

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



NEW EYFS CURRICULUM PROGRESSION - RECEPTION

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language		Understand how to listen carefully and why listening is important.	Describe events in some detail.	Connect one idea or action to another using a range of connectives.	Listen attentively. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Talk with clarity about why things happen.
		Talk about things that are personal to them. Participate in 1:1 discussion.	Articulate their ideas and thoughts in well-formed sentences. Participate in small group discussion.	Engage in non-fiction books. Identify difference between non-fiction and fiction books. Participate in whole class discussions with a talk partner.	Ask questions to find out more and to check they understand what has been said to them. Participate in whole class discussion.	Use talk to work out problems, organise thinking and activities, explain how things work and why they might happen.	Use past, present and future tenses. Talk about more abstract concepts.
<p style="text-align: center;"><u>Key developments ongoing throughout the year</u></p> <p style="text-align: center;">Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts. Hold conversations with peers and adults. Develop social phrases.</p>							
Personal, Social & Emotional Development		See themselves as a valuable individual. Build constructive and respectful relationships. Try new things with support from an adult. Identify own feelings. Express their feelings and begin to consider those of others. Follow simple instructions. Take turns with others with support. Begin to dress independently. Is familiar with class boundaries.		Shows increasing independence. Begin to show perseverance and resilience in the face of a challenge. Gain more control in moderating and managing feelings. Takes account of the feelings of others and how our actions affect others. Follows instructions with more than one step. Plays cooperatively with peers. Manages own self-care most of the time. Beginning to reflect on own behaviour.		Develop strategies to persevere when stuck or finding something difficult. Think about the perspectives of others. Manage their own needs. Can regulate their own behaviour. Can explain own choices and knows the difference between right and wrong.	
Physical Development	Gross	Revise and refine the skills of walking, jumping, running and crawling. Know and talk about the different factors	Revise and refine the skills of hopping and skipping. Progress towards a more fluent style of movement.	Revise and refine the skills of climbing and rolling. Further develop and refine a range of ball skills including:	Combine movements with ease and fluency. Negotiate space and obstacles safely, considering self and others.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and

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		that support their overall health and wellbeing: having a good sleep routine.		throwing, catching, kicking, passing, batting, and aiming.		Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	other physical disciplines including dance, gymnastics, sport and swimming. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity/healthy eating/tooth brushing.
	Fine	Use and knife and fork to feed self. Use scissors with help. Use a glue stick. Make circles, lines, zigzags and waves with writing materials. Write recognisable letters.	Dresses independently. Cuts straight lines and curves independently.	Cuts more complex shapes such as zigzags and wavy lines. Uses sellotape independently.	Use stapler with safety and confidence. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Use scissors with care and control. Develop the foundations of a handwriting style which is fast, accurate and efficient Begin to show care and accuracy when drawing.	Hold pencil effectively for fluent writing using a tripod grip in most cases. Select and use a range of tools effectively, safely and independently.

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		Key developments ongoing throughout the year					
		Develop small motor skills to use range of tools confidently and safely. Further develop skills needed to manage the school day successfully including lining up, meal times and personal hygiene. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
		Key Texts					
		A New House for Mouse Owl Babies	Handa's Surprise	Monkey Puzzle	There is No Dragon In This Story/ Traditional Tales	Emma Jane's Aeroplane	Cave Baby
Literacy	Comprehension	Identifies and talks about favourite stories. Recognises words with same initial sounds. Understand the five key concepts about print. Listens to and joins in with stories.	Retell a familiar story. Sequence a story as a group. Name key characters and settings in a familiar story.	Understands the role of the author and illustrator. Makes predictions about what events will happen next. Knows the difference between fiction and non-fiction.	Uses specific story language. Acts out a story as part of a group. Can summarise a familiar story in their own words.	Uses language and events from a familiar story to begin to develop own story ideas. Anticipates key events within a story.	Can make simple inferences. Recount a range of familiar stories using specific story language.
	Word Reading	Read individual letters by saying the sound. Assisted blending to read VC/CV/CVC words.	Blends sounds into words – CVC. Read a few common exception words. Read all individual letter sounds.	Beginning to read words using consonant and vowel digraphs. Read simple phrases and sentences made up of words with known letter-sound correspondences in 1:1 situation.	Reads words containing digraphs and trigraphs. Read an increasing number of common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reads CVCC/CCVC words. Read aloud within a group simple phrases and sentences.	Read CCVCC words. Read compound words.

