



Bolton Primary School

Early Years

2024-2026



Bolton Primary School

Early Years Policy



Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Bolton Primary School children are admitted into reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Bolton Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Bolton Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Bolton Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Bolton Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;

- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities and of children from all social and cultural backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Bolton Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our induction meeting.
- Providing a handbook of information about commencing Reception at Bolton Primary.
- Outlining the school's expectations in the Home-School agreement.
- Inviting Bolton Nursery pre-school to spend sessions in Reception throughout the year beginning in October and continuing to build these sessions to include opportunities for children to experience playtimes and assemblies before starting school
- Inviting new starters to spend time in Reception Class for sessions during the summer term.
- Providing an induction meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Reading record and school newsletters.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Having regular access to their children's online 'Learning Journey' and valuing the on-going contributions that they make to them.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas Nativity play and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

Enabling Environments

At Bolton Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development

Adults will help the children to develop a positive sense of themselves and others; to form positive relationships and respect one another. Also they will learn how to manage their feelings, to understand appropriate behaviour in groups and to gain confidence in their own abilities.

- Communication and Language

The children will be given opportunities to experience a rich language environment enabling them to develop their confidence and skills in expressing themselves to listen and speak in a range of situations.

- Physical Development

The children will have the opportunity to be active and interactive; be able to develop their coordination, control and movements. They will also learn and understand the importance of physical activities and how important healthy eating is when making choices in relation to food. Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy

Children will be able to access a wide range of reading material to ignite their interests and they will be encouraged to link sounds and letters in preparation for beginning to read and write.

- Mathematics

Opportunities will be provided for children to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shape and measures.

- Understanding the world

The children will be given opportunities to explore, observe and find out about people, places technology and the environment which will help them to make sense of their physical world and their community.

- Expressive arts and design

Children will be able to explore and play with a range of media and materials. They will be given the opportunity and encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

Our activities take into account seasonal celebrations, cultural events and spontaneous learning opportunities but, most importantly, the interests and experiences of the children themselves.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outdoors.

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in daily phonics sessions, following the guidance in the "Letters & Sounds" document and in line with school policy.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The class teacher uses the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels.

Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's online Learning Journeys.

Assessment –During the first term in Reception, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records, online learning journals and records examples of each child's work. These learning journeys contain a wide range of evidence that parents have the opportunity to look at as and when they wish to.

Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be emerging, developing or securely working within the Development Matters bands and Early Learning Goals.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. We share this information with parents at consultation meetings and in the end-of-year report.

Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. If the child attends Bolton Nursery pre-school, he/she will be very familiar with the staff and setting and we envisage a very seamless transition through planned transition sessions beginning in October where the pre-school children will join the current reception children with the nursery staff for one or two sessions per week.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to:

- Go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

During the summer term, the new Reception cohort will be invited to attend several transition sessions where the children are able to come into school to meet their new class teacher and experience the learning environment. They will also spend a whole transition day in their new class in July (Discovery Day). Parents will leave their child during all sessions. This means that before they join their new class the Reception environment is already a familiar place to them.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- From September 2023, children will attend for the full school day unless the class teacher and parents or guardians agree that it is not in the best interests of an individual child.

Safeguarding & Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'
(Statutory Framework for EYFS 2014)

At Bolton Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight

the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy).

Good Health - All children are provided with a healthy snack each day. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy.

The Head teacher, Mrs Ruth Elstone, will carry out monitoring on EYFS as part of the whole school monitoring schedule.

The Curriculum Committee of The Governing Body will also be part of this process.

The Early Years Lead is Andrea Moody and the monitoring governor is Kaya Bennett.

This policy will be reviewed in Summer 2025.



Early Years at Bolton Primary School by Debbie Tinkler (Subject Lead since September 2017)



Following Ofsted in 2020, the class structures at Bolton Primary were changed to allow for Early Years and KS1 to be in Class 1 with a teacher and an EY specialist teacher. The Early Years children are taught as a discreet group each morning for Phonics, Maths and Literacy activities. In 2022, the decision was made to revamp the Early Years Curriculum and give some focus to the children's interests through the use of topics. As the subject lead, it was important that the Early Years Curriculum was creative and ambitious. As the lead, I spent a significant amount of time researching effective curriculums for the Early Years and worked alongside colleagues within our cluster. Throughout this curriculum, the children build on previous knowledge and it allows them to be ready for KS1. There are two topics per half term which are planned into the continuous provision to allow the children to develop knowledge and understanding in the different areas. The topics are as follows:

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<i>Discovering Me & Exploring Traditional Tales</i>	<i>Beyond the Stars & Festivals around the World</i>	<i>Amazing Animals & Jurassic Adventures</i>	<i>Embarking on Journeys & Terrific Transport</i>	<i>Wonders of the Seaside & Dive into the Sea</i>	<i>Feeding the World & Everyday Heroes</i>

(See below a detailed curriculum plan showing key learning and key texts for each topic)

The topics were chosen specifically to match our KS1 curriculum to allow for progression of knowledge and skills, such as the topic 'wonders of the seaside' covered in Early Years gives them the opportunity to develop their understanding of the seaside before they do the unit 'All about St Bees' in KS1 Geography. There has also been an improvement in the experiences that we have been able to provide our Early Years children, such as they are able to come along to St Bees with KS1 to visit the seaside.

Every day, we provide opportunities for children to come together to share their experiences and have fun. Our children are happy, proud and feel secure knowing that we celebrate their successes and value their achievements. The curriculum is centred around children's interests with a balance of child-initiated and adult-led learning. Our learning environment facilitates child-initiated play and provides children with carefully planned opportunities which allow children to explore, create and learn through exciting, stimulating, interactive and accessible resources.

In EYFS at Bolton Primary School, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend: To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. To create an indoor and outdoor

environment which supports learning. To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points. To support transition into KS1.

Throughout EYFS at Bolton Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum - Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World; Expressive Arts and Design. These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During each week, the children will work with an adult to complete at least three 1:1 reading session as well as adult led literacy tasks, adult led maths tasks and a range of child-initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis.

Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online Tapestry learning journey. We regularly assess where the children are, using 'Development Matters' and Birth to Five guidance and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are: Playing and Exploring – children investigate and experience things, and have a go; Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. We have a dedicated time focusing on health and self-care. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery visits, stay and play sessions, parent

workshops, tapestry learning journeys, reports and parent consultations as well as more frequent informal communication to suit individual families. Transition into year 1 runs smoothly as EYFS are part of Class 1 with Year 1 and Year 2 children. Gradually throughout the year the EYFS children are involved in increasing activities with KS1 children.

The EYFS is a very important stage in a child's life as it helps prepare for school 'readiness' as well as preparing them for their future learning and successes. Children's early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences before the age of five will have a major impact on their future life chances. The EYFS framework explains how and what children will be learning to support their healthy development and provide the foundation children need to make the most of their abilities and talents as they grow up. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. Children will learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. We follow the progression through development matters with our own clear tracking of progress made half termly in each area.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

All 7 areas of learning are used to plan children's learning and activities. The professionals teaching and supporting your child at Bolton School will make sure that the activities are suited to your child's unique needs.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. It is very important that they develop social skills, such as turn-taking, sharing and independence, which help them greatly in the next stages of their learning. The guiding principles that shape our practice in the Early Years are that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

This does not mean that all your child's learning is divided up into specific areas. One experience may provide a child with opportunities to develop a number of skills and concepts across several areas of learning. Our expectation is that your child's records will be passed on from Nursery and/or Pre-school groups, enabling us to ensure continuity throughout the Early Years Foundation stage.

