




Progression Document – Nursery to Year 1

	Autumn 	Spring 	Summer 
Communication and Language			
Nursery	<p>Listening and attention:</p> <ul style="list-style-type: none"> Enjoy rhymes and demonstrates listening by trying to join in with actions and vocalisations. Listens to and enjoy rhythmic patterns in rhymes and stories. Listen to simple stories and understand what is happening, with the help of the pictures. Understands simple questions about 'who', 'what' <p>Speaking:</p> <ul style="list-style-type: none"> Enjoy listening to familiar stories and can remember and talk about main parts, using pictures. Building up a wider range of vocabulary. Uses different types of everyday words- nouns, verbs and adjectives- banana, go, sleep, hot. Use language to widen contacts, share feelings, experiences and thoughts. Hols a conversation jumping from topic to topic Beginning to ask simple questions. 	<p>Listening and attention:</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a longer story. Learns lots of new words and use them in play. Holds a conversation, mostly staying on topic. Starts to ask more varied questions- What, where, who. <p>Speaking:</p> <ul style="list-style-type: none"> Understand two part instructions e.g get your coat and line up at the door. Understand who, what, where in simple questions. Understand stories and able to retell the main parts. Can listen for short periods in grouo sessions. 	<p>Listening and attention:</p> <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember what happens in them. Understand and respond to more complex instructions Focus on a chosen activity for at least ten minutes. Join in at group time by putting up hand and waiting their turn to talk Beginning to understand why and how questions.Why do you want to wear your boots today?" and "How can we mop up the juice?" <p>Speaking:</p> <ul style="list-style-type: none"> Starts a conversation with adults and friends and continues it, staying on topic. Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Be able to talk about thoughts when they agree/disagree and can discuss this using words and actions Uses longer sentences of at least four or more words when talking Uses words like 'and 'and 'because' in more complex sentences. Use a range of tenses- play, playing, played Use talk to connect ideas, explain what is happening, recall and relive past experiences.

Reception	<p>Listening:</p> <ul style="list-style-type: none"> Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important. <p>Attention:</p> <ul style="list-style-type: none"> Maintain attention in whole class and small group contexts for a short time. <p>Respond:</p> <ul style="list-style-type: none"> Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked <p>Understanding:</p> <ul style="list-style-type: none"> Follow 1 step instructions e.g., put bookbag in drawer. Understand 'how' and 'why' questions. <p>Speaking:</p> <ul style="list-style-type: none"> Use sentences of 4-6 words. 	<p>Listening:</p> <ul style="list-style-type: none"> Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. <p>Attention:</p> <ul style="list-style-type: none"> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. <p>Respond:</p> <ul style="list-style-type: none"> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. <p>Understanding:</p> <ul style="list-style-type: none"> Consider the listener and takes turns to listen and speak in different contexts. Follow instructions of more than 1 step. <p>Speaking:</p> <ul style="list-style-type: none"> Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day. 	<p>Listening / Attention:</p> <ul style="list-style-type: none"> Maintains focus during extended whole class teaching Follow a story without pictures or props <p>Respond:</p> <ul style="list-style-type: none"> Ask questions to find out more <p>Understanding:</p> <ul style="list-style-type: none"> Understand a range of complex sentence structures Understand questions such as who, what, where, when, why and how <p>Speaking</p> <ul style="list-style-type: none"> Talk in sentences using a range of tenses. Talk about why things happen. Have conversations with adults and peers with back and forth exchanges Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Link statements and stick to a main theme.
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	<ul style="list-style-type: none">• Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.• Begin to use social phrases e.g., 'Good Morning!• Use talk to organise themselves and their play.• Answer questions within partner discussions.• Use themed focused vocabulary.		
ELG	Listening and attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.	Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Year 1	<ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication		
Personal, Social, Emotional Development			
Nursery	Self-Regulation <ul style="list-style-type: none">• Be increasingly able to talk about and start to manage their	Self-Regulation <ul style="list-style-type: none">• Become more outgoing with unfamiliar people, in the safe context of their setting.	Self-Regulation <ul style="list-style-type: none">• To manage feelings more independently and talk about their emotions

