



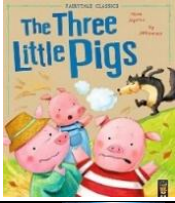
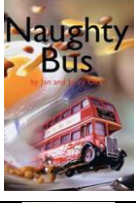
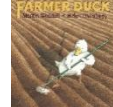
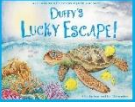
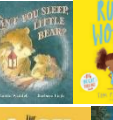
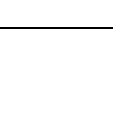
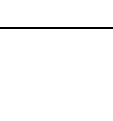
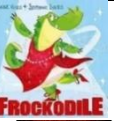
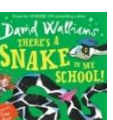
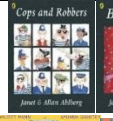
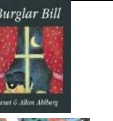
Kidsgrove Primary School

Reception Curriculum

Cycle B

EYFS 2025-2026

Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Reception Sequenced Curriculum – 2025 to 2026 New EYFS Framework						
Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save our World!	Save our World!
Planning around a quality text: <i>To be chosen following children's interests</i>						
Supplementary Texts					 	
Talk Through Stories	      	     	     	     	    	     
Nursery Rhymes				- Old McDonald had a farm - A sailor went to sea 1,2,3,4,5 once I caught a fish alive	- London Bridge - Changing Guards - Grand Old Duke of York	

Empowering Learners... Growing Minds

Trips/Visitors/First Hand Experiences Enrichments	Meeting my new class teacher Autumn walk Local walk in the community comparing houses and building structure (bungalow, house, flats) Church visit		Egg hatching Planting sunflowers Farm visit Baking bread		Blue planet trip Litter picking ECO brick building- repurposing junk for school project Boat building	
Celebrations / Festivals / Special Events	Birthdays Value Star of the Week Head Teacher's Award Harvest Festival Parents Workshop - RWI	Birthdays Star of the Day Value Star of the Week Head Teacher's Award Halloween Bonfire Night Diwali Remembrance Day Christmas Christmas Performance	Birthdays Star of the Day Value Star of the Week Head Teacher's Award New Year Chinese New Year Burns Night Black History	Birthdays Star of the Day Value Star of the Week Head Teacher's Award World Book Day Shrove Tuesday Easter Story Easter Bonnet Parade Mother's Day St David's Day Red Nose Day	Birthdays Star of the Day Value Star of the Week Head Teacher's Award Sports Day	Birthdays Star of the Day Value Star of the Week Head Teacher's Award Father's Day Life Skills Transition

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring	Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i> Make independent choices.
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Core Values. A-C-O-R-N. Ambition, Courage, One Team, Resilience, Ambition, Never give up.

	Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.
Active Learning	Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i> Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i> Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i> Keep on trying when things are difficult.
Thinking and Creating Critically	Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i> Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i> Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: ☐ Listening, Attention & Understanding ☐ Speaking Weaved throughout the whole of the EYFS curriculum		
Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
Listening, Attention and Understanding Understand a question or instruction that has two parts ⇒Linked to: ☐ Daily routines ☐ Activities – AL and CI	Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ⇒Listen to others and join in conversation, turn taking	Listening, Attention and Understanding 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: ☐ fiction texts ☐ non-fiction texts