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	<p>Writing</p> <p>Writes initial sounds for a given word.</p> <p>Writes own name.</p> <p>Forms recognisable letters.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Forms some letters correctly.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s, including digraphs.</p> <p>Forms an increasing number of letters correctly.</p>	<p>Begins to write sentences with support.</p> <p>Uses finger spaces in between words.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Begins to form capital letters correctly.</p> <p>Writes CVCC/CCVC word with accuracy.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Forms most lower-case and capital letters correctly.</p> <p>Uses a range of digraphs and trigraphs within writing.</p> <p>Writes freely for purpose.</p> <p>Writes some common exception words correctly.</p>	
	<p>Writing Outcomes</p>	<p>Labels</p>	<p>Labels Instructions</p>	<p>Factfile</p>	<p>Letter</p>	<p>Instructions</p>	<p>Recount</p>
<p>Maths</p>	<p>Key Mathematical Concepts</p>	<p>Match & Sort</p> <p>Compare numbers</p> <p>Compare size, mass and capacity</p> <p>Simple patterns</p> <p>Represent 1,2,3</p>	<p>Compare 1, 2, 3</p> <p>Circles & Triangles</p> <p>Spatial Awareness</p> <p>One more, one less</p> <p>Represent 4 & 5</p> <p>Shapes with 4 sides.</p>	<p>Zero</p> <p>Composition of 4,5</p> <p>Represent 6,7,8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Comparing length & height</p> <p>Time</p>	<p>Representing numbers to 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3d Shapes</p> <p>Repeating Patterns</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Match & build with 2d shape</p> <p>Adding more</p> <p>Taking away 2d shapes within shapes</p>	<p>Doubling</p> <p>Sharing & grouping</p> <p>Even & Odd</p> <p>Build & compare 2d/3d shape</p> <p>Symmetry</p>
	<p>Specific objectives</p>	<p>Counts objects, actions and sounds.</p> <p>Link 1,2,3 with cardinal number value.</p> <p>Subitise to 3.</p>	<p>Ness of a number</p> <p>Understands one more than/one less than relationship between numbers to 5.</p> <p>Link numbers to 5 with cardinal number value.</p>	<p>Link numbers to 8 with cardinal number value.</p> <p>Compare numbers to 8.</p> <p>Recall bonds 5.</p> <p>Compare length and height.</p>	<p>Link numbers to 10 with cardinal number value.</p> <p>Compare numbers to 10.</p> <p>Explore the composition of numbers to 10.</p>	<p>Count beyond 10.</p> <p>Compare numbers to 20.</p> <p>Link numbers to 20 with cardinal number value.</p> <p>Explore composition of</p>	<p>Explore and represent patterns to 10.</p> <p>Double numbers to 12.</p>

