

**\*\*\*\*\* Primary School – EYFS Progression Map.**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goals.</b>
		<b>Super heroes</b>	<b>Blast Off!</b>	<b>Fire &amp; Ice</b>	<b>Fairy Tales</b>	<b>On The Farm</b>	<b>Pirates</b>	
<b>Literacy</b>	<b>Reception Skills</b>	<p>Listening to and identifying sounds in the environments. <b>(Au1)</b></p> <p>Listening to and hearing initial sounds in familiar words. <b>(Au1)</b></p> <p>To identify sounds on a sound mat. <b>(Au1)</b></p> <p>Listens to familiar stories and able to recall some facts. <b>(Au1)</b></p>	<p>Listening to and hearing sounds in CVC words. <b>(Au2)</b></p> <p>To identify sounds on a sound mat and to use this when writing. <b>(Au2)</b></p> <p>Listens to familiar stories and able to recall facts. <b>(Au2)</b></p>	<p>To think of and write a short, simple sentence. <b>(Sp1)</b></p> <p>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp1)</b></p> <p>Identifying sounds on a sound mat. <b>(Sp1)</b></p> <p>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp1)</b></p>	<p>To think of and write a short, simple sentence. <b>(Sp2)</b></p> <p>Listening to and hearing sounds in CVC and CVCC words. <b>(Sp2)</b></p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Sp2)</b></p> <p>Listens to stories and is beginning to anticipate what may happen next. <b>(Sp2)</b></p>	<p>To think of and write a short, simple sentence. <b>(Su1)</b></p> <p>Listening to and hearing sounds in CVC and CVCC words. <b>(Su1)</b></p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su1)</b></p> <p>Checking written work and making any changes where necessary. <b>(Su1)</b></p> <p>Listens to stories and is beginning to anticipate what may happen next. <b>(Su1)</b></p>	<p>To think of and write a short, simple sentence. <b>(Su2)</b></p> <p>Listening to and hearing sounds in CVC and CVCC words. <b>(Su2)</b></p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su2)</b></p> <p>Checking written work and making any changes where necessary. <b>(Su2)</b></p>	<p><b>Comprehension</b></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Word Reading.</b></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing.</b></p>
	<b>Reception Knowledge</b>	<p>Knowing that words can be written. <b>(Au1)</b></p>	<p>Knowing that words can be written. <b>(Au2)</b></p>	<p>Knowing that words can be written. <b>(Sp1)</b></p> <p>Knowing the sounds that the</p>	<p>Knowing the sounds that the taught phonemes make. <b>(Sp2)</b></p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su1)</b></p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su2)</b></p>	

		<p>Knowing the sounds that the taught letters make. <b>(Au1)</b></p> <p>Knowing what the taught letters looks like. <b>(Au1)</b></p> <p>Knowing how to write the taught letters. <b>(Au1)</b></p> <p>Knows how to sequence familiar stories. <b>(Au1)</b></p> <p>Understands early concepts of print. <b>(Au 1)</b></p>	<p>Knowing the sounds that the taught letters make. <b>(Au2)</b></p> <p>Knowing what the taught letters looks like. <b>(Au2)</b></p> <p>Knowing how to write the taught letters. <b>(Au2)</b></p> <p>Write some letters accurately. <b>(Au2)</b></p> <p>Write some or all of their name. <b>(Au2)</b></p> <p>Knows how to sequence familiar stories. <b>(Au2)</b></p>	<p>taught letters make. <b>(Sp1)</b></p> <p>Knowing what the taught letters looks like. <b>(Sp1)</b></p> <p>Knowing how to write the taught letters. <b>(Sp1)</b></p> <p>Recognising taught HFW in text. <b>(Sp1)</b></p> <p>Knows how to spell some familiar words. <b>(Sp1)</b></p>	<p>Knowing what the taught phonemes look like. <b>(Sp2)</b></p> <p>Knowing how to write the taught letters. <b>(Sp2)</b></p> <p>Recognising taught HFW in text. <b>(Sp2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Sp2)</b></p> <p>Knows how to spell some familiar words. <b>(Sp2)</b></p>	<p>Knowing what the taught phonemes look like. <b>(Su1)</b></p> <p>Knowing how to write the taught letters. <b>(Su1)</b></p> <p>Recognising taught HFW in text. <b>(Su1)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su1)</b></p> <p>Knowing that sentences can be extended by using a connective. <b>(Su1)</b></p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su1)</b></p> <p>Knows how to spell some familiar words. <b>(Su1)</b></p>	<p>Knowing what the taught phonemes look like. <b>(Su2)</b></p> <p>Knowing how to write the taught letters. <b>(Su2)</b></p> <p>Recognising taught HFW in text. <b>(Su2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su2)</b></p> <p>Knowing that sentences can be extended by using a connective. <b>(Su2)</b></p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. <b>(Su2)</b></p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
