



Grazeley Primary School EYFS Curriculum progression overview 2024 - 2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Communication and Language Listening and Understanding | Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. | Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. | Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. | Understand why listening is important. Maintain attention in different contexts. | Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. | Listen and respond with relevant questions, comments, or actions. |



'Be courageous, be strong, do everything in love'
 1 Corinthians 16 v13-14

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| | <p>ELGs</p> <ul style="list-style-type: none"> • 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. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Communication and Language</p> <p>Speaking</p> | <p>Understand ‘why’ questions.</p> <p>Use sentences 4-6 words.</p> <p>Use talk to organise play.</p> | <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases</p> | <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> | <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> | <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p> | <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> |



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| | | | | Describe events in some detail. | | Use conjunctions to extend and articulate their ideas. |
| | <p>Vocabulary: Learn new vocabulary; Use new vocabulary in different contexts; Use new vocabulary through the day; Learn rhymes, poems, and songs; Listen carefully to rhymes and songs, paying attention to how they sound; Listen to and talk about stories to build familiarity and understanding.</p> | | | | | |
| | <p>ELGs</p> <ul style="list-style-type: none"> 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. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Personal, Social and Emotional Development | <p>Can talk about feelings. Welcome distractions when upset.</p> <p>Increasingly follow rules.</p> <p>Know likes and dislikes.</p> | <p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources. Independently choose where they would like to play.</p> | <p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> | <p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> | <p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> | <p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> |
| Self-regulation | <p>ELGs</p> <ul style="list-style-type: none"> 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. | | | | | |
| Year 1 Readiness | | | | | | |



| | Knows right from wrong and can explain why it is important to have boundaries and routines Shows an understanding of their own feelings and those of others | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Personal, Social and Emotional Development Managing Self | Independently organise belongings in the morning. Manage personal hygiene. | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | Manage their own needs. Understand the reasons for healthy food choices. | Understand and follow the rules. Persevere with new activities and skills | Confident to try new activities Show resilience and perseverance. 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. | Can seek out a challenge and enjoy the process. |
| ELGS <ul style="list-style-type: none"> • 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 health food choices. | | | | | | |
| Year One Readiness Managing their own personal hygiene and basic needs Being able to regulate their behaviour Show an understanding of how to stay safe in a range of common situations | | | | | | |



'Be courageous, be strong, do everything in love'
 1 Corinthians 16 v13-14

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Personal, Social and Emotional Development Building Relationships | Build constructive and respectful relationships. | Continue to build constructive and respectful relationships. | Can identify kindness. Seek others to share activities and experiences. | Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. | Beginning to know that children think and respond in different ways to them. | Show sensitivity to others' needs and feelings. |
| | ELGS <ul style="list-style-type: none"> • 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 other's needs | | | | | |
| | Year 1 Readiness Recognise and show sensitivity to their own needs and others needs Working and play cooperatively and taking turns with others Recognise similarities and differences between themselves and others | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Physical Development Gross Motor Skills | Enjoy running and begin to travel with speed. Stop or attempt to avoid obstacles when running. Explore and use climbing equipment, | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Demonstrate good posture at table activities. Run with more fluency, avoiding obstacles. Explore and develop confidence in ways of moving. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when | Move confidently in a range of ways. Use climbing equipment with confidence. Develop throwing and catching skills using appropriate resources. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |



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| Use Primary PE Planning | with support if necessary. | | Independently use climbing equipment. Throw balls/beanbags in the direction of a peer or target. To attempt to catch and throw a ball to another person. | engaging in activities that involve a ball. | Engage in physical activity through choice for enjoyment. Combine different movements with ease and fluency | |
| | Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. | | | | | |
| | <p>ELGs</p> <ul style="list-style-type: none"> • 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. | | | | | |
| | <p>Year One Readiness</p> <p>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education</p> <p>To use their core muscles and strength to achieve a good posture</p> <p><u>Ball skills:</u></p> <p>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities which involve a ball.</p> <p><u>Games:</u></p> <p>To negotiate space and obstacles safely with consideration for themselves and others</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p><u>Gymnastics & Dance:</u></p> <p>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping skipping and climbing</p> <p>To combine different movements with ease and fluency</p> <p>To use a more fluent style of moving, developing control and grace</p> | | | | | |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Physical Development Fine Motor Skills | Use a fork and spoon Use mark making resources Attempt to write their name Has developed a dominant hand Can cut straight lines with scissors Draw horizontal and vertical lines and circles | Use a fork and spoon with greater control To begin to use a knife to cut soft foods Form pre-writing shapes Form letters of their name Form recognisable letters for the alphabet Use an effective pencil grip Use scissors to cut out simple shapes independently Draw simple pictures which can be recognised by self and others | Use a knife and fork to cut soft foods Form all letters of the window cleaner family and fisher family letters correctly Use a tripod grip | Use scissors with effective grip and hand positioning Add detail to drawings, eg. Eyelashes To fasten clothes using buttons, zips etc. Form all letters of the jumper letter family correctly | Develop the foundations of a handwriting style which is fast, accurate and efficient. | Form all letters of the abracadabra letter family correctly Use a variety of small tools with control |
| | ELGs <ul style="list-style-type: none"> • 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 • Form most letters of the alphabet correctly when writing | | | | | |
| | Year One Readiness Literacy: Hold pencils, pens and other mark making tools appropriately so that they can make marks in an increasingly controlled way. Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about. Art: Holds tools like pencils, paintbrushes, scissors with increasing precision | | | | | |



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| | <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 diagraphs • 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. | | | | | |
| | Year 1 Readiness Developing phonemic knowledge through RWInc and other phonic opportunities. Developing knowledge of stories including rhyme and identify the rhyming words within them. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy Comprehension | <p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>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> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in</p> | <p>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.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> | <p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books</p> | <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> | <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer</p> | <p>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.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple</p> |



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| | <p>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.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> | <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> | <p>(small world, role play).</p> | <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p> | <p>is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> | <p>justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> |
| <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> | | | | | | |
| <p><u>ELG Comprehension</u></p> <ul style="list-style-type: none"> • 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>Year 1 Readiness</p> <p>Developing knowledge of stories including rhyme and identify the rhyming words within them.</p> <p>Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories</p> <p>Developing their skills and abilities in retelling familiar stories.</p> <p>Recognising that books have information that helps them to learn.</p> <p>Routinely accessing picture books and stories</p> <p>Listening to others expressively tell stories.</p> <p>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p> | | | | | | |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Literacy Writing | <p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a</p> | <p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words</p> | <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> | <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> | <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing</p> | <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> |



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| | <p>Adults scribing and writing down word for word.</p> | <p>Children starting to use individual letters learnt to effect a change on the picture Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p> | <p>including more details. Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to support.</p> | <p>with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p> | <p>writing complete phrases. May still need a phonics mat to support.</p> | <p>a phonics mat to support.</p> |
| <p><u>ELG Writing</u></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><u>ELG Fine Motor</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing. • Using the tripod grip in almost all cases. | | | | | | |
| <p><u>Year 1 Readiness</u></p> <p>Hold pencils, pens and other mark making tools appropriately so that they can make marks in an increasingly controlled way.</p> <p>Explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</p> <p>Write independently to communicate their thoughts and ideas about their lived experiences.</p> <p>Write words and sentences to help them remember what they have done.</p> <p>Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p> | | | | | | |



| | Autumn Term | Spring Term | Summer Term |
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| <p>Mathematics</p> <p>Mastering Number scheme</p> | <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be | <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek |



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| | <p><i>accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</i></p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Mathematics –</p> <p>White Rose Maths Scheme</p> <p>(shape, space, measure and time.)</p> | <p>Talk about measure and pattern</p> <p>Comparing amounts, size, mass and capacity</p> <ul style="list-style-type: none"> - copy, continue and create simple ABAB patterns. | <p>Circles and triangles</p> <ul style="list-style-type: none"> -Can find and name circles and triangles. -Can describe where a shape is using Positional language <p>Shapes with 4 sides.</p> <ul style="list-style-type: none"> -Can find and name shapes with 4 sides -Time – day and night | <p>Length, weight and time</p> <ul style="list-style-type: none"> -compare length and length -can talk about time - can order and sequence time <p>Mass and capacity</p> <ul style="list-style-type: none"> -can compare mass -can Balance mass -can Compare capacity | <p>Explore 3d shapes</p> <ul style="list-style-type: none"> -recognise 3d shapes -recognise 2d shapes within the 3d shapes <p>Patterns</p> <p>Copy and continue more complex patterns.</p> | <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> -name and match shapes -rotate, and manipulate shapes -compose and decompose shapes | <p>Visualise, build and map</p> <ul style="list-style-type: none"> -Identify repeated patterns -Create on patterns and explain the pattern rules. -spatial reasoning -describe positions -able to give instructions to build |
| | <p>Link the number symbol with its cardinal number value.</p> <p>Count beyond ten. Compare numbers</p> <p>Understand the 'one more/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight, and capacity.</p> | | | | <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy, and create repeating patterns.</p> | |



