

Lealholm

EYFS Curriculum & Progression

Listening Understanding and Attention

Autumn

- Chooses books/stories that they will enjoy, asking questions and offering comments about it.
- Understands and uses prepositional language correctly
- Respond to adult questions with an appropriate yes or no answer
- Be able to answer simple questions about a story that they have had read to them
- Start a conversation with a friend suggesting an idea or showing them something that they have done
- Understand and answer simple 'why' questions
- Join in with rhymes and songs
- Children are able to greet adults and other children with appropriate responses
- Children interact with each other in the environment and talk about their ideas in play
- Children are able to respond to ideas posed by adults such as 'I wonder/ have you thought about.....?'
- Children play alongside both adults and children to build up a narrative or play idea
- Children engage in talking about characters, settings, dilemmas, beginning, middle and end of stories during whole class discussions and in play
- Explain why it is important that we show good listening

Spring

- Quickly shift their attention from their own task if their attention is fully obtained
- Children wait with patience for someone else's attention by saying excuse me or waiting (friend or teacher)
- Engage in a story time even when there are no pictures
- Understands and answers questions such as who, why, when, where and how
- Ask questions to find out more and to check their understanding
- Join in with many rhymes and songs, chanting and repeating words or phrases as well as enjoying the rhythm
- Know how to use non-fiction and be able to engage with their content
- Respond appropriately to questions and know when to ask 'how are you?'

Summer

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Give opinions on stories, poems and non-fiction that they have had read to them

- Listen attentively during focussed sessions such as phonics, maths and story time, participating in whole class, small group and one to one discussions with relevant comments and questions
- Know and retell some traditional tales and familiar stories with accuracy
- Respond appropriately to questions, following it up with further information and using conjunctions to give more information

Early Learning Goal:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Autumn

Use talk to organise some of their thinking

- Use a wider range of vocabulary including new words that have been introduced to them
- Sing many known nursery rhymes and songs
- Use longer sentences of at least 4 – 6 words
- Express a point of view debating when they disagree with an adult or friend using words as well as actions
- Use talk to organise their ideas in their play using directional and instructional language eg. I am the driver, you are on the bus and we are going to the park
- Be able to articulate how they are feeling and what is making them feel that way
- Use sentences joined up with words such as 'and' and 'because'
- Begin to use the tense past/present/future correctly
- Use pronouns appropriately when talking about others
- Begin to ask questions to find out more
- Children are able to retell at least one traditional tale using the Talk through Stories approach or during Helicopter Story sessions
- Children are able to talk about some of the special stories that have been read over the term
- Children are able to remember and repeat some new vocabulary
- Children will be able to give an opinion about their favourites stories/characters/games
- Children are able to explain to adults why they are feeling using words such as happy/sad/angry/excited

Spring

- Ask questions to find out more or check their understanding eg would you like to go on the bus with me? What does that mean?
- Learn and remember new vocabulary that has been introduced to them using it throughout the day
- Use full sentences to articulate their ideas and thoughts
- Use present and future tense accurately nearly all the time. Use the regular past tense appropriately
- Develop social phrases such as good morning, how are you?
- Describe events in detail and in order, beginning to use accurate time conjunctions such as yesterday, last week.
- Ask questions to find out more and to check they understand
- Children are able to retell two traditional tales using the Talk through stories approach or Helicopter story sessions
- Children are using words such as unfortunately and suddenly in their play
- Children innovate know stories changing characters, setting and/or plot
- Children are able to talk about some of the special stories that have been read over the term

Summer

- Ask questions showing genuine interest in what they are curious about
- Use recently learned vocabulary in their play and when talking with adults and friends
- Be confident to speak in a range of situations including small group class and one-to-one
- Have their own ideas and express them clearly, articulating their ideas and thoughts in full sentences

- Be able to explain why things might happen in conversations and in response to stories
- Give opinions on stories, poems and non-fiction that they have had read to them
- Use past, present and future tenses and make use of conjunctions with modelling and support from their teacher
- Children use newly taught vocabulary in their play

Early Learning Goal:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Self-regulation

Autumn

- Increasingly follow rules, understanding why they are important.
- Remember some key rules without an adult needing to remind them.
- Know where to seek support if they are feeling angry or sad and begin to use self-regulation techniques to self-soothe and calm.
- Talk about their feelings and identify the correct emotional vocabulary to represent these, not always using 'happy' or 'sad'.
- Children use the feelings check-in in the classroom to identify their emotions throughout the day.
- Children can take time out or distract themselves if they feel upset.