	<p><b>Areas of learning covered.</b></p>	<p>1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.</p>	<p>Compare Length Weight and Capacity. Money. Compare numbers Number bonds to 5. Counting beyond 10 Addition and subtraction. 3D Shapes</p>	<p>Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.</p>				

<b>Maths</b>	<b>Reception Skills</b>	<p>To count up to 10 objects with 1:1 correspondence. <b>(Au1)</b></p> <p>To match quantities to numeral. <b>(Au1)</b></p> <p>To begin to recognise numbers automatically on a dice/card to 5. <b>(Au1)</b></p>	<p>To find the total of 2 groups of objects <b>(Au2)</b></p> <p>Subitise <b>(Au2)</b></p> <p>Count objects, actions and sounds <b>(Au2)</b></p> <p>Begin to describe a sequence of events using the words first, then... <b>(Au2)</b></p>	<p>To use non-standard units to measure length, weight and capacity. <b>(Sp1)</b></p> <p>To begin to explore composition of numbers to 10. <b>(Sp1)</b></p> <p>To be able to count to 20 independently. <b>(Sp1)</b></p> <p>To explore number bonds to 8. <b>(Sp1)</b></p>	<p>To use objects to solve addition and subtraction problems. <b>(Sp2)</b></p> <p>To share objects between a group of people equally. <b>(Sp2)</b></p> <p>To explore number bonds to 5. <b>(Sp2)</b></p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. <b>(Su1)</b></p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. <b>(Su1)</b></p> <p>To read the time to O'Clock on a digital and analogue clock. <b>(Su1)</b></p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. <b>(Su2)</b></p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. <b>(Su2)</b></p> <p>To make observations of and compare length, weight and capacity. <b>(Su2)</b></p>	<p style="text-align: center;"><b><u>Number</u></b></p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;"><b><u>Numerical Patterns.</u></b></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<b>Reception Knowledge</b>	<p>To say the number names to 10 in order. <b>(Au1)</b></p> <p>To recognise number to 10. <b>(Au1)</b></p> <p>To write numbers to 10, forming them correctly. <b>(Au1)</b></p>	<p>Counting to 10 and beyond <b>(Au 2)</b></p> <p>Sort objects with given/own criteria <b>(Au2)</b></p> <p>Compare quantities using language: more than, fewer than <b>(Au2)</b></p> <p>Know that the last number reached when counting a small set of objects tells you that there are that</p>	<p>Count objects actions and sounds <b>(Sp1)</b></p> <p>Subitise <b>(Sp1)</b></p> <p>Compare numbers <b>(Sp1)</b></p> <p>Understand the one more than/one less than relationship between consecutive numbers <b>(Sp1)</b></p> <p>To know that addition involves combining two or more groups of objects. <b>(Sp1)</b></p> <p>To know that length, capacity and weight can all be measured. <b>(Sp1)</b></p>	<p>To know that addition involves combining two or more groups of objects. <b>(Sp2)</b></p> <p>To read addition number sentences. <b>(Sp2)</b></p> <p>To know that subtraction involves removing an object from a group. <b>(Sp2)</b></p> <p>To know the names of some</p>	<p>To know that the word 'more' indicates that the group is getting larger. <b>(Su1)</b></p> <p>To know that the word 'less' indicates that a group is getting smaller. <b>(Su1)</b></p> <p>To be able to count, order and recognise numbers to 20. <b>(Su1)</b></p> <p>To count forwards and backwards to 20. <b>(Su1)</b></p>	<p>To know the names of some 3D shapes. <b>(Su2)</b></p> <p>To know that 3D shapes can have faces, vertices and edges. <b>(Su2)</b></p> <p>To know that addition involves combining groups of objects. <b>(Su2)</b></p> <p>To read number addition sentences. <b>(Su2)</b></p>	

			<p>many in total (Au2)</p> <p>Solve real world mathematical problems with numbers up to 5 (Au2)</p> <p>Understand the 'one more than/one less than relationship between consecutive numbers (Au2)</p> <p>To find the total of 2 groups of objects (Au2)</p> <p>Subitise (Au2)</p> <p>Count objects, actions and sounds (Au2)</p> <p>Begin to describe a sequence of events using the words first, then... (Au2)</p>		<p>3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems . (Sp2)</p>	<p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>To be able to count, order and recognise numbers to 20. (Su2)</p>	