Phonics teaching and learning are a key part of the Foundation Stage and help to develop early reading and writing skills. If you visited a Reception class, you would see a range of activities taking place such as role-play, practical games, painting, cutting and sticking and reading in the book corner. You would also see the outdoor classroom in operation, with equipment such as bikes, role play, sand and water.

Children work and play independently, with a strong emphasis on choice and being able to sustain concentration on projects, as well as joining a variety of teacher-led activities. The EYFS curriculum consists of 17 aspects of learning, at Bolton we provide our pupils with the opportunities to meet the Early Learning Goals in all of these aspects.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share. To this end we make systematic observations and assessments of each child's achievements, interests and learning styles. We then use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

Each child's level of development is assessed against the early learning goals (above). Practitioners will indicate whether children are meeting expected levels of development:

- Emerging - not yet reaching expected levels of development for age and working towards the expected level
- Expected – children have met the national expected level of development

The Year 1 teacher is also the reception teacher, therefore has a full understanding of the reception end of profile assessments leading to a positive transition for children between reception and year 1. The teacher has a clear understanding of each child's stage of development and learning needs and assist with the planning of activities at the start of Year 1. Parents will have access to the Profile report that is linked to the Early Learning Goals together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We have exceeded this in the past few years. Evidence in children's learning journeys support all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using month bands in Development Matters and with Birth to Five Matters Guidance. This is tracked using a tracker to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our cluster. We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

To ensure children make outstanding progress in EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

Once a child has reached the end of the EYFS we aim to have instilled the skills and attitudes that will enable each individual to make a successful transition into Year One. At Bolton School, we aspire for them to be Year One ready and to display the following skills and understanding in each area.

PSED

- Form positive relationships with adults and peers, respecting other's feelings and understanding how their behaviour has an impact on others.
- Show independence in their learning, being able to make their own choices about how to approach an activity and showing resilience when problems occur. They will be able to select their own resources to support their learning e.g. cubes to help with counting.

- Be able to work as part of a team, listening to other's ideas and working towards a shared outcome.
- Understand that they have a role to play in their own learning, demonstrating good learning behaviours and taking pride in their achievements. This includes being aware of the learning pit and understanding that making mistakes are an important part of the learning journey.
- To know when and where to ask for help, trying to solve problems for themselves first before seeking the support of an adult.
- Understand the school values, what they mean and develop understanding of applying them.
- Talk about ways to stay healthy, including hygiene and dental care.

Communication and Language

- Communicate clearly, expressing their ideas, needs, opinions and feelings using full sentences. Children will be confident to hold a back and forth conversation, maintaining the flow and theme of the discussion.
- Listen as part of a group or class during discussions, valuing their peers' comments and responding appropriately. Children understand how to ask questions to clarify their understanding or take their learning further.
- Use an increasingly varied vocabulary. This will include topic specific language to talk about things, such as shapes in a more technical way. This is supported by using our Concept Cat language.
- Have a bank of poems and songs that they are able to recite or join in with in class.
- Follow and give clear instructions or descriptions.

Physical Development

- Demonstrate developed gross motor skills enabling them to confidently move in a range of ways e.g. hopping, running, skilling and climbing.
- Negotiate space and obstacles safely, showing consideration for themselves and for others. This includes when riding on a bike or scooter.
- Throw and catch a ball accurately.
- Use small tools such as scissors, paintbrushes and cutlery independently and safely.
- Hold a pencil effectively to enable fluent writing, knowing how to apply the correct pressure to form clear letters.
- Know how to stay safe when riding bikes and scooters e.g. wearing helmet, remembering their scooter training.
- Developed a strong core to enable them to maintain the posture needed for completing activities such as writing.
- Demonstrate good stamina which enables them to participate effectively in physical activities.

Literacy

- Have a secure knowledge of all taught EYFS phonics which enables them to read simple sentences and books, and transition effectively to the Year One phonics curriculum.

- Be able to independently write simple short sentences that can be read by themselves and others, showing an awareness of capital letters and full stops.
- Form letters correctly, using an effective pencil grip and knowing where to start each letter.
- Develop a love of reading, being able to talk about favourite stories, characters and key events.
- Have an understanding of story language, enabling them to create their own stories and narratives.
- Understand the difference between fiction and non-fiction books, and know some of the terms associated with them e.g. author, illustrator, content, heading.
- Join in with and recite well know poems.
- Join in with familiar stories.

Maths

- Have a secure understanding of numbers to ten and experienced numbers that go beyond ten.
- Be able to subitise numbers to five and mentally recall number bonds to five, and number bonds to ten with resources.
- Recognise patterns in their environment and within numbers, being able to copy and create their own patterns.
- Understand more and less, being able to compare quantities.
- Name simple common 2D and 3D shapes, using correct vocabulary to describe the shapes properties and understanding that shapes can have other shapes within them.
- Apply mathematical knowledge in a range of different contexts through their play.
- Be able to correctly form the numerals 0-9.

Understanding the World

- Have a strong sense of curiosity that makes them want to find out the 'why' behind how things work.
- Have an enquiring mind about the past, exploring it through stories and talking to people.
- Begin to understand where they can find information to help them learn about the past.
- Recognise similarities and differences between the present and the past, or between different locations.
- Understand that people have different beliefs and religions, showing respect and tolerance for those differences.
- Use maps, globes, non-fiction books and recorded clips to talk about different places in the world.
- Understand the impact that they have on the world and how they can help take care of it.
- Talk about where different animals live and what makes them suitable for their habitat.

Expressive Arts and Design

- Developed a sense of creativity which inspires them to explore all aspects of art confidently.
- Confidence to perform in front of others either by themselves or as part of a group.
- Know how to use a range of percussion instruments with care and control.
- Handle a range of small tools with control e.g. paintbrush, scissors, pencils, knife and fork.
- Think about what they are going to create before they start, and then evaluate their work as they go by saying what has worked and what hasn't.
- Understand the 'Austin's Butterfly' technique of evaluating and improving their work and applying this to creative tasks.
- Create their own imaginative storylines and perform them using props.
- Retell and perform well known stories and poems, individually and in groups.
- Enjoy listening to a range of music from different countries, being able to say what they do or don't like about it.
- Talk about how music makes them feel, showing their responses through art work or dance.

At Bolton School, it is our ambition that during their time in EYFS children are given opportunities to develop physically, verbally, cognitively and emotionally. By the end of the EYFS we aim to ensure that all children have an embedded love of learning and positive attitude towards school.

Transition to school: Most children attend the privately-run nursery for their pre-school years that is located next to the school. The school has great links with the nursery, and this has led to a very positive transition process for children for the past several years from pre-school to reception. The school runs stay and play sessions for Bolton Nursery pre-school children where they join the current Reception for a play beginning in the Autumn Term and these visits increase throughout the year. We have high ambitions for all our children and recognise that children have different starting points to their learning. We plan according to children's stage of development so all can thrive and develop. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others. The reception children are excited and motivated to learn through rich and challenging learning experiences, opportunities to explore and take risks and first-hand experiences.

Working with parents: We work closely with parents which helps to support children's transition into Bolton School too. We would like parents to feel secure in the knowledge that their child is well cared for and happy at school. Our parents are welcome to be actively involved in their children's learning in school and are able to share learning experiences through contributing to their child's learning journey through Tapestry and also through parent workshops. We recognise that parents are the first educators in children's lives and value contributions to judgements about children's development. We use this information to support our assessments and share information about what children need to do next to develop and thrive.