Spring

- Express their feelings clearly and know why they feel that way ie 'I feel worried because'.
- Understand why their friend is feeling a certain way and what has caused it.
- Begin to talk to their friends about how to resolve conflicts without always needing adult support to do this.
- Understand why we take turns, wait politely, tidy up after ourselves.
- Tolerate situations where their needs are not immediately met.
- Be completely aware of the rules and articulate them clearly.
- Children are happy and excited for their friend's achievements, eg when getting star of the week.
- Children are aware of their friends' emotions and the different ways these emotions can be represented.
- Children show respect for others' and their feelings.
- Children are aware of class rules and school values.

Summer

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Children have a good understanding of spatial awareness, including knowing how to line up/queue in the classroom and lunch hall and when walking in a line.
- Children can use some Makaton as another form of communication.

Early Learning Goal:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Autumn

- Select and use resources around the classroom environment, with independence.
- Carry out appropriate tasks to help their friends and their school community, sometimes without promoting.
- Show confidence with new social situations.
- Beginning to have a go at new things that are challenging.
- Know when to wash their own hands to do this independently.
- Attend the toilet independently, staying clean and dry throughout the day.
- Children are able to follow rules in the classroom.
- Children know some ways to keep themselves safe.
- Discuss some ways to keep healthy, such as eating fruit and vegetables.
- To put on their own coat, shoes and change their uniform.
- Children can brush their own teeth for two minutes.
- Children are able to manage their clothing, with little support ie wellies and waterproofs and PE kits.
- Children use knowledge about basic hygiene such as putting tissues in the bin after using them, flushing the toilet etc. and show independence in these aspects of self care.
- Children know about some dangers in the environment (stranger danger, road safety) and how to manage these.
- Children know what the internet is and what it can be used for, talking about age-appropriateness when discussing apps, films and other online platforms.
- Children offer to help their peers put on coats and shoes if they are struggling.
- Children listen carefully when discussing the importance of oral health
- Children can name some foods that are bad for their teeth.

Spring

- Not solely rely on the friendship of one other or a specific group of children. Be confident to play and learn with a range of children in the class.
- Be willing to give new things a go, persevering when things are difficult.
- Know when it is appropriate to wash their hands and remember to do so before eg. before snack, lunch etc.
- Know which foods are healthy and make some choices based on this.
- Know how to turn sleeves and items of clothing the correct way round.
- Talk about exercise and sleep, knowing they are important to us staying healthy.
- Having a go at new activities that they have not tried before, building their confidence.
- Talk about how to keep themselves safe.
- Children will be provided with opportunities to try new foods.
- Children understand the importance of brushing their teeth and can talk about the steps needed to brush their teeth effectively.
- Children are able to identify risks during play and seek help from an adult ie finding a broken object.
- Children know the impact of screen-time on their health and wellbeing.
- Children can talk about some ways they can keep safe when online and using devices.

Summer

- 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.
- Children try new foods and talk about why this is important.
- Children are able to talk about how to keep themselves healthy; referring to healthy eating, sleep and exercise.
- Children have good understanding of spatial awareness, including knowing how to line up/queue in the classroom and lunch hall and when walking in a line.
- Children consistently demonstrate good personal hygiene.

Early Learning Goal:

- 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.

Building Relationships

Autumn

- Begin to understand how others may be feeling and why.
- Increasingly follow rules, understanding why they are important.
- Show kindness to others, comforting their friends if they are upset.
- Greet adults and peers politely, using key social phrases.
- Listen to their friends' ideas, thoughts and feelings.
- Know how to share with other children, even if this is inconsistent when they are playing.
- Children engage in restorative conversations with their friends, led by the adults.
- Children engage in games that involve turn-taking.
- Children support their friends if they are upset.