	<ul style="list-style-type: none"> • emotions. • Safely explore emotions beyond their normal range through play and stories. • Separates from their main carer independently or with a little encouragement/ prompting from familiar adult. • Takes an interest and may engage in pretend play with toy <p>Managing Self</p> <ul style="list-style-type: none"> • Responds to a few appropriate boundaries with encouragement and support. • Select and use basic resources with help when needed. • Being aware of the feelings of others- looks concerned when they hear crying. • Growing sense of will and determination- may have tantrums/ outbursts. • Begin to show (with support) 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front • Beginning to learn that some things are theirs, some are shared, some belong to others <p>Building Relationships</p> <ul style="list-style-type: none"> • Play alongside others. (Less reliance on adult) • Use a familiar adult as secure base from which to explore. • May return to adult for reassurance. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling and start to show awareness of the feelings and wishes of others. • Starting to express their own preferences and interests. <p>Managing Self</p> <ul style="list-style-type: none"> • Select and use an increasing range of activities and resources to help them to achieve a goal they have chosen, or one which is suggested to them. • Start to Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Have a growing ability to distract self when upset. • Inhibit/ show effortful control over their own actions/ behaviour- stop themselves doing something they shouldn't. • Respond to the feelings and wishes of others. • Aware some actions can hurt others. <p>Building Relationships</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • May seek out others to share experiences. • May form a special friendship. • Develop some appropriate ways of being assertive. • Talk with others to solve conflicts, with support. • Show more confidence in new social situations. • Show concern for people special to them. 	<ul style="list-style-type: none"> • To understand how others might be feeling and respond to the needs, feelings and wishes of others. • To start to be assertive, appropriately. • Select and use resources independently • Welcome praise for things they have done. • More outgoing towards unfamiliar people and be more confident in new situations. • Show confidence in asking adults for help. • Talk to others confidently when playing. • Talk freely about home life. <p>Managing Self</p> <ul style="list-style-type: none"> • To talk about getting ready for new experiences like starting school and the changes they will face. • To be able to follow rules and know why they are important • To be able to follow the rules without an adult reminding them. • Adapt behaviour to different events, social situations and changes in routine. • Aware of own feelings and know that actions and words can hurt others feelings. • Able to take turns and share with others, (sometimes with support). • Tolerate delay when needs are not met immediately. <p>Building Relationships</p> <ul style="list-style-type: none"> • To be able to play in a group with friends and make up ideas of things to do and games to play, offer cues for others to join them. • To begin to find solutions to quarrels and conflicts. • Speak to peers within a game or activity, extending and elaborating play ideas, e.g role play.
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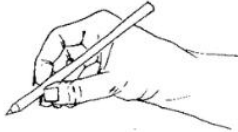
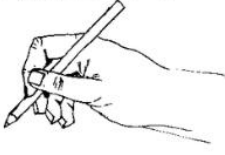
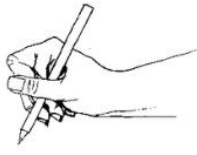
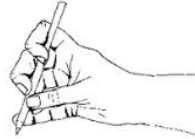
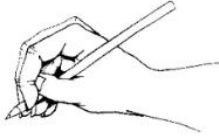






	<ul style="list-style-type: none"> • Play cooperatively with an adult- e.g roll a ball back and forth. May start to interact with others in play through eye contact, gestures, play behaviours, possibly some communication. • Notice differences, such as skin colour, types of hair, gender, special needs and disabilities. 		<ul style="list-style-type: none"> • Keep play going by responding to what others say and do. • Develop their sense of responsibility and membership of a community- e.g nursery ,EYFS, whole school Initiate conversations and form good relationships with peers and familiar adults
Reception	<p>Self Regulation:</p> <ul style="list-style-type: none"> • Can talk about feelings recognising own and other people's emotions. • Welcome distractions when upset. • Increasingly follow rules. • Know own likes and dislikes. • Adapt behaviour during transitions. <p>Managing Self:</p> <ul style="list-style-type: none"> • Independently organise belongings in the morning – coat fastenings, putting away book bag and water bottle. • Manage personal hygiene – hand washing and toileting. • Independently choose where they would like to play. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Begin to build constructive and respectful relationships. • Seek support of adults when needed. • Gain confidence to speak to peers and adults. • Begin to develop friendships • Play with children who are playing with the same activity 	<p>Self Regulation:</p> <ul style="list-style-type: none"> • Show pride in achievements. • Understand behavioural expectations of the setting. • Can explain right from wrong and try to behave accordingly. • Can identify kindness. <p>Managing Self:</p> <ul style="list-style-type: none"> • Manage their own needs. Makes choices and communicates what they need. Begins to show persistence when faced with challenges. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Seek others to share activities and experiences. • Can keep play going by co-operating, listening, speaking, and explaining. 	<p>Self Regulation:</p> <ul style="list-style-type: none"> • Able to identify and moderate own feelings. • See themselves as a unique and valued individual. • Can seek out a challenge and enjoy the process. • Can talk about their own abilities positively. <p>Managing Self:</p> <ul style="list-style-type: none"> • Confident to try new activities • Show resilience and perseverance. • Talk about the ways in which we keep healthy and follow some of these with greater independence. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Beginning to know that children think and respond in different ways to them. • Show sensitivity to others' needs and feelings. • Can reflect on the work of others and self-evaluate their own work.