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<p style="text-align: center;"><b>Physical Development</b></p>	<p style="text-align: center;"><b>Reception Skills</b></p>	<p>To use a dominant hand. <b>(Au1)</b></p> <p>To begin to form recognisable letters which are formed mostly correctly. <b>(Au1)</b></p> <p>To use climbing equipment safely and competently. <b>(Au1)</b></p> <p>To begin to negotiate space effectively. <b>(Au1)</b></p> <p>To continue to develop their movement, balancing, riding and ball skills. <b>(Au1)</b></p>	<p>To begin to use anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To use climbing equipment safely and competently. <b>(Au2)</b></p> <p>To negotiate space effectively. <b>(Au2)</b></p> <p>Continue to develop their movements (Au2)</p> <p>Can increasingly use and remember sequences and patterns of movement which are related to music and rhythm (Au2)</p> <p>Progress towards a more fluent style of movement (Au2)</p> <p>Skip, hop, stand on one leg and hold the pose for a game eg musical statues (Au2)</p> <p>Revise and refine the fundamental movement skills they have already acquired (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. <b>(Sp1)</b></p> <p>To be able to balance and coordinate safely. <b>(Sp1)</b></p> <p>To negotiate space effectively. <b>(Sp1)</b></p> <p>Combine different movements with ease and fluency. <b>(Sp1)</b></p> <p>Progress towards a more fluent style of moving, with developing control and grace. <b>(Sp1)</b></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. <b>(Sp1)</b></p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. <b>(Sp2)</b></p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. <b>(Su1)</b></p>	<p>To show good control and co-ordination in large and small movements. <b>(Su2)</b></p>	<p><b><u>Gross Motor Skills.</u></b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b><u>Fine Motor Skills.</u></b></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>

	<b>Reception Knowledge</b>	<p>To know which hand to write with. <b>(Au1)</b></p> <p>To know how to use the climbing frame safely. <b>(Au1)</b></p> <p>To know how to use scissors effectively. <b>(Au1)</b></p>	<p>To know how to make anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To know how to use the climbing frame safely. <b>(Au2)</b></p> <p>To know how to use scissors effectively. <b>(Au2)</b></p> <p>Match their developing physical skills to tasks and activities (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. <b>(Sp1)</b></p> <p>To know how to use scissors effectively. <b>(Sp1)</b></p>	<p>To know why it is important to handle different apparatus safely. <b>(Sp2)</b></p> <p>To know how to use scissors effectively. <b>(Sp2)</b></p>	<p>To know how to form letters correctly. <b>(Su1)</b></p> <p>To know how to use scissors effectively. <b>(Su1)</b></p>	<p>To know how to handle a range of equipment and tools effectively. <b>(Su2)</b></p> <p>To know how to use scissors effectively. <b>(Su2)</b></p>	
<b>Communication and Language.</b>	<b>Reception Skills</b>	<p>To talk about themselves and others. <b>(Au1)</b></p> <p>To sing songs. <b>(Au1)</b></p> <p>To speak about a range of texts. <b>(Au1)</b></p>	<p>To compare different festivals. <b>(Au2)</b></p> <p>To make comments about their observations. <b>(Au2)</b></p> <p>To engage in non-fiction books. (Au2).</p>	<p>To talk about the role of healthy food and exercise in staying healthy. <b>(Sp1)</b></p>	<p>To describe familiar texts with detail and using full sentences. <b>(Sp2)</b></p> <p>To begin to ask questions about familiar aspects of their environment and their learning. <b>(Sp2)</b></p>	<p>To label and sort living things. <b>(Su1)</b></p> <p>To be able to order a range of life cycles. <b>(Su1)</b></p> <p>To describe habitats. <b>(Su1)</b></p>	<p>To be able to give facts about a specified subject. <b>(Su2)</b></p> <p>To begin to research using a search engine. <b>(Su2)</b></p>	<p><b><u>Listening and Understanding.</u></b></p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p>

