



***Bolton Primary School***

***Early Years***

***Progression to KS1***

***2024-2025***

## Bolton Primary School – Vertical Progression – Expressive Arts & Design – Creating with materials - Art overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>	
<b>ELG</b> - 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					
Focus	Drawing & paint (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,	Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)	Use different materials	Explore a range of artists	
Nursery	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>Begin to use a variety of drawing tools</li> <li>Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>Show different emotions in their drawings</li> <li>Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop ideas about how to use them &amp; what to make</li> <li>Join different materials &amp; explore different textures</li> <li>Handling, feeling, enjoying and manipulating materials</li> <li>Use variety of construction materials</li> </ul>	<ul style="list-style-type: none"> <li>Join different materials &amp; explore different textures</li> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed</li> <li>Practise artist's techniques</li> <li>Discuss likes &amp; dislikes about artwork</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>Use a range of tools competently &amp; safely</li> <li>Explore different textures. Encourage accurate drawings of people</li> <li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Explore, use &amp; refine colour mixing techniques</li> <li>Use colour for purpose, including creating moods</li> </ul>	<ul style="list-style-type: none"> <li>Experiment to create different textures</li> <li>Use tools to create different textures</li> <li>Use a range of materials to create different textures</li> <li>Manipulate materials to have a planned effect</li> </ul>	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>Respond imaginatively to artworks &amp; objects</li> <li>Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>Use first hand observations to plan their work</li> <li>Demonstrate increased skill with a range of techniques</li> <li>Demonstrate increased skill with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increased skill with a range of techniques and materials</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop their ideas – try things out and change their minds.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of some of the differences &amp; similarities in the work of artists, craftspeople &amp; designers</li> <li>Look at pieces of artwork and begin to describe what they can see.</li> <li>Begin to describe pieces of artwork in terms of line, shape and colour.</li> <li>Analyse pieces of artwork by describing what they can see and explaining what they think or feel about it</li> </ul>	

## Bolton Primary School – Vertical Progression – Understanding the World – Technology - Computing overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>	
<b>ELG</b>					
<b>None</b>					
Focus	Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use
Nursery	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>	<ul style="list-style-type: none"> <li>Knows that information can be retrieved from digital devices and the internet</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support</li> </ul>	<ul style="list-style-type: none"> <li>Know how to handle equipment safely</li> <li>Begin to know that they shouldn't use devices without supervision</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Can create content such as a video recording, stories, and/or draw a picture on screen</li> </ul>	<ul style="list-style-type: none"> <li>Begin to list different IT in their home</li> </ul>	<ul style="list-style-type: none"> <li>Begin to give reasons why we need to stay safe online</li> <li>Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Begin to clarify understanding about what algorithms are</li> </ul>	<ul style="list-style-type: none"> <li>Begin to create their own way to use programmes to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe when technology can be used to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise &amp; describe about how new information technology could enhance their lives</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate ways of staying safe, including online.</li> </ul>

**Bolton Primary School – Vertical Progression – Expressive Arts & Design –  
Being Imaginative & Expressive & Speaking- Drama overview**

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>
<b>ELG</b> - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music - Express ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher			
Focus	Making	Performing	Responding
Nursery	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment</li> <li>Talk about familiar books, &amp; be able to tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts &amp; feelings</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> <li>Listen to &amp; talk about stories to build familiarity &amp; understanding</li> <li>Use new vocabulary in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition &amp; some in their own words</li> <li>Recreate roles &amp; experiences in play situations</li> </ul>	<ul style="list-style-type: none"> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Devise &amp; improvise dramas of different kinds</li> <li>Explore ideas and/or issues through a variety of drama skills and techniques of increasing complexity</li> <li>Use drama skills and knowledge to interpret a range of texts</li> <li>Use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and perform both scripted and devised dramas for various audiences, using a selection of media</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience</li> </ul>

