



Early Years Long Term Progression Plan

At Coupe Green, themes are not set as themes are flexible to ensure that children’s interests and needs can be followed. Teachers use predictable interests and celebrations to support their initial planning and tailor this to meet children’s needs and specific interests. Themes can range from Superheroes, dinosaurs, winter wonderland, pirates to favourite books and authors. We deliver a literacy rich curriculum rooted in quality key texts, which are outlined on half term overviews.

**Teachers may place learning objectives and skills to link to chosen themes and therefore the placement of skills within a term may change.*

Term			
	Autumn	Spring	Summer
Predictable Interests/ Celebrations	Wonderful Me Diwali Halloween Bonfire Night Remembrance Day Winter Wonderland Christmas Nativity	Chinese New Year Valentines Pancake Day World Book Day Mothering Sunday Easter	Eid Father’s Day Transition – Growing up Sports Day
PSED Prior Learning -Develop friendships with other children. -Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way in front.	<u>Preschool</u> -To be able to select and use activities and resources, with help when needed. -To develop their sense of responsibility and membership of a community – Coupe Green Family. -To begin to become more outgoing with unfamiliar people, in the safe context of their setting. -To show more confidence in new social situation. -To play with one or more children, extending and elaborating play ideas. -To begin to find solutions to conflicts. -To increasingly follow rules, understanding why they are important.	<u>Preschool</u> -To increasingly follow rules, understanding why they are important. -To be able to remember rules without adult reminders. -To begin to develop appropriate ways to be assertive. -To play with others, extending play ideas and showing their preferences. -To begin to talk with others to solve problems. -To be able to talk about different feelings.	<u>Preschool</u> -To be able to talk about their feelings using words like, ‘happy’, ‘sad’, ‘angry’ and ‘worried’. -To understand gradually how others might be feeling. -To be increasingly independent in meeting their own care needs. -To make healthy choices about food, drink, activities and toileting.



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<p>-Grow in independence, rejective help (“me do it”). Sometimes this may lead to tantrums. -Play with increasing confidence on their own and with other children, because they know their key person is nearby.</p>	<p><u>End of Term Expectation</u> -To be able to leave a main carer with increased confidence. -To be able to play with peers, beginning to take turns and continue play ideas with increased independence.</p>	<p><u>End of Term Expectation</u> -To be able to follow rules within the environment. -To be able to name common feelings and link them to experiences. -To play cooperatively with others.</p>	<p><u>End of Term Expectation</u> -To be able to manage personal care with increasing independence. -To have built bonds with peers, forming links through interests, which can be used in play.</p>
<p>Prior Learning -Managing personal care with more independence. -To be able to follow rules. -To be able to name emotions and link to their experiences.</p>	<p><u>Reception</u> -To see themselves as a valuable individual. -To be able to build constructive and respectful relationships. -To be able to express their feelings and consider the feelings of others.</p>	<p><u>Reception</u> -To begin to show increasing resilience and perseverance in the face of challenge. -To be able to identify and moderate their own feelings socially and emotionally. -To be able to manage their own personal hygiene needs.</p>	<p><u>Reception</u> -To be able to think about the perspective of others. -To know and talk about the different factors that support their overall health and wellbeing. -To demonstrate resilience when completing challenging tasks.</p>
	<p><u>End of Term Expectation</u> -To be able to leave a main carer confidently. -To be able to follow morning routines with increased independence. -To be able to talk about themselves positively, naming things they are good at. -To have built strong bonds with key adults and peers.</p>	<p><u>End of Term Expectation</u> -To be able to play co-operatively with others and seek adult support to manage conflicts when required. -To be able to say how they feel and begin to link to an event and time. -To show independence when completing consistent self-registration and morning routines. -To demonstrate increased resilience when completing challenges and new learning.</p>	<p><u>End of Term Expectation (ELG)</u> Self-Registration -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. -To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -To give focused attention to what the teacher says, responding appropriately</p>