					To describe features of traditional stories. <b>(Sp2)</b>			*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking.</b> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	<b>Reception Knowledge</b>	<p>To know about others. <b>(Au1)</b></p> <p>To know familiar songs. <b>(Au1)</b></p> <p>To describe different story and non-fiction texts. <b>(Au1)</b></p>	<p>To know about different festivals. <b>(Au2)</b></p> <p>To be able to talk about how different people help us. <b>(Au2)</b></p> <p>To begin to talk about why things happen using new vocabulary learnt. <b>(Au2)</b></p>	<p>To know different features of texts. <b>(Sp1)</b></p> <p>To know a range of healthy food and exercise. <b>(Sp1)</b></p> <p>Express their ideas and feelings about their experiences. <b>(Sp1)</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. <b>(Sp1)</b></p> <p>Learn rhymes, poems and songs. <b>(Sp1)</b></p> <p>Engage in non-fiction books. <b>(Sp1)</b></p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <b>(Sp1)</b></p>	<p>To know different traditional stories. <b>(Sp1)</b></p> <p>To talk confidently about why things happen using new vocabulary learnt. <b>(Sp2)</b></p> <p>To engage in meaningful conversations with others. <b>(Sp2)</b></p>	<p>To name and sort a range of living things. <b>(Su1)</b></p> <p>To know different life cycles. <b>(Su)</b></p> <p>To be able to talk about different habitats. <b>(Su1)</b></p> <p>To engage in meaningful conversations with others. <b>(Su1)</b></p>	<p>To know a range of facts. <b>(Su2)</b></p> <p>To engage in meaningful conversations with others. <b>(Su2)</b></p>	*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<b>Personal, Social and Emotional Development.</b>	<b>Reception Skills</b>	<p>To describe a friend. <b>(Au1)</b>          To know and demonstrate friendly behaviour. <b>(Au1)</b>          To understand how to be a good friend. <b>(Au1)</b>          To learn to join in with whole group activities. <b>(Au1)</b>          To choose an activity independently. <b>(Au1)</b></p>	<p>To learn about a range of different festivals. <b>(Au2)</b>          To learn about important dates in their lives. <b>(Au2)</b>          To play with one or more other children extending and collaborating play ideas. <b>(Au2)</b>          To build constructive and respectful relationships. <b>(Au2)</b>          To show more confidence in new social situations. <b>(Au2)</b></p> <p>Identify and moderate their own feelings socially and emotionally. <b>(Au2)</b></p>	<p>Show resilience and perseverance in the face of challenge <b>(Sp1)</b>          Build constructive and meaningful relationships <b>(Sp1)</b>          To describe a friend. <b>(Sp1)</b>          To know and demonstrate friendly behaviour. <b>(Sp1)</b>          To understand how to be a good friend. <b>(Sp1)</b></p> <p>To learn to join in with whole group activities. <b>(Sp1)</b>          To choose an activity independently. <b>(Sp1)</b>          See themselves as valuable individuals <b>(Sp1)</b>          Think about the perspective of others <b>(Sp1)</b></p>	<p>To understand that people need help. <b>(Sp2)</b></p> <p>To identify ways of being helpful to others and how this will make them feel. <b>(Sp2)</b></p>	<p>To describe a range of different habitats around the world. <b>(Su1)</b></p>	<p>To learn about the different family structures. <b>(Su2)</b></p>	<p><b>Self-Regulation.</b>          Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self.</b>          Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p>
	<b>Reception Knowledge</b>	<p>To describe and show friendly behaviour. <b>(Au1)</b>          To begin taking turns with their friends. <b>(Au1)</b></p>	<p>To be able to talk about different festivals. <b>(Au2)</b>          To understand why different people celebrate different things. <b>(Au2)</b></p>	<p>To describe and show friendly behaviour. <b>(Sp1)</b></p> <p>To begin taking turns with their friends. <b>(Sp1)</b></p>	<p>To talk about the effect my behaviour has on others. <b>(Sp2)</b></p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. <b>(Su1)</b></p>	<p>To be able to talk about the relationships they have at home with their family and friends. <b>(Su2)</b></p>	<p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>Building Relationships.</b>          Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults</p>

							and friendships with peers.  *Show sensitivity to their own and to others' needs.