## Bolton Primary School – Vertical Progression – Expressive Arts & Design – Creating with materials & Being imaginative & expressive - DT overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>	
<b>ELG</b> - 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					
Focus	Designing	Making	Evaluating	Technical skills	Food technology
Nursery	<ul style="list-style-type: none"> <li>Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>Use available resources to create props or creates imaginary ones to support play</li> </ul>	<ul style="list-style-type: none"> <li>Notice what other children &amp; adults do, mirroring what is observed, adding variations &amp; then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>Develop new skills &amp; techniques</li> <li>Use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between materials &amp; changes they notice</li> <li>Make healthy choices</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>Create collaboratively sharing ideas, resources &amp; skills</li> </ul>	<ul style="list-style-type: none"> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul>	<ul style="list-style-type: none"> <li>Express &amp; communicates working theories, feelings &amp; understandings</li> <li>Responds imaginatively to art works &amp; objects</li> <li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>Discuss problems &amp; how they might be solved</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques for joining materials</li> <li>Use tools independently, with care &amp; precision</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns &amp; change</li> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Work as part of a class to solve simple design problems</li> <li>Begin to assess the usefulness of a range of materials according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, develop, and communicate their ideas through discussion, drawings and models.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to review ideas based on feedback from others</li> <li>Begin to explore and evaluate existing products.</li> <li>Begin to evaluate ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to interpret design criteria so that products are purposeful, functional and appealing</li> <li>Demonstrate the ability to use simple tools and equipment to perform practical tasks.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Bolton Primary School Curriculum - Vertical progression – Understanding the World – The world - Geography overview

**ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class**

**Understand some important processes and changes in the natural world around them, including the seasons**

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed in different places</li> <li>• Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like/dislike.</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about features.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>• Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</li> <li>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>• Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• Draw information from a simple map</li> <li>• Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Locate and number the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 Pole.</li> <li>• Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> <li>• 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.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment</li> </ul>

## Bolton Primary School – Vertical Progression – Understanding the World – Past & Present - History overview

- ELG –**  
**-Talk about the lives of the people around them & their roles in society**  
**-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class**  
**-Understand the past through settings, characters & events encountered in books read in class & storytelling**

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>Retell past events in correct order</li> <li>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own life-story &amp; family's history</li> </ul>	<ul style="list-style-type: none"> <li>Question why things happened &amp; give explanations</li> <li>Understand why and how questions</li> <li>Asks who, what, when &amp; how</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time</li> <li>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li> <li>Bring in photographs, videos, visitor</li> <li>Preserve memories of special events e.g. make a book, video, photos</li> <li>Share stories about people from the past who have an influence on the present</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understands questions such as who, why, when, where &amp; how</li> <li>Understands a range of complex sentence structures including tense markers</li> <li>Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>Articulate ideas &amp; thoughts in well-formed sentences</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Put up to three objects in chronological order (recent history) on a time line</li> <li>Label timelines with pictures, words or phrases</li> <li>Tell others about changes that have happened in my own life since I was born</li> <li>Talk about how things have changed since my parents or grandparents were children</li> <li>Use dates to talk about people or events from the past? (when appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Show some understanding of how people find out about the past</li> <li>Show some understanding of how evidence is collected and used to make historical facts</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Answer questions by using different sources, such as an information book or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions using a range of artefacts/ photographs/pictures provided</li> <li>Talk about the different ways that the past is represent</li> <li>Recount some interesting facts from an historical event</li> <li>Talk about some important people from the past</li> <li>Talk about how their actions changed the way we do things today</li> <li>Recognise that there are reasons why people in the past acted as they did</li> <li>Tell you how I found out about people or events in the past</li> <li>Find out more about a famous person from the past and carry out some research</li> <li>Find out something about the past by talking to an older person</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times?</li> <li>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</li> <li>Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</li> </ul>

## Bolton Primary School Curriculum - Vertical progression – Mathematics – Number & Numerical Patterns - Maths overview

### Playing & Exploring - Engagement

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

### Active Learning - Motivation

- Being involved & concentrating
- Keep on trying
- Enjoying achieving what they set out to do

### Creating & Thinking Critically - Thinking

- Having their own ideas (creative thinking)
- Making links (building theories)
- Working with ideas (critical thinking)

### ELG

#### Number

- Have a deep understanding of number to 10, including the composition of each number

