins to understand that print and writing have a purpose.	*Attempts to write own name with some recognisable letters or shapes. *Imitates writing in role-play, e.g. making a shopping list. *Begins to distinguish between drawing and writing.	*Uses writing tools during imaginative play, e.g. vets, notes, birthday cards. *Strings letters or marks together to represent words or ideas. *Begins to show directionality (left to right, top to bottom).	*Begins to form some recognisable letters, especially from own name. *Attempts to copy letters from models or name cards. *Distinguishes between different letter shapes and marks.	*Begins to write initial sounds for words, e.g. "d" for "dog". (Attempts to label drawings or write short words with support. *Uses letter strings or known letters to "have a go" at writing.	*Child is an emergent writer with growing control and intention by forming letters especially from their own name, and use writing to communicate meaning.
<u>Intentional Teaching</u>						
*Teaching how to hold a pencil *Teaching names of mark making tools *Modelling mark making *Squiggle whilst you wiggle *Message centre	*Modelling writing when drawing or labelling *Modelled reading of labels to show its purpose *Message centre	*Name writing teaching sessions *Modelling writing for different purposes *Modelling drawing and then writing name underneath *Message centre	*Modelling of writing in all areas of learning *Modelling of writing for different purposes *Conscious teaching and writerly talk about	*Set 1 sounds being taught including writing *Name cards modelled for labelling models and pictures *Message centre	*Set 1 sounds reinforced *Teaching labelling of pictures and drawings *Teaching writing for purpose *Message centre	



			right from left to right *Message centre			
Vocabulary						
Grip, hold	Shape, mark	Name, that says...	Letter names	Letter names	Letter names	
Enabling Environment						
Playdough, clay, and dough tools for strengthening fingers. Tweezers, tongs, and peg boards for pincer grip practice. Vertical surfaces (easels, chalkboards) for wrist rotation and control. A dedicated fine motor station with rotating activities. Outdoor chalk drawing areas for large arm movement Wide range of mark-making tools: chunky crayons, chalk, paintbrushes, water and rollers, sticks for sand/mud Sensory trays (sand, salt, shaving foam) for experimenting with pressure and direction. Clipboards in all areas (construction, role-play, outdoors) to encourage purposeful writing Role-play areas with writing prompts (shopping lists, menus, vet notes). Books and environmental print at child height. Labels on shelves and resources with pictures and words. Message boards for children to leave notes.						

[illegible]



Narrative: A losing story Purpose: To tell and write a losing story Recount: Animal information Purpose: To inform Grammar: Word To teach HFWs; is, it, in at, and, the Grammar: Sentence Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) Grammar: Text Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language	Narrative: A finding story Purpose: To tell and write a finding story Information: A poster to find a lost star Purpose: To inform (and describe) Grammar: Word *Secure previous unit high frequency words and teach: I, no, go, to Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) Grammar: Text Build on previous units & focus on:	Narrative: A superhero story Purpose: To tell and write a superhero story Information: A letter wanting to be a sidekick Purpose: To inform Grammar: Word *Secure previous unit high frequency words and teach: he, she, we Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and' Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories	Narrative: A Traditional Tale Purpose: To tell and write a traditional tale Instructions: How to trap an animal Purpose: To instruct Grammar: Word *Secure previous unit high frequency words and teach: me, be, was, no Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and' Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories	Narrative: A transformational story Purpose: To tell and write a transformational story Instructions: How to grow a garden/plant/vegetable Purpose: To instruct Grammar: Word *Secure previous unit high frequency words and teach: my, they, her, all, are Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and' Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on	Narrative: A friendship story Purpose: To tell and write a friendship story Poems: Sea creature poems Purpose: To describe Grammar: Word *Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what Grammar: Sentence Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.	
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e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Focus on: Letter formation Separation of words with spaces	Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I	Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names	Grammar: Text Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops
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Commented [P1]:



					Capital Letters for names	
Vocabulary						
Enabling Environment						
Fine motor stations: Threading beads, tweezers with pom-poms, playdough for strengthening fingers. Variety of writing tools: Chunky pencils, triangular grips, crayons, chalks. Vertical surfaces: Easels, whiteboards, outdoor chalkboards to encourage wrist movement. Name cards: Laminated cards for tracing and copying. Letter formation mats: Sand trays, shaving foam, salt trays for sensory letter practice. Accessible alphabet charts: At child height for reference Mark-making everywhere: Clipboards in role-play areas, outdoor chalk, painting stations. Loose parts: Sticks, stones for drawing in mud or sand. Role-play writing prompts: Shopping lists, menus, tickets. Phonics-rich areas: Sound mats, magnetic letters, letter tiles. Adult-led small groups: For segmenting and blending practice. Word-building stations: Simple word cards with pictures (cat, dog, sun)						

Where are children going next? Y1 Expectations for Writing	
Spelling:	Writing Composition:
Pupils should be taught to spell:	Pupils should be taught to write sentences by:



- Words containing each of the 40+ phonemes already taught and common exception words. - The days of the week. Name the letters of the alphabet: - Naming the letters of the alphabet in order. - Using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes: - Using the spelling rule for adding -s or es- as the plural marker for nouns and the third person singular marker for verbs. - Using the prefix un- - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for e.g. helping, helped, helper, eating, quicker, quickest) Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives.
Vocabulary, grammar & punctuation	Handwriting
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix	Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly. - begin to form lower-case letters in the correct direction, starting and finishing in the right place. - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.

**WORD READING: Progression of Knowledge and Skills****3 – 4 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar Superworm	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Notices print in the environment. *Enjoys listening to stories, rhymes, and songs. *Joins in with repeated refrains and familiar phrases. *Begins to show awareness that print carries meaning.	*Starts to match spoken words to pictures. *Able to follow a simple story by looking at the pictures. *Points to words as an adult reads familiar text.	*Understands that text can be read left to right, top to bottom. *Shows interest in letters. *Joins in with rhyming and alliteration games. *Recognises pictures linked to RWI sounds	*Begins to recognise some letter shapes and their sounds. *Hears and says the initial sound in words. Begins oral blending. *Recognises words with the same initial sound.	*Matches some letters to sounds consistently, particularly those in their own name. *Enjoys finding their name and friends name in print. *Talks about what is happening in pictures using book language.	*Joins in with shared reading of repetitive books. *Understands that words combine to make sentences.	*Confidently recognises their name. *Hears and says the initial sound in words. *Joins in with songs, rhymes and alliteration. *Understands that print has meaning and is



			*Notices when the words sound the same or different.			read in a consistent direction. *Can blend orally.
Intentional Teaching						
*Teaching of reading different signs in the environment *Daily rhyme time *Songs and Stories with repeated rhymes *Raise children's awareness of sounds around them using different items and instruments *Compare sounds playing lotto games, making shakes and hiding/replacing instruments	*Words and pictures matching games *Ordering of stories using pictures *Modelling following of text when reading * Compare and match sounds *Playing instruments alongside stories and rhymes *Sing songs and action rhymes related to a theme or topic	*Modelling of reading *Reading environmental print *Rhyming and alliteration games daily *Develop experiences of rhythm and rhyme in speech through stories, songs and rhymes *Play rhyming bingo *Clap out syllables *Daily RWI picture card speed sessions for all Set 1 sounds.	*Introduce initial sounds to children m,a,s,d,t,i,n to children using RWI lettering *Explore their names, sounds and formations with children in a variety of adult led games and continuous provision activities *Initial sound games *Oral blending games – what' in Fred's bag? *Phase 1 phonics games *Use alliteration to build up awareness of initial sounds *Begin matching objects which begin with the same sound *Play I-spy games	* Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words *Introduce story characters from Ready Steady Write in association with pictures from the story *Develop children's awareness of voice sounds using oral blending and segmenting in appropriate stories *Selecting items related to voice sounds	* Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words *Talk Through Stories *Sentence snake work linked to Ready Steady Write	
Vocabulary						
Enabling Environments						
Book Corner: Cozy, inviting space with a variety of books (stories, rhymes, non-fiction) displayed face-out for easy access.						
Print-Rich Environment: Labels on shelves, signs, and posters to show that print carries meaning.						



Phonics Station: Letter cards, sound mats, and magnetic letters for hands-on exploration.

Storytelling Area: Space for shared reading with props and puppets to engage children.

Alphabet Displays: Clear charts showing letters and corresponding pictures.

Name Cards: For children to find and recognize their own names and friends' names.

Books with Repeated Phrases: To encourage joining in and recognition of familiar text.

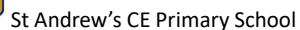
Rhyming and Alliteration Games: Cards, songs, and activities for sound play.

Letter-Sound Matching Activities: Simple games for linking letters to sounds.

WORD READING: Progression of Knowledge and Skills

4 – 5 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Listens attentively and responds to stories, rhymes and songs.	*Links most Phase 2 sounds to letters. *Begins to blend sounds to read simple CVC words.	*Recognises Phase 3 graphemes. *Blends to read words with digraphs.	*Reads a range of decodable words independently. *Reads short sentences and	*Reads words with adjacent consonants. *Recognises more tricky words by sight.	*Reads consistent with their phonic knowledge. *Reads aloud simple sentences	*Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words



Early Years Curriculum

*Recognises rhythm, rhyme and alliteration. *Distinguishes between different phonemes in speech. *Begins to link some sounds to letters. *Recognises and reads own name.	*Segments simple words orally for spelling. *Recognises some tricky words. *Enjoys handling and choosing books independently.	*Begins to read simple captions and short sentences. *Recognises an increasing number of tricky/sigh words. *Uses illustration and context to support meaning.	- simple books using phonics. *Begins to self-correct and re-read for sense. *Reads some high frequency words automatically. *Discusses what they've read, showing understanding.	*Reads simple sentences with fluency and understanding. *Chooses books for pleasure and talks about favourites.	- and books confidently. *Demonstrate understanding through talk and retelling. *Predicts outcomes and expresses opinions about stories. *Enjoys sharing books and reading independently.	- 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
Intentional Teaching						
Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	
Vocabulary						
Enabling Environments						



Book Corner: Cozy, inviting space with a wide range of books (fiction, non-fiction, rhymes, and stories).

Phonics Station: Accessible resources for sound-letter matching, magnetic letters, and letter cards.

Listening Area: Audio stories, rhymes, and songs with headphones or speakers.

Writing Table: Opportunities for mark-making, name writing, and simple captions.

Alphabet Displays: Clear charts with letters and corresponding pictures.

Phase 2 & 3 Resources: Letter cards, sound mats, and blending boards.

Decodable Books: Simple texts aligned with phonics phases.

Tricky Word Cards: For recognition and practice.

Story Props & Puppets: To support retelling and comprehension.

Songs & Rhymes: For rhythm, rhyme, and alliteration practice.

Where are children going next?
Y1 Expectations for Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words.
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
 - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
 - read other words of more than one syllable that contain taught GPCs.
 - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.



Mathematics

**EARLY YEARS FOUNDATION STAGE****Curriculum Progression Map****Area of Learning:****Aspects of Learning:**

Mathematical Development

Number
Numerical Patterns**Intent**

Our intent for Mathematics in the Early Years Foundation Stage is to develop confident, curious learners who understand and enjoy the patterns and relationships in numbers, shape, and space. We aim to provide a rich, practical environment where mathematical concepts are explored through play, problem-solving, and real-life experiences.