Understanding of the World.	Religious Education.	<p><b>F4:</b> What times are special and why? (Harvest and Sukkot) <b>E</b></p> <p><b>F5:</b> Being special: where do we belong? <b>L</b></p>		<p><b>F1:</b> Which stories are special and why? <b>B</b></p> <p><b>F4:</b> What times are special and why? <b>E</b></p>	<p><b>F6:</b> What is special about our world? <b>L</b></p> <p><b>F2:</b> Which people are special and why? <b>B</b></p> <p><b>F3*:</b> Which places are special and why?</p>		
	Reception Skills	<p>To talk about how they have changed since they were a baby. <b>(Au1)</b></p> <p>To talk about the changes they observe in their environment – Seasons link. <b>(Au1)</b></p> <p>To use all their senses in hands on exploration. <b>(Au1)</b></p> <p>To explore how things work. <b>(Au1)</b></p>	<p>To talk about how Hindus celebrate Diwali. <b>(Au2)</b></p> <p>. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(Au2)</b></p> <p><i>Use all their senses in hands-on exploration of natural materials (Au2)</i></p> <p><i>Explore collections of materials with similar and /or different properties (Au2)</i></p>	<p>To talk about a special event in their life. <b>(Sp1/2)</b></p> <p>Exploring a range of habitats, looking at why the animal lives like that. <b>(Sp1/2)</b></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries. (Sp1)</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (Sp1)</i></p> <p><i>Recognise some environments that are different to the one in which they live. (Sp1)</i></p> <p><i>Draw information from a simple map. (Sp1)</i></p> <p><i>Explore the natural world around them. (Sp1)</i></p> <p><i>Describe what they see, hear and feel whilst they are outside. (Sp1)</i></p>	<p>To identify and sort healthy/unhealthy foods. <b>(Su1/2)</b></p> <p>To identify and group a range of fruits and vegetables. <b>(Su1/2)</b></p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. <b>(Su1/2)</b></p> <p>Talking about the life cycle of plants and animals and what they need to survive. <b>(Su1/2)</b></p> <p>Exploring a range of habitats, looking at why the animal lives like that. <b>(Su1/2)</b></p>	<p><b><u>Past and Present.</u></b> Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities</p>	
	Reception Knowledge	To know the names of	To know that people around the world have	To know that humans and other animals can grow. <b>(Sp1/2)</b>	To know that some foods are unhealthy. Sorting healthy and unhealthy foods.		