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			<p>even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self -To 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. -To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships -To be able to work and play cooperatively and take turns with others. -To form positive attachments to adults and friendships with peers. -To show sensitivity to their own and others' needs.</p>
<p>Future Learning</p> <ul style="list-style-type: none"> -To understand that families are different. -To be able to explore how friendships problems can be overcome. -To be able to recognise how others show their feelings. -To be able to identify how we can care for others. -To explore how change and loss can affect us. 			
<p>CL</p> <p>Prior Learning</p> <ul style="list-style-type: none"> -Enjoy singing, music and toys that make sounds. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To enjoy listening to longer stories and be able to recall much of what happens. -To be able to pay attention to more than one thing at a time, with increased ability. <i>For example, singing a song whilst following adults' actions.</i> -To be able to use a wider range of vocabulary. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To know many rhymes, be able to talk about familiar books, and be able to tell a long story. -To have developed their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'. -To have developed their pronunciation but may still have some problems saying some sounds. (r,j,th,ch,sh) 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to use longer sentences of four to six words. -To be able to express a point of view and to debate when they disagree, using words and actions well. -To be able to start a conversation with an adult or friends and continue for many turns.



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<p>-Develop pretend play: 'putting the baby to sleep'. -Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car'. -Understand and act on longer sentences like, 'make teddy jump'.</p>	<p>-To be able to understand a question or instruction that has two parts, such as "Get your coat and line up." -To be able to understand 'why' questions. -To be able to sing a large repertoire of songs.</p>		<p>-To use talk to organise themselves and their play.</p>
	<p><u>End of Term Expectation</u> -To be able to listen and join in with group activities for an appropriate length of time, sustaining concentration. -To be able to use new words in their play and speech, extending their vocabulary. -To understand and follow two step instructions. -To understand and use 'why' questions appropriately.</p>	<p><u>End of Term Expectation</u> -To be able to speak clearly so that adults and peers can understand what you are communicating. -To be able to repeat sounds correctly when asked. -To be able to retell familiar/favourite stories and use repeated refrains from repetitive stories.</p>	<p><u>End of Term Expectation</u> -To speak in sentences, holding conversations with both adults and peers. -To use sentences in their play, such as, "Let's go on a train...you sit next to me...I'll collect tickets." -To be able to share views and use words and actions well when they disagree with others. <i>For example, using a calm voice and taking turns to listen and speak.</i></p>
<p>Prior Learning</p> <p>-To be able to speak in sentences. -To use sentences in play. -To be able to share their views.</p>	<p><u>Reception</u> -To understand how to listen carefully and why listening is important. -To be able to learn new vocabulary. -To begin to use new vocabulary through the day. -To be able to ask questions to find out more and to check they understand what has been said to them. -To be able to articulate their ideas and thoughts in well-formed sentences. -To be able to connect one idea or action to another. -To engage in story times. -To be able to describe events, using detail. -To be able to use talk to help work out problems and organise thinking and activities.</p>	<p><u>Reception</u> -To be able to use new language during play, adding detail and making links to real life and familiar stories. -To be able to connect one idea or action to another using a range of connectives (not just 'and'). -To engage in non-fiction texts. -To listen carefully to rhymes and songs, paying attention to how they sound. -To be able to listen to and talk about stories to build familiarity and understanding. -To be able to use talk to help work out problems and explain how things work and why things might happen.</p>	<p><u>Reception</u> -To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To be able to learn rhymes, poems and songs. -To be able to use new vocabulary in different contexts. -To be able to retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>
	<p><u>End of Term Expectation</u></p>	<p><u>End of Term Expectation</u> -To use knew language in role play appropriately, making links to learning. For</p>	<p><u>End of Term Expectation (ELG)</u> Listening, Attention and Understanding</p>