- Subitise (recognise quantities without counting) up to 5

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

#### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Focus	Place Value: Counting	Place Value: Represent	Place Value: Use & compare	Addition & Subtraction: Recall, represent, use	Addition & Subtraction: Calculations	Addition & Subtraction: Solve problems
Nursery	<ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise numerals 0 to 10</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li> </ul>	<ul style="list-style-type: none"> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>• Beginning to recognise that each counting number is one more than the one before</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Counts out up to 10 objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Count to &amp; across 100, forwards &amp; backwards, starting from 0, or 1, or from any given number</li> <li>• Count numbers to 100 in numerals; count in multiples of twos, fives &amp; tens</li> </ul>	<ul style="list-style-type: none"> <li>• Identify &amp; represent numbers using objects &amp; pictorial representations</li> <li>• Read &amp; write numbers to 100 in numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Given a number, identify one more &amp; less</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write &amp; interpret mathematical statements involving addition, subtraction &amp; equals signs</li> <li>• Represent &amp; use number bonds &amp; related subtraction facts within 20</li> </ul>	<ul style="list-style-type: none"> <li>• Add &amp; subtract one-digit &amp; two-digit numbers to 20, including zero</li> </ul>	<ul style="list-style-type: none"> <li>• Solve one-step problems that involve addition &amp; subtraction, using concrete objects &amp; pictorial representations, &amp; missing number problems</li> </ul>

		<ul style="list-style-type: none"><li>• Read &amp; write numbers from 1 to 20 in numerals &amp; words</li></ul>				
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## Bolton Primary School Curriculum - Vertical progression – Mathematics – Shape, Space & Measures - Maths overview

### Playing & Exploring - Engagement

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

### Active Learning - Motivation

- Being involved & concentrating
- Keep on trying
- Enjoying achieving what they set out to do

### Creating & Thinking Critically - Thinking

- Having their own ideas (creative thinking)
- Making links (building theories)
- Working with ideas (critical thinking)

### ELG

None

Focus	Spatial Awareness	Shape	Pattern	Measures
Nursery	<ul style="list-style-type: none"> <li>• Responds to and uses language of position and direction</li> <li>• Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses items based on their shape which are appropriate for the child's purpose</li> <li>• Responds to both informal language and common shape names</li> <li>• Shows awareness of shape similarities and differences between objects</li> <li>• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Creates their own spatial patterns showing some organisation or regularity</li> <li>• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul>	<ul style="list-style-type: none"> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>	<ul style="list-style-type: none"> <li>• Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe position, direction &amp; movement including whole, half, quarter &amp; three-quarter turns</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise &amp; name common 2D shapes</li> <li>• Recognise &amp; name common 3D shapes</li> </ul>		<ul style="list-style-type: none"> <li>• Compare, describe &amp; solve practical problems involving: Lengths / heights Mass / weight Capacity / volume Time</li> <li>• Measure &amp; record the following: Lengths / heights Mass / weight Capacity / volume Time</li> <li>• Recognise &amp; know the value of different denominations of coins &amp; notes</li> </ul>

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|  |  |  |  | <ul style="list-style-type: none"><li>• Sequence events in chronological order using language</li><li>• Recognise &amp; use language relating to dates</li><li>• Tell the time to the hour &amp; half past the hour &amp; draw the hands on a clock face to show these times</li></ul> |
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## Bolton Primary School – Vertical Progression – Expressive Arts & Design – Creating with materials & Being imaginative & expressive - Music overview

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul>

**ELG**  
 - Sing a range of well-known nursery rhymes & songs  
 - Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music

Focus	Performing	Appraising	Composing
Nursery	<ul style="list-style-type: none"> <li>• Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>• Taps out simple repeated rhythms</li> <li>• Creates sounds to accompany stories</li> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> <li>• Play instruments with increasing control to express their feelings &amp; ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> <li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> <li>• Respond to what they have heard, expressing their thoughts &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Sing songs, chants and rhymes and begin to <b>explain</b> how music is made for different purposes</li> <li>• Begin to <b>demonstrate</b> some control and rhythmic awareness when playing un-tuned instruments</li> <li>• Rehearse and perform with others and begin to <b>assess</b> their work suggesting some improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to <b>demonstrate</b> an understanding of how sound can be changed within a performance</li> <li>• Play tuned and un-tuned instruments and begin to <b>describe</b> some of the different ways that sounds can be made.</li> <li>• Listen with concentration and begin to <b>summarise</b> their ideas and feelings</li> <li>• Begin to <b>appreciate</b> the dynamics and tempo within a piece</li> <li>• Rehearse and perform with others and begin to <b>assess</b> their work suggesting some improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and begin to <b>recall</b> sounds with increasing aural memory</li> <li>• Begin to <b>evaluate</b> an exemplar as a starting point for the process of critique by talking about likes and dislikes.</li> <li>• Begin to <b>create</b> musical patterns that express their ideas and feelings using movement or dance</li> <li>• Rehearse and perform with others and begin to <b>assess</b> their work suggesting some improvements</li> </ul>