		<p>different body parts. <b>(Au1)</b></p> <p>To know about their own life-story and family history. <b>(Au1)</b></p> <p>To understand the need to respect and care for the natural environment and all living things. <b>(Au 1)</b></p> <p>To know about different occupations. <b>(Au1)</b></p>	<p>different religions. <b>(Au2)</b></p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. <b>(Au2)</b></p> <p>To know that some animals are nocturnal. <b>(Au2)</b></p> <p>To know that adults do a variety of jobs. <b>(Au2)</b></p> <p>To know that the emergency services exist and what they do. <b>(Au2)</b></p> <p>Describe what they see, hear and feel whilst outside (Au2)</p> <p>Explore how things work (Au2)</p> <p>Recognise some environments that are different to the one in which they live (Au2)</p> <p>Talk about what they see using a wide range of vocab (Au2)</p>	<p>To understand and use positional language. <b>(Sp1/2)</b></p> <p>To know that Christians celebrate Easter. <b>(Sp2)</b></p> <p>To know that there are many countries around the world. <b>(Sp1)</b></p> <p><i>Understand the effect of changing seasons on the natural world around them. (Sp1)</i></p>	<p><b>(Su1/2)</b></p> <p>To know the names of common fruits and vegetables. <b>(Su1/2)</b></p> <p>To select appropriate materials according to their properties. <b>(Su1/2)</b></p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. <b>(Su1/2)</b></p> <p>To know that there are many countries around the world. <b>(Su2)</b></p>	<p>in this country, drawing on their experiences and what has been read in class.</p> <p><i>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p> <p><b><u>The Natural World.</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><i>*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.</i></p> <p><i>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>
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<p><b>Expressive Arts and Design.</b></p>	<p><b>Reception Skills</b></p>	<p>To give meaning to the marks that are made. <b>(Au1)</b></p> <p>To play instruments with increasing control. <b>(Au1)</b></p> <p>To use drawing to represent ideas. <b>(Au1)</b></p> <p>To take part in simple pretend play. <b>(Au1)</b></p> <p>To explore different materials freely. <b>(Au1)</b></p>	<p>To design a Rangoli pattern. <b>(Au2)</b></p> <p>To use role play to show how 'People who Help Us'. <b>(Au2)</b></p> <p>Uses simple tools and techniques competently and appropriately. <b>(Au2)</b></p> <p>To join different materials. <b>(Au2)</b></p>	<p>To use resources to create own props. <b>(Sp1)</b></p> <p>Constructs with a purpose in mind, using a variety of resources. <b>(Sp1)</b></p> <p>Begin to develop complex stories using small world equipment. <b>(Sp1)</b></p> <p>Explore different materials freely. <b>(Sp1)</b></p> <p>Create collaboratively sharing ideas skill and resources <b>(Sp1)</b></p> <p>Develop story lines in their pretend play <b>(Sp1)</b></p> <p>Watch and talk about dance ad performance art, expressing their feelings and responses <b>(Sp1)</b></p> <p>Engage in music making and dance, performing solo or in groups <b>(Sp1)</b></p> <p>Sing the melodic shape such as up and down, down and up, of familiar songs <b>(Sp1)</b></p> <p>Play instruments with increasing control to express their feeling and ideas <b>(Sp1)</b></p>	<p>To use a range of resources to create own props to aid role play. <b>(Sp2)</b></p> <p>To plan, carry out and evaluate and change where necessary. <b>(Sp2)</b></p> <p>Manipulates materials to achieve a planned effect. <b>(Sp2)</b></p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Su1)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(Su1)</b></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(Su2)</b></p>	<p><b><u>Creating with Materials.</u></b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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	<b>Reception Knowledge</b>	<p>To learn a range of songs. <b>(Au1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Au1)</b></p>	<p>To learn the names of different tools and techniques that can be used to create Art. <b>(Au2)</b></p> <p>To experiment with creating different things and to be able to talk about their uses. <b>(Au2)</b></p>	<p>To understand that pictures can be created by making observations or by using imagination. <b>(Sp1)</b></p> <p>To use paints, pastels and other resources to create observational drawings. <b>(Sp1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Sp1)</b></p>	<p>To use a range of props to support and enhance role play. <b>(Sp2)</b></p> <p>To identify and select resources and tools to achieve a particular outcome. <b>(Sp2)</b></p>	<p>To know the different uses and purposes of a range of media and materials. <b>(Su1)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Su1)</b></p>	<p>To describe ways of safely using and exploring a variety of materials. <b>(Su2)</b></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. <b>(Su2)</b></p>	
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