	<ul style="list-style-type: none">Begin to take turns and share resources.					
ELG	Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Building Relationships: Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.	
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Physical Development			
Nursery	Gross Motor: <ul style="list-style-type: none"> Continue to develop ball skills- starting to kick, throw, roll and attempt to catch balls. Use the stairs more independently. (Many will use 1-2 feet) 	Gross Motor: <ul style="list-style-type: none"> With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block Go up steps using alternate feet. Squat with steadiness and rise to feet without using hands. 	Gross Motor: <ul style="list-style-type: none"> Move in an increasing variety of ways- run, crawl, walk, climb, slide, jump and hold a pose in games such as musical statues. To follow a steady beat and move their body in relation to music

	<ul style="list-style-type: none"> • Sit on and propel a push-along wheeled toy, attempt to use a scooter or ride a small tricycle. • To use large scale muscle movements to wave flags, streamers, paint and make marks. • Match their physical skill to tasks e.g. run or walk across a plank depending on width. • Move in a variety of ways- walk, run, jump and climb. <p>Fine Motor:</p> <ul style="list-style-type: none"> • May show preference for a dominant hand. • Turn pages in a paper book, maybe several pages at once. • To use large scale muscle movements to wave flags, streamers, paint and make marks. • To explore a variety of tools and how they can be used e.g large paint brushes, drawing equipment, scrapers, stampers. • To make more controlled marks on paper, may draw lines and circles. • Can complete 4 piece puzzles. • Thread large beads onto sticks or pipe cleaners. • To hold scissors to make snips in paper. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their plan e.g. the correct sized spade for digging a hole. • Climb confidently and able to pull themselves up on climbing equipment. • Kick a large ball. • Run safely on whole foot, becoming more aware of obstacles. <p>Fine Motor:</p> <ul style="list-style-type: none"> • To use a comfortable grip with increasing control when using pens and pencils. • To hold paint brushes and other tools with increasing control. • To hold scissors with increasing control and attempt to cut lines. • Use a dominant hand. • To show control when using jugs to pour, hammers, mark making tools. • To draw with more control, forming shapes to represent forms. • To attempt to form some letter shapes e.g their name. • To build with smaller scale resources e.g small lego. To start to use a knife and fork independently Can complete 6 piece puzzles. Thread large beads onto laces, strings. To unzip own coat 	<ul style="list-style-type: none"> • Begins to run with more fluency, avoiding obstacles. • Throw balls/ beanbags towards a target. • Ride bikes/ scooters with increasing awareness of others. • Start taking part in some group activities which they make up for themselves, or in teams. • Stand momentarily on one foot. • Catch a large ball. <p>Fine Motor:</p> <ul style="list-style-type: none"> • To use hold pens and pencils with fingers and thumb near tip- static tripod grip. • To complete 9 piece puzzle. • To thread medium sized items- beads, pasta onto sticks, pipe cleaners, laces, strings. • To attempt to write letters in own name. • To use • To hold scissors with correct grip and use with increasing control. Attempt to cut lines and simple shapes. • To draw with a purpose, drawing recognisable shapes and forms. • Some children may attempt to write letters/ initial sounds for words when writing. • To build with a range of construction- building towers of up to 10 pieces. Can pull bricks apart 1 at a time. • Can use tweezers to pick up small objects using dominant hand. • To attempt to zip up own coat
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Reception	<p>Gross Motor:</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully; lining up, queuing, mealtimes, personal hygiene. • Use core muscles to sit on the carpet appropriately during adult directed times. • Show an awareness of space and speed when moving. • Show confidence when using the outdoor climbing apparatus. • Revise and refine the fundamental movement skills they have been developing; Rolling, crawling, walking, jumping, running, hopping, skipping. • Use digging tools for a purpose. <p>Fine Motor:</p> <ul style="list-style-type: none"> • Show preference for a dominant hand. • Begin to use a knife and fork together to cut through food. • Peel own fruit • Use a pincer grip to explore small scale resources – peg boards and threading • Use scissors to cut a straight line in a piece of paper • To begin to use a tripod grip when using drawing and writing tools • Draw different shapes – lines, circles, squares • Use tweezers to transfer objects 	<p>Gross Motor:</p> <ul style="list-style-type: none"> • Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting, aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. <p>Fine Motor:</p> <ul style="list-style-type: none"> • Use an effective grip to form all lower-case letters with accuracy. • Use two-holed scissors. • Use scissors to cut curved shapes and zig zags. • Use a knife and fork accurately • Handle tools, objects, construction and malleable materials with increasing control. • Starting to understand how much pressure is needed to form marks on paper using writing and drawing tools. • Draw increasingly recognisable pictures. 	<p>Gross Motor:</p> <ul style="list-style-type: none"> • Obstacle activities: children moving over, under, through and around equipment • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency. Perform a single skill or movement with some control. • Children will increase stamina with balancing, running and moving. • Children will throw, catch, roll and control balls. • Children will throw underarm and overarm. • Perform a range of skills and link two movements together. • Sit for an extended period of time on the carpet. <p>Fine Motor:</p> <ul style="list-style-type: none"> • Hold two-holed scissors correctly and cut various materials and of various sizes. • Create drawings with detail • Paint using thinner paintbrushes • Use a tripod pencil grip • Form all lower and upper case letters of the alphabet accurately. • Independently dress themselves including fastening more complex buttons and zips.
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Fine motor - pencil grip	1 – 2 years	2 – 3 years	3 – 4 years	4 – 6 years	6 – 7 years
	Fisted grip or Palmar Supinate Grip	Digital Pronate grip	'Splayed' or 4 finger grip	Static Tripod grip	Dynamic Tripod Grip
	Children often hold their writing tool like a dagger, scribbling using their whole arm.	All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line.	4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (e.g. Head, stick body and one other body part such as arm or leg).	<p>At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadra pod grip.</p> <p>The angle of the wrist (descriptor 1):</p>  <p>extended wrist</p>  <p>hooked wrist</p> <p>Operational definitions of the pencil grip (descriptor 4):</p>  <p>the dynamic tripod</p>  <p>the lateral tripod</p>  <p>the cross thumb</p>  <p>the high index</p>  <p>the thumb tuck</p>	As the fingers begin to move independently, the ring & little fingers gently curl into the palm, the web space opens & becomes more circular, the writing tool is held closer to the nib & movement of the writing tool comes from the fingertips (the hand, wrist, elbow & shoulder are stabilised) the static tripod grip develops into a fully matured Dynamic Tripod Grip. Children will consistently be using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately and at a good speed.
		 			