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		<p>Compare numbers to 3.</p> <p>Can identify the most, least and equal numbers.</p> <p>Continue a simple AB repeating pattern.</p>	<p>Subitise to 5.</p> <p>Compare numbers to 5.</p> <p>Select and rotate shapes.</p>	<p>Sequence a simple event in chronological order.</p>	<p>Begin to recall number bonds for numbers 0–10.</p> <p>Continue and create ABC/ABB/AAB patterns.</p>	<p>numbers to 20 with practical equipment.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Share objects or pictures into equal groups.</p> <p>Automatically recall number bonds for numbers 0–10</p>
Understanding the World	Past & Present	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>		<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore own family history.</p>		<p>Compare and contrast different modes of old and new transport.</p> <p>Compare and contrast prehistoric homes and family life with modern day.</p>	
	People, Culture & Communities	<p>Recognise similarities and differences between life in this country and life in other countries – Africa.</p> <p>Identify and sort different kinds of house.</p> <p>Talk about our local area and where we live.</p> <p>Identify England/Africa on a map.</p>		<p>Recognise similarities and differences between life in this country and life in other countries – South America.</p> <p>Identify South America on a map and name some South American countries.</p>		<p>Draw information from a simple map.</p> <p>Name different parts of a map – oceans, land.</p> <p>Identify England & UK and other countries of interest.</p> <p>Identify different ways of travelling around the world.</p>	
	The Natural World	<p>Understand the seasonal changes from Autumn to Winter.</p> <p>Identify animals that live in the woods.</p> <p>Identify nocturnal & diurnal woodland animals.</p> <p>Identify some woodland animals that hibernate.</p>		<p>Understand the seasonal changes from Winter to Spring.</p> <p>Describe some key physical features of the rainforest.</p> <p>Categorise some familiar animals – birds, fish and mammals.</p> <p>Describe and order the life cycle of a bird (chick or duck)</p> <p>Identify parts of a plant.</p> <p>Describe what a plant needs to grow.</p>		<p>Understand the seasonal changes from Spring to Summer.</p> <p>Select and test some items that float and sink.</p> <p>Describe what floating is and what sinking is.</p> <p>Investigate and describe freezing and melting.</p> <p>Know some features of the solar system – Earth, moon & sun.</p>	
	Key Experiences & Celebrations	<p>Woodland visit</p> <p>Diwali</p>		<p>Watch eggs hatch</p> <p>Old peoples home visit (if possible)</p>		<p>Toast marshmallows on campfire</p>	

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		Christmas	Chinese new year Easter – Church visit (if possible) Animal Magic visit	
		<p align="center"><u>Key developments ongoing throughout the year</u></p> <p align="center">Explore the natural world around them. Describe what they can see and hear whilst outside. Understand that different places are special to different members of the community. Recognise that people have different beliefs and celebrate special times in different ways.</p>		
Expressive Arts & Design	Focus Artists	Kandinsky Mondrian	Rousseau	
	Drawing	Draw simple shapes. Talk about own drawings. Use triangular crayons/chunky wax crayons/chalk to draw.	Thinks of own ideas for drawings. Selects colours for a purpose. Begin to add details to pictures. Considers size of drawings in relation to paper. Introduce thinner pencils/pens/pastels.	Make observations and copy simple shapes from a picture of object. Draw a detailed picture. Use colours appropriately. Select and use a range of drawing materials independently.
	Painting	Identify and recognise colours. Match colours to pictures. Make simple shapes and patterns with paintbrush. Use thick brushes and lidded paint pots.	Use paintbrush to experiment with lines and dots. Select colours for purpose. Identify and group primary and secondary colours. Mix colours with support. Introduce thinner paintbrushes.	Select appropriate thickness of brush to achieved desired effect. Mix colours for purpose. Use paint pumps. Know how to mix secondary colours. Know how to mix lighter and darker colours.
	Printing	Print using a range of large stampers, objects and vegetables. Print onto paper.	Experiment with printing patterns, Print using a range of small objects and stampers.	Print repeating patterns. Use a variety of different shape/size objects to print. Make links between an object and its “footprint”.
	Collage	Cut with support. Use glue stick to attach. Use sellotape to attach with support. Use pre-cut materials. Use outlines and templates.	Cuts with increasing control. Cut, tear and scrunch paper. Begin to select from a range of materials and resources. Beginning to create own outlines. Begin to use uncut materials.	Select different resources and materials to achieve a desired effect. Have free choice of outcome. Combine resources. Use tools confidently and safely. Use a wide range of uncut resources.
	Modelling	Roll, flatten and pinch malleable materials.	Use knives and shape tools with malleable materials..	Create representations of people, objects and animals.