Empowering Learners... Growing Minds

▪ Understand how to listen carefully and why listening is important ⇒ One-to-one / small groups / whole class ▪ Learn new vocabulary ⇒ Linked to: □ daily routine □ themes □ key knowledge ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) ▪ Listen to stories and begin to be active participants ⇒ □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... <i>character, happened</i> Speaking ▪ Use new vocabulary throughout the day within a range of contexts / develop use of social phrases ▪ Begin to ask questions to find out more and develop understanding ▪ Begin to articulate their ideas and thoughts in well-formed sentence ⇒ Express □ Ideas to practitioners / friends □ Within book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but...</i> ▪ Begin to describe events in some detail, showing awareness of the listener ▪ Begin to retell a simple story using some story language	▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ⇒ Engage in conversation about main characters / events ⇒ Link story events to own experiences / other texts ⇒ Discuss feelings and actions of main characters ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ⇒ Books linked to key themes ⇒ Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> ▪ Begin to understand humour <i>e.g., nonsense rhymes / jokes</i> Speaking ▪ Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence ▪ Answer and ask questions to develop understanding ⇒ <i>Who? What? Where? When? Why?</i> ▪ Articulate ideas & thoughts in well-formed sentences ⇒ Using new vocabulary and correct tenses ▪ Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i> ▪ Describe events in some detail ⇒ Use sequencing vocabulary – <i>first, next, after ...</i> ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ⇒ Introduction of some problem-solving words – <i>I think ... We could ...</i> ▪ Retell a simple story using story language / own words	⇒ Engage in Talk for Writing activities fiction ⇒ Engage in Book Talk activities non-fiction ▪ Make comments about what they have heard and ask questions to clarify their understanding ⇒ Use a range of question starters and use full sentences ▪ Hold conversation when engaged in back-and-forth exchanges with teacher and peers ⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required ▪ Understand humour more readily <i>e.g., nonsense rhymes/jokes</i> ⇒ Begin to discuss likes / dislikes / reasons Speaking ▪ Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary ⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts ▪ Express ideas and feelings about experiences ⇒ Listen to others ⇒ Participate in purposeful conversation
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Kidsgrove Primary School– Personal, Social & Emotional Development

PSHE progression through EYFS with links to Physical Development & Understanding the World

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Early Learning Goals – PSED

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

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

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

Focus	Health and Well-Being		Relationships		Living in the Wider World		Vocabulary
Reception Skills, Knowledge & Understanding	- 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 own competencies, what they can do well & are getting better at, describing themselves in positive but realistic terms - Proactive in seeking adult support and able to articulate their wants and needs		- Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking - 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 - More able to manage their feelings and tolerate situations in which their wishes cannot be met - Know that other children do not always enjoy the same things, and is sensitive to this, accepting difference of opinion		- 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 & communicate freely about own home & community - Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people		ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility Red/ Blue Head
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!	
	- Able to explore the classroom with interest. - Develop friendships with new children. - Form positive attachments to staff and children. - Understand that people have different beliefs than them and accept difference. - Able to understand what makes a good friend. - Engages in a range of physical activity. - Understand that parts of their body need to be kept private.		- Can regulate their emotions. - Can manage own feelings and know who to go to for support. - Can resolve minor conflicts in friendship groups. - Understands and follow the routines of the school day. - Can talk about different food groups and which foods are good for our health and teeth.		- Can regulate their emotions and articulate them to their friends and teachers. - Can respond well to teacher’s following the school behaviour policies. - Can talk in detail about the school behavioural expectations in class and around the school. - Can talk about how others may feel who are less privileged than we are-linking for other countries. - Knows who to go to if lost- Knowing who is a stranger. - Can talk about how to stay safe when crossing the road, at a train station and when near water		

Empowering Learners... Growing Minds

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour. □ Dojo is used to celebrate learning at home, activities, special times and events in children's lives. This is our main parents and teacher communication tool.

Kidsgrove Primary School – Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills) Expressive Arts & Design (Creating with Materials)

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ 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

ELG: 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, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	- 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	- 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	- 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	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient.	- Can manage their own personal hygiene - know and talk about the different factors that support their overall health and wellbeing - Can describe the importance of physical activity, healthy eating, toothbrushing and good sleep routines	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!
	- Climb on large and small equipment - Balance on a bench, strip of wood or beam - Adjust speed to avoid obstacles - Find a space - Manage my own personal hygiene such as washing my hands and brushing my teeth. - Use a variety of mark making tools with control. - Talk about the importance of exercise and sleep		- Travel across balancing equipment using different body parts. - Give my opinion about a movement or actions and explain what is good and what can be improved. - Throw and catch a ball with accuracy - Hold my pencil with a dominant hand and write recognisable letters for all set one sounds. - Explain a healthy diet and different food combinations		- Ride a balance bike effectively and with control - Write with a clear tripod grip and create accurately formed letters ready for joining. - Demonstrate skills and techniques to the rest of my class. - Move in time to music and change my movements in response to what I hear.	
Games		Dance			Self-Evaluation	
□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.						