ELG	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Fine Motor: 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.	
Year 1	<ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns.		
Literacy			
Nursery	Comprehension: <ul style="list-style-type: none">• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo• Fill in missing words or phrases in a well-known story or rhyme.• Look at books independently showing some awareness of how to use a book-• holds correct way up/ turns pages. Word reading: <ul style="list-style-type: none">• Choose to select and read a book, saying words to accompany the pictures.• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Tesco Writing:	Comprehension: <ul style="list-style-type: none">• Understand key concepts about print: -• print has meaning• Page sequencing• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book Word reading: <ul style="list-style-type: none">• Develop their phonological awareness, so that they can: - hear and start to suggest rhymes.• Clap out syllables in a word• Hear some initial sounds in words.• Say which letter sound their name begins with. Writing: <ul style="list-style-type: none">• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”• Make marks on their picture to stand for their own name (recognise important prints to me)• Start to write some letters in their name.	Comprehension: <ul style="list-style-type: none">• Able to 'map' out a familiar story through talking or maybe drawing• Knows that stories have beginnings and endings and sometimes guess how the story will end• Joins in conversations about stories and learns new vocabulary• To start to retell familiar stories and make up own stories, with characters.• Retell stories (often using toys or puppets or role play) showing awareness of beginning, middle and end...• To talk about the places and people in stories and the important things that are happening Word reading: <ul style="list-style-type: none">• Hear and says the first sound in a word when you say the word.• Recognise words with the same initial sound orally

	<ul style="list-style-type: none"> Start to ascribe meaning to their marks. Distinguish between marks they make e.g. draws two lines and says that is Mummy and that is Daddy 		<ul style="list-style-type: none"> Engage in writing in provision e.g. write a shopping list or a card for a birthday. 	<ul style="list-style-type: none"> To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word Able to pictorially match or find a pair of words that rhyme <p>Writing:</p> <ul style="list-style-type: none"> Uses some print and letter/ sound knowledge in early writing. For example: writing a pretend shopping write 'm' for mummy Says what the marks, shapes, letters and pictures they make mean Writes some letter sounds which can be recognised. To write some or all of my name 		
Reception	<p>Comprehension:</p> <ul style="list-style-type: none"> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. 	<p>Comprehension:</p> <ul style="list-style-type: none"> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text 	<p>Comprehension:</p> <ul style="list-style-type: none"> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. 	<p>Comprehension:</p> <ul style="list-style-type: none"> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. 	<p>Comprehension:</p> <ul style="list-style-type: none"> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do 	<p>Comprehension:</p> <ul style="list-style-type: none"> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and