Strengths and Next Steps

Strengths	Next Steps
<p>1.Focus: Quality of Education New White Rose Maths scheme implemented 23/24 Little Wandle Scheme embedded Broad, balanced and ambitious EY curriculum Drawing Club scheme implemented 23/24 12/13 (92%) achieved their writing ELG 23/24 12/13 (92%) achieved a 'Good Level of Development' 23/24 High quality interactions with children within the continuous provision</p> <p>2.Focus: Behaviour and Attitudes High expectations for behaviour for learning Clear positive behaviour management strategies Children are busy, curious and engaged in their continuous provision and children achieve well</p> <p>3.Focus: Personal Development of Children Strong transition from Nursery to Reception (including joint JAM sessions) Visit to St Bees, Library, Science Museum, Beatrix Potter 23/24 Visitors such as nurse, police, PSCO, pilot mountain rescue have spoken to the EY children 23/24 EY children actively involved in after school clubs Tapestry has been used to celebrate children's achievements Good parental engagement through Tapestry</p> <p>4.Focus: Leadership and Management Positive year for staffing in EY 23/24 DT/AM completed 6 sessions of EY Communication CPD 23/24 DT completed 3 network sessions EY SEND 23/24 Meeting for new starters for September 2023 EY Lead running EY cluster group with links to EY Local Advisor 23/24 - 3 very successful sessions including a joint EY/SEND cluster meeting with LA</p>	<p>1.Focus: Quality of Education</p> <ul style="list-style-type: none"> • High quality Continuous Provision Areas with clear understanding of how important CP for children's development • To complete training with all staff re the importance of Continuous Provision <p>2.Focus: Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Introduce 'Areas of Regulation' as a pedagogy for children understanding their behaviour • Introduce whole class 'reward jar' <p>3.Focus: Personal Development of Children</p> <ul style="list-style-type: none"> • Develop EY children being part of Class 1 • Integrate more technology into the EY environment • Develop the playground for EY and KS1 <p>4.Focus: Leadership and Management</p> <ul style="list-style-type: none"> • To complete EY SENCO Training - Level 3 Award - 12 sessions • To develop an understanding of the EHCP process • Train others on the importance of Continuous Provision • To manage extra members of staff in Class 1

Bolton Primary School – Early Years Curriculum

Our yearly planning is flexible in the Early Years and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovering Me & Exploring Traditional Tales	Beyond the Stars & Festivals around the World	Amazing Animals & Jurassic Adventures	Embarking on Journeys & Terrific Transport	Wonders of the Seaside & Dive into the Sea	Feeding the World & Everyday Heroes
Key Learning: Children will be learning all about themselves. They will be looking at their family and similarities and differences between them and others. Children will learn traditional tales from now and the past. They will explore rhymes, morals and the evolution of tales over time.	Key Learning: Children will be learning all about space. They will develop an understanding about our place in space and learn about the planets, the sun and the moon. Children will learn about the different festivals, cultures and celebrations. They will compare festivals from around the world.	Key Learning: Children will compare animals, their habitats and the environments in which they live. Children will compare the different places in the world and how animals adapt to their environment. Children will learn all about the dinosaur periods. They will learn about extinction.	Key Learning: Children will learn all about how travelling the world has changed. They will look at their own experiences of journeys. Children will be learning about different forms of transports from around the world. They will explore how different forms of transport have changed over time.	Key Learning: Children will learn about different seaside locations. They will look at human and physical features. They will also look at some maps. Children will learn about different animals that live in the sea. They will learn about different job roles at sea and how we can help look after our oceans.	Key Learning: Children will learn about and compare food and farming in the UK. They will look at how food and farming have changed over time including markets and shows. Children will learn about people who help us and what impact different job roles have on society and looking after each other.
Children will be able to: -Identify and name body parts: Children can learn the names of different body parts and their functions, such as eyes, ears, nose, mouth, and hands. -Talk about their interests and hobbies: Children can share their interests and hobbies with their peers and teachers, such as playing football, dancing, drawing, or reading. -Discuss their family and friends: Children can talk about their family and friends, their relationships with them, and how they spend time together. -Explore their emotions: Children can learn to identify and name different emotions they may	Children will be able to: -Identify planets and stars: Children can learn about the different planets in our solar system and the stars in our galaxy, as well as their names and characteristics. -Understand day and night: Children can learn about the Earth's rotation and its effect on day and night. They can also learn about time zones and how they relate to the Earth's rotation. -Explore the moon: Children can learn about the moon and its phases, as well as how it affects the Earth's tides. -Investigate space travel: Children can learn about the history of space travel, including the first	Children will be able to: -Learn about different animals: Children can learn about a variety of animals, such as mammals, birds, fish, insects, and reptiles. They can learn about their characteristics, habitats, and behaviours. -Identify and classify animals: Children can learn to identify and classify animals based on their characteristics, such as whether they have fur, feathers, or scales. They can also learn to group animals based on their habitat, such as animals that live in the ocean or on land. -Observe and care for animals: Children can observe and care for animals in their classroom or	Children will be able to: -Identify different types of transport: Children at this age may be able to recognise different modes of transportation, such as cars, buses, trains, and bicycles. -Learn basic road safety: Children can learn simple road safety rules, such as holding an adult's hand when crossing the road, looking both ways before crossing, and wearing a helmet when riding a bike or scooter. -Use simple transport-related vocabulary: Children can learn and use words related to transport, such as "stop," "go," "fast," "slow," "steering wheel," "handlebars," and "seatbelt."	Children will be able to: -Learn about seaside locations: Children can learn about different seaside locations and their characteristics, such as the beach, the sea, the coast, and different types of coastal landforms. -Identify seaside creatures: Children can learn about different seaside creatures, such as seagulls, crabs, jellyfish, and starfish. They can also learn about the different types of plants that grow in coastal environments. -Understand the seaside environment: Children can learn about the different types of weather and environmental conditions that are commonly experienced at the	Children will be able to: -Learn about different types of food: Children can learn about different types of food and their origins, such as fruits, vegetables, grains, and dairy products. -Understand where food comes from: Children can learn about where different types of food come from, such as the farm, the ocean, or the forest. -Explore different types of farming: Children can learn about different types of farming, such as crop farming, livestock farming, or aquaculture. -Learn about sustainable farming practices: Children can learn about sustainable farming practices, such as organic farming