Spring

- Children engage in restorative conversations with their friends, led by adults.
- Children engage in games that involve turn-taking.
- Children support their friends if they are upset.
- Adapt their play by taking their friends' ideas on board.
- Engage in turn taking games with independence.
- Children work as part of a team during adult initiated games (within PE).
- Notice when they have more resources than their peers and will offer them some, without support.

Summer

- 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.
- Children can participate in team games, following the rules.
- Children show empathy and understanding towards others' needs and know how they may differ from their own.

Early Learning Goal:

- 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.

Gross Motor Skills

Autumn

- Skip, hop and stand on one leg.
- Complete basic body movements such as standing on tip toes, stretching up to the sky, moving their arms from the ground up to the sky, from side to side and across the body.
- Develop their balancing skills using planks and beams.
- Use fundamental basic movements such as rolling, crawling, walking, jumping, hopping, running, skipping with increasing control.
- Develop confidence to balance.
- Begin to develop independent coordination and riding skills.
- Children will be able to carry and move large scale construction blocks and planks in the outdoor area.
- Children will be able to climb a small ladder in gymnastics.
- Children will be able to perform basic balances and rolls in gymnastics.
- Children will be able to walk along planks of wood and/or balance beams.

Spring

- Negotiate space when running.
- Negotiate obstacle courses with confidence and independence.
- Develop independent coordination and riding skills.
- Partake in multi-skills activities, jumping over hurdles and obstacles.
- Understand about what a space is and can find one quickly during organised activities, eg PE.
- Children will move with pace and ease when, for example, playing a chasing game.
- Children can catch a large ball.
- Children can crawl on their tummy, crawl on all fours, pull themselves up on a rope, crawl through a tunnel and climb with ease.
- Sit at a table or on the floor with the correct posture and ease.

Summer

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Children can catch various sized objects with increasing accuracy.
- Children can use a range of resources used to bat, pat and hit a ball.
- Awareness of moving objects and people when taking part in an activity.
- Children have good understanding of spatial awareness, including knowing how to line up/queue in the classroom and lunch hall and when walking in a line.
- Run quickly and efficiently when playing a competitive game.
- Be able to jog, sprint, run slowly, backwards and sideways, change direction.
- Be able to balance and hold a position with ease for a prolonged period of time.
- Develop overall body strength and coordination by using a range of large and small apparatus including den-making materials, planks, logs, tyres, ladders etc.

Early Learning Goal:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Autumn

- Beginning to gain more control of tools such as scissors, hammers and spades.
- Use one handed tools and equipment, eg making snips in paper with scissors.
- Eat independently using a knife and fork. Use a knife to cut soft food items.
- Children manage their own care needs with increasing confidence, including using the toilet, dressing and brushing their teeth.
- Children can cut straight lines using scissors.
- Enjoy puzzles, crafts, small world play.
- Children are able to brush their teeth for 2 minutes.
- Put on their own coat, wellies, shoes, waterproof suit.

Spring

- Developing accuracy with small tools such as scissors and hammers.
- Hold a pencil using the correct grip.
- Put on their own coat and do up the zip.
- Dress/undress independently, including shoes, trousers, dresses, jumpers, pants, socks, hat and gloves.
- Children can use scissors to cut along zig-zag or wavy lines.
- Children can dress and undress dolls.
- Children can manipulate malleable materials with increasing ease.
- Children pour, stir, sew, use spray bottles, sellotape, glue.
- Children draw freely as well as can copy simple images.
- Children form most letters correctly, using a consistent pencil grip.

Summer

- 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.
- Cut using scissors with increasing accuracy, cutting curved edges and rotating the paper accordingly.
- Enjoy observational drawing, taking care to include details.
- Partake in woodwork activities.
- Children hold a pen/pencil using tripod grip and form letters correctly in print.
- Children can use smaller mark-making tools to add details (eyes, eyelashes, fingers and hairstrokes on a portrait).
- Using forks, knives and spoons with control.