Kidsgrove Primary School– Literacy Reading (Comprehension and Word Reading)

English with links to Expressive Arts and Design (Being Imaginative & Expressive)

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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
ELG: 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

	Word Reading					Comprehension		
Focus	Decoding	Range of Reading	Familiarity with text	Poetry and Performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Reception Skills, Knowledge & Understanding	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 & say sounds for them Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words	Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved from books, computers & mobile digital devices	Describes main story settings, events & principal characters in increasing detail	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., moving and singing, making and dramatic play	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Understands a range of complex sentence structures including negatives, plurals and tense markers	Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story	Makes a prediction about what happens next in a story based on prior knowledge.	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 others in conversation or discussion Understands questions such as who; why; when; where and how Links statements & sticks to a main theme or intention
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!		
	- To be able to read all the set 1 sounds and orally blend - Can read CVC words that match their phonetic ability - Can read a range of HF words matched to phonic ability - Can describe a setting and a character within a story. - Can re-enact a story using puppets to take on the role. - Can give their opinion on a story and make a prediction about what might happen next. - Can use 'Talk for Write' to retell a familiar story		- Can read some simple sentences - Can match captions to pictures. - Can read an increasing range of HF words - Can find the correct page in a book by following the contents page. - Understands the difference between fiction and non-fiction text. - Can sequence a story into beginning, middle and end - Can use 'Talk for Write' to retell familiar fiction stories - Can begin to change parts of a story and use key words to explain these.		- Can read a range of nonsense words - Can read set 2 of RWINc sounds. - Can read aloud simple sentences by decoding phonetically regular words and sight ready HF red words. - Can answer 'who', 'why', 'where' and 'what' questions based on a key text. - Can make statements and ask questions and understand the difference between them. - Can explain the differences between two different stories. - Can explain the meaning of new vocabulary in the context in which it was read. - Can confidently change parts of a story and use key words and sentences to explain these to others.			

Empowering Learners... Growing Minds

	• Can talk about some of the features in Fiction and Non-fiction texts.		• Can use 'Talk for Write' to retell a range of familiar fiction stories
□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily Literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.			

Kidsgrove Primary School– Literacy Writing

English with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Writing: ■ 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.

ELG: Physical Development-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, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Transcription (Spelling and Handwriting)			Composition (Articulating ideas and structuring them into speech, before writing)				
Reception Skills, Knowledge & Understanding	Can use simple tools to effect change on materials Handle tools/objects, construction and malleable materials safely and with increasing control and intention Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology Show a preference for a dominant hand Use an effective hold/grip	Form recognisable letters independently and write these in sequence, such as in own name and other familiar words Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format)	Write recognisable letters-most of which are correctly formed Apply their developing phonic knowledge to write simple sentences Write captions that include the sounds heard at the beginning of familiar words Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop	Break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing	Form lower case and capital letters properly	Spell words by identifying the sounds and then writing the sound with letter(s)	Begin to write simple sentences	Re-read what they have written to check that it makes sense
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2	
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!		Save Our World!	
	- Can write CVC words that match their phonetic ability and apply this in their play, labelling for example - Can orally retell a story, draw images and write some initial sounds to represent words - Can use correct letter formation for lower case letters - Can write a label/ list/ speech bubble using phonic sounds		- Can write and apply captions/speech bubbles using a few decodable/high frequency words - Begin to develop independent writing further to include (orally rehearsed) simple sentences. - Can form upper case letter		- Write simple sentences and phrases that can be read by others. - Rewrite a story in simple sentences - Present facts via simple sentences - Progress towards 2 independent writes per week - Apply capital letters, finger spaces and full stops.			

Transcription

Composition

□ Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.