<p>experience, such as happiness, sadness, anger, and fear. They can also explore different ways to manage their emotions.</p> <p>-Develop their fine and gross motor skills: Children can participate in activities that help them develop their fine and gross motor skills, such as drawing, cutting, threading beads, and running, jumping, and climbing.</p> <p>-Practice social skills: Children can practice social skills, such as taking turns, sharing, and cooperating with others through play and structured activities.</p> <p>-Listen to and retell stories: Children can listen to a variety of traditional tales, such as "Goldilocks and the Three Bears" or "The Three Little Pigs," and practice retelling them in their own words. This helps to develop their listening and speaking skills, as well as their understanding of narrative structure.</p> <p>-Act out stories: Children can act out traditional tales using props, costumes, and puppets. This helps to develop their imagination and creativity, as well as their understanding of character and plot.</p> <p>-Identify story elements: Children can learn to identify story elements, such as characters, setting, and plot, in traditional tales. This helps to develop their comprehension skills and understanding of narrative structure.</p>	<p>moon landing, and how spacecraft are used to explore space.</p> <p>-Create space-themed artwork: Children can create space-themed artwork, such as paintings or collages of the solar system, using a variety of materials.</p> <p>-Experiment with gravity: Children can explore the concept of gravity and how it affects objects in space and on Earth. They can also conduct simple experiments to observe the effects of gravity on different objects.</p> <p>-Learn about different festivals: Children can learn about a variety of festivals celebrated around the world, such as Christmas, Diwali, Eid al-Fitr, Hanukkah, and Chinese New Year. They can learn about the origins, customs, and traditions associated with each festival.</p> <p>-Celebrate festivals: Children can participate in classroom or school celebrations for different festivals, such as making decorations, trying traditional foods, and learning songs or dances.</p> <p>-Create festival-themed artwork: Children can create artwork inspired by different festivals, such as making cards, paintings, or collages.</p> <p>-Learn about diversity: Learning about different festivals can help children understand and appreciate diversity, and develop an understanding of different cultures and traditions.</p> <p>-Develop cultural competence: Through learning about different</p>	<p>school, such as fish or classroom pets. This can help develop their sense of responsibility and empathy towards animals.</p> <p>-Create animal-themed artwork: Children can create artwork inspired by different animals, such as drawing, painting or sculpting animals using different materials.</p> <p>-Read animal-themed books: Children can read books about different animals and their habitats, behaviours, and characteristics. This can help develop their literacy skills, as well as their knowledge of animals.</p> <p>-Learn about different types of dinosaurs: Children can learn about the names and characteristics of different types of dinosaurs, such as the T-Rex, Stegosaurus, and Triceratops.</p> <p>-Understand the concept of fossils: Children can learn about how fossils are formed and what they can tell us about dinosaurs.</p> <p>-Explore the prehistoric world: Children can learn about what the world was like during the time of the dinosaurs, including the plants and animals that lived alongside them.</p> <p>-Create dinosaur-themed artwork: Children can create artwork inspired by dinosaurs, such as drawing or painting their favourite types of dinosaurs, creating a dinosaur habitat using different materials.</p>	<p>-Develop fine motor skills: Children can develop their fine motor skills through activities such as drawing and colouring pictures of different types of vehicles, building models of transport using construction toys, and playing with toy cars or trains.</p> <p>-Explore different forms of transport through play: Children can use their imaginations to engage in role-play activities that involve different types of transport, such as pretending to be a bus driver or train conductor.</p> <p>-Talk about journeys: Children can discuss their own experiences of going on journeys, such as trips to the park, a friend's house, or a family holiday. They can also listen to stories about journeys and discuss them with their teacher and peers.</p> <p>-Learn about different modes of transport: Children can learn about different modes of transport that people use to go on journeys, such as cars, buses, trains, and planes. They can also learn about how different modes of transport are used for different purposes, such as commuting, leisure, and tourism.</p> <p>-Understand the concept of distance: Children can begin to understand the concept of distance and how it relates to journeys. They can compare the distance between different places, such as their home and school, and talk about how long it takes to get there.</p> <p>-Use simple directions: Children can learn how to follow simple directions when going on journeys, such as "turn left" or "go straight</p>	<p>seaside, such as tides, wind, and waves.</p> <p>-Create seaside-themed artwork: Children can create artwork inspired by the seaside, such as drawing or painting seascapes, creating seaside collages, or making seaside sculptures using different materials.</p> <p>-Learn about seaside activities: Children can learn about the different types of activities that people engage in at the seaside, such as swimming, surfing, sailing, or fishing.</p> <p>-Engage in role-play: Children can engage in role-play activities, pretending to be seaside explorers, sailors, or fishermen.</p> <p>-Learn about different sea creatures: Children can learn about different sea creatures, such as fish, sharks, octopuses, and sea turtles. They can also learn about their characteristics, habitats, and behaviours.</p> <p>-Understand the concept of underwater habitats: Children can learn about the different types of habitats found underwater, such as coral reefs, kelp forests, and deep-sea environments.</p> <p>-Explore the underwater world: Children can learn about what the world looks like under the sea, including the different colours, shapes, and textures found in underwater environments.</p> <p>-Create sea-themed artwork: Children can create artwork inspired by the underwater world, such as drawing or painting sea</p>	<p>or regenerative agriculture, and how they can help protect the environment.</p> <p>-Engage in gardening activities: Children can engage in gardening activities, such as planting and caring for their own garden, and learning about the different stages of plant growth.</p> <p>-Conduct food-related experiments: Children can conduct simple experiments to learn about different types of food, such as observing how seeds sprout or conducting taste tests of different fruits and vegetables.</p> <p>-Learn about different professions: Children can learn about different types of professions and the people who work in them, such as doctors, nurses, firefighters, police officers, and teachers.</p> <p>-Understand the roles of different helpers: Children can learn about the different roles that helpers play in their community, such as keeping people safe, caring for the sick, or helping people learn new things.</p> <p>-Explore the tools and equipment used by helpers: Children can learn about the different tools and equipment used by helpers, such as stethoscopes, fire hoses, police cars, and teaching aids.</p> <p>-Engage in role-play activities: Children can engage in role-play activities, pretending to be helpers and taking on different roles and responsibilities.</p> <p>-Conduct interviews with helpers: Children can conduct interviews</p>
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<p>-Compare and contrast stories: Children can compare and contrast different traditional tales, identifying similarities and differences in characters, setting, and plot. This helps to develop their critical thinking and analysis skills.</p> <p>-Create their own stories: Children can create their own stories based on traditional tales, using their imagination and creativity to come up with new characters, settings, and plots. This helps to develop their storytelling skills and encourages their creativity.</p>	<p>festivals and celebrations, children can develop cultural competence, which is the ability to interact and communicate effectively with people from different cultures and backgrounds.</p>	<p>-Conduct dinosaur-themed experiments: Children can conduct simple experiments to learn about dinosaurs, such as creating a fossil using clay or plaster of Paris.</p> <p>-Role-play as palaeontologists: Children can engage in role-play activities, pretending to be palaeontologists and excavating dinosaur fossils.</p>	<p>ahead." They can also practice giving directions to others, such as how to get from one room to another.</p> <p>-Plan imaginary journeys: Children can use their imagination to plan and talk about imaginary journeys to different places, such as the moon, the jungle, or a castle.</p>	<p>creatures, creating an underwater habitat using different materials.</p> <p>-Conduct underwater-themed experiments: Children can conduct simple experiments to learn about the properties of water, such as creating an ocean in a bottle or observing how objects float or sink in water.</p> <p>-Engage in role-play: Children can engage in role-play activities, pretending to be marine biologists or underwater explorers.</p>	<p>with helpers, such as inviting them to speak to the class or visiting them in their workplaces.</p> <p>-Create thank you cards or letters: Children can create thank you cards or letters to express their appreciation for the work that helpers do in their community.</p>
<p>Key Texts: Starting School It's OK to be different Peace at Last Everywhere Bear The Gingerbread Man Jack and the Beanstalk The Three Little Pigs Goldilocks</p>	<p>Key Texts: Whatever Next The man on the moon Look inside space Aliens love underpants What do you celebrate? The Big Book of Festivals Let's celebrate: Festival Poems Dear Santa</p>	<p>Key Texts: Supermarket Zoo Owl babies Elmer Tyrannosaurus Drip Harry and the bucket full of Dinosaurs Dinosaur that pooped a planet Owls and Dinosaurs</p>	<p>Key Texts: Things that Go Emma Jane's aeroplane The train Ride Things that Go The great balloon hullabaloo My Big book of transport You can't take an elephant on the bus</p>	<p>Key Texts: Katie Morag The lighthouse keeper's lunch What the ladybird heard at the seaside At the beach Commotion in the Ocean Tiddler The rainbow Fish</p>	<p>Key Texts: Tractor Ted Noisy farm The Tiny Seed What the Ladybird heard A Superhero like You Open Wide The Invisible Superheroes – All sorts</p>
<p>Here are some books on all about me and family that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "I Like Myself!" by Karen Beaumont and David Catrow "All About Me" by Parragon Books "Families, Families, Families!" by Suzanne Lang and Max Lang "The Family Book" by Todd Parr 	<p>Here are some books on space that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "Roaring Rockets" by Tony Mitton and Ant Parker "The Planets" by Holli Conger "The Moon Seems to Change" by Franklyn M. Branley "The Magic School Bus Lost in the Solar System" by Joanna Cole and Bruce Degen 	<p>Here are some books including animals that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle "The Very Hungry Caterpillar" by Eric Carle "Giraffes Can't Dance" by Giles Andreae and Guy Parker-Rees "Goodnight, Gorilla" by Peggy Rathmann 	<p>Here are some books involving journeys that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "We're Going on a Bear Hunt" by Michael Rosen and Helen Oxenbury "The Snowy Day" by Ezra Jack Keats "The Little Engine That Could" by Watty Piper and George Hauman "The Runaway Bunny" by Margaret Wise Brown and Clement Hurd 	<p>Here are some books involving the seaside that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "The Seaside Switch" by Kathleen V. Kudlinski and Sebastien Braun "Hello Ocean" by Pam Muñoz Ryan and Mark Astrella "Scaredy Squirrel at the Beach" by Mélanie Watt "The Pout-Pout Fish Goes to School" by Deborah Diesen and Dan Hanna 	<p>Here are some books involving food and farming that are appropriate for 4/5-year-olds:</p> <ol style="list-style-type: none"> "Eating the Alphabet: Fruits and Vegetables from A to Z" by Lois Ehlert "The Very Hungry Caterpillar" by Eric Carle "Farm Anatomy: The Curious Parts and Pieces of Country Life" by Julia Rothman

