



Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 - Colours of the Rainbow	Spring 1 - Winter Wonderland	Spring 2 - The Great Outdoors	Summer 1 - Animal Kingdom	Summer 2 - Under the Sea & Pirates	
Office 1 033ible 1 Heilles	Pets Superheros Looking after ourselves People Who Help Us Our Local Area Our Families Feelings	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year Arctic Animals Around the World!!! Transport Space The naughty bus	Pancake Day Fairtrade Easter International Women's Day	Journeys Transport Space David Attenborough	Holidays Lifeguards Mermaids Looking after the ocean	
Enrichment Activities	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day Visit from a Vet	Nursery Rhyme Week/ Dress Up Visit from a FireFighter Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day	Penguin Day Ice Experiments Chinese New Year Parade	Barefoot Sensory Walk Butterfly Garden Trip to Sainsbury's Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bonnet Parade	Space Day 'Flying' to a different country. Animal Cam/ Zoo Trip Bird Watching Tiger Tea Party National Storytelling Week	Family Pirate Picnic Flying to the beach, sand & water play Science Day Water Day World Music Day	
Communication and Language is developed throughout the year through high quality interactions,	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.	
daily group discussions, circle times, stories, singing, speech and language interventions.	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation 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						

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.

Personal, Social and Emotional Development



Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories

Self-Regulation

Children will be able to follow one step instructions.

Children will recognise different emotions.

Children will focus during short whole class activities.

Managing Self

Children will learn to wash their hands independently.

Building Relationships

Children will seek support from adults and gain confidence to speak to peers and adults.

Self-Regulation

Children will talk about how they are feeling and to consider others feelings.

Managing Self

Children will understand the need to have rules.

Building Relationships

Children will begin to develop friendships.

Self-Regulation

Children will be able to focus during longer whole class lessons.

Managing Self

Children will begin to show resilience and perseverance in the face of a challenge.

Building Relationships

Children will be able to use taught strategies to support in turn taking.

Self-Regulation

Children will identify and moderate their own feelings socially and emotionally.

Managing Self

Children will develop independence when dressing and undressing.

Building Relationships

Children will an listen to the ideas of other children and agree on a solution and compromise.

Self-Regulation

Children will be able to control their emotions using a range of techniques.

Managing Self

Children will manage their own basic needs independently.

Children will learn to dress themselves independently.

Building Relationships

Children will learn to work as a group.

Self-Regulation

Children will be able to follow instructions of three steps or more.

Managing Self

Children will show a 'can do' attitude.

Children will understand the importance of healthy food choices.

Building Relationships

Children will have the confidence to communicate with adults around the school.

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.

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.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, wake up shake up Following PE passport for PE lessons

Gross Motor

Children will learn to move safely in a space.

Fine Motor

Children will begin to use a tripod grip when using mark making tools.

Gross Motor

Children will explore different ways to travel using equipment.

Fine Motor

Children will accurately draw lines, circles and shapes to draw pictures.

Gross Motor

Children will be able to control a ball in different ways.

Children will balance on a variety of equipment and climb.

Fine Motor

Children will handle scissors, pencil and glue effectively.

Gross Motor

Children will jump and land safely from a height.

Fine Motor

Children will use cutlery appropriately.

Gross Motor

Children will move safely with confidence and imagination, communicating ideas through movement.

Fine Motor

Children will hold scissors correctly and cut out small shapes.

Gross Motor

Children will be able to play by the rules and develop coordination.

Fine Motor

Children will form letters correctly using a tripod grip.

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.