Kidsgrove Primary School- Number and Number Patterns

Maths progression through EYFS

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number

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

ELG: Numerical Patterns

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

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and Subtraction; recall, represent, use		Addition and subtraction: Calculation	Addition and subtraction: Solve problems
Reception Skills, Knowledge & Understanding	- 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	- 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)	- Uses number names and symbols when comparing numbers, showing interest in large numbers - Estimates of numbers of things, showing understanding of relative size	- 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		In practical activities, adds one and subtracts one with numbers to 10	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
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!	
	- Can write numbers 1-5 - Can count objects/ actions and sounds - Can use stable order principle 1-10 - Understands cardinality of how many are in a group - Can use the words more/ less/ fewer to compare groups up to 10 - Can find 1 more than a number up to 10 Can partition numbers 2,3,4,5 in different ways - Understands additions as combining 2 groups		- Can write numbers 1-10 - Can count accurately from 1-20 - Can count a smaller number from a larger group - Can find 1 more and 1 less than numbers from 1-10 - Can partition groups up to 10 objects - Understand subtractions as the removal of objects. - Can recall double facts to 5		- Write simple sentences and phrases that can be read by others. - Rewrite a story in simple sentences - Present facts via simple sentences - Progress towards 2 independent writes per week - Apply capital letters, finger spaces and full stops.		
Number- Number and place value		Number- Addition and subtraction		Number- Multiplication and division		Fractions	
□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.							

Kidsgrove Primary School- Shape, Space and Measure

Maths progression through EYFS

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG – N/A * See Number & Numerical Pattern links

Focus	Spatial Awareness		Shape		Pattern	Measures	
Reception Skills, Knowledge & Understanding	• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks		• Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build		• Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars	
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!		Save Our World!
	• Explore shapes that will roll and slide using language such as curved/flat to describe characteristics • Recognise and name 2D shapes and describe their features- Square, circle, triangle, rectangle • Use spatial reasoning to turn and flip objects so that they fit the desired model		• Recognise faces on 3D shapes comprise of 2D shapes • Describe how many corners and sides 2D shapes have including a pentagon, hexagon and octagon • Use 2d and 3D shapes to design small worlds • Order 3 items by length or weight using non-standard measures • Order 3 items by height or capacity • Talk about what we use to pay for things. • Sequence events using the language related to time • Recognise the differences between notes and coins • Use language of in-between, over, above, beneath, besides, to describe routes		• Use the words faces/ vertices/ edges to describe 3D shapes. • Recognise cube, cuboid, cylinder, sphere, pyramid as 3D shapes. • Follow and give directions • Use non-standard measures to match the choice of item e.g., cubes/ long pieces of wood etc • Talk about how to measure time using a countdown and a sand timer as visual support • Solve problems including predication, comparison of length and weight and capacity • Use ordinal number to describe their lined position		
Measurement			Geometry			Geometry- Position and direction	
□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.							

Reception vocabulary	
Number	Count, subitise, order, ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than, add, subtract, altogether, total, take away, number bonds, part, whole, double, half, equal, unequal, share, group, even, odd,
Shape	Measure, wide, narrow, long, short, length, height, weight, capacity, heavy, light, big, full, empty, more than, less than, half full, time, quicker, slower, earlier, later, before, after, first, next, today, yesterday, tomorrow, morning, afternoon

Reception End points Autumn

Number	Shape, space, measure
Through these units and continuous provision, children develop a deep understanding of number to 5, including the composition of each number; they are also able to subitise up to 5. They are beginning to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts). Children can verbally count to 5 recognising the pattern of the counting system. They can compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Can explore shapes that will roll and slide using language such as curved/flat to describe characteristics Can recognise and name 2D shapes and describe their features- Square, circle, triangle, rectangle Using language of in-between, over, above, beneath, besides, to describe routes Can order 3 items by length or weight using non-standard measures Can talk about what we use to pay for things.

Reception End points Spring

Number	Shape, space, measure
Children have a deep understanding of numbers greater than 5 but less than 10, including the composition of each number. They can subitise up to 5 and beyond. They can automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including some double facts. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10.	Can recognise faces on 3D shapes comprise of 2D shapes Uses ordinal number to describe their lined position Can use 3D shapes to design small worlds Uses the words faces/ vertices/ edges to describe 3D shapes. Can recognise cube, cuboid, cylinder, sphere, pyramid as 3D shapes. Can order 3 items by height or capacity =