Early Learning Goal:

- 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.

Comprehension

Autumn

- Demonstrate understanding of 5 key concepts about print:
 1. Print has meaning
 2. Print can have different purposes
 3. We read English text from left to right and from top to bottom
 4. The names of the different parts of a book
 5. Page sequencing
- Engage in extended conversations about stories learning new vocabulary
- Identify whether a book is fiction or non-fiction
- Children take home high-quality texts to read for pleasure with their family
- Choose their favourite book

Spring

- Discuss characters, setting, problem and ending of stories
- Know that we retrieve facts and information from non-fiction books
- Identify contents page in a non-fiction book
- Have confidence to explore books independently
- Choose their 'favourite book' and be able to give a reason why

Summer

- 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
- Innovate their own story based on events of known stories
- Identify their favourite phrases in a story and repeat them with intonation
- Children recall the meaning of new vocabulary by joining in activities such as freeze frame feelings
- Know when newly introduced vocabulary is used in the correct context
- Confidently sequence stories using the language of beginning, middle and end

Early Learning Goal:

- 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.

Word Reading

Autumn

- Read individual letters by saying the sounds for them
- Blend sounds into words
- Develop stamina to read short captions and sentences with increasing independence
- Read some common exception words
- Spot and suggest rhymes
- Clap syllables in a word
- Use robot arms to decode words that they are unsure of
- Recall a phase 2 sounds and blend words with their know sounds
- Children use their own finger to point to each sound in a word
- Read all phase 2 tricky words
- Children take decodable reading books home from when they start learning phonics, reading frequently at home and at school to develop fluency

Spring

- Read all individual letters and some digraphs, saying the phonemes for them
- Blend words containing known sounds with increasing fluency and speed
- Recognise and read common exception words that they have been taught
- Read sentences containing phase 2 sounds with speed and accuracy
- Children recognise and read known common exception words and also some repeated words in books, knowing they do not have to decode these again
- Recall all phase 2 and most phase 3 sounds
- Blend with known phase 2 and phase 3 sounds
- Read phase 2 and 3 tricky words
- Children re-read decodable books to build their confidence in word reading their fluency and their understanding and enjoyment

Summer

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Children are confident with recognising and recalling phase 3 GPCs, spotting them in words
- Children re-read their sentences once they have blended the sounds in each word
- Children correct themselves with some alternate sounds whilst reading ie (soft and hard th, long oo and short oo)

Early Learning Goal:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Autumn

- Write their name with ease and consistency
- Children sit and hold their pencil correctly
- Form and write letters that they have learned correctly
- Spell words by identifying the sounds and then writing the sound with letters
- Spell known common exception words correctly
- Write CVC words and other simple words that they can segment independently
- Begin to write short phrases/captions
- Children will use sound mats/working walls and supporting resources to support their writing

Spring

- Be increasingly confident with spelling words by segmenting and writing the sounds that they hear
- Begin to write short sentences with words with known sound-letter correspondences
- Children begin to orally rehearse the sentence that they would like to write
- Children put the words on their fingers' to count how many words are in a sentence before they write
- Children use robot arms to segment words to write
- Children will use sound mats/working walls and supporting resources to support their writing
- Children begin to re-read what they have written to check that it makes sense

Summer

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others
- Form lower case and capital letters correctly, sitting them on the line
- Spell words with digraphs that they know
- Spell their known tricky words and write them correctly in sentences
- Share their writing with adults and friends, reading it out loud
- Write for a purpose
- Children re-read their own writing to check that it makes sense

Early Learning Goal:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Number

Autumn

Comparison

- Compare groups of objects (up to 5) saying when they have equal amounts, when one has more or when one has less.
- Understand biggest/smallest numbers up to 5.
- Compare objects by length, height, weight and capacity using some correct vocabulary.
- Begin to spot simple AB patterns.