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		Use cutter with malleable materials. Use a rolling pin. Begin to add detail to models.	Roll malleable materials into different shapes and sizes. Begin to use junk to create simple models. Begin to select tools need to add detail or change shape of model.	Select tools needed to shape, attach or add greater detail to models. Select resources needed from a wide selection.
	Music	Listens attentively and moves to music. Sing nursery rhymes. Build up a repertoire of familiar songs. Tap or clap a simple rhythm. Experiment with a wide range of instruments. Perform to an audience.	Talk about music and express feelings and emotions. Watch and talk about dance and performance art, expressing feelings and emotions. Become familiar with an increasing range of instruments. Recognise and perform fast and slow tempo. Recognise and perform loud and quiet dynamics. Perform with confidence to an audience.	Explore and engage in music making and dance, performing solo or in groups. Listen to different instruments and describe their sounds (timbre).
	Equipment	Scissors Glue stick Chunky paintbrushes Thick/triangular crayons/pencils Stampers Malleable materials eg. Playdough/clay	Sellotape PVA glue and spreaders Thinner paintbrushes Small stampers Stapler Colour pallets	Paint pumps Hole punch String Fasteners – split pins/treasury tags Range of paintbrushes
		<p><u>Key developments ongoing throughout the year</u></p> <p>Explore, use and refine a variety of artistic effects to express feelings and ideas. Return to and build on previous learning, refining ideas and developing ability to represent them. Create collaboratively, sharing ideas resources and skills. Develop storylines in their pretend play.</p>		

KEY TEXTS TO SUPPORT LEARNING ACROSS EYFS CURRICULUM - RECEPTION

Area of Learning	Autumn	Spring	Summer
PSED	Oh No George! – Chris Houghton The Smartest Giant in Town – Julia Donaldson	Hello, Friend! – Rebecca Cobb The Colour Monster – Anna Llenas	Oliver’s Vegetables/Fruit Salad/Milkshake – Vivien French