## Bolton Primary School – Vertical Progression – Physical Development – Gross Motor Skills & Being imaginative & expressive - PE overview

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>
<b>ELG</b> - Negotiate space & obstacles safely, with consideration for themselves & others - Demonstrate strength, balance & coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping & climbing			
Focus	Gymnastic movements	Basic movements & games	Dance
Nursery	<ul style="list-style-type: none"> <li>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance &amp; stability</li> </ul>	<ul style="list-style-type: none"> <li>Can grasp &amp; release with two hands to throw &amp; catch a large ball, beanbag or object</li> <li>Runs with spatial awareness &amp; negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>Develop their movement, balancing, riding (scooters, trikes &amp; bikes)</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly able to use &amp; remember sequences &amp; patterns of movements which are related to music &amp; rhythm</li> <li>Use large muscle movements to wave flags &amp; streamers</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</li> <li>Combine different movements with ease &amp; fluency</li> <li>Develop overall body strength, coordination, balance &amp; agility</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</li> <li>Develop &amp; refine a range of ball skills including: throwing, catching, kicking, batting &amp; aiming</li> <li>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball</li> <li>Develop overall body strength, coordination, balance &amp; agility e.g. wheelbarrows, balance bikes &amp; pedal bikes</li> </ul>	<ul style="list-style-type: none"> <li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Explore &amp; engage in dance, performing solo or in groups</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Begin to perform a range of required movements/shapes</li> <li>Begin to sequence simple movements together</li> <li>Begin to compare and contrast fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>Begin to demonstrate and explain how to throw and kick the ball in different ways</li> <li>Begin to evaluate my own performance</li> </ul>	<ul style="list-style-type: none"> <li>Begin to perform controlled body movements</li> <li>Begin to compose dance movements made up of taught skills and invented ones</li> <li>Begin to sequence simple movements together</li> </ul>

## Bolton Primary School – Vertical Progression – Personal, Social & Emotional Development – Physical Development - Understanding the World - PSHE overview

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul>

### ELG

#### Self-regulation

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

#### Managing Self

- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

#### Building Relationships

- Work & play cooperatively & take turns with others
- Form positive attachments to adults & friendships with peers
- Show sensitivity to their own & other's needs

Focus	Health & well-being	Relationships	Living in the wider world
Nursery	<ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Shows confidence &amp; self-esteem through being outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>• Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility &amp; membership of a community</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>• Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>• Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>• How to contribute to the life of the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health</li> <li>• To recognise that choices can have good and not so good consequences</li> <li>• The importance of, and how to maintain personal hygiene</li> <li>• About the process of growing from young to old and how people's needs change</li> <li>• That household products, including medicines, can be harmful if not used properly</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>• About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• To recognise how their behaviour affects other people</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> </ul>	<ul style="list-style-type: none"> <li>• That they belong to various groups and communities such as family and school</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul>
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## Bolton Primary School - Vertical progression - Vertical progression – Understanding the World – People, Culture & Communities – RE overview

### ELG –

**-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps**

**-Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class**

**-Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps**

Focus	Attainment target 1: Learning about religions Knowledge and understanding of:			Attainment target 2: Learning from religion response, evaluation and application of questions of:	
	Beliefs and teachings (What people believe)	Practices and lifestyles (What people do)	Expression and language (How people express themselves)	Reflecting Identity and experience (Making sense of who we are)	Understanding values (Making sense of right and wrong)
Nursery	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family &amp; community</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> </ul>	<ul style="list-style-type: none"> <li>Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Describe some of the main festivals or celebrations of a religion</li> <li>Recount outlines of some religious stories</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts and places</li> <li>Recognise features of religious life and practice</li> </ul>	<ul style="list-style-type: none"> <li>Begin to become familiar with the different ways of life with religious communities</li> <li>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</li> <li>Suggest meanings in religious stories and language used</li> </ul>	<ul style="list-style-type: none"> <li>Identify things important in own life and compare these to religious beliefs</li> <li>Identify aspects of own experience and feelings in religious stories studied</li> <li>Identify things they find interesting or puzzling in religious materials studied</li> </ul>	<ul style="list-style-type: none"> <li>Identify what is of value and concern to self through religious material studied</li> <li>Identify examples of when had to make own choices</li> </ul>