Counting

- Begin to understand one to one correspondence whilst counting objects in a line or moving objects.
- Use number names and number language in play and shows fascination with some larger numbers.
- Recite numbers past 5, getting most of these in the correct order.
- Recognise numbers of significance (birthday number, house number etc.)
- Recognise numerals in the environment.
- Recognise numerals to 5.
- Beginning to recognise that each counting number is one more than the one before.
- Count out a smaller number of objects (up to six) from a larger group.
- Understand and use ordinal numbers: first, second....fifth in real life situations.
- Form digits 0-5 accurately.

Cardinality/subitising

- Represent some amounts using fingers.
- Counts up to five items, recognising that the last number said represents the total counted so far.
- Develop fast recognition of up to three objects, without having to count them individually.
- Appreciate that numbers can represent how many objects are in a set and use this information to help them match numeral to amounts (up to 5).
- Understand and find pairs of (socks, gloves, etc.) and know that a pair means 2.
- Identify a 1p, 2p and 5p coin.

Composition

- Through play and exploration, beginning to learn that numbers are made up (composed) of small numbers.
- Beginning to use understanding of numbers to solve practical problems in play and meaningful activities.
- Separate a group of up to 5 items in different ways, recognising the total is still the same.
- Use a five frame to explore different ways to make 5.
- Be able to answer simple addition sums that total up to 5.

Shape

- Identify 2D shapes: circle, semi-circle, triangle, square, rectangle and pentagon.
- Identify some of the properties of 2D shapes using vocabulary of sides and corners.
- Identify 3D shapes: sphere, cone, cylinder.
- Understand the difference between 2D and 3D shapes.

Spring

Comparison

- Uses number names and symbols when comparing numbers, showing interest in large numbers.
- Estimates of numbers of things, showing understanding of relative size.
- Know that there are 7 days of the week and 12 months of the year.
- Know when their birthday is and when other special events and celebrations occur
- Compare objects by length, height and capacity using correct vocabulary and be able to explain how they know that.
- Complete AB and AAB patterns.

Counting

- Count a variety of things including objects, sounds and movements.
- Recite numbers from 0 to 10 (and beyond) and back from 10 to 0.
- Recognise numerals 0 – 10.
- Use tens frames to represent and recognise amounts up to 10.
- Can identify errors within other's counting and corrects this.
- Put numerals in order 0 – 10 (ordinality).
- Count on from any given number up to 10.
- Form digits 0 – 10.
- Recognise numerals on a clock and identify when the time reads o'clock.
- Recognise 1p, 2p, 5p and 10p coin when amongst other coins.

Cardinality/subitising

- Matches numeral and quantity (to 10)
- Subitise amounts up to 6, when these are set out in a familiar pattern (spots on a dice).
- Conceptually subitise larger groups by identifying some smaller groups within these ie see 3, 3 and 2 within a group of 8 raisins on the table.
- Count up to 10 objects from a larger group, knowing when to stop.
- Recognise numicon to 10.
- Recognise arrangements on a die without counting.

Composition

- Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
- Add one and subtract one with numbers to 10, during practical activities.
- Explore and work out mathematical problems using signs and strategies of their own choices, including (when appropriate) standard numerals, tallies and "+" or "-".
- Find the total number of objects in two groups by counting all of them.
- Use the vocabulary or 'part' and 'whole' when discussing how amounts can be partitioned.
- Share objects into equal groups and count how many in each group.

Shape

- Identify 2D shapes Hexagon, heptagon, octagon (in addition to autumn term expectations).
- Identify 3D shape cube, cuboid, pyramid (in addition to autumn term expectations).

- Know the difference between a 2D and 3D shape and begin to talk about the sides/corners/faces.