Reception End points Summer

Number	Shape, space, measure
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Children have a deep understanding of number to 10, including the composition of each number. They can subitise (recognise quantities without counting) up to 5 They 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. Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Can use spatial reasoning to turn and flip objects so that they fit the desired model Use non-standard measures to match the choice of item e.g., cubes/ long pieces of wood etc Can take about how to measure time using a countdown and a sand timer as visual support
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Kidsgrove Primary School- UW- Past and Present/ The World

History progression through EYFS

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: UW / Past and Present

- 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	Communication	Vocabulary- to be used daily	
Reception Skills, Knowledge & Understanding	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		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	Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said	Use talk to organise, sequence & clarify thinking, ideas, feelings & events	Understand and use vocabulary: 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	
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!	
	• Share their experience of holidays with friends – trips out at the weekend, holiday’s children take. • Describe special events and special people in their own lives. Explain what makes their home special. • Can look at homes from the past and compare these with their homes. Talk about themselves in the past and in the present. • Talk about stories from the past - Christmas Nativity story. • Know that some stories teach us life lessons (morals)		• Describe what is the same and what is different about themselves and their friends. • Talk about fictional characters and compare these with people they know in real life – Kings & Queens. Use a range of sources to find new information – books, internet. • Order stages in their lives (birth to Reception). • Talk about important places built in the past – insert Stoke example • Talk about places in the past – Stoke (black and white photographs) compared to the present day.		• Know that our society is made up of lots of different people that help us. • Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception. • Talk about members of the Royal family in living memory (including Queen Elizabeth II) and where they live. • Talk about how technology has changed our world.		

	Traditional Tales Children see themselves as explorers in their immediate environment.	- Talk about different occupations in the present and compare them with occupations from the past – Farmers and their roles.	Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.	
Exploring Events and Celebrations	Fiction and Non Fiction		Changes within Living Memory	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events.				
Kidsgrove Primary School- UW- People/Culture and Communities RE progression through EYFS				
Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.				
<u>ELG: UW / People, Culture and Communities</u> ■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps				
Focus	Making Sense Of Beliefs	Understanding Impact	Making Connections	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	- To identify family and friends who are special to them and explain why. - To know some Christian Stories: Moses and the 10 Commandments; Jesus Heals the Paralysed Man and Jesus Heals Blind Bartimaeus - To recall the Christmas story. - Know special places for different worldviews (Church, Mosque, Synagogue) - To know about different celebrations (New Year, Chinese New Year, Persian New Year (Nowruz) and Holi)	- Listen carefully to stories about special people and begin to understand why they are special. - Show awareness of how different people celebrate. - Know why the Easter story is important to Christians - Talk about what happens in different special places (prayer, worship, ceremonies)	- Talk about what they find interesting, puzzling or wonderful - Make connections with personal experiences and nature - Know some similarities and differences between own beliefs and others’ - Explain how I feel about a story and start to make links with my own experiences.	Special, Baby, Family, Parent, Grandparent, Bond, Love, Relationship, Family members, carer, friend, neighbour, care, love, special, Religion, Faith, Believe, Jew, Jewish, Christian, Christianity, God, Son, Jesus, Miracle, Friends, Kind, Nativity, Creation, shepherd, angel, Gifts, Wise Men, gold, frankincense, myrrh, Chinese New Year, celebration, Seasons, Winter, Spring, New Year, Nowruz, Faith, Religion, Belief, Sanatana Dharma, Sanatani, Holi, disciples, Garden of Gethsemane, moral, Priest, Sikh, Allah, Muslim, pray, wedding, baptism, Mosque, Kippah, Synagogue,

Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!
	- Develop their sense of responsibility and membership of a community. - Begin to understand how others might be feeling. - Begin to make sense of their own life-story and family's history. - Continue to develop positive attitudes about the differences between people - Know there are different countries in the world and talk about the differences they have experienced or seen in photos. - Enjoy listening to longer stories and can remember much of what happen		- Talk about what they see using a wide vocabulary. - Continue to develop positive attitudes about the differences between people. - Know there are different countries in the world and talk about the differences they have experienced or seen in photos. - Enjoy listening to longer stories and can remember much of what happens. - Use a wider range of vocabulary - 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.		- Talk about what they see using a wide vocabulary. - Continue to develop positive attitudes about the differences between people. - Know there are different countries in the world and talk about the differences they have experienced or seen in photos. - Enjoy listening to longer stories and can remember much of what happens. - Use a wider range of vocabulary - 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.	
Special People		Christianity – Christmas	Celebrations	Christianity - Easter	Special Stories	Special Places

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year.
- Class floor books to be used to showcase a learning journey over time of significant events.