	<ul style="list-style-type: none"> Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. <p>Word reading:</p>	<ul style="list-style-type: none"> and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. <p>Word reading:</p> <ul style="list-style-type: none"> To recognise taught phase 2 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, Blend sounds to read words using taught sounds Read words ending with 's' e.g. hats, sits Read words ending with s /z/ e.g. his, bags Begin reading captions and sentences using taught sounds 	<ul style="list-style-type: none"> Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). <p>Word reading:</p> <ul style="list-style-type: none"> To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo Blend sounds to read words using taught sounds To read sentences containing Common Exception Words and digraphs. To read books matching their phonics ability – Red B CEW – he, she, me, be, we, all, are, you, they, was, my, you <p>Writing:</p> <ul style="list-style-type: none"> To form lower case letters correctly and begin to form capital letters 	<ul style="list-style-type: none"> Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support. <p>Word reading:</p> <ul style="list-style-type: none"> To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo Blend sounds to read words using taught sounds To read sentences containing Common Exception Words and digraphs. To read books matching their phonics ability – Red B CEW – he, she, me, be, we, all, are, you, they, was, my, you <p>Writing:</p> <ul style="list-style-type: none"> To form lower case letters correctly and begin to form capital letters 	<p>you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <ul style="list-style-type: none"> Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. <p>Word reading:</p> <ul style="list-style-type: none"> To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo, ar, or, ur, ow, oi, ear, air, ure, er Blend sounds to read words using taught sounds Read words with short vowels and adjacent consonants To read books matching their phonics ability – Yellow + CEW - some, one, said, so, do, have, there, come, were, when, out, like, little, what 	<p>give a simple justification or make a relevant comment.</p> <ul style="list-style-type: none"> With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. <p>Word reading:</p> <ul style="list-style-type: none"> To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo, ar, or, ur, ow, oi, ear, air, ure, er Blend sounds to read words using taught sounds Read words with short vowels and adjacent consonants To read books matching their phonics ability – Yellow + CEW - some, one, said, so, do, have, there, come, were, when, out, like, little, what
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	<ul style="list-style-type: none"> To recognise their first name. To recognise taught phase 2 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, Begin to blend sounds together to read words using the taught sounds Begin to orally segment with support. Read books matching their phonics ability – pink A CEW – I, no, go, to, the, into <p>Writing:</p> <ul style="list-style-type: none"> Copy their name Give meanings to the marks they make Copy taught letters Write initial sounds 	<ul style="list-style-type: none"> exception words Blend sounds to read words using taught sounds Begin reading captions and sentences using taught sounds Read books matching their phonics ability – pink B Read words with double letters. Read compound words. CEW – I, no, go, to, the, into <p>Writing:</p> <ul style="list-style-type: none"> Write their name Use the correct letter formation of taught letters Begin to segment sounds in order to write 	<ul style="list-style-type: none"> Read books matching their phonics ability – Red A CEW – he, she, me, be, we, all, are, you, they, was, my, you <p>Writing:</p> <ul style="list-style-type: none"> To form lower case letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught common exception words correctly 	<ul style="list-style-type: none"> To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught common exception words correctly 	<p>phonics ability – Yellow A</p> <ul style="list-style-type: none"> CEW - some, one, said, so, do, have, there, come, were, when, out, like, little, what <p>Writing:</p> <ul style="list-style-type: none"> To form lower case and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught common exception words correctly To begin to read their work back 	<p>Writing:</p> <ul style="list-style-type: none"> To form lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught common exception words correctly To read their work back and check it makes sense
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	<ul style="list-style-type: none"> Begin to write CVC words using taught sounds 	<p>words and labels using taught sounds</p> <ul style="list-style-type: none"> Begin to write captions using taught sounds 				
ELG	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>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.</p>	
Year 1	<p>Comprehension:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart 		<p>Word Reading:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 		<p>Writing:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others <p>Writing – transcription</p> <ul style="list-style-type: none"> spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week, name the letters of the alphabet, naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er 	

	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting:</p> <ul style="list-style-type: none"> • Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these <p>Composition:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing:– vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
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			<ul style="list-style-type: none"> • joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing
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Maths			
Nursery	<p>Number</p> <ul style="list-style-type: none"> • Attempts to count objects pointing to each one starting to say number names. • Sing number rhymes. • Start to recognise and count amounts 0-3. • Recognise groups with more or less in. <p>SSM</p> <ul style="list-style-type: none"> • Understand some simple position through words alone e.g. in/on/under/up/down e.g. the bag is under the table. • Describe a familiar route e.g. talk about things they see on the way to school. 	<p>Number</p> <ul style="list-style-type: none"> • Able to count objects 0-5 (Say one number for each item in order: 1,2,3,4,5.) • To recite number names 0-10 • Show finger numbers to 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total <p>SSM:</p> <ul style="list-style-type: none"> • Select shapes appropriately: e.g. a triangle for a roof. • Combine shapes to make new ones. • Make shape patterns. • Use 2 D shape names and talk about and explore 2D shapes using informal and mathematical language e.g. pointy, flat, corners. 	<p>Number:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers accurately to 10. • Link numerals and amounts up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Experiment with their own symbols and marks as well as numerals. <p>SSM:</p> <ul style="list-style-type: none"> • Make representations when building using shapes, choosing appropriate shapes. E.g. a triangular prism for a roof. • Explore patterns