Summer

- Have a deep understanding of number to 10 including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts

Counting

- Be able to complete a number line by filling in the missing numbers up to 10

Composition

- Know how to find number bonds to 10 using resources such as numicon and tens frames
- Use 1p, 2p and 5p coins to pay for items that cost 10p
- Use mathematical language and symbols add, take away, equals correctly
- Interpret a number sentence and find the answer
- Remove a smaller number from a larger and find how many are left by counting back from the larger number

Shape

- Find a shape by being given the name OR be able to identify any given taught 2D or 3D shape

Early Learning Goal

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Pattern

Summer

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Early Learning Goal:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Past and Present

Autumn

- Comment on images of familiar situations in the past ie homes, schools, transport
- Recognise that things happened before they were born.
- Compare past and present photographs, noticing some of the differences.
- Children can use vocabulary such as first, then, next.
- Children can talk about their own past and key events that happen within this.
- Children can describe how they have changed from a baby and some of the skills they have learnt.
- Children can talk about some of their family members and refer to moments' within these people's pasts.
- Children can identify and describe the roles of some key figures in today's world – Prime Minister, The Queen, famous influences and role models.
- Children know that some photographs are in colour, some are in black and white and some are painted.
- Understand the importance of using technology safely.

Spring

- Compare and contrast characters from stories and figures in history.
- Organise events using basic chronology skills.
- Explore key vocabulary in past and present events.
- Compare and describe the changes from past to present in buildings, transport, school life, fashions, technology.
- Children can talk about inventions and modernity.
- Children can use some mathematical language accurately when talking about the past (2 days ago, at the weekend, last week, at the start of the year).
- Children can talk about some figures in history (Amelia Earhart, Florence Nightingale, etc).
- Tell stories/recall information from books about fictional/non fictional characters from the past and present.
- Show an interest in exploring pictures, artefacts and accounts from the past, explaining similarities and differences.
- Describe one key past and present event.
- Create video recordings and photos using an iPad and use these to enhance their learning.

Summer

- Know some similarities and differences between things in the past and present, 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.
- Recognise and discuss significant past and present events.
- Children explore and offer thoughts on key movements from the past and present. Such as BLM and Women's Rights.
- Compare maps and photographs of the local area from the past and now and describe the changes they can see.
- Use the internet/technology with supervision to support and extend learning ie using google images to find photographs of structures to recreate in building area.

- Access and use a range of applications and code to support learning and digital literacy.

Early Learning Goal:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and difference 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

People, Culture and Communities

Autumn

- Talk about the lives of the people around them and their roles in society.
- Discuss and identify what makes them unique and why.
- Show interest in different occupations.
- Explore how things work.
- Know the village/town/city that their school and home is located in.
- Recognise that some people have different beliefs and celebrate different times in different ways.
- Share information about own family and friends.
- Name and describe familiar people – firefighters, police, doctors.
- Explore and challenge gender and other stereotypes.
- Begin to develop a positive attitude about the difference between people.
- Use vocabulary which reflects their lives and experience and that of others.
- Ask and answer questions about different families – large families, small families, same sex parent family, solo parent family.
- Show sensitivity to the possibility of children who may have lost special people/pets.
- Understand different jobs and roles in society and why people have jobs.

Spring

- Confidently identify their unique qualities and what makes them/others different.
- Create simple paintings, drawings and models or observations of known and imaginary landmarks/scapes.
- Understand which places are special to their community and why.
- Understand which places are special to other communities and why.
- Draw information from a simple map.
- Tell stories about fictional/non fictional characters from different cultures and communities.
- Identify themes in stories about bravery, kindness, difficult choices and discuss experience of these.
- Visit a local historical area or experience the history of local area.
- Discuss places of worship and their experiences of these.
- Create simple drawings on screens.

Summer

- Demonstrates an interest in the lives of people who are close to them.
- Share experiences of family customs and routines and ask questions of other children's experiences.
- Recognise and talk about significant experiences/special events in their life.
- Show interest in occupations and different ways of life both indoors and outdoors.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise similarities and differences between self and others, families, communities and cultures and traditions.
- Experience other cultures and communities through visits, workshops and correspondence.
- Understand the importance of respect and acceptance of other people, communities, cultures and religions.
- Create simple maps of the school/local area.
- Show a level of acceptance of other faiths, beliefs and cultures.