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	<ul style="list-style-type: none"> -To be able to listen with sustained concentration in small group activities and carpet times, for expected age-related time. -To have developed a wider vocabulary which they use in their play. -To ask questions to find out more information and detail. -To be able to communicate thought and ideas in full sentences, which can be understood by adults and peers. -To be engaged in story time and recall events from stories, adding detail. -To be able to remember and sing Nativity songs. -To demonstrate more confidence when performing. 	<p>example, when role playing Fire Fighters: "Quick the siren.....get the hose and ladder.....there's an emergency."</p> <ul style="list-style-type: none"> -To use more than 'and' to connect ideas and thoughts. -To be able to talk about their favourite stories and books and recall details from them. 	<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. -To make comments about what they have heard and ask questions to clarify their understanding. -To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> -To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their family.
<p>Future Learning</p> <ul style="list-style-type: none"> -To be able to express ideas with others, using language appropriate to the context. -To be able to ask questions and use conjunctions such as 'because' to explain. -To be able to listen for a sustained period of time. -To take turns. -To use past, present and future tense when recounting. 			
<p>PD</p> <p>Prior Learning</p>	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To continue to develop their movement, balancing, riding and ball skills. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to use large-muscle movements to wave flags and streamers, paint and make marks. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to skip, hop, stand on one leg and hold a pose.



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<p>-Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. -Walk, run, jump and climb, and start to use the stairs independently.</p>	<p>-To be able to go up steps and stairs, or climb up apparatus, using alternate feet. -To show increasing confidence and control when using large-muscle movements to make marks.</p>	<p>-To be able to use one-handed tools and equipment. <i>For example, make snips with scissors.</i> -To be able to collaborate with others to manage large items.</p>	<p>-To increasingly be able to remember sequences and patterns of movements which are related to music and rhythm. To be able to match their physical skills to tasks and activities. <i>For example, they decide whether to run, crawl, walk, across a bridge.</i> -To be able to use a comfortable grip with good control when holding pens and pencils. -To show preference for a dominant hand. -To be increasingly independent with personal care; dressing, toileting, eating.</p>
	<p><u>End of Term Expectations</u> -To be able to make large gross motor movements using equipment; scarves, ribbons, paintbrushes, brooms. -To be able to walk and run, being aware of obstacles. -To be able to undress independently. -To ask for help with toileting needs.</p>	<p><u>End of Term Expectations</u> -To be able to use a pencil or paintbrush with control to draw lines and circles. -To be able to climb stairs and move across climbing equipment using alternate feet. -To be able to run, jump, hop and skip with control. -To complete some dressing independently. <i>Pull on trouser, put on shoes, pull zips on coats.</i></p>	<p><u>End of Term Expectations</u> -To be able to enclose line and circles to begin to form recognisable letters (in own name). -To be able to run with spatial awareness and negotiate space successfully, adjusting speed and direction to avoid obstacles. -To be able to dress independently. -To be able to confidently attempt all bathroom routines independently and execute most effectively.</p>
<p>Prior Learning -To be able to form some recognisable letters, such as initial sounds. -To be able to dress independently.</p>	<p><u>Reception</u> -To be able to demonstrate movements such as; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -To use their core muscle strength to achieve a good posture when sitting at a table or on the floor. -To develop their fine motor skills so that they can use a range of tools competently and safely.</p>	<p><u>Reception</u> -To be able to combine different movement skills with ease and fluency. -To further develop and recognise a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. -To confidently use a range of tools, demonstrating effective fine motor skills.</p>	<p><u>Reception</u> -To develop overall body strength, balance and co-ordination and agility. -To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -To develop the foundations of a handwriting style which is fast, accurate and effective.</p>
	<p><u>End of Term Expectations</u></p>	<p><u>End of Term Expectations</u></p>	<p><u>End of Term Expectations</u> Gross Motor Skills</p>