	<ul style="list-style-type: none"> Compare size and length etc. using gesture and language - bigger/little/smaller/tall/ long,/heavy 					
Reception	<p>Number</p> <ul style="list-style-type: none"> Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules <p>Numerical Patterns</p> <ul style="list-style-type: none"> Compare amounts <p>Maths SSM</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns 	<p>Number</p> <ul style="list-style-type: none"> Find numbers to 5 Subitise numbers to 5 Represent numbers to 5 Explore the composition of numbers to 5 <p>Numerical Patterns</p> <ul style="list-style-type: none"> Find one more or one less than a given number to 5 <p>Maths SSM</p> <ul style="list-style-type: none"> Identify and name circles, triangles, squares and rectangles Compare 2D shapes Find 2D shapes in the environment Combine shapes to 	<p>Number</p> <ul style="list-style-type: none"> Recognise 0 Find and represent numbers to 8 Explore the composition of numbers to 8 Use conceptual subitising to support finding a total. Find doubles to 8 Make doubles to 8 Combine two groups <p>Numerical Patterns</p> <ul style="list-style-type: none"> Find one more or one less than a given number to 8 Growing 6,7,8 Make pairs recognising that some numbers are odd and some are even <p>Maths SSM</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity 	<p>Number</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) <p>Numerical Patterns</p> <ul style="list-style-type: none"> Find one more or one less than a given number to 10 Explore even and odd <p>Maths SSM</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks Find 3-D shapes in the environment 	<p>Number</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10–13) Continue patterns beyond 10 (10–13) Build numbers beyond 10 (14–20) Add with numbers to 10 Subtract numbers to 10 <p>Numerical Patterns</p> <ul style="list-style-type: none"> Continue patterns beyond 10 (14–20) Verbal counting beyond 20 Verbal counting patterns <p>Sharing and grouping</p> <ul style="list-style-type: none"> Sharing Grouping Even and odd sharing Play with and build doubles <p>Maths SSM</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> Problem solve Find patterns and relationships <p>Maths SSM</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations

		<ul style="list-style-type: none"> create new ones Describe position 	<ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence time 	Patterns <ul style="list-style-type: none"> Identify more complex patterns Copy and continue patterns Talk about patterns in the environment 	<ul style="list-style-type: none"> Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes 	
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ELG	<p>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</p>	<p>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.</p>
Year 1	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)

	<ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • describe position, direction and movement, including whole, half, quarter and three quarter turns.
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Understanding the World – Links to Science, geography, History and RE in National Curriculum

Nursery	<p>Past and Present:</p> <ul style="list-style-type: none"> • Explore how things work. • Recognise Great Grandparents, Grandparents, parents and children as old and young. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • To start to positively notice differences and similarities between people and families <p>Natural World:</p> <ul style="list-style-type: none"> • Explore collections of materials with different properties and talk about what they see. Eg The wood is hard, the cotton wool is soft 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about and retell experiences from parents, grandparents and • start to make comparisons. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences and similarities between people, families and communities. • Shows an interest in different occupations <p>Natural World:</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Begin to understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talks about people and times that are special to them and their • family and friends, e.g “remember the party when we had • fireworks and big bangs” • Talk about times at home, e.g. going shopping, and times that are • special to them and their family e.g. birthdays • Begin to make sense of their own life-story and family's history <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos *Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families
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		<ul style="list-style-type: none"> • Begin to talk about the differences between materials and changes they notice. e.g. cooking/ melting/ floating and sinking. • Start to explore how things work 	<p>such as Eid, Diwali, Easter, Passover, or Chinese New Year</p> <ul style="list-style-type: none"> • Natural World: • Uses all of their senses to explore natural materials. *Knows that we have to be careful with animals and plants and remember not to pick the flowers/ to stroke animals gently *Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park *Understands the key features of the life cycle of a plant and an animal. • Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed
Reception	<p>Past and Present:</p> <ul style="list-style-type: none"> • Identify their family. Comment on photos of their family; naming who they can see and of what relation they are to them. • Name and describe people who are familiar to them. • Children will look at images from their local area and discuss similarities and differences between the past and present day <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Draw similarities and make comparisons between other families. • Start to recognise that not all families are the same. • Discuss the different religions that children may have, recognising that we may celebrate differently and at different times of year. • Name and explain the purpose of places of worship and places of local importance to the community to 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Children know that the past is anything before the current day • Children will look at transport from the past and discuss similarities and differences. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Children will understand that people in different countries and different cultures have different celebrations <p>Natural World:</p> <ul style="list-style-type: none"> • Talk about the changes they see in the world around them in Winter and Spring. • Compare seasonal changes • Talk about sinking and floating • Observe and 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 and a boat floating on water. • Name and describe some plants and animals • recognise familiar plants and animals whilst outside. 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Children will know that the present is now. • Children will explore St Georges day. • Children will recognise that some pirates who lived long ago were famous – <i>Edward Teach (Blackbeard)</i>. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>Natural World:</p> <ul style="list-style-type: none"> • After close observation, draw pictures of the natural world, including animals and plants. • Recognise some environments that are different from the one in which they live.