Through purposeful teaching and hands-on activities, we support children to:

- **Develop a strong sense of number**, including counting, comparing quantities, and understanding numerical patterns.
- **Build early calculation skills**, such as addition and subtraction, through practical contexts and visual representations.
- **Explore shape, space, and measures**, recognising properties and using mathematical language to describe and compare.
- **Apply mathematical thinking to everyday situations**, fostering reasoning and problem-solving skills.
- **Develop fluency and confidence**, ensuring children can recall key facts and use strategies independently.

Our approach integrates mathematics across the curriculum, using stories, songs, and play-based learning to make concepts meaningful and enjoyable. By the end of EYFS, children will have the foundations to reason mathematically, solve problems, and approach Key Stage 1 with confidence.

**NUMBER: Progression of Knowledge and Skills**

Between the ages of 2 and 3, children begin to develop foundational mathematical concepts through everyday interactions and play. This period is crucial for introducing and reinforcing numerical patterns.

2 – 3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Shows awareness of quantity changes ("more juice", "gone"). *Begins to notice when one group is bigger/smaller. *Fills and empties containers repeatedly, observing "full/empty". *Use "one" and "two" in context, often out of sequence. *Begins to sort objects by obvious attributes (colour, size, type).	*Joins in with counting songs and games, repeating number words. *Begin to count objects up to 3 (though may skip or double count). *Match one object to one action (posting, feeding toys, giving one item). *Use "another" and "more" to request additional items. *Recognise one as a consistent quantity ("one cracker", "one car").	*Begins to recite numbers up to 5 with increasing accuracy. *Use counting for a purpose (e.g., "three cups for the dolls"). *Understand and use "more", "same", and "another" correctly. *Compares groups using language of size and quantity. *Begin to group or sort objects based on shared attributes (shape, colour).	*Notifies that a total changes when something is added or taken away. *Begin to show simple understanding of simple addition/subtraction in play ("I had two, now I've got one"). *Counts and check results when things are combined or shared. *Starts to represent numbers with fingers, marks or objects. *Enjoys making small collections (e.g., "three cars for the garage").	*Recognises small quantities without counting (subitising 1 – 3). *Begins to understand the order of numbers (1 comes before 2, etc). *Begins to show preference for counting accurately and checking. *Talks about everyday numbers (door numbers, buses, age).	*Confidently counts to 5 (sometimes beyond) with one-to-one accuracy. *Matches number words to quantity more consistently (1 – 3 reliably, beginning to 5). *Uses number language spontaneously in play ("I need three plates"). *Begins to solve simple number problems in play (sharing, adding one more). *Starts to represent numbers with fingers, marks, or small groups.	*Understands that numbers represent quantities. *Recognises small sets (1 – 3) without counting (subitising). *Begins to use number words with meaning. *Compares groups using simple mathematical language. *Counts and matches in life contexts.

Enabling Environment

Maths Exploration Area: Low trays or baskets with objects for sorting, matching, and counting.

Water & Sand Play Zone: For exploring "full," "empty," and capacity concepts.



Role Play Area: Shop or café setups for practical counting and comparison.

Construction Corner: Blocks for stacking, sequencing, and comparing sizes.

Counting Objects: Everyday items (cups, spoons, cars), natural materials (stones, shells).

Sorting Materials: Objects of different colours, sizes, and shapes for classification.

Visual Aids: Posters showing big/small, more/less, and simple patterns.

Number Cards (1–5): For matching numerals to quantities.

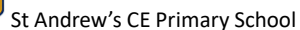
Songs & Rhymes: Counting songs to reinforce number order and language

**NUMBER: Progression of Knowledge and Skills***Children develop more confident counting skills, early understanding of numerals, comparison and patterning.***3 – 4 years**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar Superworm	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Recite numbers to at least 5 and begin to extend to 10. *Count objects with one-to-one accuracy to 5, touching or moving each. *Begin to understand that the last number said represents the total. *Enjoys counting in songs, games and routines.	*Compares two groups and describes differences ("I have more than you"). *Recognises and names numbers up to 5. *Begins to order small sets (1 before 2, 3 comes after 2). *Shows interest in using numbers in imaginative play (shop, café).	*Explores number bonds through play (e.g., "2 and 3 make 5"). *Begin to use part-whole language ("I've got 3 and 2 more"). *Subitise (recognise quantities without counting) 1 – 3 confidently. *Talks about combining and separating sets in simple ways.	*Solves simple addition/subtraction problems in context ("two cars came, one went away"). *Begin to predict outcomes: "If I add one more, I'll have four." *Understands and uses the words "add", "take away", "left", "altogether". *Use fingers or objects to show counting on or counting back. *Continue to subitise small sets up to 4 or 5.	*Begins to recognise and make simple patterns (ABAB, colour or shape). *Notifies and describes doubles ("two and two make four"). *Begins to share objects fairly between two people ("one for you, one for me"). *Continue to explore the composition of 5 and 10 using real objects. *Starts to anticipate "one more" and "one	*Confidently counts, compares and composes numbers to 5. *Subitise small quantities to 5 and explain reasoning. *Talks about patterns and relationships ("If I add one, it's the next number"). *Begins to represent numbers with marks, drawings or numerals. *Applies number skills across the environment	*Counts confidently beyond 5 and subitise to 5. *Understands composition of numbers within 5. *Uses the language of comparison, addition and subtraction in play. *Recognises simple patterns, doubles, and fair sharing. *Begins to represent numbers with



				fewer" relationships.	(construction, snack, role play).	marks or numerals. *Talks about and applies mathematical ideas in everyday contexts.
Intentional Teaching						
White Rose Units Comparison 1 SSM 1 Pattern 1 Counting 1	White Rose Units Counting 2 Subitising 1 Pattern 2 SSM 2	White Rose Units Subitising 2 Counting 3 SSM 3 Pattern 3	White Rose Units Counting 4 SSM 4 Subitising 3 Comparison 2	White Rose Units Pattern 4 SSM 5 Pattern 5 Subitising 4	White Rose Units Counting 5 Pattern 6 Counting 6 Comparison 3	
Vocabulary						
Number names, pattern, same, different sides, corners, straight, flat, round, tall/taller, small/smaller, long/short, heavy/heavier, light/lighter	Same, different, more, less, sort, sides, corners, straight, flat, round, in, on, under, up, down, besides, between, heavy/heavier, light/lighter	Order, number names, pattern, how many, sides, corners, straight, flat, round, faces, tall/taller, small/smaller, long/short, heavy/heavier, light/lightest	Number names to 5 Shape names, pattern, circles, rectangles, triangles, cuboids, heavy/heavier, light/lightest	Number names to 10, more, less, tall/taller, small/smaller, long/short	2d shape names, patterns, number names to 10, add, take away, share, circles, rectangles, triangles, cuboids day, night, today, tomorrow, yesterday, lunch time, home time, o'clock in, on, under, up, down, besides, between tall, short, big, small, long, short, thin, thick, heavy, light,	



Maths Area with clear zones for counting, ordering, and pattern-making.

Small Group Table for focused activities like subitising games and number bonds.

Role Play Area (e.g., shop or café) for applying number knowledge in real-life contexts.

Outdoor Space for large-scale counting games and patterns.

Counting Objects: Counters, cubes, natural items (stones, shells) for subitising and combining.

Tens Frames & Number Lines: For visualising number bonds and sequencing.

Numerals Cards (0–10): For matching quantities and symbols.

Pattern Materials: Beads, blocks for exploring doubles and repeated patterns.

Practical Props: Snack bowls, cups for sharing and comparing quantities.

Storybooks & Songs: Linked to counting and number composition

Maths Area with clear zones for counting, ordering, and pattern-making.

Small Group Table for focused activities like subitising games and number bonds.

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Practical Props: Snack bowls, cups for sharing and comparing quantities.

Storybooks & Songs: Linked to counting and number composition

**NUMBER: Progression of Knowledge and Skills**

Children consolidate number knowledge, early addition and subtraction, pattern recognition and problem solving.

We use White Rose maths planning. We use the NCETM to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision.

4 – 5 years

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Confidently subitise to 5 in different arrangements. *Counts, orders and represent numbers to 5 using objects, marks and fingers.	*Counts, represents and subitises within 10 (focusing on structure, not speed). *Explores number bonds within 10, especially 6, 7, 8, 9, 10).	*Explores combinations for making 10 (e.g., 6+4, 7+3). *Begins to recall number bonds to 5 and 10 with increasing confidence.	*Uses known number facts to solve simple problems (add, subtract, share). *Count on or back from any given number within 10).	*Shows automatic recall of number bonds to 5 and some to 10. *Describes and continues number patterns (e.g., counting in 2s, 5s, 10s).	*Confidently counts, subitises, and compare numbers to 10. *Automatically recalls number bonds for 5 and some for 10. *Uses number to solve real	*Have a deep understanding of numbers to 10, including the composition of each number. *Subitise (recognise quantities



*Recognise that numbers represent quantities that can be shown in different ways. *Begins to talk about how numbers are made up ("2 and 3 make 5"). *Matches numerals and quantities consistently (0 – 5).	*Begins to notice patterns between numbers (e.g., $6 = 5 + 1$). *Recognises numeral symbols 0 = 10 and match them to quantities. *Identifies "one more" and "one less" within 10.	*Recognises patterns such as doubles, near doubles, and pairs that make 10. *Identifies odd and even patterns through real-world examples. *Explains thinking using concrete resources and fingers.	*Uses number lines, tens frames or fingers to support reasoning. *Begins to generalise ("When I take one away, it goes down by one each time"). *Records thinking using marks, tallies or simple written numerals.	*Makes connections between addition and subtraction. *Begins to double and halve numbers within 10 using real objects. *Confidently talks about relationships between numbers.	problems in play and daily life. *Shows deep understanding through reasoning, not rote recall. *Talks confidently about composition, more/less. *Represents ideas using numerals, marks or drawings.	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
Intentional Teaching						
*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Getting to know you Opportunities for settling in,	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Circles and triangles 1, 2, 3, 4,5	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Growing 6, 7, 8 Length, height, and time	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Building 9 and 10 Exploring 3-D Shapes To 20 and Beyond	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Manipulate, compose and decompose	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units Visualise, build and Map Make Connections	



introducing areas of provision, key times of day, class routines and positional language – where does this belong? Match, sort and compare Talk about measure and patterns It's me 1,2,3	Shapes with 4 sides Number to 5 Alive in 5! Mass and Capacity	Building 9 and 10	How many now?	Sharing and Grouping Visualise, build and Map	Consolidation	
Vocabulary						
Routine, Play, Tidy up , Here, Next to, On Under	Circle, Triangle, Round, Corner, Side, Square, Rectangle, Side, Corner, Straight, Count, Number, More, Less, Same, Heavy. Light, Full, Empty, Pour	Six, Seven, Eight, More, Fewer, Long, Short, Tall, Small, Time, Nine, Ten, Count, Altogether, How many?	Nine, Ten, Count, Altogether, More, Shape, Cube, Sphere, Cylinder, Roll, Count, Ten, More, Next, Number, Count, How many?, Altogether, Add, Take away	Move, Build, Make, Split, Put together, Share, Group, Same, More, Fewer, Picture, Build, Map, Next to, Under	Picture, Build, Map, Next to, Under, Same, Different, Match, Link, Pattern	
Enabling Environment						



Maths Investigation Area: A dedicated space with tens frames, number lines, and manipulatives for exploring number bonds and patterns.