<p>5. "You and Me: We're Opposites" by Harriet Ziefert and Ethan Long</p> <p>6. "My Family and Me" by Baby Einstein</p> <p>7. "Me and My Family Tree" by Joan Sweeney and Annette Cable</p> <p>8. "My Mommy and Me" by Tina Macnaughton</p> <p>9. "My Daddy and Me" by Tina Macnaughton</p> <p>10. "Me and My Amazing Body" by Joan Sweeney and Annette Cable</p> <p>These books are all great for introducing 4-year-olds to the concepts of individuality, family, and diversity. They feature colourful illustrations and simple language that are easy for young children to understand and engage with. They will help children explore their own identities and understand the different roles that family members play in their lives.</p> <p>Here are some books on traditional tales that are appropriate for 4/-year-olds:</p> <p>1. "The Three Little Pigs" by James Orchard</p>	<p>5. "On the Launch Pad: A Counting Book About Rockets" by Michael Dahl</p> <p>6. "There's No Place Like Space: All About Our Solar System" by Tish Rabe and Aristides Ruiz</p> <p>7. "Zoom, Rocket, Zoom!" by Margaret Mayo and Alex Ayliffe</p> <p>8. "Me and My Place in Space" by Joan Sweeney and Annette Cable</p> <p>9. "Hello, World! Solar System" by Jill McDonald</p> <p>10. "The Usborne Little First Stickers Space" by Hannah Watson and Stephen Cartwright</p> <p>These books are all engaging and informative, and they will help introduce 4-year-olds to the wonders of space in a fun and accessible way.</p> <p>Here are some books on festivals that are appropriate for 4/5-year-olds:</p>	<p>5. "Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business" by Esphyr Slobodkina</p> <p>6. "The Cat in the Hat" by Dr. Seuss</p> <p>7. "Where the Wild Things Are" by Maurice Sendak</p> <p>8. "Curious George" by H.A. Rey and Margret Rey</p> <p>9. "Corduroy" by Don Freeman</p> <p>10. "Dear Zoo" by Rod Campbell</p> <p>These books are all timeless classics that feature animals as the main characters, and they are sure to delight 4-year-olds with their colourful illustrations and engaging stories.</p> <p>Here are some books including dinosaurs that are appropriate for 4/5-year-olds:</p> <p>1. "Dinosaurs, Dinosaurs" by Byron Barton</p>	<p>5. "Caps for Sale" by Esphyr Slobodkina</p> <p>6. "Curious George Takes a Train" by H. A. Rey</p> <p>7. "Oh, the Places You'll Go!" by Dr. Seuss</p> <p>8. "The Magic School Bus" series by Joanna Cole and Bruce Degen</p> <p>9. "The Journey Home from Grandpa's" by Jemima Lumley and Sophie Fatus</p> <p>10. "Where the Wild Things Are" by Maurice Sendak</p> <p>These books are all great for introducing 4-year-olds to the concept of journeys and exploration. They feature exciting adventures and engaging stories that will capture a child's imagination and encourage them to explore the world around them. They will help children learn about perseverance, problem-solving, and the joys of discovery.</p> <p>Here are some books involving transport that are appropriate for 4/5-year-olds:</p> <p>1. "Goodnight, Goodnight, Construction Site" by</p>	<p>5. "Curious George Goes to the Beach" by H. A. Rey</p> <p>6. "The Berenstain Bears' Seashore Treasure" by Stan and Jan Berenstain</p> <p>7. "Biscuit's First Beach Day" by Alyssa Satin Capucilli and Pat Schories</p> <p>8. "Beach Day!" by Karen Roosa and Maggie Smith</p> <p>9. "Maisy Goes to the Beach" by Lucy Cousins</p> <p>10. "The Snail and the Whale" by Julia Donaldson and Axel Scheffler</p> <p>These books are all great for introducing 4-year-olds to the seaside and the beach. They feature fun and engaging stories that will capture a child's imagination and encourage them to learn more about marine life and the ocean. They will help children learn about the different creatures that live in the sea, the sounds and smells of the beach, and the importance of taking care of our natural resources.</p> <p>Here are some books involving under the sea animals that are appropriate for 4/5-year-olds:</p>	<p>4. "Tops and Bottoms" by Janet Stevens</p> <p>5. "Garden to Table: A Kid's Guide to Planting, Growing, and Preparing Food" by Katherine Hengel</p> <p>6. "The Farm Book" by Jan Pfloog</p> <p>7. "A Day at the Farm" by Samantha Brooke and Andrea Petrlik</p> <p>8. "The Vegetables We Eat" by Gail Gibbons</p> <p>9. "From Cow to Ice Cream" by Bertram T. Knight</p> <p>10. "How Did That Get in My Lunchbox? The Story of Food" by Chris Butterworth and Lucia Gaggiotti</p> <p>These books are all great for introducing 4-year-olds to the world of food and farming. They feature engaging stories and colourful illustrations that will capture a child's imagination and encourage them to learn more about where their food comes from. They will help children learn about the different types of fruits, vegetables, and animals that are commonly found on a farm, as well as the processes involved in growing and preparing food.</p> <p>Here are some books involving people who help us that are appropriate for 4/5-year-olds:</p> <p>1. "Whose Hat is This? A Look at Hats Workers</p>
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<p>Halliwell and John Hassall</p> <ol style="list-style-type: none"> 2. "Goldilocks and the Three Bears" by Robert Southey and John Hassall 3. "Little Red Riding Hood" by Charles Perrault and Paul Galdone 4. "The Gingerbread Man" by Jim Aylesworth and Barbara McClintock 5. "The Three Billy Goats Gruff" by Peter Christen Asbjørnsen and Jørgen Moe 6. "The Little Red Hen" by Paul Galdone 7. "Jack and the Beanstalk" by Joseph Jacobs and John Hassall 8. "Hansel and Gretel" by Brothers Grimm and Susan Jeffers 9. "The Ugly Duckling" by Hans Christian Andersen and Jerry Pinkney 10. "Cinderella" by Charles Perrault and Marcia Brown <p>These books are all classic tales that have been retold and illustrated for young children. They feature engaging stories and vibrant illustrations that are sure to capture a child's imagination. They will help children learn about different cultures and values while also fostering a love of reading and storytelling.</p>	<ol style="list-style-type: none"> 1. "Happy Holidays! A Counting Book" by Natasha Wing 2. "Festival of Colours" by Kabir Sehgal and Surishtha Sehgal 3. "Lighting a Lamp: A Diwali Story" by Jonny Zucker and Jan Barger Cohen 4. "The Night Before Thanksgiving" by Natasha Wing and Tammie Lyon 5. "It's Hanukkah!" by Jeanne Modesitt and Robin Roraback 6. "The Story of Christmas" by Patricia A. Pingry and Rebecca Thornburgh 7. "Chinese New Year: A Celebration for Everyone" by Jen Sookfong Lee and Huy Voun Lee 8. "Ramadan Moon" by Na'ima B. Robert and Shirin Adl 9. "The Night Before Easter" by Natasha Wing and Kathy Couri 10. "Holi Colors" by Rina Singh and Deepti Agrawal <p>These books are all colourful, engaging, and informative, and they will help introduce 4-year-olds to different cultural festivals in a fun and accessible way.