Early Learning Goal:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between religious and cultural communities in the country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Autumn

- Talk about and investigate the immediate natural environment and material.
- Compare, describe and investigate materials, ie leaves, plants, rocks, bark.
- Explore new vocabulary.
- Develop an understanding of the effect of human impact and their own behaviour on the environment.
- Show care and concern for living things and the environment.
- Describe what they can see, hear and feel outside.
- Experience River School sessions.
- Name some materials such as wood, plastic, cardboard.
- Talk about scientific concepts such as floating, sinking, light/dark and shadows.
- Look after their environment by collecting litter and recycling.
- Name up to 5 different mini-beasts that they find in their environment.
- Notice some signs of autumn and winter.
- Identify the habitats of different animals.
- Identify some nocturnal animals.

Spring

- Develop an understanding and investigate growth, decay and changes over time.
- Name and describe the different seasons and their weather.
- Asks questions about the natural world and where they live.
- Use appropriate vocabulary to express ideas and observations.
- Understand the importance of caring for the environment and natural world.
- Talk about how their environment and another might differ.
- Observe and interact with natural processes – ice melting, sound vibration, shadows, floating.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Observe and grow/nurture a living animal/plant.
- Name 5 plants and/or trees.
- Understand how they can protect their environment by reducing, recycling or reusing.
- Notice key signs of spring.
- Plant some spring bulbs and take responsibility for their growth.
- Understand the life cycle of some animals and/or plants.
- Talk about the different parts of a living thing when doing an observational drawing.

Summer

- Observe and discuss similarities, changes and patterns in seasons, weather, growth.
- Compare own environment and experience of the natural world to others.
- Observe plants and animals and explain what changes occur and why.
- Explore the natural world around them, recording observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Experiment with natural processes, explaining what is happening and why.
- Identify and name various mini-beasts, trees, plants and animals.
- Explore and observe a natural and built environment in a wider local area.
- Use new vocabulary to express and reflect on their opinions, thoughts and ideas about the natural world.
- Name different birds, mammals and reptiles.
- Know some common wildlife within the UK and other countries.
- Name all 4 seasons and some key signs of these.
- Talk about weather and its impact on our natural world, including some natural disasters.

Early Learning Goal:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Creating with Materials

Autumn

• **Making and designing**

- Stack block horizontally and vertically to create spaces and make enclosures; both on a large scale outside whilst den building or a small scale inside, for small world toys.
- Uses tools for a purpose.
- Join different materials
- Describe the texture of different materials.
- Join materials with glue or Sellotape, selecting an appropriate method.
- Use construction materials to build simple structures such as a wall, a one-roomed house or enclosure or a path.
- Can fold paper precisely to make their own book or menu.
- Explore the texture of different materials when designing, baking and engaging in messy play, using vocabulary such as sticky, smooth, soft, hard and stretchy.
- Manipulate malleable materials, understanding the purpose of different tools such as a rolling pin, an extruder, a knife and other modelling tools.
- Roll playdough into simple shapes such as a sphere or a sausage.
- Use simple tools such as screwdrivers and mallets on the woodworking bench.

Role-play and storytelling

- Selects and uses appropriate open-ended resources to represent their ideas within imaginative play.
- Use small-world figures to create scenarios and develop more complex stories within their play.
- Use wooden peg people to represent different characters with small-world play.
- Use ideas gained from We love to Read sessions within storytelling play.
- Create small-world scenarios alongside books in the provision, acting out different parts of the story.

Painting and Drawing

- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent objects based on imagination, observation and experience.
- Explore different colours and experiment when mixing these together.
- Draw simple shapes such as circles, rectangles and triangles.
- Draw portraits that consist of a head, a body, limbs and some facial features.

Skills

- Say if they like or dislike a piece of art, including illustrations in a storybook.

Spring

Making and Designing

- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquires and develop their thinking.
- Develops their own ideas through experimentation with diverse materials, eg light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Can turn a junk modelling box inside out for their design.

- Create and cut holes in a piece of paper, starting in the centre of the page ie cutting eyes for a mask.
- Experiments with different shapes and designs that they can make using construction materials ie how to make stairs, balance blocks to make windows and doors.
- Make something with clear intentions, knowing which resources they need to achieve this.
- Use a hole-punch and treasury tags to make a book.
- Use split pins to make a movable creation.
- Use tools such as saws, hammers, peelers and screwdrivers on the wood work bench.