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<p>-To be able to attempt personal care confidently.</p>	<p>-To be able to confidently complete the fundamental movement skills. -To show a preference for a dominant hand. To be able to jump off an object and land appropriately using arms for balance.</p>	<p>-To be able to form recognisable letters independently. -To be able to experiment with different ways of moving and adapt movements to reduce risks. To have increasing control over objects when kicking, pushing, throwing, catching.</p>	<p>-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.</p> <p>Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p>Future Learning -To be able to perform: side gallop, underarm throw, running movement skills. -To be able to roll, bounce and catch a ball. -To be able to form letters accurately using a tripod grip.</p>			
<p>L</p> <p>Prior Learning</p> <p>-Develop play around favourite stories using props. -Have favourite books and seek them out, to share with an adult, another child, or look at alone. -Repeat words and phrases</p>	<p><u>Preschool</u> -To understand that print has meaning. -To begin to understand that print can have different meaning. -To engage in extended conversations about stories, learning new vocabulary. -To enjoy books containing rhymes and begin to join in with rhyming patterns.</p>	<p><u>Preschool</u> -To use marks in play, for example writing a 'shopping list' making marks, line etc. -To understand the different part of a book. -To understand page sequencing. -To know that we read English text from left to right. -To be able to recognise words with the same initial sound, such as money and mother. -To be able to spot and suggest rhymes. -To begin to count or clap syllables, with support from an adult.</p>	<p><u>Preschool</u> -To be able to use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. -To be able to write some or all of their name. -To be able to write some letters accurately.</p>
	<p><u>End of Term Expectations</u> -To be able to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p><u>End of Term Expectations</u> -To begin to form shapes to represent the initial sound in their name.</p>	<p><u>End of Term Expectations</u> -To be able to talk about events and main characters in stories and suggest how a story might end.</p>



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<p>from familiar stories. -Enjoy drawing freely.</p>	<p>-To sometimes give meaning to marks and lines that they make.</p>	<p>-To imitate adults writing by making continuous lines of shapes and symbols from left to right. -To recognise familiar words and signs, such as their name and logos.</p>	<p>-To recognise letters important to them and form letters, such as their initial sound.</p>
<p>Prior Learning</p> <p>-To be able to make predictions about stories. -To recognise letters in their name. -To be able to write some or all of their name.</p>	<p><u>Reception</u> -To be able to read individual letters by saying the sounds for them. -To be able to blend sounds into words, so that they can they can read short words made up of known letter sounds. -To be able to read a few common exception words (Phase 2).</p>	<p><u>Reception</u> -To be able to read common exception words Phase 2 and 3. -To be able to recognise and sound taught Phase 3 phonemes. -To be able to read simple phrases and sentences made up of words with known graphemes.</p>	<p>Reception -To be able to form lower case and upper-case letters correctly. -To be able to spell words by identifying the sounds and then writing them. -To be able to write short sentences with words with known letter sounds. -To be able to spell words by identifying the sounds and then writing them.</p>
	<p><u>End of Term Expectations</u> -To give meaning to marks they make. -To know that meaning can be retrieved from books, computers and mobile devices. -To show an awareness of sounds and begin to hear and say initial sounds.</p>	<p><u>End of Term Expectations</u> -To be able to hear and say initial sounds in words. -To be able to blend and segment some sounds. -To re-enact stories that they have heard, in their play. -To draw and 'write' for purpose. For example; a birthday card.</p>	<p><u>End of Term Expectations (ELG)</u> Comprehension -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate key events in a story. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading -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 expectation words.</p> <p>Writing -Write recognisable letters, most of which are correctly formed.</p>