Kidsgrove Primary School- UW- The Natural World

Geography progression through EYFS

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: UW/ The Natural World

■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and 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	Place	Human and Physical	Geographical Skills and Fieldwork	Vocabulary- to be used daily
Reception	Observe, find out about and identify features in the place			Examine change over time.	

Skills, Knowledge & Understanding	they live and in the natural world. - Find out about their environment and talk about those features they like/dislike. - 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		- 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. - Recognise some similarities & differences between life in this country & life in other countries		- 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		- 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		All Language listed in Nursery AND Use appropriate words, e.g., ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, to help children Encourage the use of words that help children to express opinions, e.g., ‘busy’, ‘quiet’ and ‘pollution’ make distinctions in their observations. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?” ..			
	Autumn Term		Spring Term				Summer Term					
Learning Outcomes	My Environment and Me		Special Times and Places		Exploring and Changing		Growing and Changing		Save Our World!		Save Our World!	
	- Know own address. - Describe own home - Know school is in Blurton - Stoke - Describe the environment and what we see on photographs - Field Work – Can identify features of their immediate environment – Welly Walk. Identify the human and physical features. - Use a variety of materials to construct an aerial view of The Meadows Primary Academy				- Field Work - Describe the school grounds including, playground, field, and forest and describe their similarities and differences. Know that Stoke n is in England. - Use a BeeBot to plan a route and explain directions. - Draw simple maps of the school grounds – identifying geographical features. - Plan a route from home to school. - Talk about significant places in Stoke Construct and label an aerial view model of Stoke - Identify the human and physical features of the school grounds - Compare seasonal changes – understand weather can be hot, cold, wet and dry				- Field Work - Community Walk – Use a map to locate significant places in our local community and identify the human and physical features. - Know that England is a part of the UK - Talk about the impact of human activity- Recycling. The impact on animals and the environment. - Describe similarities and differences between different countries. e.g., England, Spain and Brazil. - Know that Brazil is a country in the world. Know that countries can have similarities and differences.. - Collect and record data on our local community – How many cars do we see?			
	Location			Place				Human & Physical				
□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Experience of school foot print through journeys												
Kidsgrove Primary School- UTW- The Natural World Science progression through EYFS												

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG - Understanding the World- The Natural World

■ 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	Seasonal changes	Everyday materials	Plants	Animals including Humans	Vocabulary- To be used daily.	
Reception Skills, Knowledge & Understanding	Describe what they see, hear & feel whilst outside Observational drawings of the natural world Discuss how to care for the living things & their habitats Examine change over time 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 Understand the effect of changing seasons on the natural world around them	Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes that they notice Characteristics of liquids & solids e.g., cooking eggs, melting chocolate Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water	Extend vocabulary: blossom, buds, bulb, evergreen, deciduous Describe what they see, hear & feel whilst outside Name & describe some plants Draw pictures of plants	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	Test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf etc	
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!
	- Name the properties of some materials such as – hard and soft, rough and smooth and shiny and dull. - Describe the most suitable materials for building and give explanations as to why.		Explore the effects weather has on living things in Winter and Spring – leaves, trees, plants, insects, animals. Compare some similarities and differences between the seasons		Explore the effects weather has on living things in Summer – leaves, trees, grass, plants, insects, animals. Talk about similarities and differences between each season.	