Small Group Table: For focused activities like subitising games, addition/subtraction with real objects.

Role Play Area: Shop or café setups for applying number knowledge in real-life contexts.

Outdoor Space: Large-scale counting games, hopscotch for number sequences, and pattern trails.

Counting Objects: Counters, cubes, natural items (stones, shells) for subitising and combining.

Tens Frames & Number Lines: For visualising number bonds and sequencing.

Numerical Cards (0–10): For matching quantities and symbols.

Pattern Materials: Beads, blocks for exploring doubles, odd/even, and repeated patterns.

Practical Props: Snack bowls, cups for sharing and comparing quantities.

Storybooks & Songs: Linked to number composition and patterns.

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.

Y1 Progression and Expectations

Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line.

Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign. Read and write numbers from 1 to 20 in numerals and words.

Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)

Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations



Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time

Number Bonds: Represent and use number bonds and related subtraction facts within 20
Shape: Recognise and name common 2-D and 3-D shapes,

Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns

Money: Recognise and know the value of different denominations of coins and notes

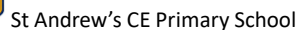
Time: Tell the time to the hour and half past the hour, recognise and use language relating to dates, including days of the week, weeks, months and years

NUMERICAL PATTERNS: Progression of Knowledge and Skills

2-3years

Between the ages of 2 and 3, children move from exploratory play towards purposeful early mathematical thinking – beginning to understand counting, comparing, pattern and order through everyday experiences.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Recognises simple differences in size (big and small) *Begins simple sorting- toys, blocks or utensils. *Copies familiar actions. *Understands "more" in practical contexts.	*Understands basic positional words. *Starts to rote count to 2 or 3, though without quantity understanding. *Matches two identical objects, e.g. shoes or cups. *Enjoys repeating patterns in play, e.g. stacking, lining up.	*Recognise when things are missing. "where's teddy?" *Understands simple quantity comparisons. *Begins to identify shapes. *Can sort objects by one feature, e.g. all red blocks.	*Starts to understand number relates to quantity. *Enjoys counting songs and rhymes. *Matches and stacks with purpose – developing sequencing skills. *Solves simple problems using trial and improvement.	*Builds towers and arrangements purposefully. *Starts to use comparative language. *Matches objects by size or shape without help. *Follows two-step instructions.	*Understands that number words represent quantity. *Begins to anticipate and predict routines or outcomes. *Starts to compare quantities in play. *Recognises and copies simple patterns, e.g. colour sequences.	*Counts small groups of objects and begins to understand that numbers represent quantity. *Sorts, matches, and compares objects by features such as size, shape, or colour. *Notices and repeats simple patterns, uses positional language and solves simple



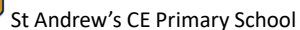
						problems through trial and reasoning.
Enabling Environment						
Sorting & Matching Station: Trays or baskets with objects of different colors, sizes, and shapes for sorting and matching. Pattern Play Area: Beads, blocks, and colored counters for creating and copying patterns. Construction Zone: Blocks and stacking toys for sequencing and building towers. Role Play Area: Everyday objects (cups, spoons, shoes) for matching and comparing in play. Counting Objects: Small sets of toys, natural items (stones, shells), and household items for 1:1 counting. Shape Resources: Simple 2D shapes (circle, square, triangle) and chunky 3D blocks. Visual Aids: Posters showing size differences (big/small), patterns, and positional words. Songs & Rhymes: Counting songs and pattern-based action rhymes. Props for Practical Maths: Snack bowls, cups for comparing "more" and "less."						

**NUMERICAL PATTERNS: Progression of Knowledge and Skills****3 – 4 years***Children use counting, comparing and pattern-making skills more intentionally and begins to apply early reasoning to everyday situations.*

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar Superworm	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Understands that numbers represent quantity. *Counts small groups (1-3) with one to one correspondence. *Begins to notice and continue simple AB patterns, e.g. red/blue.	*Counts objects reliably up to 5 (with support). *Recognises numerals 1-3. *Sorts and classifies objects by more than one feature. *Begin to use language of comparison.	*Uses counting in play and routines. *Understands basic sequencing and order. *Recognises and repeats patterns in songs, movement or play. *Begins to estimate "how many" before counting.	*Recognises numerals 1-5 and begins to match numeral to quantity. *Begins to solve simple number problems using objects. *Explore simple shapes and special language.	*Counts beyond 5 and may recognise numerals to 10. *Compares groups to find which has more or less. *Uses simple addition/subtraction language. *Creates own patterns using blocks, beads or marks.	*Confidently counts to 10 and begins to understand cardinality (last number = how many). *Solves simple practical problems, sharing, adding, taking away.	*Counts objects reliably to 5 (and sometimes 10). *Understands that numbers represent quantity and begins to recognise and use numerals. *Orders and compares quantities.



*Recognises when a small set changes in number.			*Copies and extends complex patterns.		*Recognises and names common 2d shapes. *Predicts sequences and identifies errors in patterns.	*Continues and creates simple patterns and uses positional language to describe where things are. *Applies number and pattern knowledge to solve simple everyday problems with growing confidence.
Intentional Teaching						
White Rose Units Comparison 1 SSM 1 Pattern 1 Counting 1	White Rose Units Counting 2 Subitising 1 Pattern 2 SSM 2	White Rose Units Subitising 2 Counting 3 SSM 3 Pattern 3	White Rose Units Counting 4 SSM 4 Subitising 3 Comparison 2	White Rose Units Pattern 4 SSM 5 Pattern 5 Subitising 4	White Rose Units Counting 5 Pattern 6 Counting 6 Comparison 3	
Vocabulary						
Number names, pattern, same, different sides, corners, straight, flat, round, tall/taller, small/smaller, long/short, heavy/heavier, light/lighter	Same, different, more, less, sort, sides, corners, straight, flat, round, in, on, under, up, down, besides, between, heavy/heavier, light/lighter	Order, number names, pattern, how many, sides, corners, straight, flat, round, faces, tall/taller, small/smaller, long/short, heavy/heavier, light/lightest	Number names to 5 Shape names, pattern, circles, rectangles, triangles, cuboids, heavy/heavier, light/lightest	Number names to 10, more, less, tall/taller, small/smaller, long/short	2d shape names, patterns, number names to 10, add, take away, share, circles, rectangles, triangles, cuboids day, night, today, tomorrow, yesterday, lunch time,	



Storybooks & Songs: Linked to counting, patterns, and positional language.



NUMERICAL PATTERNS: Progression of Knowledge and Skills

4 – 5 years

Children consolidate number knowledge, pattern recognition, problem solving and reasoning.

We use White Rose maths planning and have a 'Number of the Week' focus. We use the NCETM to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Confidently counts to 10 and understands that	*Counts objects to 10+ and begins to	*Recognises numerals to 10	*Orders and compares numbers	*Counts beyond 15 and begins to	*Confidently counts to 20 and back.	*Verbally count beyond 20, recognising the



the last number said tells "how many". *Recognises numerals 1-10 and begins to link them to quantity. *Orders numbers to 5, sometimes beyond. *Recognises and creates simple AB, ABB patterns in play and art.	count backwards from 5 or 10. *Begins to understand 1 more, 1 less through practical play. *Uses number names in sequence and play. *Sorts and classifies independently using more than one criteria.	and begins working to 15. *Adds and subtracts small quantities using objects or fingers. *Understands and use comparative language. *Begins to recognise 2d and 3d shapes and use these purposefully in play.	up to 10, starting to estimate quantities. *Uses ordinal language (1 st , 2 nd , 3 rd) *Creates and continues more complex repeated patterns. *Describes position and direction using vocabulary- beside, behind, between.	recognise numbers to 20. *Solves practical addition/subtraction problems using real objects or stories. *Estimates more accurately and checks by counting. *Begins to record numbers through marks or numerals.	*Understands numerical order and can compare using greater than/less than. *Doubles and halves small numbers using practical aids. *Applies number and pattern knowledge in everyday tasks.	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.
Intentional Teaching						
*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations White Rose Units	*Daily maths inputs using a wide range of resources *Maths resources around the classroom and outside for children to use in their mathematical investigations	



White Rose Units Getting to know you Opportunities for settling in, introducing areas of provision, key times of day, class routines and positional language – where does this belong? Match, sort and compare Talk about measure and patterns It's me 1,2,3	Circles and triangles 1, 2, 3, 4,5 Shapes with 4 sides Number to 5 Alive in 5! Mass and Capacity	White Rose Units Growing 6, 7, 8 Length, height, and time Building 9 and 10	Building 9 and 10 Exploring 3-D Shapes To 20 and Beyond How many now?	Manipulate, compose and decompose Sharing and Grouping Visualise, build and Map	White Rose Units Visualise, build and Map Make Connections Consolidation	
Vocabulary						
Routine, Play, Tidy up , Here, Next to, On Under	Circle, Triangle, Round, Corner, Side, Square, Rectangle, Side, Corner, Straight, Count, Number, More, Less, Same,	Six, Seven, Eight, More, Fewer, Long, Short, Tall, Small, Time, Nine, Ten, Count, Altogether, How many?	Nine, Ten, Count, Altogether, More, Shape, Cube, Sphere, Cylinder, Roll, Count, Ten, More, Next, Number, Count,	Move, Build, Make, Split, Put together, Share, Group, Same, More, Fewer, Picture, Build, Map, Next to, Under	Picture, Build, Map, Next to, Under, Same, Different, Match, Link, Pattern	



	Heavy, Light, Full, Empty, Pour		How many?, Altogether, Add, Take away			
<u>Enabling Environment</u>						
Maths Area with accessible resources for counting, sorting, and pattern-making. Construction Zone for exploring shapes, size, and spatial language. Role Play Area with opportunities for practical maths (e.g., shop play for counting money, setting tables). Outdoor Space for large-scale counting, ordering, and pattern activities. Counting Objects: Natural items (stones, shells), blocks, beads, and everyday objects. Number Cards & Displays: Numerals 0–20 with visual representations. Pattern Materials: Beads, colored blocks, and art supplies for AB, ABB patterns. Shape Resources: 2D and 3D shapes for sorting and building. Tools for Measurement: Simple rulers, containers for capacity, scales for weight. Storybooks & Songs: Linked to counting, patterns, and positional language.						

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.

Y1 Progression and Expectations

Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line.

Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign. Read and write numbers from 1 to 20 in numerals and words.

Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)



Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations

Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time

Number Bonds: Represent and use number bonds and related subtraction facts within 20 Shape: Recognise and name common 2-D and 3-D shapes,

Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns

Money: Recognise and know the value of different denominations of coins and notes

Time: Tell the time to the hour and half past the hour, recognise and use language relating to dates, including days of the week, weeks, months and years



Knowledge and Understanding of the World

EARLY YEARS FOUNDATION STAGE	
<u>Curriculum Progression Map</u>	
<u>Area of Learning:</u>	<u>Aspects of Learning:</u>



Understanding the World	Past and Present People and Communities The World
<u>Intent</u>	
Our intent for Understanding the World in the Early Years Foundation Stage is to ignite children's curiosity about the world around them and develop their knowledge of people, places, technology, and the natural environment. We aim to provide rich, hands-on experiences that encourage exploration, observation, and questioning, helping children make sense of their surroundings and their place within it. Through purposeful learning opportunities, we support children to: • Explore the natural world, observing changes, patterns, and life cycles in plants, animals, and the environment. • Develop an awareness of different cultures, communities, and traditions, fostering respect and appreciation for diversity. • Understand past and present, making connections between their own experiences and historical events or family traditions. • Investigate technology and its uses, learning how tools and devices help us in everyday life. • Build scientific thinking, encouraging curiosity, prediction, and problem-solving through practical activities. Our approach integrates outdoor learning, real-world experiences, and meaningful discussions to deepen children's understanding. By the end of EYFS, children will have the foundations to think critically, appreciate diversity, and engage confidently with the wider world.	