</p>	<ol style="list-style-type: none"> 2. "How Do Dinosaurs Say Goodnight?" by Jane Yolen and Mark Teague 3. "The Berenstain Bears' Dinosaur Dig" by Jan Berenstain and Mike Berenstain 4. "Danny and the Dinosaur" by Syd Hoff 5. "Dino Parade" by Sheryl and Simon Shapiro 6. "Dinosaur Roar!" by Paul Stickland and Henrietta Stickland 7. "The Dinosaur Who Lived in My Backyard" by B.G. Hennessy and Susan Davis 8. "The Field Guide to Dinosaurs" by Steve Brusatte and Daniel Chester 9. "The Great Dinosaur Search" by Rosie Heywood and Philip Hood 10. "The Littlest Dinosaur" by Michael Foreman <p>These books are all engaging and informative, and they will help introduce 4-year-olds to the fascinating world of dinosaurs in a fun and accessible way. They feature colourful illustrations and entertaining stories that will capture a child's imagination and spark their curiosity about these prehistoric creatures.</p>	<p>Sherri Duskey Rinker and Tom Lichtenheld</p> <ol style="list-style-type: none"> 2. "Richard Scarry's Cars and Trucks and Things That Go" by Richard Scarry 3. "Little Blue Truck" by Alice Schertle and Jill McElmurry 4. "Chugga-Chugga Choo-Choo" by Kevin Lewis and Daniel Kirk 5. "The Little Engine That Could" by Watty Piper and George Hauman 6. "Planes" by Byron Barton 7. "Boats" by Byron Barton 8. "Duck in the Truck" by Jez Alborough 9. "I Am a Train" by Ace Landers and David McPhail 10. "My Big Truck Book" by Roger Priddy <p>These books are all great for introducing 4-year-olds to the world of transport. They feature colourful illustrations and engaging stories that will capture a child's imagination and encourage them to learn more about different modes of transportation. They will help children learn about the different parts of vehicles, the sounds they make, and the important roles they play in our lives.</p>	<ol style="list-style-type: none"> 1. "Commotion in the Ocean" by Giles Andreae and David Wojtcowycz 2. "The Rainbow Fish" by Marcus Pfister 3. "The Pout-Pout Fish" by Deborah Diesen and Dan Hanna 4. "Octopus Opposites" by Stella Blackstone and Stephanie Bauer 5. "Big Blue Whale" by Nicola Davies and Nick Maland 6. "Shine-a-Light: Secrets of the Seashore" by Carron Brown and Alyssa Nassner 7. "National Geographic Little Kids First Big Book of the Ocean" by Catherine D. Hughes 8. "Hello, World! Ocean Life" by Jill McDonald 9. "Over in the Ocean: In a Coral Reef" by Marianne Berkes and Jeanette Canyon 10. "Underwater Counting: Even Numbers" by Jerry Pallotta and David Biedrzycki <p>These books are all great for introducing 4-year-olds to the amazing world of under the sea animals. They feature colourful illustrations and engaging stories that will capture a child's imagination and encourage them to learn more about different marine creatures. They will help children learn about the different shapes, sizes, and colours of sea animals,</p>	<p>Wear - Hard, Tall, and Shiny" by Sharon Katz Cooper and Amy Bailey Muehlenhardt</p> <ol style="list-style-type: none"> 2. "Career Day" by Anne Rockwell and Lizzy Rockwell 3. "When I Grow Up" by Al Yankovic and Wes Hargis 4. "Helpers in My Community" by Bobbie Kalman and Rebecca Sjonger 5. "Police Officers on Patrol" by Kersten Hamilton and R.W. Alley 6. "A Day in the Life of a Doctor" by Heather Adamson 7. "A Day in the Life of a Firefighter" by Heather Adamson 8. "A Day in the Life of a Teacher" by Heather Adamson 9. "Trashy Town" by Andrea Zimmerman and David Clemesha 10. "My Daddy's a Pretzel" by Baron Baptiste and Sophie Fatus <p>These books are all great for introducing 4-year-olds to the different people who help us in our community. They feature engaging stories and colourful illustrations that will capture a child's imagination and encourage them to learn more about the important roles these workers play in our daily lives. They will</p>
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				and the important roles they play in the ecosystem.	help children learn about different occupations, what they involve and the different uniforms or tools used by people in various jobs.
Links to KS1 Curriculum: Science – Animals including humans PHSE – Relationships Geography – Our school and Local Area	Links to KS1 Curriculum: RE – Gifts for Giving – Christmas RE – Places of Worship Science – Forces	Links to KS1 Curriculum: Science – Animals including humans Science – Living things are their habitats Geography – Go on Safari	Links to KS1 Curriculum: Geography – Let's go to China Geography – Our Wonderful World	Links to KS1 Curriculum: Geography – The Weather Geography – Beside the Seaside	Links to KS1 Curriculum: DT – Sensational Salads DT – Packed lunch problems PHSE – VIPS
Visits:	Visits: Bolton Church (A & B)	Visits: Williamson Park/Reptile House (A)	Visits: Boat journey Windermere (B) Bus trip Tullie House (A)	Visits: St Bees (B) Aquarium (A)	Visits Possible Farm (Class 1 Summer Trip)
Personal, Social and Emotional Development –Build friendships with their peers and how to respect others –Learn rules and behaviour expectations of school –Washing hands –Healthy lifestyle –Oral Hygiene		Personal, Social and Emotional Development –Playing co-operatively, taking turns, and sharing resources independently. –Being independent, making own choices and trying new things. –How to keep ourselves safe – understanding the importance of a healthy life style.		Personal, Social and Emotional Development –Transition –Adjusting behaviour for different social situations –Perseverance and developing resilience. –Oral Hygiene (dentist role play)	
Communication and Language –Focusing attention and listening in a larger group. –Speaking in more complex sentences –Respond appropriately to questions		Communication and Language –Following and understanding instructions –Using talk for a variety of purposes –Understand 'how' and 'why' questions		Communication and Language –Use past, present and future forms accurately when speaking. –Listening attentively in a range of situations –Express themselves effectively	
Physical Development –Negotiating space and travelling in different ways –Develop balance and core strength –Obstacle course – develop fine motor skills using pencils, scissors and paintbrushes, spoons		Physical Development –Develop overall body –strength, balance, co-ordination and agility. – Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. –Continue to develop handwriting		Physical Development – team games –Improving balance and co-ordination on large apparatus and equipment. – use a pencil effectively and efficiently for writing.	
Literacy: In terms of specific writing skills, the EYFS framework outlines the following areas of development: Mark making: Children are encouraged to experiment with making marks on paper and other surfaces using a range of tools and materials. Writing for a purpose: Children are supported in understanding that writing can serve a purpose, such as communicating a message or telling a story.		Literacy: In terms of specific writing skills, the EYFS framework outlines the following areas of development: Mark making: Children are encouraged to experiment with making marks on paper and other surfaces using a range of tools and materials. Writing for a purpose: Children are supported in understanding that writing can serve a purpose, such as communicating a message or telling a story.		Literacy: In terms of specific writing skills, the EYFS framework outlines the following areas of development: Mark making: Children are encouraged to experiment with making marks on paper and other surfaces using a range of tools and materials. Writing for a purpose: Children are supported in understanding that writing can serve a purpose, such as communicating a message or telling a story.	