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| | <p>ELGs Number</p> <ul style="list-style-type: none"> • 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELGs Numerical Patterns</p> <ul style="list-style-type: none"> • 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 Readiness Number To count confidently To show a deep understanding of numbers up to 10 To match numerals with a group of objects to show how many there are (up to 10) To be able to identify relationships and patterns between numbers up to 10 To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways To add and subtract one in practical activities.</p> <p>KS1 Readiness Numerical Patterns To measure themselves and everyday objects using a mixture of non-standard and standard measurements To develop spatial reasoning using measures, and with shape and space To begin to order and sequence events using everyday language related to time. To begin to measure time with timers (eg. Digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in every day experiences and play To use informal language (eg. Heart shaped, hand-shaped) and some mathematical language to describe shapes around them. To use spatial language, including following and giving directions, using relative terms To compose and decompose shapes, and understanding which shapes can combine together to make another shape.</p> | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Chronology: Talk about members of their immediate family | Artefacts and Sources: Find out about key historical | Chronology: Visually represent their own day on a | Chronology: Use the language of time when talking about | Chronology: Recount an event, | Chronology: Order experiences in relation to |



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| Understanding the World | and the relationship to them. Name and describe people who are familiar to them. | events and why and how we celebrate today. | simple timeline (correspond with number 7 work, days of the week) | past/present events in their own lives and in the lives of others including people they have learnt about through books. | orally, pictorial and/or with captions. | themselves and others, including stories. |
| Past and Present | <p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Similarity and Difference: Notice and talk about similarities and differences between their own family and those of others.</p> <p>Artefacts and Sources: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g.,</p> | <p>Ask questions to find out about the past, use different sources to find answers including books.</p> <p>Comment on images of familiar situations in the past.</p> <p>Historical significance: Know about significant events from the past – Harvest, Remembrance Day, Bonfire Night, Christmas, Diwali.</p> | <p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others</p> <p>Artefacts and Sources: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.</p> <p>Ask questions, use different sources to find answers including books.</p> | <p>past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Artefacts and Sources: Find out about everyday life in the past through artefacts and pictures.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe features of objects, people, places at different times and make comparisons, including those seen in books. Talk about what is the same and different</p> | <p>Artefacts and Sources: Find out about everyday life in the past through artefacts and pictures.</p> | |



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| | police, fire service, doctors, dentist. | | Historical significance: Children organise events and artefacts from before and after they were born | | | |
| | ELGs <ul style="list-style-type: none"> • 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 | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World People Culture and Communities | <p>Community: Children talk about themselves, and special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families.</p> <p>Children are interested in finding out about people within their own community - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> | <p>Community: Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Community: Recognise that people have different beliefs and celebrate special times in different ways.</p> | | | <p>Community: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world</p> <p>Recognise that people have different beliefs and celebrate</p> |



'Be courageous, be strong, do everything in love'
1 Corinthians 16 v13-14

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| | | | | | | <p>special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> |
| | <p>Cartography: Talk about the features of their immediate environment with visual representations e.g., classroom maps, things they pass on their route to school, Pete’s story map around school, seating plans, local area small world and read commons signs and logos.</p> | <p>Cartography: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p>Fieldwork: Become familiar with the local environment through seasonal walks</p> <p>Comment and ask questions about the outside environment. E.g., weather, hill, house, farm,</p> | <p>Cartography: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Fieldwork: To become familiar with the local environment through seasonal walks</p> <p>Use photos and pictures to locate places and place on a simple map.</p> | <p>Cartography: Create picture maps showing the journeys taken in the stories listened to.</p> <p>Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about through stories</p> | <p>Cartography: Create own maps of local area walk</p> <p>Fieldwork: To become familiar with the local environment through seasonal walks</p> <p>Comment and ask questions about the different area. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> | <p>Cartography</p> <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map –</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Recognise, know, and describe features of different places.</p> |