PAST AND PRESENT - Progression of Knowledge and Skills**2-3years**

Children will: begin understanding time in everyday life, making connections between their experiences and the idea of change.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Recognise familiar routines, such as snack time, nap time, home time. *Use simple language about time: "now", "later", "soon". *Talk about what they are doing in the moment.	*Recognise and name family members. *Look at and talk about family photos or familiar adults. *Begin to notice that people have changed, e.g. "That's me when I was a baby".	*Notice differences between past and present, e.g. "it used to be cold, now it's warm". *Begin to use language like "before", "yesterday" with support.	*Compare baby and toddler photos. *Show curiosity about how things work or grow. *Observe simple changes in plants or animals over time. *Use simple descriptive language, e.g. "bigger", "new".	*Recall and talk about recent celebrations, e.g. birthdays, holidays. *Use props, role-play or stories to re-enact familiar events.	*Talk about changes in their environment or routines. *Start to link past experiences with the present, e.g. "We did that before". *Begin to express curiosity about what will happen	*Recognise themselves and others as part of the past and present. *Understand the concept of "now" and "then" in very simple terms. *Recognise familiar



*Begin to recall something that happened earlier in the day. *Understand that their day has a sequence (e.g. breakfast – nursery – home). *	*Recognise people in their community who help, e.g. doctor, teacher, postman.	*Recognise that things grow and change (plants, people, weather).			next, "tomorrow we go park".	people, places and objects from their own lives. *Shows awareness that life involves change. *Understand that objects and people have a history.
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Enabling Environments

Routine Visual Timetable: Pictures showing daily sequence (breakfast → nursery → home) to reinforce time concepts.

Family Display Area: Photos of children's families and familiar adults for recognition and discussion.

Memory Corner: Baby photos, family albums, and mirrors for self-awareness and growth comparisons.

Seasonal Display Table: Items that change over time (leaves, flowers, weather props) for observation.

Celebration Zone: Props and visuals for birthdays and cultural events to reinforce recurring traditions.

Books & Visuals: Stories about growing up, family life, and seasonal changes.

Photo Comparisons: Old vs. new images of toys, clothes, and familiar places.

Time Vocabulary Prompts: "Before," "after," "yesterday," "tomorrow," "now," "then."

Props for Role Play: Linked to family roles and community helpers.

Nature Materials: For observing changes (plants, seeds, weather trays).



PAST AND PRESENT - Progression of Knowledge and Skills

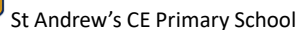
3 – 4 years

Children will: build early skills in remembering, comparing and talking about change in their own lives.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family	The Snowflake Dear Santa	What the Ladybird Heard	The Tiny Seed	Three Little Pigs	Mr Grumpy's Motor Car	



The Suitcase You Choose	We're Going on an Elf Chase	Monkey Puzzle Tad	The Very Hungry Caterpillar Superworm	Three Billy Goats Gruff Goldilocks	The Train Ride Brilliant Boats	
*Talk about themselves and their families in more detail, "I live with with..." *Recognise that family members are different ages and roles. *Recall events that have happened to them recently. "we went to the park yesterday". *Recognise that they were once babies and are growing older. *Begin to show interest in family stories or photo albums.	*Describe changes in themselves and others, "I'm taller now", "The baby can't walk yet". *Begin to use simple language like "before", "after", "yesterday", "tomorrow". *Compare old and new photographs, noticing differences. *Understand that people and animals grow and change at different rates. *Shows curiosity about how things change, e.g. plants, weather, people.	*Recognise that people lived "a long time ago." *Compare past and present ways of living. *Engage with stories and images from the past. *Show an emerging curiosity about how life used to be different.	*Observe and talk about seasonal changes, e.g. leaves, weather. *Recall past experiences linked to seasons, "we wore coats in winter". *Begin to predict what will happen next, "soon it will be warm again". *Compare photographs of outdoor environments across seasons. *Express curiosity about how time changes the world around them.	*Recall personal experiences from special occasions, e.g. birthdays, celebrations. *Recognise that events happen every year, e.g. "It's nearly my birthday again." *Sequence familiar events, e.g. morning routine. *Retell experiences using time order, e.g. "First we...", "then we".	*Talk about things that have happened and what might happen next. *Use more accurate time language. *Recall experiences from earlier in the year and link them to now, prompted by photographs. *Recognise that people, objects and places change over time. *Show understanding of simple timelines through story or photographs.	*Understand the concept of 'past' and 'present' more clearly. *Recognise that they, their family and the world around them change over time. *Know simple family history and significant events in their lives. *Recognise events that happen regularly, e.g. birthdays, holidays, seasonal changes.
Intentional Teaching						
*Discussions about who lives in their house *Art work around which family members live in their house	*Sorting activities based on babies and children *Vocabulary teaching around time words *Sessions comparing old	*Sessions on history and how things were different in the past *No technology day	*Discussions of weather every day *Use of curiosity cube to explore different leaves and seasonal objects *Exploring images of different seasons	*Discussions of birthdays and memories they have of birthdays. *Creating calendars or events that	*Discussions of daily activities *Discussions of visual timetable *Teaching and reinforcement of time vocabulary words	



Early Years Curriculum

*Discussing photos of family members of different ages *Visits from different family members to talk about their lives *News sharing *Comparing baby pictures to current pictures *Reading The Suitcase and discussing Grandparents	- and new photographs of people and places *Sessions based on how animals change as they grow *Sessions based on how humans grow *Curiosity corner used for comparing the way different things change over time	*Experiences of making different products in old ways such as butter and bread *Possible visit to stately home (Croxteth, Rufford or Speke)	– ideally using photographs of themselves *Comparing photographs of different places in different seasons *Use of curiosity corner to explore how time changes different objects (such as rotting fruit)	- happen every year *Creating class birthday calendar *Sequencing routines *Continued use of visual timetable *Oral retelling of different events	*Sessions looking at photos from the year and our learning journeys – discussing what they have done *Continued use of curiosity corner to examine objects, pictures and places *Timelines of familiar stories, people and events	
Vocabulary						
Family member names, old, older, younger, baby, sister, brother, Grandad, Nanna	Babies, child, old, young, grow, bigger	Past, a long time ago	Weather, rain, wind, sun, autumn, winter, spring, summer	Birthday, party, month, when	Now, later, yesterday, tomorrow	
Enabling Environments						
Family Display Area: Photos of children's families, "All About Me" boards, and mirrors for self-recognition. Memory Corner: Photo albums, baby pictures, and timelines showing growth and change. Seasonal Display: Nature table with items that change over time (leaves, flowers, weather props). Celebration Zone: Resources for birthdays and cultural events to reinforce recurring traditions. Books & Visuals: Stories about growing up, family life, and seasonal changes. Photo Comparisons: Old vs. new images of toys, clothes, and familiar places.						



Time Vocabulary Prompts: "Before," "after," "yesterday," "tomorrow," "long ago," "now."

Props for Role Play: Linked to family roles and community helpers.

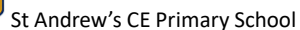
Nature Materials: For observing changes (plants, seeds, weather trays).

**PAST AND PRESENT - Progression of Knowledge and Skills****4 – 5 years***Children will: build a deeper awareness of personal history, family history and how the world changes.*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Talk confidently about themselves and their family, "When I was little...", "My baby brother can't walk yet". *Recall events from their own past with increasing detail and sequence. *Understand that they are growing and changing over time. *Recognise that everyone has their own family history and experiences. *Begin to ask questions about their own past, e.g. "What did I do when I was a baby?"	*Recall events that are celebrated each year, e.g. bonfire night. *Understand that some events happened long ago and are remembered by many people, e.g. Remembrance Day, Bonfire Night *Express emotions and empathy when talking about historical events.	*Compare past and present celebrations. *Use time-related vocabulary, e.g. "every year", "a long time ago", "now".	*Engage with traditional tales and historical stories. *Retell familiar stories in time order using phrases like "first", "next", "then", "after that". *Recognise differences between real and fictional pasts. *Begin to connect story events to their own experiences.	*Identify people who help them, e.g. nurse, firefighter. *Learn about how these roles have changed over time. *Notice differences in uniforms, equipment or transport. *Talk about community roles in the past through photos and stories. *Compare artifacts from the past with modern ones. *Recognise that materials and technology have changed. *Use descriptive vocabulary: "older", "newer",	*Recall and sequence key events from across the year. *Discuss how they and their environment have changed, e.g. classroom display. *Begin to predict what will happen in the future, "Next year, I'll be in year one". *Use language of time consistently and meaningfully. *Show confidence in talking about the past and making connections to the present.	*Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.



				"different", "the same". *Sequence how objects and play have changed over time.		
Intentional Teaching						
*Sequencing pictures from own life *Sequencing things children do as they grow up (milestones) *Exploration of family history.	*Learning about Remembrance Day *Taking part in Remembrance service *Making poppies *Learning about bonfire night *Discussing emotions of these historical events	*Discussions around own celebrations in their lives *Teaching of vocabulary linked to events and the frequency of them.	*Learning about Jack and the Beanstalk as a traditional tale *Retelling the stories using key story language *Discussing settings of stories and linking to Castles *Comparing fictional castles such as the Giant's to real ones such as Beeston	*Comparing how jobs have changed over time *Comparing vehicles used by emergency services through history *Comparing uniform for different jobs through history *Sorting activities linked to different jobs	*Discussing the history of our year through using our floor books for reflection *Setting goals for Year 1 *Class assembly about our year so far	
Vocabulary						
When I was little, baby, younger, older, growing, changing, past, before, now, then, family, mum, dad, brother, sister, grandparents,	Event, celebration, festival, special day, tradition, remember, commemorate, past, long ago, before, now, today, then, history, important, remembered, Bonfire Night, fireworks,	Past, present, celebration, celebrations, same, different, change, compare, then, now, before, today, long ago, every year, yearly, tradition, remember, used to, nowadays	Traditional tale, historical story, story, character, setting, beginning, middle, end, first, next, then, after that, finally, order, time order, retell, remember, past, real, real life, true, fiction, make-believe, pretend, not real, difference,	helper, community helper, nurse, doctor, firefighter, police officer, paramedic, teacher, job, role, community, past, present, long ago, nowadays, before, now, change,	Past, present, future, year, months, seasons, events, special events, remember, recall, sequence, order, first, next, then, after that, last, before, after, during, across the year, change,	



	Remembrance Day, poppy, soldiers, war, respect		same, compare, happened, didn't happen, my experience, my life, like me, when I	changed, different, same, uniform, clothes, equipment, tools, transport, vehicle, fire engine, ambulance, artifacts, object, old, older, new, newer, modern, history, photo, photograph	changed, the same, different, environment, classroom, display, school, growing, older, younger, now, today	
Enabling Environments						
Family & Memory Display: Photos of children as babies, family pictures, and "When I was little" boards. History Corner: Old and modern artifacts (phones, toys, clothes) for comparison. Celebration Area: Props and visuals for annual events (bonfire night, Christmas, Diwali). Storytelling Zone: Books and puppets for traditional tales and historical stories. Photo Albums & Timelines: Showing growth and changes over time. Objects from the Past: Old tools, toys, uniforms for exploration. Maps & Visuals: To show local places and how they've changed. Books & Stories: About family history, community helpers, and cultural traditions. Time Vocabulary Prompts: "First," "next," "then," "long ago," "now."						