## Bolton Primary School Curriculum - Vertical progression – Literacy – Reading – Communication & Language – Expressive Arts & Designs - English overview

### Playing & Exploring - Engagement

- Finding out & exploring
- Playing with what they know
- Being willing to 'have a go'

### Active Learning - Motivation

- Being involved & concentrating
- Keep on trying
- Enjoying achieving what they set out to do

### Creating & Thinking Critically - Thinking

- Having their own ideas (creative thinking)
- Making links (building theories)
- Working with ideas (critical thinking)

### ELG

#### Comprehension

-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary

-Anticipate, where appropriate, key events in stories

-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

#### Word Reading

-Say a sound of each letter in the alphabet & at least 10 digraphs

-Read words consistent with their phonic knowledge by sound-blending

-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Nursery	<ul style="list-style-type: none"> <li>• Understand print has meaning, can have different purposes, we read English text from left to right &amp; from top to bottom, the names of the different parts of books &amp; page sequencing</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Looks at and enjoys print and digital books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Be able to talk about familiar stories &amp; tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>• Spot &amp; suggest rhymes</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Sing a large repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand why and how questions</li> <li>• Uses talk to explain what is happening</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Be able to express a point of view &amp; to debate when they disagree</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Read some letter groups that each represent one sound &amp; say sounds for them</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>• Knows that information can be retrieved from books,</li> </ul>	<ul style="list-style-type: none"> <li>• Describes main story settings, events &amp; principal characters in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>• Re-enacts and reinvents stories / poems they have heard in their play</li> <li>• Beginning to understand humour, e.g. nonsense rhymes</li> <li>• Uses combinations of art forms, e.g. moving and singing,</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>• Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>• Listens &amp; responds to ideas expressed by others in conversation or discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	computers & mobile digital devices		making and dramatic play		<ul style="list-style-type: none"> <li>• Give explanation of why events happened in a story</li> </ul>		<ul style="list-style-type: none"> <li>• Understands questions such as who; why; when; where and how</li> <li>• Links statements &amp; sticks to a main theme or intention</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words</li> <li>• Speedily read all 40+ letters /groups for 40+ phonemes</li> <li>• Read accurately by blending taught GPC</li> <li>• Read common exception words</li> <li>• Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• Read multi-syllable words containing taught GPCs</li> <li>• Read contractions and understanding use of apostrophe</li> <li>• Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing the significance of the title and events</li> <li>• Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>

## Bolton Primary School – Vertical progression – Understanding the World – The world - Science overview

- Biology ELG -**
- 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

Focus	Living things and their habitats	Plants	Animals, including humans
Nursery	<ul style="list-style-type: none"> <li>• Explore different habitats outdoors, e.g. scent, colour &amp; shape of flowers attracting bees</li> <li>• Observe growth &amp; decay over time</li> <li>• Begin to understand the need to respect &amp; care for the natural environment &amp; all living things</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Understand the key features of the life cycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>• Most plants start growing from a seed or bulb</li> <li>• All plants need water &amp; light to grow &amp; survive</li> <li>• Observe plants closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>• Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</li> <li>• Use all the senses in hands-on exploration of plants</li> <li>• Understand the key features of the life cycle of a plant</li> </ul>	<ul style="list-style-type: none"> <li>• Observe animals closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>• Look at key stages of development from birth to adult</li> <li>• Name &amp; identify body parts</li> <li>• Observe &amp; describe in words or actions the effects of physical activity on body</li> <li>• Understand the key features of the life cycle of an animal</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Describe what they see, hear &amp; feel whilst outside</li> <li>• Observational drawings of the natural world</li> <li>• Discuss how to care for the living things &amp; their habitats</li> <li>• observe how flora &amp; fauna behave differently as the seasons change</li> <li>• Examine change over time</li> <li>• Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</li> <li>• Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li> </ul>	<ul style="list-style-type: none"> <li>• All plants need water, light and warmth to grow and survive</li> <li>• A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li> <li>• Extend vocabulary: blossom, buds, bulb, evergreen, deciduous</li> <li>• Describe what they see, hear &amp; feel whilst outside</li> <li>• Name &amp; describe some plants</li> <li>• Draw pictures of plants</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li> <li>• Describe what they see, hear &amp; feel</li> <li>• Identify different parts of their body &amp; animals</li> <li>• Be able to show care and concern for living things</li> <li>• Know the effects exercise has on their bodies</li> <li>• Have some understanding of growth and change</li> <li>• Talk about things they have observed including animals</li> <li>• Observational drawings of animals</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe how habitats provide for the basic needs of different animals and plants and how they depend on each other</li> <li>• Know that living things reproduce</li> <li>• Identify and name a variety of plants and animals, including microhabitats</li> <li>• Use a simple food chain</li> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>