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	<p>The Owl Who was Afraid of the Dark – Jill Tomlinson</p> <p>Oola the Owl Who Lost her Hoot – Tim Bugbird</p> <p>Ruby’s Worry – Tom Percival</p> <p>Sweep – Louise Grieg</p> <p>Barbara Throws A Wobbler – Nadia Shireen</p>	<p>I Love You (Nearly Always) – Anna Llenas</p> <p>Meesha Makes Friends – Tom Percival</p> <p>Ravi’s Roar – Tom Percival</p>	<p>Don’t Worry Little Crab – Chris Haughton</p> <p>Be Brave Little Penguin – Giles Andrea</p> <p>Tilda Tries Again – Tom Percival</p> <p>Stuck – Oliver Jeffers</p>
Maths	<p>Dear Zoo – Rod Campbell</p> <p>A New House for Mouse – Petr Horacek</p> <p>1, 2, 3 at the Zoo – Eric Carle</p> <p>I’m Number One – Michael Rosen</p> <p>Circle/Triangle/Square – Mac Barnett and Jon Klassen</p> <p>One Bear at Bedtime – Mick Inkpen</p> <p>Pete the Cat and His 4 Groovy Buttons – Eric Litwin</p> <p>The Enormous Turnip</p> <p>Day Monkey, Night Monkey – Julia Donaldson</p>	<p>None the Number – Oliver Jeffers</p> <p>Who Sank the Boat – Pamela Allen</p> <p>Balancing Act – Ellen Stoll Walsh</p> <p>How Much Does a Ladybird Weigh? – Alison Limentani</p> <p>Six Dinner Sid – Inga Moore</p> <p>Simon’s Sock – Sue Hendra</p> <p>Tall – Jez Alborough</p> <p>Ten Black Dots – Donald Crews</p> <p>Mouse Shapes – Ellen Stoll Wals</p> <p>Ten Little Series – Mike Bronlow</p>	<p>One Moose, Twenty Mice – Stella Blackstone</p> <p>1 is a Snail, 10 is a Crab – April & Jeff Sayre</p> <p>Mouse Count – Ellen Stoll Walsh</p> <p>Mr Gumpy’s Outing – John Burningham</p> <p>Grandpa’s Quilt – Betsy Franco</p> <p>The Doorbell Rang – Pat Hutchins</p> <p>One Odd Day – Doris Fisher</p> <p>Double Dave – Sue Hendra</p> <p>Pete the Cat and the Missing Cupcakes – James Dean</p> <p>How many legs? – Kes Gray</p> <p>How Big is a Million? – Anna Milbourne</p>
Understanding of the world	<p>Leaf Man – Lois Elhert</p> <p>Percy the Park Keeper series – Nick Butterworth</p> <p>Anna Hibiscus series - Antinuke</p> <p>So Much – Trish Cooke</p> <p>One Day on our Blue Planet... In The Savannah – Ella Bailey</p> <p>The Growing Story – Ruth Krauss</p>	<p>Peepo! – Janet & Alleen Ahlberg</p> <p>One Day on our Blue Planet... In The Rainforest – Ella Bailey</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>The Tiny Seed – Eric Carle</p> <p>Jasper’s Beanstalk – Nick Butterworth</p> <p>Once Upon a Jungle – Laura Knowles & James Boast</p>	<p>One Day on our Blue Planet... In Antarctica – Ella Bailey</p> <p>The Train Ride – June Crebbin</p> <p>Awesome Engines series – Margaret Mayo</p>

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NEW EYFS CURRICULUM PROGRESSION - NURSERY

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language		Understand who, what and where questions.	Understand an instruction or question that has two parts.	Understand why and how questions.	Talks in greater detail about stories and own experiences.	Beginning to develop an opinion on stories and events.	Begins to pronounce some multisyllabic words clearly.
		Can find it difficult to pay attention to more than one thing at a time.	Can shift attention in response to own name.	Enjoys listening to longer stories and can remember much of what happens.		Can say when they agree or disagree with someone else.	Speaks in more complex sentences using words such as “and” and “because”.
		Enjoys listening to a story.	Is familiar with some nursery rhymes.	Talks about familiar stories.		Holds a back and forth conversation.	Beginning to experiment with and use different tenses.
		Beginning to talk about own experiences.		Initiates conversations with a friend or familiar adult.		Uses talk to organise themselves and their play.	
<p><u>Key developments ongoing throughout the year</u></p> <p>Use a wide range of vocabulary. Use longer sentences of four to six words.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as “runned” for “ran”, “swimmmed” for “swam”. Develop pronunciation of spoken sounds.</p> <p>Sing a large repertoire of songs.</p>							
Personal, Social & Emotional Development		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.		Shows more confidence in new social situations.		Talk with others to solve conflicts.	
		Develop their sense of responsibility and membership of a community.		Play 1:1 or in a group to extend and elaborate on play ideas.		Develop appropriate ways of being assertive.	
		Become more outgoing with unfamiliar people, in the safe context of their setting.		Help to find solutions to conflicts and rivalries.		Begin to understand how others might be feeling.	
		Play with one or more other children.		Do not always need an adult to remind them of a rule.		Takes turns with support.	
		Increasingly follow rules, understanding why they are important.		Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.			
Physical Development	Gross	Use large-muscle movements to wave flags and streamers, paint and make marks.		Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.		Make healthy choices about food, drink, activity and tooth brushing.	
		Develops a range of gross motor movements.					