**PEOPLE AND COMMUNITIES - Progression of Knowledge and Skills****2-3years**

Children will: develop a stronger sense of who they are, how they relate to others and their role within their family, nursery and wider community.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Understand they are unique. *Recognise their family and home. *Talk about themselves and their family. *Show awareness of themselves in photos or mirrors.	*Understand that friends are people we spend time with. *Relationships with others outside the family grow. *Show preference for certain friends. *Begin to share and take turns with support. *Show empathy.	*Recognise familiar places in their community. *Understand that people live and work in different places. *Talk about their home and places they visit. *Recognise community helpers.	*Recognise the roles of helpers in the community. *Understand that helpers keep people safe and cared for. *Can name people who help us and know what they do. *Shows an interest in different jobs.	*Understands that people celebrate in different ways. *Knows that traditions bring people together. *Talk about a celebration they know. *Join in with celebration activities. *Recognise similarities and differences.	*Understand that people are different but belong together. *See diversity as a positive within society. *Recognise differences in appearance, language and traditions. *Shows respect for differences.	*Understands "me" and "my family". *Is building social skills and empathy. *Knows about local places and people. *Recognises people who help them. *Explores celebrations, traditions and diversity. *Appreciates differences and belonging to a wider world.

Enabling Environments

Family & Identity Display: Photos of children's families, "All About Me" boards, mirrors for self-recognition.

Friendship & Social Area: Cozy spaces for small group play to encourage sharing and turn-taking.

Community Corner: Pictures of local places, maps, and models of familiar buildings.



Role Play Area: Props for community helpers (doctor, firefighter, shopkeeper) and cultural celebrations.

Celebration Zone: Resources for exploring festivals and traditions through crafts, music, and stories.

Books & Visuals: Stories about families, friendships, jobs, and cultural diversity.

Emotion Cards & Puppets: To support discussions about feelings and empathy.

Props for Role Play: Linked to jobs and cultural traditions.

Maps & Globes: For exploring local and global communities.

Materials for Collaborative Projects: To encourage teamwork and shared responsibility.

PEOPLE AND COMMUNITIES - Progression of Knowledge and Skills

3 – 4 years

Children will: explore their own identity, understand relationships, recognise diversity, and begin to appreciate the wider world.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar +1	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Understand that they are part of a family and community. *Know that families can be	*Recognise feelings in themselves and others. *Show empathy and concern.	*Recognises places in their community. *Know about people who help us in greater detail.	*Understand jobs and the reason why people work. *Recognise diversity in jobs and roles.	*Understand that people celebrate in different ways. *Understands that traditions and festivals are part of culture.	*Understand and talk about how people are different unique. *Shows respect for differences.	*Has a greater sense of identity and belonging. *Recognises people and places in the



different shapes and sizes. *Talk about themselves and their family. *Use language to describe relationships.	*Use language to express feelings. *Cooperate with peers more consistently.	*Talks about the local environment.	*Names a range of jobs and describes what people do. *Show interest in different roles.	*Joins in cultural celebrations with enthusiasm. *Talks about festivals that they know.	*Talks about what makes them and others special. *Joins in with group activities.	local community. *Knows about jobs and people who help us. *Has a cultural awareness of celebrations, traditions and diversity. *Is respectful and inclusive of others.
Intentional Teaching						

*Discussions around who is in their family *Creation of family wall with family photographs *Family stay and plays *Reading Love Makes a Family and discussing different family make ups *Reading books about families and relationships *Circle time about their family RE Exploring church Getting to know our school community	*Use of colour monster to discuss feelings *Modelling of empathy towards others *Discussions around Christmas and how we can help others feel happy *Teaching of strategies to work alongside others *Deliberate activities that require teamwork RE Exploring the Nativity story	*Local environment walk. *Discussions about what is in their local area. *Favourite places pictures brought in from home and discussed *Invite people in from local community to talk to us (Librarians, firefighters, police, lollipop man, postal workers etc) Questful RE What makes a good Friend?	*Invite people in with different jobs (family members to discuss) *Deliberate teaching of different jobs and that either gender can do all jobs *Teaching of jobs showing all races and genders *Teaching children about a variety of jobs linked to their interests Questful RE Why did Jesus tell stories?	*Looking at celebrations and how people celebrate (birthdays, cultural events) *Look at Christian festivals and those of other religions too (Eid-al-Fitr, Janmashtami, Hannukah) *Revisit festivals they have already taken part in such as Christmas and Easter Questful RE Why did Jesus tell stories?	*Lessons celebrating difference and diversity *Recap of learning around different families *Recap of variety in jobs people do *Celebration day of their achievements throughout the year – invite families Questful RE Why are we all different and special?	
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Introduction to worship						
Vocabulary						
Family, mum, dad, sister, brother, other family member names	Colour, happy, sad, calm, fear, anger	Environment, live, area, favourite, community, helper	Jobs, different, same, man, woman	Celebration, celebrate, party, Eid, Hannukah	Recap of vocabulary from the year	
Enabling Environments						
Family and Identity Display: Photos of children's families, cultural artifacts, and "All About Me" boards. Role Play Area: Props for community helpers (doctor, firefighter, shopkeeper) and cultural celebrations. Community Corner: Maps, pictures of local places, and models of familiar buildings. Celebration Zone: Resources for exploring festivals and traditions through crafts, music, and stories. Books and Visuals: Stories about families, friendships, jobs, and cultural diversity. Emotion Cards: To support discussions about feelings and empathy. Props for Role Play: Linked to jobs and cultural traditions. Maps and Globes: For exploring local and global communities. Materials for Collaborative Projects: To encourage teamwork and shared responsibility.						

**PEOPLE AND COMMUNITIES - Progression of Knowledge and Skills****4 – 5 years***Children will: develop a strong sense of identity, an understanding of diversity and a respect for different cultures and communities.*

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Understand themselves as part of a family, community and wider world. *Recognise and talks about similarities and differences between people. *Uses descriptive language to talk about themselves and others. *Talks about themselves, their family, likes and dislikes. *Uses maps and simple directions effectively.	*Understands that friendships are built on kindness, respect and understanding. *Knows that people have feelings and emotions and is sensitive to them. *Talks about their feelings and those of others. *Shows empathy and care for friends. *Cooperates in group activities. *Understands that people celebrate different across cultures and that traditions connect people. *Talks about cultural celebrations that they know.	*Understands that people celebrate different across cultures and that traditions connect people. *Talks about cultural celebrations that they know. *Recognises similarities and differences in traditions. *Participates in celebrations respectfully.	*Identifies places and people in their local community and enjoys talking about them. *Understands that communities have shared place, e.g. a church or communal garden.	*Talks about how helpers support communities in different ways. *Understands that jobs are varied and important. *Can name a range of jobs and describe responsibilities. *Show's curiosity about peoples work and asks questions.	*Understands that people belong to different communities. *Knows that respect for difference is important. *Shows respect for differences in appearance such as language or beliefs. *Works collaboratively in group projects. *Express an understanding of belonging	*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



	*Learns about Diwali and how it is celebrated					differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Intentional Teaching						
Oak Academy Units – My community (3 lessons) -My family (2 lessons)  *Learning about Farmers and the job they do *Sharing family pictures *Circle time around likes and dislikes *Creating maps of their house *Looking at maps of the local area Questful RE – Why do people of Faith say thank	*Circle time in Key Worker groups with key discussions points *Weekly SCARF sessions supporting development of talk around emotions and friendships *Reading colour monster *Learning about Christmas and comparing how different people celebrate Questful RE – Why do Christians celebrate Jesus' birthday?	*Children to learn about Chinese New Year origin story *Discussions around own favourite celebrations and how these compare with Chinese New Year *Sorting activities for own celebrations and CNY celebrations *Chinese food tasting *Dragon dancing *Children to discuss how they celebrate special moments in their lives	*Discussing own special places *Visiting St Andrew's church and other local churches *Exploring what makes a place holy Questful RE – What makes a place Holy?	*Visit from Police *Visit from Fire Brigade *Visits from family members to discuss jobs *Exploration of gender in jobs and ensuring children know men and women can do the same jobs *Exploring question starters to create questions for visitors *Discussions around what jobs children might like to do Questful RE – Which stories did Jesus hear when he was a child?	*Consider communities that they are part of *Discuss communities in our local area and around the world (Chinese community) and link back to CNY learning *Learning about different languages and how people talk in different countries Questful RE – Why do Christian's believe Jesus is special?	



you to God at Harvest?		Questful RE – How do you celebrate special times?				
Vocabulary						
Family, same, different	Friendship, kindness, respect	Culture, tradition, celebration	Places, people, special	Job, responsibility	Community, respect	
Enabling Environments						
Family and Community Display Area with photos of children's families, local places, and cultural celebrations.						
Role Play Corner with props for community helpers (doctor, firefighter, shopkeeper) and cultural traditions.						
Map and Exploration Zone with simple maps, globes, and pictures of local and global environments.						
Celebration Area for exploring festivals and traditions through stories, music, and crafts.						
Books and Visuals about families, friendships, jobs, and cultural diversity.						
Props for Role Play linked to community roles and celebrations.						
Emotion Cards to support discussions about feelings and empathy.						
Materials for Collaborative Projects to encourage teamwork and shared responsibility.						
Photos and Objects from local community (parks, shops, places of worship).						

**THE WORLD - Progression of Knowledge and Skills****2-3years***Children will: begin to notice, explore and enjoy the world around them using all their senses.*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Notice and name familiar natural objects, e.g. trees, leaves, sky. *Understand that we live in a world with plants, animals, and weather. *Uses senses to explore natural materials.	*Notice and talk about weather changes. *Recognise clothing linked to weather. *Begin to talk about how the weather feels. *Explores puddles, frost and wind.	*Notice plants growing and changing. *Understand that plants need light and water to grow. *Begin to care for plants by watering them. *Use simple language about growth, "big", "small", "grow".	*Recognise common animals and the sounds they make. *Begin to understand that animals live in different places. *Show care and concern for living things. *Match animals to their homes, e.g. bird-nest, fish-pond.	*Notice how natural materials can change, wet/dry, hard/soft. *Begin to understand that water and sand behave differently. *Use hands and tools to explore natural textures. *Talk about what happens when things mix or change.	*Begin to recognise simple environmental care, e.g. tidying up, not littering. *Understand that we share the world with others. *Begin to make choices that care for the environment. *Talk about keeping our world "nice and clean".	*Use simple descriptive words for the natural world, e.g. "big tree", "cold wind." *Notice changes in weather, plants and animals. *Show curiosity and care for living things. *Engage in sensory exploration of natural materials.

Enabling Environments

Outdoor Area with access to trees, plants, soil, puddles, and seasonal changes.