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| | | | | | | Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. |
| | <p>ELGs</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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, where appropriate, maps | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Understanding the World</p> <p>The Natural World</p> | <p>Use senses to explore the natural world around the school grounds and foundation stage classroom.</p> <p>Know how to care for an animal/pets</p> | <p>Discuss how we care for the natural world around us</p> <p>Identify plants in the natural world around us in autumn.</p> <p>Observe how animals' behaviour changes with the season.</p> <p>Observe and recognise signs of autumn.</p> | <p>Observe and interact with natural processes such as ice melting, magnets attracting objects, boats floating on the water</p> <p>Identify plants in the natural world around us in winter. Observe how animals' behaviour changes with the season.</p> | <p>Through story, learn identify the specific features of the natural and man-made world</p> <p>Observe and interact with natural processes in changing state of materials when heating/cooling.</p> | <p>Identify plants in the natural world around us in spring. Observe how animals' behaviour changes with the season.</p> <p>Observe and recognise signs of spring.</p> <p>Understand the key features of the life</p> | <p>Observe and recognise signs of summer.</p> <p>Closely observe and draw plants and animals in the natural world</p> |



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| | | <p>Closely observe plants and animals in the natural world. Draw pictures of their observations.</p> <p>Observe and interact with the natural process of light travelling through transparent material, an object casting a shadow.</p> | <p>Observe and recognise signs of winter.</p> <p>Identify things in the environment that are natural and man-made</p> | | <p>cycle of a plant or animal.</p> <p>Discuss how we care for the natural world around us</p> <p>Closely observe plants and animals in the natural world. Draw pictures of their observations.</p> | |
| <p>ELGs</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animal 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 | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Expressive Arts and Design | <p>Portrait skills – drawing themselves, features of a face observational work</p> <p>Work together to develop and realise creative ideas – community collage</p> | <p>Develop colour-mixing techniques</p> <p>Paint skills - Colour mixing and shading</p> <p>Artist study – Mark Rothko</p> | <p>3D art skills – explore colour mixing, contrasting colours, shapes into 3D art</p> <p>Artist Study – Alexander Calder – mobile art</p> | <p>Develop drawing Skills – Using different pencils, line, shading</p> <p>Collage skills using different materials</p> <p>Investigate papier Mache</p> | <p>Observational work – Notice features in the natural world. Define colours, shapes, texture and smells in their own words</p> | <p>Printing Skills – Exploring printing with different objects, printing patterns</p> <p>Artist Study – Matisse (The Snail)</p> <p>Crafts people – Indian printing blocks & Printed fabric</p> |



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| All year: | <p>Artist study – Mural Art – faces of communities (Also Where’s Wally)</p> <p>Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> | <p>Wassily Kandinsky (in mathematics) <i>Vincent Van Gogh – The Starry Night</i></p> <p>Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Perform in the Christmas Concert</p> <p>Music Study: Vivaldi Four Seasons</p> | <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Music Study: Vivaldi Four Seasons</p> | <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Develop storylines in their pretend play.</p> | <p>Artist Study – Vincent Van Gough ‘Almond Blossom’ & Japanese Almond Blossom prints Charanga Songs: Big Bear Funk</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Music Study: Saint Seans Carnival of the animals Music Study: Vivaldi Four Seasons</p> | <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Music Study: Indian drumming music & dance</p> |
| | Listen attentively, move to and talk about music, expressing their feelings and responses; Sing in a group or on their own, increasingly matching the pitch and following the melody; Explore and engage in music making and dance, performing solo or in groups; Develop storylines in their pretend play. | | | | | |
| | <p>ELGs</p> <ul style="list-style-type: none"> 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

ELGs

- 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



'Be courageous, be strong, do everything in love'
1 Corinthians 16 v13-14