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		Can push self along on a scooter and maintain balance. Can kick a ball.	Develop ability to balance. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Can catch a large ball.				Start taking part in some group activities which they make up for themselves, or in teams. 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. 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.	
	Fine	Use one-handed tools and equipment, for example, making snips in paper with scissors with support. Makes marks with different resources independently eg. Stick, paintbrush, fingers.	Show a preference for a dominant hand. Uses one handed tools with greater control.				Uses one handed tools independently. Use a comfortable grip with good control when holding pens and pencils. Uses a triangular pencil to mark make and write.	
<p><u>Key developments ongoing throughout the year</u></p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Start to eat independently and learning how to use a knife and fork. Go up steps and stairs, or climb up apparatus, using alternate feet. Beginning to get dressed and undressed independently.</p>								
Literacy		Key Texts						
		My First Mother Goose	So Much	Emergency!	A Great Big Cuddle	Splash Anna Hibiscus	Dinosaur Roar!	
	Comprehension	Knows that print carries meaning. Names the different parts of a book. Listens and engages with a short story	Learns some nursery rhymes. Looks at books independently. Joins in with repeated phrases in a familiar story. Can pick out key characters.	Can sequence a simple familiar story. Uses language from familiar stories in role play.	Has an extended conversation about books and stories. Performs a well-known nursery rhyme. Is familiar with an increasing number of nursery rhymes.	Offers own comments on events of a story. Knows that print goes from left to right and top to bottom. Contributes to a group story map of a familiar story.	Talks freely about favourite books. Can retell a simple story using pictures or props.	
	Word Reading	Beginning to recognise name.	Claps or counts the syllables in a word.	Recognises name in different contexts.	Recognises and can say letters in their own name.	Recognises some letters of the alphabet by sound on sight.	Segments some CVC words orally.	

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		<p>Fills in missing words in rhymes.</p> <p>Can identify environmental sounds. Phase 1 Phonics</p>	<p>Can differentiate between instrumental sounds and voice sounds. Phase 1 Phonics</p>	Phase 1 Phonics	<p>Can spot and suggest rhymes.</p> <p>Can identify rhythm in words. Phase 1 Phonics Rhyme and alliteration</p>	<p>Recognises when words have the same initial sounds.</p> <p>Blends CVC words orally.</p> <p>Phase 1 phonics blending and segmenting Start phase 2</p>	Phase 2 phonics
	Writing	<p>Experiments with mark making using different media.</p> <p>Chooses to mark make for their own purpose.</p>	<p>Gives meaning to marks they make.</p> <p>Shows greater control when mark making.</p>	Uses a wider range of shapes and actions when mark making eg. Zigzags and circles.	<p>Writes some letters that are familiar to them.</p> <p>Mark makes from left to right.</p>	<p>Writes some letter in their name.</p> <p>Writes some recognisable letters.</p>	<p>Writes their name.</p> <p>Uses some print and letter knowledge in writing including initial sounds.</p> <p>Writes some letters accurately.</p> <p>Beginning to write labels.</p>
Maths	Key Mathematical Concepts	<p>Match</p> <p>Sort</p> <p>Compare</p> <p>Simple patterns</p> <p>Number 1</p>	<p>Number 2</p> <p>Number 3</p> <p>2d Shape</p>	<p>Positional</p> <p>Language</p> <p>Number 4</p> <p>4 sided shapes</p> <p>Compare capacity</p>	<p>Number 5</p> <p>One more, one less within 5</p> <p>Repeating patterns</p> <p>Compare length</p>	<p>Zero</p> <p>Compare to 5</p> <p>Spatial awareness – 2d/3d shape</p> <p>Time</p>	<p>Number 6</p> <p>Making pairs</p> <p>Dice games</p> <p>Compare size & weight</p>
	Specific objectives	Makes comparison related to size.	Can recite numbers past 5.	Can describe a familiar route.	Says one number for each item to 5.	Knows pairs of numbers that make 5.	Beginning to subitise numbers to 6 eg.
Daily timetable – our school day							