Nature Table Indoors with natural objects (leaves, pinecones, shells, stones) for observation and sensory play.

Weather Exploration Zone with props like rain gauges, wind socks, and clothing for different weather.

Mini-Garden or Planting Area for growing seeds and caring for plants.

Animal/Habitat Displays (photos, models, or safe live observation like caterpillars).

Sensory Materials: sand, water, soil, frost trays for touch and exploration.

Magnifiers and Simple Tools for close observation of plants and insects.



Recording Materials: clipboards, crayons, paper for drawing what they see.

Books and Visuals about weather, plants, and animals.

Props for Role Play linked to nature (watering cans, gardening gloves).

Progression of Knowledge and Skills

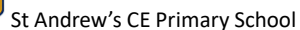
3 – 4 years

Children will: explore living things, materials and the changing environment as they learn how living and non-living things grow, change and interact.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Superworm	The Tiny Seed The Very Hungry Caterpillar Tad	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Begins to name and describe features of the natural environment. *Understand that different places have different natural features. *Use talk to describe what	*Notices seasonal changes in plants, trees and weather. *Know that some animals change or hide in winter. *Talk about weather using descriptive language, "cold", "windy", "snowy".	*Recognise that animals live in different places and have different needs. *Begin to group animals by where they live, e.g. farm, sea, jungle. *Show care and concern for living creatures.	*Understand that plants grow from seeds and need water, light and soil. *Notices change over time, buds, flowers, leaves. *Begin to predict and describe changes, "it's growing taller!"	*Notice how materials behave, float/sink, melt/freeze. *Begin to understand simple natural processes like rain and wind. *Use exploratory play to test ideas, "What happens if...?"	*Understand that people can help or harm the environment. *Begin to understand recycling and looking after living things. *Begin to make simple choices that care for the	*Talk confidently about what they see in nature and how things change. *Show care and curiosity about living things and environments.



they see, hear and feel outside. *Show curiosity by asking simple "what", and "why" questions.	*Begin to make connections between the weather and what people/wildlife do.	*Use observation to notice similarities and differences.	*Care for plants and talk about what they observe. *Use observation to notice similarities and differences.	*Use tools and senses to explore natural materials.	world, watering plants, not wasting water. *Talk about how to look after animals and nature.	*Begin to understand basic life cycles and natural processes. *Ask questions and make predictions about the natural world. *Use increasingly specific vocabulary, e.g. "melting", "growing", "raining", "smooth", "spiky".
Intentional Teaching						
*Planned time outside exploring nature *Looking at different places in the world – link to families and where they were born or been on holiday *Specific teaching of vocabulary when using senses to explore the natural world *Modelling of questioning	*Autumn/Winter walks looking at changes to plants and trees *Curiosity corner using leaves and examining changes *Sessions exploring animals that hibernate *Sessions exploring animals that change their fur for winter *Deliberate teaching of vocabulary linked	*Exploring animals habitats *Visit from animals or visit to farm/zoo *Sorting activities based on where animals live *Exploring animals and sorting based on similarities and differences (Colours, legs, teeth etc)	*Growing plants *Teaching of what plants need to grow *Reading 'The Tiny Seed' *Looking at different seeds, bulbs and flowers *Group discussions about changes in plants and what they expect to see *Teaching the life cycle of a frog	*Group activities focussed on floating and sinking *Group activities focussed on freezing and melting *Group activities focussed how materials change (baking, making playdough etc) *Activities linked to force *Science experiments linked to wind (making kites) and rain	*Sessions on looking after our planet *Planned litter picks in school *Sessions on recycling *Sessions on protecting wildlife *Sessions on use of water (link to toothbrushing, turning taps off) *Sessions on caring for animals at home and in the wild	



*Use of curiosity corner with natural resources – model how to use	to Autumn and Winter *Activities linking weather and behaviour of animals and humans *Clothes matching activities for seasons			(collecting rain in buckets) *Modelling of inquisitive questions following children's interests. *Modelling use of scientific question starters		
Vocabulary						
leaf, tree, autumn, wind, rain, cold, brown, yellow, smell, touch, sight, hear, taste	Autumn, Winter, tree, plant, hibernate, seasons, cold, weather, clothes	Habitat, sort	Plants, grow, sun, soil, water, seed, bulb	Float, sink, freeze, melt, push, pull, wind, rain,	Recycle, litter, protect, look after, care for	
Enabling Environments						
Outdoor Learning Area with access to trees, plants, soil, and seasonal changes. Nature Table indoors with natural objects (leaves, shells, pinecones, stones) for observation and discussion. Weather Station with simple tools (rain gauge, wind sock, thermometer) for observing and recording changes. Mini-Garden or Planting Area for growing seeds and observing life cycles. Animal/Habitat Displays (photos, models, or safe live observation like caterpillars or tadpoles). Magnifiers and Observation Tools for close-up study of plants, insects, and textures. Recording Materials: clipboards, paper, crayons for drawing observations and making predictions. Seasonal Props: leaves, snow trays, water trays for exploring changes.						



Books and Visuals about habitats, life cycles, and environmental care.

Recycling Station for teaching reduce, reuse, recycle.

Progression of Knowledge and Skills

4 – 5 years

Children will: observe closely, describe, question and begin to explain natural processes- developing respect and responsibility for the environment.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Recognise key features of the local natural environment, trees, rivers, hills, parks. *Uses observation to talk about similarities and differences between environments. *Ask questions to find out more about what they see.	*Identify and describe how the natural world changes through seasons. *Understand that animals adapt or migrate during winter. *Observe and record changes over time, weather, leaves, light. *Use vocabulary: "frozen", "melt",	*Explore natural phenomena: rain, wind, sun, shadow, clouds. *Begin to understand simple cause and effect in nature. *Investigate through play and observation. *Use simple tools to test and record findings.	*Know that animals have different habitats and diets. *Classify animals by type: insect, bird, mammal. *Observe carefully using magnifiers and make simple recordings.	*Understand that all living things grow and change over time. *Know that plants need water, sunlight and care to grow healthily. *Observe, compare and record growth, e.g. a bean diary. *Use early scientific vocabulary like "root", "stem", "leaf".	*Understand how humans can protect the environment: reduce, reuse, recycle. *Understand that natural features differ in other place, beach vs countryside. *Recognise that all living things depend on the natural world.	*Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting



	"decay", "hibernate".				*Show responsibility and care for living things. *Make suggestions about how to look after the planet. environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Intentional Teaching					
Oak Academy Units – My community (3 lessons) -My family (2 lessons) -Healthy eating (3 lessons) -Autumn (3 lessons)  *Exploring maps and where food grows *A range of books to be read and studied including,	Oak Academy Units – -Winter (3 lessons)  *Daily weather checks *Comparison activities linked to how the weather changes during seasons such as clothing *Weather diary *Autumn leaf prints *Autumn welly walk *Autumn collage	Oak Academy Units – -Spring (3 lessons)  *Daily weather check *Outdoor investigations such as measuring rain fall over night and during the day *Exploring the parts of a flower we see in Spring *Create a Spring collage	Oak Academy Units – -Habitats (3 lessons) -Woodland (3 lessons)  *Exploring what a habitat is *Matching animals to their habitats *Exploring animal diets *Classifying animals through sorting activities *Observational drawings of minibeasts found	Oak Academy Units – Growing plants (3 lessons) Summer (3 lessons)  *Planting seeds *Caring for plants and following instructions for what they need *Ordering images of plants growing *Plant walk around school	Oak Academy Units – At the Beach (3 lessons) -Looking after our Oceans (3 lessons)  *Explore what we would expect to see at the beach *Discover how beaches were made *explore animals that live at the beach *create rock pool and



Early Years Curriculum

Handa's Surprise and nonfiction books about Harvest *Daily time outside to explore the natural world *Autumn treasure hunts *Making Autumn treasure art work Observational drawings of trees *Local environment walk *Weather diary *Autumn leaf prints *Autumn welly walk *Autumn collage	*Lesson exploring what we see in Winter compared to Autumn. *Exploring colours difference between Autumn and Winter		*Exploring woodland habitats and comparing with other animals *Bug hunts		representations of animals *Learn about how oceans become polluted *Learn about how we can stop pollution *Create posters or campaign to support learning about cleaning oceans	
Vocabulary						
Autumn, map, observe	Frozen, melt, decay, hibernate	Root, stem, leaf	Habitat, woodland, bug, classify	Seed, plants, stem, lead, grow	Beach, sand, shark, whale, jellyfish, shell	
Enabling Environments						
Nature Exploration Area with natural objects (leaves, stones, shells, pinecones) for observation and discussion.						
Outdoor Learning Zone with access to trees, plants, soil, and seasonal changes.						
Weather Station with simple tools (thermometers, rain gauges, wind socks) for observing and recording changes.						
Mini-Garden or Planting Area for growing seeds and observing life cycles.						
Animal/Habitat Displays (photos, models, or safe live observation like caterpillars or tadpoles).						



Magnifiers and Observation Tools for close-up study of plants, insects, and textures.

Recording Materials: clipboards, paper, crayons for drawing observations.

Seasonal Props: leaves, snow trays, water trays for exploring changes.

Books and Visuals about habitats, life cycles, and environmental care.

Recycling Station for teaching reduce, reuse, recycle.

The Reception Year provides the foundation for skills the children will build upon in Year one.

Y1 Progression & Expectations:

<u>Science</u>	<u>Geography</u>	<u>History</u>
The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common	The Geography National Curriculum (2014) states that... Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary.	The History National Curriculum (2014) states that... Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder

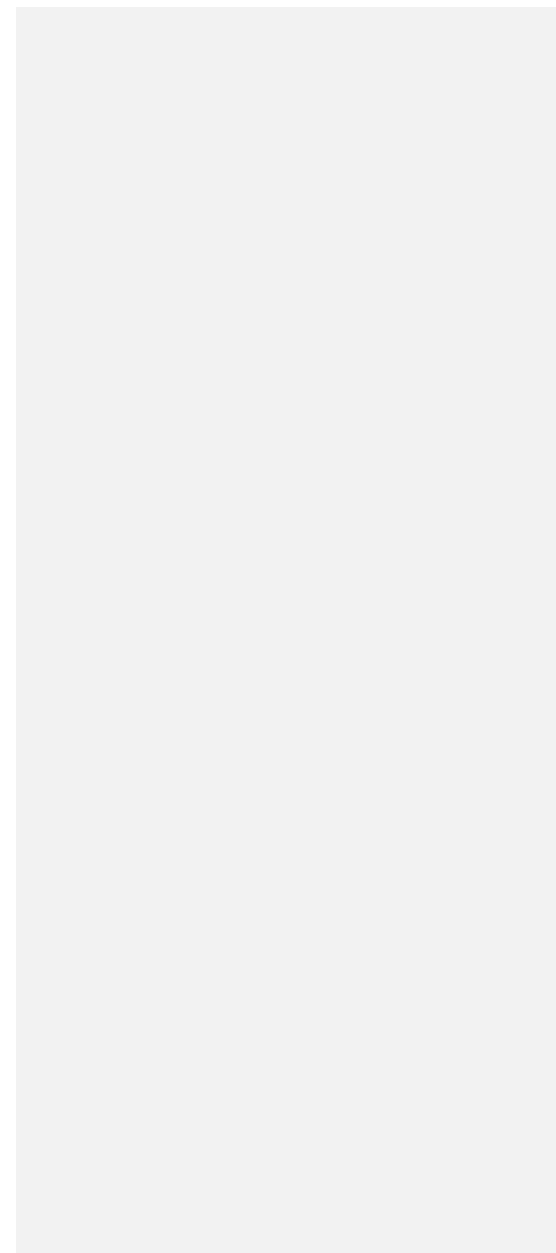


animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.	Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.
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St Andrew's CE Primary School