Role-play and storytelling

- Make complex and imaginative small worlds using different resources.
- Use open-ended resources confidently as props with own storytelling.
- Develop story maps in their play.
- Be mindful of including characters, settings and problems in their creative story telling.

Painting and drawing

- Draw with increasing complexity and detail ie drawing a circle for a face and adding details to this.
- Use drawing to represent ideas like movements or sounds.
- Show different emotions within their drawings and painting.
- Create some observational drawing of familiar objects such as fruit and plants.
- Draw detailed portraits, landscapes and buildings.
- Draw outlines of pictures and colour these in carefully.
- Select the correct sizes paintbrush, ie a thin paintbrush for small details and thicker paintbrush for larger coverage.
- Remember which primary colours are needed to make some secondary colours, whilst painting.
- Knows that colours can change shade and uses watercolours, oil pastels and acrylic paint to explore these.

Skills

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Reflect and adapt some of their models and pictures, talking feedback on board from their peers and adults, using the model of Austin's butterfly to improve their work.
- Work as part of a small group to create props to support their role play.
- Look at a variety of different artists and recreate some of their work.

Summer

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Experiment with different methods of joining materials such as using split pins, treasury tags, staplers, glue guns, tying knots and sewing.
- Share their creations with their peers and talk about the process of their design, giving clear instructions on how to recreate this.
- Hold coloured pencils differently, depending on the effect that they desire (sketching, hard/soft pressure).

- Be willing to listen to feedback and adapt/re-create their work.
- Design their own props and resources to support their imaginative role play and small world play (masks, setting back drop, puppets).
- Plan and design what they are going to create and what resources they need.

Early Learning Goal:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Autumn

Singing

- Remember and sing some favourite songs and rhymes.
- Take part in our Christmas performance – singing as part of a group to an audience
- Enjoy singing songs and rhymes – join in as part of a group.
- Memorise some of the songs taught, when new songs are sung to a familiar tune.
- Join in with call and response songs.

Musical knowledge and skills

- Listen attentively and respond to what they have heard, expressing their thoughts and feelings.
- Taps out simple repeated rhythms.
- Recognise and clap syllables in words.
- Incorporate musical instruments within their performances and create appropriate sound effects with these.
- Identify different emotions through music such as 'happy', 'sad' or 'scary'.
- Can keep a steady beat to different songs, poems and stories.
- Have favourite songs and rhymes and request these.

Dance

- Creates sounds, movements, drawings to accompany stories.
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.
- Enjoys joining in with moving, dancing and ring games.
- Take part in our Christmas performance – dancing/moving as part of a group.
- Create different movements, patterns and shapes to music during Pen Disco, Squiggle while you Wriggle and Dough Disco.

Narratives

- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play.
- Plays alongside other children who are engaged in the same theme.
- Choose an object and say simple statements about it, linking it to their narrative eg 'this stick could be my wand'.
- Play alongside others in imaginative play, taking notice of their actions and their ideas.
- Use their own experiences within their play, acting out familiar scenarios such as schools, doctors and dentists.

Spring

Singing

- Sings to self and creates their own songs, or improvise a song around one they know.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Musical knowledge and skills

- Play instruments with increasing control to express their feelings and ideas.

- Makes music in a range of ways, eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.
- Knows how to play a wide variety of instruments.
- Can clap a steady beat.
- Can talk about the different sounds that instruments make and compare these.

Dance

- Experiments and creates movement in response to music, stories and ideas.
- Can join in with repeated dance routines in P.E. copying the movements of an adult.

Narratives

- Develop their own storylines and narrative in their pretend play
- Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
- Explore and engage in music making and dance, performing solo or in groups.
- Creates representations of both imaginary and real life ideas, events, people and objects.
- Confidently act out other's stories during Helicopter story sessions, knowing how to move their bodies to suit the characters that they are representing.

Summer

- 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.
- Beginning to write own compositions of music using pictures, patterns and symbols.
- Learns longer dance routines.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Plays instruments in time to music.

Early Learning Goal:

- 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.