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			<ul style="list-style-type: none"> -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. -Re-read what they have written to check that it makes sense.
<p>Future Learning</p> <ul style="list-style-type: none"> -I can separate words with finger spaces. -I can punctuate sentences with a capital letter, full stop, question mark and exclamation mark. -I can form lower-case letters in the correct directions, starting and finishing in the right place. -I can form capital letters correctly. -I can understand which letters belong to which handwriting 'families' and to practise these. -I can sequence sentences to form short narratives. 			
<p>M</p> <p>Prior Learning</p> <ul style="list-style-type: none"> -Complete inset puzzles. -Build with a range of resources. -React to changes of amount in a group of up to three items. -Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to recognise up to 3 objects, without having to count them individually. (subitising) -To be able to recite numbers past 5. -To be able to talk about and explore 2D and 3D shapes, using informal mathematical language. -To be able to understand position through words alone. For example, 'The bag is under the table,' - with no pointing. -To be able to talk about and identify patterns around them, For example, stripes on clothes. -To be able to describe familiar routes. -To be able to discuss routes and locations, using words like 'in front of'. -To be able to select shapes appropriately for building. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to say one number for each item in order: 1,2,3,4,5. -To know that the last number reached when counting a small set of objects tells you how many there are in total. -To be able to compare quantities using language, 'more than', 'fewer than'. -To be able to extend and create ABAB patterns – stick, leaf, stick, leaf. -To be able to make comparisons between objects using size and lengths. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To be able to show finger numbers up to 5. -To be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -To be able to experiment with their own symbols and marks as well as numerals. -To be able to solve real world problems with numbers up to 5. -To be able to notice and correct an error in a repeated pattern. -To be able to combine shapes to create a new one – an arch, a bigger triangle.
	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To enjoy counting as far as they can go. -To be able to subitise 1,2 and 3 objects. -To be able to rotate and move objects to fit into a space. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to compare groups of objects up to 5 and say when they are the same amount. -To begin to link numerals to amounts to 5. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to recognise numbers 0-10. -To use marks and signs which they ascribe mathematical meaning to. -To start to use the language of direction.



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	<ul style="list-style-type: none"> -To be able to choose shapes for a purpose. -To be able to find the longer or shorter, heavier or lighter and more/less full of two items. 	<ul style="list-style-type: none"> -To be able to use positional language. -To be able to respond to formal language for shapes. -To recognise a simple ABAB pattern. -To be able to recall a sequence of events in everyday life or a story. -To be able to arrange objects in spatial patterns when building or collaging. -To respond to more complex positional language, such as, next to, behind. -To be able to count 5 objects by pointing to each item and saying the numbers in order. -To count 5 objects and know that the last number I say is how many there are. 	<ul style="list-style-type: none"> -To begin to talk about measure of time, e.g. clock times and days of the week. -To be able to join in with simple patterns in sounds, objects, games and stories, predicting what comes next.
<p>Prior Learning</p> <ul style="list-style-type: none"> -To be able to recognise 0 – 5. -To use marks and signs to ascribe mathematical meaning. -To be able to solve real life problems using numbers to 5. -To begin to talk about measure. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> -To be able to count objects, actions and sounds. -To be able to count beyond 10. -To begin to subitise numbers to 5. -To explore shapes. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> -To explore the composition of numbers to 10. -To begin to understand ‘one more than/one less than’ relationship between consecutive numbers. -To be able to compare numbers to 10. -To be able to continue, copy and create repeating patterns. -To be able to select, rotate and manipulate shapes, beginning to develop spatial reasoning skills. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> -To be able to automatically recall number bonds for numbers 0-5 and some to 10. -To be able to name one more than/one less than numbers to 10. -To be able to compare length, weight and capacity. -To be able to use spatial reasoning skills.
	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to count beyond 10 consistently. -To be able to count 10 objects when they are lined up, pointing to each one as they count. -To be able to follow simple directions correctly, for example forwards and backwards. -To be able to use informal and formal mathematical language for shapes, for example; ‘heart-shaped, circle’. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to recite numbers forwards and backwards 0 – 10 and 10 – 0. -To be able to count an irregular arrangement of objects (10). -To order numbers 0-10. -To be able to count out up to 10 objects from a larger group. -To be able to create representations of shapes in drawing, painting and malleable. 	<p><u>End of Term Expectations (ELG)</u></p> <p>Number</p> <ul style="list-style-type: none"> -Have a deep understanding of numbers 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.