	<p>children, drawing on their own experiences where possible.</p> <ul style="list-style-type: none"> • Talk about festivals from around the world and discuss how these are celebrated Halloween, Christmas • Recognise that people have different beliefs and celebrate special times in different ways. • Know where I live and the street name. • Start to create simple maps of their local area <p>Natural World:</p> <ul style="list-style-type: none"> • Talk about the changes they see in the world around them in Autumn • Describe what they see, hear and feel whilst outside. 		
ELG	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>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 and changing states of matter.</p>
Year 1	<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<p>Geography (KS1)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>History (KS1)</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events

	<ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans:</p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	<p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its 	<p>commemorated through festivals or anniversaries]</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.
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		grounds and the key human and physical features of its surrounding environment.				
Expressive Arts and Design						
Nursery – Creating with materials	<ul style="list-style-type: none">Use their imagination as they consider what they can do with different materials.Make simple models which express their ideasExplore different materials freely, in order to develop their ideas about how to use them and what to make		<ul style="list-style-type: none">Join different materials and explore different textures.Create closed shapes with continuous lines and begin to use these shapes to represent objects.Build with a purpose in mind, build horizontally, vertically and create enclosures.Use a range of construction to build small worlds e.g. a zoo or a park.Start to combine different construction to build more complex models.	<ul style="list-style-type: none">Safely uses and explores lots of different tools such as scissorsChooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features.		
Nursery – Being imaginative	<ul style="list-style-type: none">Listen with increased attention to sounds.Enjoy and to start to request rhymes and songs to sing.Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.		<ul style="list-style-type: none">Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.Start to show awareness of rhythm and steady beat. Add some movements/ follow actions to music and to a steady beat.	<ul style="list-style-type: none">Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Plays instruments with increasing control to express feelings and ideas.Remember and sing whole songs.Makes up stories when playing, like superheroes rescuing people from a buildingSuggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat		
Reception – Creating with Materials	Drawing: <ul style="list-style-type: none">make marks on a variety of paper, using a variety of drawing tools.Draws shapes to represent objects within pictures – draw a self portrait (whole body)	Drawing: <ul style="list-style-type: none">Recognise how much pressure is needed when creating marks on a variety of different materials Painting: <ul style="list-style-type: none">Know how to mix primary colours to	Drawing: <ul style="list-style-type: none">investigate different lines – thick, thin, wavy, straight. Painting: <ul style="list-style-type: none">mixes colours to create new ones.Chooses colours appropriately based on their observations.Selects a thickness	Painting: <ul style="list-style-type: none">Know how to use and mix watercolour paints	Drawing: <ul style="list-style-type: none">use drawings to tell a story from retelling, imagination or observations.Notices and draws additional detail. Painting: <ul style="list-style-type: none">Mixes paints to create colours matching them to a desired colour.	Painting: <ul style="list-style-type: none">Experiments to create different textures. 3D: <ul style="list-style-type: none">Creates form by cutting, forming and joining familiar 3D shapes such as junk modelling items.Collage is used to select and cut