## Bolton Primary School Curriculum - Vertical progression – Understanding the World – The world - Science overview

### Chemistry & Physics ELG -

- 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

Focus	Materials
Nursery	<ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials</li><li>• Explore collections of materials with similar and/or different properties</li><li>• Talk about what they see, using a wide vocabulary</li><li>• Explore how things work e.g. pulleys</li><li>• Explore &amp; talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it</li><li>• Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating &amp; sinking</li><li>• Characteristics of liquids &amp; solids e.g. cooking eggs, melting chocolate</li></ul>
Reception	<ul style="list-style-type: none"><li>• Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water</li><li>• Use vocabulary to name specific features of the natural world, both natural &amp; man-made</li><li>• Notice &amp; discuss patterns around them e.g. the effect of seasons on flora &amp; fauna</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Distinguish between an object and the material from which it is made</li><li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>• Describe the simple physical properties of a variety of everyday materials</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li></ul>

**Bolton Primary School – Vertical Progression – Literacy – writing  
Communication & Language – Physical development - English overview**

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

**ELG**

**-Write recognisable letters, most of which are correctly formed**

**-Spell words by identifying sounds in the them & representing the sounds with a letter or letters**

**-Write simple phrases & sentences that can be read by others**

Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting
Nursery	<ul style="list-style-type: none"> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Use some of their print &amp; letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Able to use language in recalling past experiences</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>Talks more extensively about things that are of particular importance to them</li> <li>Builds up vocabulary that reflects the breadth of their experiences</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name</li> <li>Write 'm' for mummy</li> </ul>	<ul style="list-style-type: none"> <li>Use large muscle movements to wave flags &amp; streamers, paint &amp; make marks</li> <li>Use one handed tools &amp; equipment, e.g. snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens &amp; pencils</li> <li>Show a preference for a dominant hand</li> <li>Creates lines and circles pivoting from the shoulder and elbow</li> <li>Write some letters accurately</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>Re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Links statements and sticks to a main theme or intention</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>Spell words by identifying the sounds &amp; then writing the sound with letter/s</li> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the</li> </ul>	<ul style="list-style-type: none"> <li>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> <li>Uses a pencil and holds it effectively</li> <li>Form lower-case &amp; capital letters correctly</li> </ul>

		<ul style="list-style-type: none"> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> </ul>	sounds in words and blend them together	
Year 1	<ul style="list-style-type: none"> <li>• Write sentences, sequencing them to form short narratives</li> <li>• Write sentences by re-reading what he/she has written to check that it makes sense</li> <li>• Write sentences by composing them orally before writing them</li> <li>• Discuss what he/she has written with the teacher or other pupils</li> <li>• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</li> <li>• Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes e.g, including the effects of these suffixes on the meaning of the noun</li> <li>• Use capital letters and full stops to demarcate sentences in some of his/her writing.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</li> <li>• Understand how the prefix un- changes the meaning of verbs and adjectives negation, for example, unkind, or undoing: untie the boat</li> <li>• Understand how words can combine to make sentences</li> <li>• Join words and clauses using and.</li> <li>• Separate words with spaces</li> <li>• Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell some common exception words</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</li> <li>• 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</li> <li>• Add prefixes and suffixes using the prefix un</li> <li>• Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker, quickest</li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix</li> </ul> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li> </ul>