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		<p>Talks about and identifies patterns around them.</p> <p>Compares quantities using the language of more and fewer.</p> <p>Uses numbers spontaneously in play.</p> <p>Represents number 1.</p> <p>Knows 1 sided shapes.</p>	<p>Can subitise to 3.</p> <p>Knows that the last number they count is how many are in the set.</p> <p>Represents numbers 1, 2, 3.</p> <p>Say one number for each item to 3.</p> <p>Can talk about 2d shapes using mathematical language.</p>	<p>Discuss routes and locations using words like “in front” and “behind”.</p> <p>Shows numbers on fingers to 4.</p> <p>Links numerals and quantities to 4.</p> <p>Say one number for each item to 4.</p> <p>Makes comparison related to capacity.</p>	<p>Show finger numbers to 5.</p> <p>Links numerals and amount to 5.</p> <p>Knows relationship and order of numbers between 1-5.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Experiments with their own symbols and marks as well as numerals.</p> <p>Selects shapes appropriately.</p> <p>Begin to describe a sequence of events, real or fictional.</p> <p>Understand position through words alone.</p>	<p>Recognising spots on a dice.</p> <p>Counts on and back within 6.</p> <p>Can sequence numerals and representations of number to 6.</p> <p>Extend and create ABAB patterns.</p> <p>Combines shapes to make new ones.</p> <p>Makes comparison related to length and weight.</p>
Understanding the World	Past & Present	<p>Begins to make sense of own family history.</p> <p>Identifies immediate family.</p>		<p>Begins to make sense of own family history.</p> <p>Identifies grandparents and wider family members.</p> <p>Beginning to make links between how people are related.</p> <p>Talks about our friends and why we like one another.</p>		<p>Compare and contrast different environments and periods of time eg. The present day and dinosaur times.</p> <p>Talk in detail about differences and similarities between then and now.</p>	
	People, Culture & Communities	<p>Know that we go to school in Godley. Names features of buildings in the school grounds.</p>		<p>Show interest in different occupations.</p> <p>Knows some different jobs within the community.</p>		<p>Know that there are different countries in the world and talk about the differences they</p>	

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



		Use our senses to describe the features of the school grounds. Name the features seen in and around the school grounds. Know that we live in England.		have experienced or seen in photos – places we have been on holiday. Describes own holiday events and experiences.
	The Natural World	Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. Identifies some animals that live in the local environment. Names parts of the humans body.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Shows care and respect for natural environment.	Explore and talk about different forces they can feel. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Identifies sun and moon.
	Key Experiences & Celebrations			
		<p style="text-align: center;"><u>Key developments ongoing throughout the year</u> Talk about what they see, using a wide vocabulary. Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people.</p>		
Expressive Arts & Design	Focus Artists	Kandinsky Jackson Pollock	Mondrian Matisse	Van Gogh Cave art dinosaurs
	Drawing & Painting	Experiments with making straight and curved lines. Recognises some colours accurately. Uses colour freely.	Create closed shapes with continuous lines and begins to use shapes to represent objects. Use drawing to represent ideas like movement and noises. Recognise all colours confidently.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Talks about their drawings. Draw with increasing complexity and detail. Begin to experiment with mixing colours. Can group or sort colours.
	Collage, Modelling & Imaginary Play	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

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	Music	<p>Listen with increased attention to sounds. Remember and sing entire songs. Explore and experiment with a range of instruments. Begin to learn nursery rhymes.</p>	<p>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. Begins to tap simple rhythms with help. Performs nursery rhymes.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Perform songs and nursery rhymes to an audience.</p>
	Equipment	<p>Thick paintbrushes Chunky crayons Chalk</p>	<p>Triangular pencils/crayons Scissors Glue</p>	<p>Pre cut materials Boxes/junk Sellotape</p>
		<u>Key developments ongoing throughout the year</u>		