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	<ul style="list-style-type: none"> -To be able to recognise shapes in the environment. -To begin to order numbers 0-10, consistently ordering 0-5 correctly. 		<p>Number Patterns</p> <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 quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Future Learning (AUTUMN TERM Y1)</p> <ul style="list-style-type: none"> -To develop understanding of place value to 10, counting on and back from a given number, sort objects and solving problems using resources. -To be able to compare amounts using key vocabulary; more, less, same, greater than, equal to. -To be able to solve addition and subtraction calculations using part-whole model, number sentences, known number families, number bonds, number lines. -To be able to recognise and name 3D shapes. 			
<p>EAD</p> <p>Prior Learning</p> <ul style="list-style-type: none"> -Start to make marks intentionally. -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. -Express ideas and feelings through making marks and sometimes give 	<p>Preschool</p> <ul style="list-style-type: none"> -To take part in simple pretend play, using an object to represent something else. -To begin to develop complex stories using small world equipment. -To use drawing to represent their ideas. -To explore colour and colour-mixing. -To be able to listen with increased attention to sounds. -To be able to explore different materials freely, to develop their ideas about how to use them and what to make. 	<p>Preschool</p> <ul style="list-style-type: none"> -To be able to make imaginative and complex small worlds with different construction resources. -To explore different materials freely, to develop their ideas about how to use them and what to make. -To be able to create closed shapes with continuous lines, and begin to use these shapes to represent objects. -To be able to join different materials and explore different textures. -To be able to develop their own ideas and then decide which materials to use to express them. 	<p>Preschool</p> <ul style="list-style-type: none"> -To be able to draw with increasing complexity and detail, such as representing a face with a circle and including details. -To be able to show different emotions in their drawings and paintings, like happiness and sadness. -To be able to play instruments with increasing control to express their feelings and ideas.
	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To explore how sounds can be changed. -To use lines to enclose a space and begin to represent objects in their drawing. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to tap out a simple repeated pattern. -To use various construction materials. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To be able to play instruments along to the beat of a song they are singing. -To use tools for a purpose.



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<p>a meaning to the marks. -Manipulate and play with different materials.</p>	<p>-To observe other children and adults and mirror what they have observed. -To explore colour and how they can be changed.</p>	<p>-To use available resources to create props for play. -To join in with dancing and ring games. -To play alongside other children who are engaged in the same theme.</p>	<p>-To engage in imaginative play based on their own and peers' experiences. -To be able to sing their own songs or improvise song around one they know. -To be able to play instruments with increasing control.</p>
<p>Prior Learning</p> <p>-To use tools for a purpose. -To engage in imaginative play. -To be able to play instruments with increasing control.</p>	<p><u>Reception</u> -To be able to explore, use and refine a variety of artistic effects to express their ideas and feelings. -To return to and build on their previous learning, refining ideas and developing their ability to represent them. -To create collaboratively, sharing ideas, resources and skills.</p>	<p><u>Reception</u> -To be able to use storyline in their pretend play. -To listen more attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Reception</u> -To be able to explore and engage in music making dance, performing solo or in groups. -To sing in a group or on their own, increasingly matching the pitch and following the melody. -To use storylines in their play, repeating refrains from known stories to them.</p>
	<p><u>End of Term Expectations</u> -To enjoy moving their bodies to music. -To explore more diverse ways of joining materials, such as staples. -To be able to take on role in their play.</p>	<p><u>End of Term Expectations</u> -To be able to combine art forms, eg., singing and moving, drawing and talking. -To explore how materials and textures can be changed. -To introduce narrative in their play. -To experiment with different techniques and talk about which they think are best.</p>	<p><u>End of Term Expectations (ELG)</u> Creating with Materials -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.</p> <p>Being Imaginative and Expressive -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p><u>Future Learning</u> Art</p>			