	- Manipulate some materials such as Play-Dough and describe how they change – squash, stretch, bend, twist. - Look at a range of materials in the environment and describe how they feel. - Can name the characteristics of each season - Explore the changes to animals and plants in Autumn – leaves, trees, insects, animals, nocturnal animals. - Talk about weather changes in the seasons. - Talk about hedgehogs, birds, tortoise, fish and frogs and their habitats in Autumn and Winter – hibernation. (Hedgehogs, tortoise) fish and frogs move down to the bottom of lakes and ponds and some even burrow into the mud. - Understand how to reduce the spread of germs – hand washing, cleaning. Understand how to look after ourselves – tooth brushing, healthy eating such as fruit and vegetables. - Name some of a human's body parts – legs, arms, head, knees, elbow. Identify some parts of the body and locate them on a map of themselves. - Talk about some animal's habitats in our immediate environment – where do the insects, chickens, foxes and hedgehogs live? Understand that familiar places can be habitats - the outdoor area, bug hotels. Explore our school outdoor environment and understand that it is a habitat for living things e.g. bats and insects	- Compare the effects heating and cooling has on ingredients such as melting and freezing. - Talk about animals in their habitats in Spring - comparing this to Autumn and Winter. - Understand that plants need space, water, light and air to grow. - Use correct terms when observing the life cycle of ladybirds - Observe and talk about the life cycle of a chicken using the correct terminology - Use language related to the life cycle of a chicken to explain the process – brooding, incubation, clutch of eggs. Explore the life cycle of humans and begin to compare this with the life cycle of a chicken. - Talk about routines in the morning and the evening and use language related to day and night. - Begin to talk about an animal's offspring – hen and chick, sealion and a pup, whale and a calf. - Use language relating to planting and plant sunflowers and bulbs in the outdoor area – seeds, plants, bulbs.'	- Classify a set of objects by their materials - wood, plastic, fabric, sand and glass – Recycling. - Know the foods different animals might eat and how they find their food – whales hunt for krill. - Compare similarities and differences between animals' habitats – insects. - Talk about and compare how habitats change for animals during the Summer. - Understand and explain the life cycle of a plant. - Talk about some trees that are deciduous – oaks, maples, and beeches. - Observe and talk about the life cycle of butterflies and compare this with the life cycle of chicken's and humans.
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Seasonal changes	Everyday materials	Plants / Animals including humans
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. The outdoor classroom will be used as a key feature in our science learning through the natural world. Trips to the farm and blueplanet aquarium will be used to enhance children experiences of animals and class experiences of hatching our own chicks and growing our owns sunflowers

Kidsgrove Primary School- **EAD: Creating with Materials & Being Imaginative and Expressive**

Design and Technology progression through EYFS

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: EAD / Creating with Materials and Being Imaginative

■ 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	Vocabulary- To be used daily.
Reception	Develop own ideas through	Use increasing knowledge & understanding of tools &	▪	▪	▪	

Skills, Knowledge & Understanding	experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills	materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects	- 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	- Use different techniques for joining materials - Use tools independently, with care & precision	- Look closely at similarities, differences, patterns & change - Know & talk about the different factors that support their overall health & well-being	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!
	Use colour and materials to express how they are feeling through own creations using a variety of textures.	- Use construction materials to build structure of my home. - Use fabric to create houses for a character from a story Use a variety of construction materials to build an aerial view of TMPA	- Make bread and analyse the effects of heat. - Use a of range construction materials to build structure of TMPA and compare the different mediums.	- Use of eggs produced (make link to coming from chicks to prepare and bake a cupcake - explain the process - Use a variety of construction materials to build an aerial view of Stoke	- From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating. - Use heat to melt chocolate and cook Brazilian bananas. Look at the effects of cooking and melting.	- Use a range of materials to make a moving puppet. - Verbally evaluate their work and explain what is good and one thing that could make it better. - Construct a building from our community and label their model – place of work, school, hospital
Food		Mechanisms		Structures		Textiles
□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.						