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Phonics taught following Red Rose Letters and Sounds	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs, Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.	
Possible Book Focus'	Whose hat is this? Zog and the flying doctors? What the ladybird heard? The Little Red Hen The Gingerbread Man The Colour monster The colour monster	Elmer The Rainbow Fish Nursery Rhymes Room on the Broom Christmas Books	Jack Frost Stickman Lost and Found If you were a penguin Whatever Next How to catch a star Rocket Rocket Zoom Aliens Love Underpants Beegu Zoom to the Moon The Naughty Bus	Jack and the Beanstalk The Tiny Seed Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise	We're going on a bear hunt Croc and Bird Rumble in the Jungle Charlottes Web The Gruffalo The Tiger Who Came to Tea Giraffes Can't Dance Goldilocks & The Three Bears Three Little Pigs Dear Zoo Three Billy Goats Gruff	The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Boy	
	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. 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. 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.						
Mathematics	Pupils will build on previous experienc nursery environments, and further de skills. They will explore the compositi to compare sets of objects and use th	velop their subitising and counting on of numbers within 5. They will begin	the composition of numbers within ar		,	strategies. They will secure knowledge	
Following NCETM mastering number. With support from our local maths hub. See NCETM overview for more detail	DONOS UD 10 3 UNICIDANO SUD FOCUS FORMS NUMBER DONOS TO 10 I UD INCIDANO CONDICE FOCUS						

Understanding the World



RE- Following 'Come and See'

History: Past and Present

Children will know about their own life story and how they have changed.

Geography: People, Culture and

Children will know about features of the immediate environment.

Science: The Natural World Children will understand the terms 'same' and 'different'.

RE: People, Culture and Communities

Domestic Church-family: Myself (4 weeks)

Baptism/Confirmation-belonging: welcome (4 weeks)

History: Past and Present

Children will know some similarities and differences between things in the past and now.

Geography: People, Culture and

Children will know that there are many countries around the world.

Science: The Natural World Children will explore and ask questions about the natural world

RE: People. Culture and Communities

around them.

Advent/ Christmas- loving: birthday (4 weeks)

History: Past and Present

Children will talk about the lives of people around them.

Geography: People, Culture and

Children will know that people around the world have different religions.

Science: The Natural World

Children will talk about features of the environment they are in and learn about the different environments.

RE: People, Culture and Communities

weeks)

Local Church- community: celebrating | Lent/ Easter- giving: growing (4) (4 weeks) Eucharist-relating: gathering (4

History: Past and Present

Children will talk about past and present events in their lives and what has been read to them.

Geography: People, Culture and

Children will know about people who help us within the community.

Science: The Natural World

Children will make observations about plants discussing similarities and differences.

RE: People, Culture and Communities

weeks)

History: Past and Present

Children will know about the past through settings and characters.

Geography: People, Culture and

Children will know that people in other countries may speak different languages.

Science: The Natural World

Children will make observations about animals discussing similarities and differences.

RE: People, Culture and Communities

Pentecost- serving: good news (4 weeks) Reconciliation-inter-relating: friends (4 weeks)

History: Past and Present

Children will know about the past through settings, characters and

Geography: People, Culture and

Children will know that simple symbols are used to identify features on a

Science: The Natural World

Children will know some important processes and changes in the natural world, including states of matter.

RE: People, Culture and Communities Universal Church- World: our world (4

weeks)

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

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.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



Music: Being Imaginative

Children will sing and perform nursery rhymes.

See Charanga Progression of Skills document.

Art & Design: Creating with

Children will experiment mixing with colours.

Music: Being Imaginative

Children will experiment with different instruments and their sounds.

See Charanga Progression of Skills document.

Art & Design: Creating with **Materials**

Children will experiment with different textures.

Music: Being Imaginative

Children will create narratives based around stories.

See Charanga Progression of Skills document.

Art & Design: Creating with Materials

Children will safely explore differen techniques for joining materials.

Music: Being Imaginative

Children will move in time to the music.

See Charanga Progression of Skills document.

Art & Design: Creating with **Materials**

Children will make props and costumes for different role play scenarios.

Music: Being Imaginative

Children will play an instrument following a musical pattern.

See Charanga Progression of Skills document.

Art & Design: Creating with Materials

Children will explore and use a variety of artistic effects to express their ideas and feelings. Music: Being Imaginative

Children will invent their own narratives, stories and poems.

See Charanga Progression of Skills document.

Art & Design: Creating with

Materials

Children will share creations, talk about process and evaluate their work.

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: 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.