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<p><i>Children will use techniques across drawing, printing, sculpting and painting.</i></p> <ul style="list-style-type: none"> -To begin to explore different mark-making with a variety of media. -To be able to work on different scales. -To experiment with layering and mixing media. -To mix primary colours. -To manipulate malleable materials by rolling, kneading for a purpose. -To build repeating patterns and recognise pattern in the environment. <p>Music</p> <ul style="list-style-type: none"> -To be able to understand the difference between singing and speaking. -To be able to understand how sounds are made – onomatopoeia. -To know what a musical pattern is. -To understand how sounds differ. 			
<p>UTW</p> <p>Prior Learning</p> <ul style="list-style-type: none"> -Explore materials with different properties. -Explore natural materials, indoors and outside. -Make connections between the features of their family and other families. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To use all their sense to explore natural materials. -To be able to talk about what they see, using a wide vocabulary. -To begin to make sense of their own life-story and family's history. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To explore collections of materials with similar and/or different properties. -To plant seeds and show care for growing plants. -To explore how things work. -To begin to explore differences in materials and the changes they notice. 	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To begin to understand the need to respect and care for the natural environment and all living things. -To be able to understand the key features of a life cycle of a plant or animal. -To begin to explore and talk about different forces they can feel. -To know that there are different countries in the world and talk about the differences they have.
	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To begin to talk about and ask questions about the natural world. -To enjoy joining in with family customs and routines. -To be able to say why things might happen and how things work. -To be able to remember and talk about significant events in their life. -To show interest in real life objects, such as cameras and tablets. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To begin to understand growth, decay and change in time. -To show an interest in different occupations and ways of life. 	<p><u>End of Term Expectations</u></p> <ul style="list-style-type: none"> -To show care for the environment. -To be able to talk about things that have happened and are happening in my life and the lives of their family.
<p>Prior Learning</p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> -To be able to talk about members of their immediate family and community. 	<p><u>Reception</u></p> <ul style="list-style-type: none"> -To be able to comment on images of familiar situations in the past. 	<p><u>Reception</u></p>



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<p>-To be able to talk about things that have happened in their lives. -To begin to understand how to care for the natural world. -To begin to explore different forces.</p>	<p>-To be able to name and describe people who are familiar to them. -To be able to recognise that some places are special to members of their community. -To recognise that people have different beliefs and celebrate special times in different ways. -To explore the natural world around them. -To be able to describe what they see, hear and feel whilst outside.</p>	<p>-To be able to draw information from a simple map. -To be able to recognise similarities and differences between life in this country and life in other countries. -To be able to recognise some environments that are different to the one in which they live. -To understand the effect changing seasons on the natural world around them.</p>	<p>-To be able to compare and contrast characters from stories, including figures from the past. -To be able to identify roles in society. -To be able to explain similarities differences between things in the past and present. -To be able to use observation skills to describe their immediate environment. -To be able to describe some similarities and differences between religious and cultural communities in this country (Christianity, Hinduism and Islam) -To be able to make observations of the natural world around them, drawing pictures of what they see. -To be able to explain similarities and differences between the natural world around them and contrasting environments. -To be able to talk about the changing seasons.</p>
	<p><u>End of Term Expectations</u> -To be able to describe their similarities and differences with others. -To be able to talk about the different ways that they are unique. -To be able to talk about religions known to them and their family.</p>	<p><u>End of Term Expectations</u> -To show an interest in their environment and use words such as, town, village, temple, church. -To understand that other children do not always enjoy the same things as they do.</p>	<p><u>End of Term Expectations (ELG)</u> Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>



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			<p>-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>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-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>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><u>Future Learning</u></p> <p>Science</p> <ul style="list-style-type: none"> -To be able to identify and classify animals. -To explore seasons, naming the different seasons and identify changes. -To be able to name the different parts of a plant. -To explore materials, describing properties of materials and identifying similarities and differences. <p>History</p> <ul style="list-style-type: none"> -To be able to distinguish between past and present. -To be able to order events in time. -To learn about the Great Fire of London. <p>Geography</p> <ul style="list-style-type: none"> -To be able to name all 7 continents. -To be able to name four countries in the UK. <p>To know the difference between a continent and a country.</p> <ul style="list-style-type: none"> -To be able to draw simple information from a map. 			