	<p>Painting:</p> <ul style="list-style-type: none"> • mixes colours to explore what happens. • Starting to understand that they need to select different brushes for large and small areas. <p>3D:</p> <ul style="list-style-type: none"> • Manipulate malleable materials to create a planned effect – clay Diwali lamps 	<p>create secondary colours using poster paint.</p> <ul style="list-style-type: none"> • Create art in the style of Wassily Kandinsky using circles and triangles <p>3D:</p> <ul style="list-style-type: none"> • Know which glue or tape to use for their project - rocket 	<p>of paintbrush to match the area that they are painting.</p> <p>3D:</p> <ul style="list-style-type: none"> • Create 2D collages • Select tools and techniques needed to shape, assemble and join materials selecting the most appropriate tools and products for their need. • Shape, assemble and join materials to make a vehicle. 		<ul style="list-style-type: none"> • Understands which primary colours can be mixed to create some secondary colours. • Paint lines and edges with greater accuracy Print with paints, using brushes, rollers, blocks, found and natural objects to create patterns and textures. • Knows about some Artists and can create artwork based on paintings that they have seen – Helena Shave Recycled art 	<p>colours, shapes, textures and images from a range of sources to suit ideas and purposes.</p> <ul style="list-style-type: none"> • Works collaboratively to create a piece of artwork. • Uses a variety of different construction materials, combining them to achieve a planned effect and thinking of solutions to solve problems they encounter as they build.
Reception - Being Imaginative	<ul style="list-style-type: none"> • <i>Listen to, move and express their feelings relating to different pieces of music.</i> • <i>Keep a beat using body percussion or a musical instrument.</i> • <i>Know nursery rhymes –</i> 	<ul style="list-style-type: none"> • <i>Retell stories using their own narratives within their play e.g. puppets, small world, role play.</i> • <i>Learn and perform Christmas songs</i> • <i>Listen to music linked to celebrations</i> 	<ul style="list-style-type: none"> • <i>Discuss the changes they hear within a piece of music.</i> • <i>Start to identify changes in pitch.</i> • <i>Explore how a song can be changed to create different effects – volume, tempo.</i> • <i>Clap along to a rhythm</i> • <i>Children will learn</i> 	<ul style="list-style-type: none"> • <i>Children will learn the nursery rhymes – Row, row, row your boat, 5 little monkeys jumping on the bed.</i> • <i>Experiment with different ways of playing instruments.</i> • <i>Create more complex narratives including others' ideas.</i> 	<ul style="list-style-type: none"> • <i>Start to develop their own pieces of music.</i> • <i>Selects instruments based on the sounds and effects they want to create.</i> • <i>Recite rhymes, songs and poems.</i> • <i>Use props to develop their storylines.</i> 	<ul style="list-style-type: none"> • <i>Keep in time with a piece of music.</i> • <i>Children will learn the rhymes –</i> • <i>Children will create their own dances to music, using a variety of movements.</i> • <i>Children will listen to music from around the world.</i> • <i>Develop their own</i>



	<ul style="list-style-type: none">heads, shoulders, knees and toes, if you're happy and you know it.Learn harvest festival songs and songs linked to autumn.Use small world characters and begin to act out narratives and stories.Use narrative in role play	<ul style="list-style-type: none">from other cultures e.g. DiwaliChildren will learn the Nursery rhymes – 1,2,3,4,5 once I caught a fish alive, 5 green and speckled frogs.Act out familiar stories using the start, middle and end of the narrative.Use narrative effectively in role play	<ul style="list-style-type: none">the Nursery rhymes – one elephant went out to play, London's burningUse costumes and resources to act out narratives within groupsDemonstrate roles through choice of costume and actions			<ul style="list-style-type: none">stories and narratives linked to fantasy role play and ideas that they have experienced in stories rather than real life e.g. aliens, knights, dragons.				
ELG	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.					Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.				
Progression of scissor skills	1.5 – 2yrs	2 – 2.5yrs	2 – 2.5yrs	2.5-3yrs	Between 3 and 3.5yrs	3 - 3.5yrs	3.5 - 4yrs	3.5 – 4yrs	4.5 – 5yrs	5 – 6yrs
	Holds Scissors Uses hands to hold the scissors often using both hands to open and close the blades.	Open and closes scissors  The child learns how to open and close the scissors.	Snips Paper Once the child has mastered opening and closing the scissors, they can move on to making small snips on the paper. They	Snips paper moving forward By the time a child hits age 3, they are able to make snips on the paper while moving the scissor	Uses Helping Hand  The child begins to use their “helping hand” or non-dominant hand to hold	Cuts a straight line Their accuracy is still a work in progress, with most cutting within 1/2 inch of the cutting line. By age 4, their	Cuts Curved Line By age 4, a child is able to cut on a curve line that is 1/4 inch wide, staying within 1/4 inch of the cutting line	Cuts a circle shape By age 4, once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in	Cuts a square shape Between the ages of 4.5 and 5 years old, a child can cut out a square shape within 1/4 inch from the cutting	Cuts a complex shape Between the ages of 5-6, a child can begin to cut out more complex shapes such as figures

		They are not yet ready to use them with paper.	are not moving forward on the paper with scissors, just making snips.	forward across the paper	the paper and help manipulate it while cutting with their dominant hand.	accuracy improves and they are able to cut a 6-inch straight line within 1/4 inch of the cutting line.		diameter. Their accuracy will start at around 1/2" from the cutting line and improve to 1/4 inch from the cutting line as they continue to practice.	line.	
KS1	Art and Design					Music				
	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 				