Phonics: Children learn about the sounds of the English language and how to use them to read and write words.
 Spelling: Children are introduced to some common high-frequency words and are supported in developing their spelling skills.
 Handwriting: Children are encouraged to develop their fine motor skills and learn how to form letters correctly.

- Exploring mark-making and different writing tools
- Beginning to understand that writing can convey meaning
- Starting to learn some basic letter sounds and shapes
- Talking about stories, characters and settings
- Name writing
- Initial sounds
- Little Wandle Autumn 1 & 2 – Phase 2
- Listening and responding to stories.
- Penpals handwriting
- Dough disco
- Non-fiction writing

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- Developing more control over mark-making and letter formation
- Learning more letter sounds and how to blend them to form words
- Beginning to use some basic punctuation (e.g., full stops)
- Extending vocabulary
- Little Wandle Spring 1 & 2 – Phase 3
- Rhymes
- Caption/labels
- Reading sentences with tricky words
- Penpals handwriting
- Non-fiction writing

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- Continuing to build on phonics and letter formation skills
- Writing simple words and short sentences independently
- Beginning to develop an understanding of different text types (e.g., stories, instructions)
- Extending vocabulary
- Little Wandle Summer 1 & 2 – Phase 4
- Short sentences
- Narrative writing
- Reading with fluency
- Penpals handwriting
- Non-fiction writing

Mathematics:
WhiteRose
 Getting to know you

- Baseline

Just like me

- Match and sort
- Compare amounts
- Compare size, mass and capacity
- Exploring patterns

It's me 1, 2, 3!

- Representing 1, 2 & 3
- Comparing 1, 2 & 3
- Circles and triangles
- Positional language

Light & dark

- Representing numbers to 5
- One more or less
- Shapes with 4 sides
- Time

Mastering Number

- identify when a set can be subitised and when counting is needed

Mathematics:
WhiteRose
 Alive in 5!

- Introducing zero
- Comparing numbers to 5
- Composition of 4 & 5
- Compare mass
- Compare capacity

Growing 6, 7, 8

- 6, 7 & 8
- Combine two amounts
- Making pairs
- Length and height
- Time

Building 9 & 10

- Counting to 9 & 10
- Comparing numbers to 10
- Bonds to 10
- 3-D shapes
- Spatial awareness
- Patterns

Mastering Number

Mathematics:
WhiteRose
 To 20 and beyond!

- Build numbers beyond 10
- Count patterns beyond 10
- Spatial reasoning
- Match, rotate, manipulate

First, then, now

- Adding more
- Taking away
- Spatial reasoning
- Compose and decompose

Find my pattern

- Doubling
- Sharing and grouping
- Even & Odd
- Spatial reasoning
- Visualise and build

On the move

- Deepening understanding
- Patterns and relationships
- Spatial mapping

<ul style="list-style-type: none"> - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - spot smaller numbers 'hiding' inside larger numbers - connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers - understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> - Mapping <p>Mastering Number</p> <ul style="list-style-type: none"> - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek 	
<p>Understanding of the World</p> <ul style="list-style-type: none"> -Talk about members of their family and who is important to them. - Recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas) - Understanding the term 'past' by learning about the historical event of 'bonfire night' - Understanding the effects of changing seasons. -Computing – Digital Literacy and Technology around us 		<p>Understanding of the World</p> <ul style="list-style-type: none"> -Recognise some similarities and differences between life in this country and life in other countries. -Comparing places and environments around the world. -Drawing information from a simple map. -Comparing how transport has changed from the past to the present. -Computing – Digital Literacy and Coding 		<p>Understanding of the World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants (planting a seed and observing minibeasts) - Understand the past through settings, characters and events encountered in books read in class and storytelling -Computing- Digital Literacy and Basic skills 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Home corner, traditional tales, space and festivals role play - Develop storylines in their pretend play -Singing -Exploring how to use a variety of tools and resources to express their feelings. -Christmas Performance. 		<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Animals, dinosaurs, journeys and transport role play -Dance -Refine their artistic skills whilst constructing for a purpose using various materials -Representing their own ideas through media and materials 		<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Seaside, under the sea, food/farming and people who help us role play -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Make use of props and materials when role playing characters in narratives and stories 	
<p>Key events:</p> <ul style="list-style-type: none"> Harvest Black History Month World Space Week World Mental Health Day National Fitness Day 	<p>Key Events:</p> <ul style="list-style-type: none"> Halloween Armistice Day Remembrance Day Anti-Bullying Week 	<p>Key Events:</p> <ul style="list-style-type: none"> Lunar New Year Children's mental Health Week Pancake day Valentine's day 	<p>Key Events:</p> <ul style="list-style-type: none"> Easter British Science Week Holi – Festival of spring, love and new life 	<p>Key Events:</p> <ul style="list-style-type: none"> Earth Day Anti-Bullying day VE Day 	<p>Key Events:</p> <ul style="list-style-type: none"> Father's Day World Environment Day World Music Day Summer Solstice

<i>Recycle Week</i>	<i>Bonfire Night Diwali/Hannukah Advent/Christmas Children in Need</i>	<i>Chinese New Year Internet safety day</i>	<i>Comic Relief World Book Day Mothering Sunday</i>	<i>Mental Health Awareness Week Walk to School Week Road safety Week</i>	
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English Long-Term Planning Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>Starting School</p> <p>It's OK to be different</p> <p>Peace at Last</p> <p>Everywhere Bear</p> <p>The Gingerbread Man</p> <p>Jack and the Beanstalk</p> <p>The Three Little Pigs</p> <p>Goldilocks</p>	<p>Whatever Next</p> <p>The man on the moon</p> <p>Look inside space</p> <p>Aliens love underpants</p> <p>What do you celebrate?</p> <p>The Big Book of Festivals</p> <p>Let's celebrate: Festival Poems</p> <p>Dear Santa</p>	<p>Supermarket Zoo</p> <p>Owl babies</p> <p>Elmer</p> <p>Tyrannosaurus Drip</p> <p>Harry and the bucket full of Dinosaurs</p> <p>Dinosaur that pooped a planet</p> <p>Owls and Dinosaurs</p>	<p>Things that Go</p> <p>Emma Jane's aeroplane</p> <p>The train Ride</p> <p>Things that Go</p> <p>The great balloon hullabaloo</p> <p>My Big book of transport</p> <p>You can't take an elephant on the bus</p>	<p>Katie Morag</p> <p>The lighthouse keeper's lunch</p> <p>What the ladybird heard at the seaside</p> <p>At the beach</p> <p>Commotion in the Ocean</p> <p>Tiddler</p> <p>The rainbow Fish</p>	<p>Tractor Ted</p> <p>Noisy farm</p> <p>The Tiny Seed</p> <p>What the Ladybird heard</p> <p>A Superhero like You</p> <p>Open Wide</p> <p>The Invisible</p> <p>Superheroes – All sorts</p>
Scribe writing Talk4write Big Write	<ul style="list-style-type: none"> • Exploring mark-making and different writing tools • Beginning to understand that writing can convey meaning • Starting to learn some basic letter sounds and shapes • Talking about stories, characters and settings • Name writing • Initial sounds • Little Wandle Autumn 1 & 2 – Phase 2 • Listening and responding to stories. • Penpals handwriting • Dough disco • Non-fiction writing 		<ul style="list-style-type: none"> • Developing more control over mark-making and letter formation • Learning more letter sounds and how to blend them to form words • Beginning to use some basic punctuation (e.g., full stops) • Extending vocabulary • Little Wandle Spring 1 & 2 – Phase 3 • Rhymes • Caption/labels • Reading sentences with tricky words • Penpals handwriting • Non-fiction writing 	<ul style="list-style-type: none"> • Continuing to build on phonics and letter formation skills • Writing simple words and short sentences independently • Beginning to develop an understanding of different text types (e.g., stories, instructions) • Extending vocabulary • Little Wandle Summer 1 & 2 – Phase 4 • Short sentences • Narrative writing • Reading with fluency • Penpals handwriting • Non-fiction writing 		