Kidsgrove Primary School- Expressive Arts and Design - Creating with Materials

Art progression through EYFS

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG – EAD: 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

Focus	Drawing		Painting	Texture and collage	Explore	Vocabulary
Reception Skills, Knowledge & Understanding	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		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	Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	Respond imaginatively to artworks & objects Explore, use & refine a variety of artistic effects to express their ideas & feelings Express & communicate working theories, feelings & understandings in the form of artwork & objects	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques
Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!
	Draw representations of myself and others Can use drawings to tell a story Explore what happens when you mix prime colours Begin to describe different textures. Use natural resources to build pictures - beginning to describe different textures such as soft, hard, smooth and rough Use colour to express their feelings.		Talk about the changes to colours as we mix Use a range of primary, secondary colours. Capture experiences and responses with a range of media, comparing paint and other materials or words. Create own stamps and produce repeating patterns, discuss similarities and differences between patterns Create observation drawing of plants at different stages in their lifecycle		Create their 'special person from our community' using clay and modelling tools to add detailed features. Use different materials to create their own show box garden representation and explain their choices. Complete a simple weave using paper, card or fabric. Select their own tools and resources and give reasons for their choices. Capture their own images on the class iPad of their environment to create observational drawings. Use line and shape to create observational drawings - focusing on the work of Vincent Van'Gogh's. Use a range of tools to draw a range of different lines – thick, thin, dark, lines.	
Painting			Drawing		Texture and Collage	
□ Children to be exposed to key vocabulary and quality visual stimulus. □ There will be a range of texts used to support learning. □ Children will have Continuous Provision opportunities to a wide range of materials, enhanced where appropriate.						

Kidsgrove Primary School- EAD- Creating with Materials and Being Imaginative

MUSIC progression through EYFS

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: EAD / Creating with Materials and Being Imaginative

■ 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	Singing		Listening	Composing		Performing	Vocabulary- To be used daily.	
Reception Skills, Knowledge & Understanding	Sing in a group or on their own, increasingly matching the pitch and following the melody.		- Respond imaginatively to music e.g., this music sounds like dinosaurs - Listen attentively, move to and talk about music, expressing their feelings and responses.	- Choose particular movements, instruments/sounds for their own imaginative purposes - Explore & engage in music making & dance, performing solo or in groups		- Sing in a group or on their own, increasingly matching the pitch & following the melody - 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.	Chant High/ low Repeat Rhythm Sound Beat Follow	
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	
	My Environment and Me		Special Times and Places		Exploring and Changing	Growing and Changing	Save Our World!	
Learning Outcomes	Sing along to a familiar song as a class group.		- Sing along to new songs (nativity) as a group. - Sing some songs in smaller groups		- Move in time to music (dance) - Create movement to match different sounds in stories. - Follow signals for ‘stop and go’ ‘louder and quieter’	- Follow the beat with a range instrument. - Follow a simple musical pattern	Make own musical instrument and explain the sounds that it makes.	
Explore pulse, rhythm, and duration			Exploring pitch, timbre, tempo, and dynamics.			Exploring sounds, instruments, and symbols.		
□ A range of high quality instruments will be made available for continuous provision.								

Kidsgrove Primary School– Understanding the World

COMPUTING progression through EYFS

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG - NO ELG's are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.	
Reception Skills, Knowledge & Understanding	Completes a simple program on electronic devices	Begin to list different IT in their home	Begin to give reasons why we need to stay safe online Use the internet with adult supervision to find and retrieve information of interest to them	Create content such as a video recording, stories, and/or draw a picture on screen	Develop digital literacy skills by being able to access, understand and interact with a range of technologies	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme	
Learning Outcomes	Autumn Term	“Who am I?”	Spring Term	“Food to fork”	Summer Term	“Where will we go now? Water Water everywhere”	
	My Environment and Me	Special Times and Places	Exploring and Changing	Growing and Changing	Save Our World!	Save Our World!	
	- Explain how to stay safe when using the internet. - Turn on an iPad, open a programme and follow instructions.	- Follow teachers’ instructions when using an online interactive programme such as paint or draw. - Attempt to draw a place that is special to you.	Collect information about the measurement of plants and see which was the best environment for growing in.	Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.	- Use the I Pad and class cameras to take their own images of our outdoor environment - Use ‘google’ to find out more information about plants and use the images to support their own representations.	Send a group class email to a person in our local community and wait for a response	
E-Safety		Computer Skills		Programming		Word Processing skills	Data Collection
□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, keyboards, interactive whiteboards, iPad’s, CD player, Turn Tables. These should be modelled by adults. □ Explicit teaching will be needed within this area when using iPad for researching. This should take place in small, guided groups lead by the adult.							