Early Years Curriculum





Expressive Arts and Design

EARLY YEARS FOUNDATION STAGE	
<u>Curriculum Progression Map</u>	
<u>Area of Learning:</u>	<u>Aspects of Learning:</u>

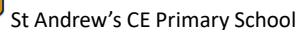


Expressive Arts & Design	Creating with Materials Being Imaginative & Expressive
Intent	
Our intent for Expressive Arts and Design in the Early Years Foundation Stage is to inspire creativity, imagination, and self-expression through a wide range of artistic experiences. We aim to provide opportunities for children to explore different media, materials, and techniques, enabling them to communicate ideas and feelings in unique and meaningful ways. Through engaging and open-ended activities, we support children to: • Experiment with colour, texture, shape, and form using a variety of tools and resources. • Express ideas through music, dance, and movement, developing rhythm and coordination. • Engage in imaginative play and role play, building storytelling and collaborative skills. • Develop confidence in creating and sharing their work, valuing originality and effort. • Appreciate art and creativity, exploring the work of artists, musicians, and cultural traditions. Our approach encourages exploration and celebrates individuality, ensuring children experience joy in creating and performing. By the end of EYFS, children will have the foundations to think creatively, solve problems, and express themselves confidently across different artistic forms.	

CREATING WITH MATERIALS: Progression of Knowledge and Skills**2-3years**

Children will: explore and experiment with a wide range of materials, developing early understanding of colour, texture, shape, and form, while learning to express ideas creatively and confidently.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Explore a variety of textures and materials freely. *Use tools and hands to manipulate materials. *Develop sensory language.	*Explore how colours can mix and change. *Respond to and create sounds using materials. *Begin to make simple creative choices.	*Explore ways to build, stack and join materials. *Begin to plan what to make, e.g. "I'm building a tower". *Use trial and error to solve creative problems.	*Use simple tools safely and with control. *Begin to make marks intentionally to represent things. *Show increasing confidence in exploring new creative materials.	*Begin to choose materials for a purpose. *Start to describe the idea or plan. *Explore colour, shape and form in their creations.	*Begin to talk about their creations, "I made a flower." *Take pride in work and share it with others. *Combine different techniques and materials.	*Knows that different materials have different textures, colours and effects. *Explores material freely. *Uses simple tools with

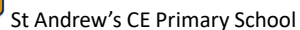


						increasing control. *Makes simple choices in painting, drawing or model-making.
Enabling Environment						
Creative Stations with a wide range of materials: paper, card, fabric, playdough, clay, recycled items. Sensory Exploration Area for touching and describing textures (soft, rough, smooth). Tool Zone with child-safe scissors, glue sticks, tape, brushes, rollers, scrapers. Construction Area with blocks, tubes, boxes for stacking and joining. Messy Play Space with protective coverings for painting, collage, and sensory activities. Colour Mixing Materials: paints, palettes, brushes for exploring shades and tones. Collage Supplies: textured papers, magazines, natural items for pattern and symmetry work. Sound Exploration: instruments and materials that make sounds when tapped or shaken. Mirrors for symmetry and self-reflection in art. Props for Role Play integrated with creative activities (e.g., making hats, scenery). Safe and Welcoming Space for exploration and risk-taking. Positive Reinforcement for creativity and persistence. Collaborative Opportunities for group projects and shared decision-making. Display Area for showcasing children's work and encouraging pride.						

**CREATING WITH MATERIALS: Progression of Knowledge and Skills****3 – 4 years**

Children will: move from exploration to purposeful, expressive creation as they share creations, talk about ideas and use materials to express themselves.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar Superworm	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Explore a range of textures and media, e.g. paint, clay, fabric, natural materials. *Begin to make marks and patterns. *Use hands and tools to manipulate materials with purpose, e.g. rolling, pressing, patting.	*Experiment with joining materials, e.g. glue, tape, slotting, stacking. *Begin to select materials for a purpose, e.g. "I need sticky tape for this". *Explore construction to build and balance.	*Mix colours and notice changes. *Explore different painting tools. *Create representations with paint.	*Explore shape through collage, printing and drawing. *Begin to arrange and repeat shapes to make patterns. *Experiment with simple symmetry.	*Plan simple creations, "I'm making a rocket". *Select and combine materials for an idea. *Talk about what they are making and why. *Begin to adapt if something doesn't work.	*Combine learned skills to create imaginative artwork or models. *Represent stories, experiences and emotions in art. *Begin to talk about the strengths of an idea or what might be changed.	*Knows that materials can be used in different ways to create effects, patterns and textures. *Understands that tools allow more precise manipulation of materials. *Recognises that projects can have stages and outcomes.
<u>Intentional Teaching</u>						
*Planned activities using different materials e.g. making	*Christmas craft activities using different joining methods	*Teaching of colour mixing to make different colours	*Teaching of collage making linked to current topics and interests	*Adult led challenges to create different objects in the	*Adult to plan activities linked to interests and current themes	



candle holders out of clay, painting different family members *Mark making activities planned for which allow a use of different materials such as rollers, scrapers etc *Planned dough activities to teach different techniques *Daily dough disco	*Planned activities such as present wrapping to enable discussions around tools needed *Challenges in the construction area which enable development of building and balance	*Teaching of colour mixing to make shades *Painting of things linked to children's interests and current topic *Painting with rollers, brushes, sponges etc *Kandinsky based pictures based on coloured circles (focus on control and shape)  Artist focus – Wassily Kandinsky	*Pattern making with colours and shapes *Use of mirrors to explore symmetry *Butterfly paintings to show symmetry and repeating of patterns. *Images based on Eric Carle's Very Hungry Caterpillar. Focus on shades, shape and pattern.  Artist focus – Eric Carle	creative area and construction area *Adult led planning session, discussing strategy and resource preparation *Modelled discussion of creations *Modelled fixing of creations when issues arise and teaching resilience	that give children chance to revisit skills taught through the year. *Artwork linked to current topics and interests to be created *Teacher to model evaluating artwork and creations and lead evaluation session with children *Painting and models of boats inspired by colour use of Yinka Shonibare.  Artist focus – Yinka Shonibare
Vocabulary					
Materials, clay, roller, scraper, dough, stretch, pinch, squeeze	Wrap, fold, cut, tape	Mix, shade, dark, light, roller, brush, sponge	Collage, pattern, shape, colour, symmetry, symmetrical	Fix, plan, resources	
Enabling Environment					
Creative Stations with accessible materials: clay, playdough, paper, card, fabric, paint, rollers, scrapers, sponges.					
Tool Area with child-safe scissors, glue sticks, tape, and wrapping paper for joining and construction activities.					
Construction Zone with blocks, boxes, tubes, and challenges for building and balancing.					



Messy Play Area with protective coverings for painting, collage, and sensory exploration.

Display Space for showcasing children's creations and encouraging discussion.

Variety of Materials for exploration: malleable (clay, dough), rigid (card, wood), and recycled items.

Colour Mixing Resources: paints, palettes, brushes for teaching shades and tones.

Collage Materials: magazines, textured papers, natural items for pattern and symmetry work.

Props for Role Play integrated with creative activities (e.g., making hats, signs, scenery).

Mirrors for symmetry exploration and self-reflection in art.

CREATING WITH MATERIALS: Progression of Knowledge and Skills

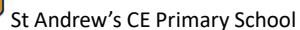
4 – 5 years

Children will: move from exploration to purposeful, expressive creation as they share creations, talk about ideas and use materials to express themselves.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Explores different materials, paper, card, fabric, playdough. *Identify materials with senses. *Handle materials carefully.	*Uses simple tools safely. *Develops fine motor control with more intricate tasks.	*Makes shapes and simple forms with materials *Develop printing techniques and explore printing with different materials	*Combines materials to make simple constructions. *Join materials together with glue, tape or folding.	*Explores colours, patterns and textures. *Applies colours using brushes, fingers or stamps.	*Plans, makes choices and talks about their work. *Makes simple decisions about materials and colours.	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour,



*Use lines when drawing to enclose spaces such as drawing a head *Use large tools to make simple changes to materials such as squashing *Begin to make simple representations of their ideas both real and imaginary when drawing and painting	*Begin to cut, tear and stick materials. *Begin to roll, pinch, squash and mould malleable materials.	*Being to roll, pinch, squash and mold malleable materials. *Fold, crumple or scrunch paper.		*Begins to mix colours for a purpose.	*Shares ideas and describe creations. *Begin evaluating own work.	- 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.
Intentional Teaching						
*Drawing characters from The Something with focus on form and shapes needed *Observational drawings Autumnal seasonal changes *Harvest songs (Dingle dangle scarecrow) *Creating self-portraits with natural items *Portrait style work based on Frieda Kahlo	*Using tools to create Diya lamps *Using smaller tools to add finer detail to lamps *Creating rangoli patters using a variety of materials including rice and collage materials *Creating wrapping paper using collage materials *Dough Disco *Christmas crafts	* Chinese dragons on different scales – developing techniques of folding *Design traps for evil pea *Dough Disco *Orla Kiely- printing styles (flowers, fruit and veg) 	*Creating beanstalks by combining different materials *Exploring different joining methods in order to create beanstalks *Create shields for Knights using different materials, joining techniques and layering of materials *Creating castles – Parent involvement day – combing materials to make castles	*Learning about Van Gogh *Evaluating Van Gogh art work *Creating their own sunflowers art work after a series of observational drawings and colour mixing lessons *Creating sunflowers using different methods such as finger painting, brushes and stamping/printing *Dinosaur observations and drawings of finds (linked to History	*Children to design and create their own fish using techniques taught throughout the year. *Gallery set up for parents to view and children to explain their work *Under the sea craft activities * DT project to make create under the sea shoe box *‘Show and tell’ of work the children have done	



 Artist focus – Frida Kahlo		Artist focus – Orla Kiely		 Artist focus – Vincent Van Gogh	*Under the sea scopes to be created using a range of methods and different materials such as cellophane, paint. Children to analyse which method they think works best	
Vocabulary						
Material, line, shape, self-portrait	Rangoli, pinch, roll	Print, design	Join, combine	Colour, mix, explore	Plan, collaborate, evaluate	
Enabling Environment						
Accessible Creative Stations with a variety of materials: paper, card, fabric, playdough, recycled items. Sensory Exploration Area for children to touch, feel, and identify textures (soft, rough, smooth). Safe Tool Zone with child-safe scissors, glue sticks, tape, brushes, and stamps. Clear Safety Guidance for using tools (visual prompts and adult modeling). Open-ended Materials for construction and joining (blocks, boxes, tubes, tape, glue). Art Resources for color and texture exploration: paints, crayons, markers, sponges, rollers. Space for Messy Play with protective coverings and easy-clean surfaces. Display Area for children's creations to encourage pride and discussion. Adult Support to model techniques (cutting, tearing, sticking) and introduce vocabulary. Opportunities for Choice so children can plan and select materials independently. Props for Role Play integrated with creative materials (e.g., making hats, signs, or scenery). Collaborative Spaces for group projects and sharing ideas. Inclusive Materials reflecting diverse cultures and experiences.						