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-To explore seasonal weather and weather changes relevant to the equator.			
Characteristics of Effective Learning	<p><u>Playing and Exploring</u> -Realise that their actions have an effect on the world, so they want to keep repeating them. <i>Offer open-ended resources for children to explore, extending their thinking and ability to use specific language.</i></p> <p><u>Active Learning</u> -Begin to correct their mistakes themselves. <i>Provide open-ended activities.</i></p> <p><u>Creating and Thinking Critically</u> -Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen and 'what might happen next.'</i></p>	<p><u>Playing and Exploring</u> -Make independent choices. <i>Give children enough time and space to engage in large-scale projects that may continue over several days.</i></p> <p><u>Active Learning</u> -Begin to correct their mistakes themselves and explain why a change is needed. <i>Provide open-ended activities where children are challenged to solve problems to meet a desired outcome.</i></p> <p><u>Creating and Thinking Critically</u> -Make more links between their ideas. <i>Help children to come up with their own ideas and explanations. Suggestion: you could look together at woodlice and caterpillars outside with the magnifying app on a tablet. You could ask: "What's similar about caterpillars and other insects?" You could use and explain terms like 'antennae' and 'thorax'.</i></p>	<p><u>Playing and Exploring</u> -Bring their own interests and fascinations into early years settings. This helps them to develop their learning. <i>Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they noticing. Provide appropriate non-fiction books and links to information online to help them follow their interests.</i></p> <p><u>Active Learning</u> -Keep on trying when things are difficult. <i>Provide opportunities for children to complete task, requiring sustained concentration. Enable opportunities for children to apply new learning independently.</i></p> <p><u>Creating and Thinking Critically</u> -Concentration on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <i>Provide opportunities for children to complete tasks, requiring sustained concentration. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</i></p>
Assessments	Statutory Baseline – complete in the first two weeks.	Week 20 teacher assessments: Phonics, Writing, Reading, Number (through games and quizzes)	Week 30 teacher assessment – end of year expectations. All areas of learning. Phonics, Writing, Reading, Number (through games and quizzes)



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	<p>School baseline – sound recognition, number recognition, pencil control and fine motor, name recognition and writing.</p> <p>Week 10 teacher assessments: Phonics, Writing, Reading, Number.</p> <p>Prime and Specific areas: teacher assess (through adult led and child-initiated activities).</p>	<p>Prime and Specific areas: teacher assess (through adult led and child-initiated activities).</p>	<p>Prime and Specific areas: teacher assess (through adult led and child-initiated activities).</p>
<p>Parental Engagement Opportunities</p>	<p>Stay and Play Sessions: PD, CL, PSED</p> <p>Secret Reader</p> <p>Nativity</p>	<p>Stay and Play Sessions: Number, Phonics, Reading</p> <p>Secret Reader</p> <p>World Book Day events</p> <p>Mother's Day assembly/tea party</p>	<p>Stay and Play Sessions: Writing</p> <p>Secret Reader</p> <p>Father's Day assembly/stay and play session</p>
<p>Enrichment/Cultural Capital</p>	<p>Visit from Father Christmas</p> <p>Walk to the post box to send letters to Father Christmas</p> <p>Baking bonfire treats/cake</p> <p>Coupe Green's Got Talent</p>	<p>School trip</p> <p>Chick hatching – life cycles</p> <p>Library Bus</p> <p>Making pancakes</p> <p>Mother's Day Cards</p> <p>Trip</p>	<p>Planting and growing</p> <p>Father's Day Cards</p> <p>Sports Day</p>