Maths Long-Term Planning Early Years

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW		Building 9 and 10 VIEW		Explore 3-D shapes VIEW			
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Visualise, build and map VIEW		Make connections VIEW	Consolidation		

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

<ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
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**Progression from
3-4 years to End of
Reception**

Progression of Skills from 3 to End of Reception- Development Matters and ELG's 2022

Prime Areas	Communication and Language	Personal, Social and Emotional Development	Physical development
3-4 years	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
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	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills
Early Learning Goals	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Specific Areas	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
3-4 years	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.

		<p>example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas.
Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being imaginative
Early Learning Goals	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Progression through
Reception in all 17 ELGs**

Communication and Language Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times by listening carefully, retaining what has been heard and recalling key points.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to a series of instructions and a range of questions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Respond to discussions with comments and questions.</p> <p>Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.</p>	<p><u>ELG Listening Attention and Understanding</u> 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.</p> <p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses plurals and some tenses correctly.</p> <p>Asks questions to support their learning or understanding.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk to support their imaginative play.</p>	<p><u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>ELG Speaking</u> 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.</p>

Personal, Social and Emotional Development Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Self-Regulation	<p>Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> 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.</p>
Managing Self	<p>Show resilience and perseverance in the face of challenge.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for Forest School.</p> <p>Washes hands without reminders.</p>	<p>Manage their own needs.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance. Knows some ways to keep healthy.</p>	<p><u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Build constructive and respectful relationships.</p> <p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>See themselves as a valuable individual. Talk about things they think they are good at or are proud of.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities. Work and play cooperatively and take turns with others.</p>	<p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.</p>

Physical Development Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Has developed dexterity for threading small items and manipulating small objects.</p>	<p><u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing</p>
Health and Self-Care	<p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>

Literacy Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Word Reading	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p><u>ELG Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u></p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><u>ELG Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u></p> <p>Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Writing	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p> <p><u>Physical Development</u></p> <p>Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p><u>Physical Development</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p><u>ELG Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u></p> <p>Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u></p> <p>Hold a pencil effectively in preparation for fluent writing.</p> <p>Using the tripod grip in almost all cases.</p>
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Maths Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Number	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recalls some double facts to 10.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><u>ELG Number</u></p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u></p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u></p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p>
Numerical Patterns	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within number.</p>	<p><u>ELG Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u></p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p> <p>Uses mathematical language to compare and talk about shape and size.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>

Understanding the World Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Past and Present	<p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
The Natural World	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>	<p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> 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.</p> <p><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Design Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><u>ELG Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u></p> <p>Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u></p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p><u>ELG Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Progression from Early Years to KS1

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"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG - 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"> Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings Explore colour & colour mixing 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop ideas about how to use them & what to make Join different materials & explore different textures Handling, feeling, enjoying and manipulating materials Use variety of construction materials 	<ul style="list-style-type: none"> Join different materials & explore different textures Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed Practise artist's techniques Discuss likes & dislikes about artwork 	
Reception	<ul style="list-style-type: none"> Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods 	<ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> Respond imaginatively to artworks & objects Explore, use & refine a variety of artistic effects to express their ideas & feelings Expresses & communicate working theories, feelings & understandings in the form of art work & objects 	
Year 1	<ul style="list-style-type: none"> Use first hand observations to plan their work Demonstrate increased skill with a range of techniques Demonstrate increased skill with a range of tools 	<ul style="list-style-type: none"> Demonstrate increased skill with a range of techniques and materials 	<ul style="list-style-type: none"> Begin to develop their ideas – try things out and change their minds. 	<ul style="list-style-type: none"> Develop an understanding of some of the differences & similarities in the work of artists, craftspeople & designers Look at pieces of artwork and begin to describe what they can see. Begin to describe pieces of artwork in terms of line, shape and colour. Analyse pieces of artwork by describing what they can see and explaining what they think or feel about it 	

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

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

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

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"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences
Reception	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • 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. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs
Year 1	<ul style="list-style-type: none"> • Locate and number the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • 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. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment

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

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

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 		
<p>ELG</p> <p>Number</p> <p>- Have a deep understanding of number to 10, including the composition of each number</p> <p>- Subitise (recognise quantities without counting) up to 5</p> <p>- 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</p> <p>Numerical Patterns</p> <p>- Verbally count beyond 20, recognising the pattern of the counting system</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>						
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"> May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 Uses some number names and number language within play, and may show fascination with large numbers 	<ul style="list-style-type: none"> Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Links numerals with amounts up to 5 and maybe beyond 	<ul style="list-style-type: none"> 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! 	<ul style="list-style-type: none"> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to recognise that each counting number is one more than the one before 	<ul style="list-style-type: none"> Beginning to use understanding of number to solve practical problems in play and meaningful activities Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Reception	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Counts out up to 10 objects from a larger group 	<ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Increasingly confident at putting numerals in order 0 to 10 (ordinality) Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 	<ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 	<ul style="list-style-type: none"> 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
Year 1	<ul style="list-style-type: none"> Count to & across 100, forwards & backwards, starting from 0, or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives & tens 	<ul style="list-style-type: none"> Identify & represent numbers using objects & pictorial representations Read & write numbers to 100 in numerals Read & write numbers from 1 to 20 in numerals & words 	<ul style="list-style-type: none"> Given a number, identify one more & less 	<ul style="list-style-type: none"> Read, write & interpret mathematical statements involving addition, subtraction & equals signs Represent & use number bonds & related subtraction facts within 20 	<ul style="list-style-type: none"> Add & subtract one-digit & two-digit numbers to 20, including zero 	<ul style="list-style-type: none"> Solve one-step problems that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems

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

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

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

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
<p>ELG</p> <p>Self-regulation</p> <ul style="list-style-type: none"> 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 <p>Managing Self</p> <ul style="list-style-type: none"> 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 <p>Building Relationships</p> <ul style="list-style-type: none"> 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"> Enjoys a sense of belonging through being involved in daily tasks Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands Make healthy choices about food, drink, activity & tooth brushing 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Develop appropriate ways of being assertive Talk with others to solve conflicts 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 Shows interest in the lives of people who are familiar to them 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 	<ul style="list-style-type: none"> Develop a sense of responsibility & membership of a community Increasingly follow rules, understanding why they are important 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
Reception	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking 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 Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicates freely about own home & community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
Year 1	<ul style="list-style-type: none"> What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 	<ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond 	<ul style="list-style-type: none"> To help construct, and agree to follow, group and class rules and to understand how these rules help them

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

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

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

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

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

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

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

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

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