**BEING IMAGINATIVE & EXPRESSIVE: Progression of Knowledge and Skills****2-3years**

Children will: develop a stronger sense of who they are, how they relate to others and their role within their family, nursery and wider community.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Begins to understand that pretend play represents real experiences. *Recognises familiar songs, actions and routines. *Engages in simple pretend play. *Joins in with songs and rhymes. *Imitates every day routines.	*Understands that play can represent feelings or ideas. *Starts linking imagination with language, "daddy cook", "baby sleep". *Combines toys in pretend play. *Uses simple phrases in imaginative contexts. *Uses more varied vocabulary in play.	*Recognises story patterns and characters. *Begins to use imagination to re-enact experiences. *Retells simple parts of familiar stories using toys or movement. *Acts out daily experiences.	*Understands roles and emotions in play. *Begins to use imagination to explore feelings or solve problems. *Plays alongside others in simple shared pretend play. *Assigns roles. *Begins to adapt storylines creatively. *Uses expressive intonation when speaking or singing.	*Understands that music, dance and art express mood or meaning. *Recognises that marks and sounds can represent ideas. *Sings short songs. *Creates movements to music. *Combines imaginative play with drawing or movement.	*Understands imagination can create new ideas beyond reality. *Begins to plan or sustain imaginative themes. *Develops simple storylines in play. *Combines props, actions and words to express ideas. *Draws or marks with symbolic meaning. *Sings, dances, or performs spontaneously.	*Understands objects can represent real-life items or events. *Assigns roles in play. *Begins to narrate parts of pretend scenarios. *Uses objects creatively as symbols. *Plays alongside or with peers in simple, shared imaginative scenarios.

Enabling Environment

Role Play Area with real-life and fantasy props (e.g., kitchen sets, doctor kits, costumes, masks, dolls).

Storytelling Corner with books, puppets, story sacks, and cushions for comfort.

Creative Art Station with accessible drawing, painting, and craft materials for making props and expressing ideas.

Music and Movement Zone with instruments (drums, shakers, tambourines), scarves, and space for dancing and performing.

Flexible Layout allowing children to combine areas (role play + art + music) for complex imaginative play

BEING IMAGINATIVE & EXPRESSIVE: Progression of Knowledge and Skills**3 – 4 years**

Children will: explore their own identity, understand relationships, recognise diversity, and begin to appreciate the wider world.



<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
Love Makes a Family The Suitcase You Choose	The Snowflake Dear Santa We're Going on an Elf Chase	What the Ladybird Heard Rumble in the Jungle Tad	The Tiny Seed The Very Hungry Caterpillar Superworm	Three Little Pigs Three Billy Goats Gruff Goldilocks	Mr Grumpy's Motor Car The Train Ride Brilliant Boats	
*Understands that pretend scenarios can represent both real and fantasy experiences. *Recognises that stories, songs and movement express ideas. *Engages in short imaginative play sequences based on real life. *Begins to sing familiar songs independently and experiment with sounds.	*Understands that roles in play have meaning and purpose. *Begins to connect actions and emotions to character roles. *Takes on simple roles in pretend play. *Uses expressive voices, actions, or sounds to represent feelings. *Starts dancing or moving rhythmically to music.	*Recognises story structure- beginning, middle, end. *Begins to express own ideas. *Creates imaginative storylines in play. *Combines talk, props, and movement to develop narratives. *Sings or performs familiar songs with actions.	*Understands that imagination can create new non-real ideas. *Begins to use expressive language to extend play. *Invents characters or imaginary events. *Plays cooperatively with peers in imaginative scenarios. *Begins to use props creatively.	*Understands that music, art and movement communicate emotions and stories. *Recognises patterns, sounds and shapes as expressive tools. *Uses drawing and mark-making to represent stories or ideas. *Creates simple dances or sound effects to match play themes. *Chooses colours intentionally.	*Understands that creative ideas can be shared, changed, and developed with others. *Begins reflecting on own creations. *Plans and develops imaginative play collaboratively. *Combines movement, speech and art to express complex ideas. *Shows confidence performing to others.	*Engages in imaginative play with multi-step sequences, combining props, actions and speech. *Can invent short narratives independently or with peers. *Explains, narrates, and describes actions, characters or events within imaginative play.
Intentional Teaching						
*Teacher to lead on role play experiences linked to family life *Daily rhyme time *Daily story time and discussion of the themes	*Modelling of taking on different roles *Use of emotions cards to act out emotions in a group *Planned acting out of familiar tales	*Using Story Characters from Ready Steady Write to introduce the concept of beginning, middle and end *Modelling of creating story	*Modelling of creation of characters, stories and events. *Modelling of cooperative play *Planned role play experiences	*Weekly music lessons *Painting and drawing images from familiar stories *Dance sessions in PE	*Modelling of shared ideas development in groups *Modelling of evaluation *Planned opportunities to perform for others	



*Weekly music lessons Sing up – Let's be Friends	Sing up – Travel and movement	lines in play linked to interests and themes *Modelling of props and movement to create stories (helicopter stories) *Daily song time *Weekly music lessons Sing up – This is me	Sing up – Animal tea party	*Teaching of use of colour for different purposes Sing up – I've got feelings	Sing up – Let's Jam	
Vocabulary						
Pretend, real, story, imagine, sing, song	Role, feeling, dance, voice	Beginning, middle, end, idea	Character, together, imagination	Music, art, picture, pattern, sound, colour	Change, share, reflect, plan, perform	
Enabling Environment						
Role Play Area with props (e.g., hats, costumes, kitchen sets, doctor kits) to encourage taking on roles. Open-ended Materials like blocks, scarves, and boxes for imaginative play. Story and Music Corner with books, puppets, and instruments for storytelling and singing. Space for Movement – a safe area for dancing and rhythmic activities. Visual Prompts (pictures of emotions, characters, jobs) to help children connect feelings to roles. Accessible Music Resources – simple instruments (drums, shakers) and audio players for songs. Adult Support – practitioners modelling pretend play, joining in, and introducing new vocabulary. Flexible Layout – areas that can be rearranged for different play scenarios. Calm Zones for children to reflect or observe before joining in. Inclusive Resources representing diverse cultures, abilities, and real-life roles.						

BEING IMAGINATIVE & EXPRESSIVE: Progression of Knowledge and Skills**4 – 5 years**

Children will: develop a strong sense of identity, an understanding of diversity and a respect for different cultures and communities.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
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The Something	Star in a Jar Rama and Sita The Jolly Christmas Postman	Juniper Jupiter Supertato Dragons in the City	Little Red There was an old dragon that swallowed a knight Jack and the Beanstalk	The Extraordinary Gardener Mary Anning Cops and Robbers The Zoo Vet	The Storm Whale Tiddler	
*Understands that stories and roles can be imagined and modified. *Knows that music, art and movement can express ideas or feelings. *Begins sustained imaginative play using multiple props or scenarios. *Plans own actions in pretend play. *Sings familiar sounds independently. *Moves rhythmically.	*Recognises character, plot, and sequence in stories. *Understands simple rules in cooperative play. *Engages in longer, imaginative narratives with peers. *Assigns roles, acts out story events, and negotiates storylines. *Begins drawing or making props to support play.	*Understands that ideas can be combined creatively (mixing reality and fantasy). *Create original stories or scenes in play, using speech, props and movement. *Explores expressive art, drawing scenes or characters.	*Recognises that actions, music and art can communicate complex ideas and emotions. *Performs imaginative stories or dances for others. *Combines expressive language, movement, and music in play. *Collaborates to plan play events.	*Understands that creativity can be shared, discussed and refined with others. *Uses imagination to solve problems in play or games. *Creates more detailed drawings, models or story props. *Explains ideas clearly to peers.	*Understands story structure, role-play rules and symbolism. *Appreciates imaginative ideas of others. *Sustains complex pretend play, combining storylines, roles and props. *Participates in group performances or collaborative, creative projects. *Communicates intentions and ideas effectively. *Sing a range of well-known rhymes and songs *Perform songs, rhymes, poems and stories with others *Try and move in time to music	*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.
Intentional Teaching						
Sing up – I've got a grumpy face/The	Sing up – Witch, witch/Row Row Your Boat	Sing up – Cuckoo Polka/Shake my sillies out	Sing up – Up and down/Five fine bumble bees	Sing up – Down there under the sea/It's oh so quiet	Sing up – Slap, clap, clap/Bow,	



sorcerer's apprentice *Harvest festival performance *Role playing The Something using created hole outside *Imaginative play linked to The Something – what's in the hole?	*Acting out the story of Rama and Sita – taking on different roles *Acting our scenes from The Jolly Postman *Developing own plots using characters the Postman might deliver letters to	*Visit to the supermarket to role play finding Supertato *Role playing new stories involving Supertato and Evil Pea *Creating scenes for Supertato through drawing, construction and collage.	*Role play opportunities linked to castles, Little Red and Jack and the Beanstalk *Castles Day – children to dress up – dancing,	*The hunt for Grandma Swagg – following clues and searching for our items *Drawing wanted posters for story characters *Children taking on roles in role play linked to half terms stories *Adult to support with role play and taking on of roles and idea development. *Drawing finds on dinosaur digs in the sand	bow, bow, Belinda *Develop role play scenarios based on Rainbow Fish and the Storm Whale *Develop props to support play such as boats, fishing rods, oars and nets	
Vocabulary						
Pitch, sing, beat	Loud, quiet, fast, slow	Lyric, melody, vocal	Call and response	Improvise	Beat, actions, percussion	
Enabling Environment						
Role Play Zones with diverse props (real-life and fantasy), costumes, and open-ended materials for creating scenarios. Storytelling Area with books, puppets, story sacks, and visual aids to support narrative play. Creative Art Stations with accessible drawing, painting, and craft materials for making props and expressing ideas. Music and Movement Space with instruments, scarves, and enough room for dancing and group performances. Flexible Layout allowing children to combine areas (e.g., role play + art + music) for complex imaginative play. Visual Prompts (emotion cards, story sequence charts, character pictures) to help children plan and sustain narratives. Audio Resources for familiar songs and opportunities for experimenting with sounds. Collaborative Play Opportunities with small group spaces for negotiating roles and storylines. Adult Support – practitioners modeling creativity, introducing vocabulary, and scaffolding planning and problem-solving. Inclusive Resources representing diverse cultures, abilities, and experiences in stories, music, and props. Safe, Welcoming Atmosphere where children feel confident to share ideas and perform for others.						



The Reception Year provides the foundation for skills the children will build upon in Year one.

Y1 Progression & Expectations:

Art & Design	Design & Technology	Music
<u>Year 1 National Curriculum</u> Pupils should be taught: *To use a range of materials creatively to design and make products *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<u>KS1 National Curriculum</u> Pupils should be taught to: <u>Design</u> * Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria <u>Technical knowledge</u> *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<u>KS1 National Curriculum</u> Pupils should be taught to: *Use their voices expressively and creatively by singing songs and speaking chants and rhymes *Play tuned and untuned instruments musically *Listen with concentration and understanding to a range of high-quality live and recorded music *Experiment with, create, select and combine sounds using the inter*related dimensions of music