Monkleigh Primary School – EYFS Progression Map.

Year A	All About Me	Celebrations	Transport	Growing & Changing	Habitats	Food & Farming	
Key Texts	**Nursery** You Choose Lulu's First day Mini Monsters Can I Play? Kindness Makes us Strong Incredible You **Reception** -The Name Jar -Pattan's Pumpkin -Super Duper You -The Growing Story -Non Fiction about the body **Songs & Rhymes** Head, shoulders, knees and toes	**Nursery** -Celebrations Around the World -Elmer's Special Day **Reception** -Let's Celebrate -Festival Poems from Around the World -Christmas Story -Non Fiction **Songs & Rhymes**	**Nursery** The Train Ride Emilia Earhart Runaway Train **Reception** Mrs Armitage's Wheels Non Fiction books **Songs & Rhymes**	**Nursery** Jasper's Beanstalk (N) **Reception** -Jack and the Beanstalk **Songs & Rhymes**	**Nursery** Six Dinner Sid (N) **Songs & Rhymes**	**Nursery** Farmer Duck **Reception** The Tiger Who Came to Tea Supertato **Songs & Rhymes**	
Vocabulary	Family, body, parts, senses						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
	Nursery Skills	To be able to mark make and identify their marks. **(Au1)**	To find and identify familiar letters, e.g. letters in their names. **(Au2)**	To begin to attempt writing familiar letters, e.g letters in their name. **(Sp1)**	To be able to mark make and give meaning to their marks. **(Sp2)**	To identify the pictures linked to RWI sound. **(Su1)** Children will begin to identify some	Lots of Fred games focussing on oral blending. **(Su2)**	

Literacy		To recognise familiar logos and labels within the environment. **(Au1)**	To talk about and retell a range of familiar stories. **(Au2)** To begin to explore initial sounds in familiar words. **(Au2)**	Adults will consistently model correct formation. **(Sp1)** To find and identify familiar letters, e.g. letters in their names. **(Sp1)** To talk about and retell a range of familiar stories. **(Sp1)**	To identify the pictures linked to RWI sound. **(Sp2)** To begin to form some letters correctly, e.g. letters in their name. **(Sp2)**	sounds during oral blending games. **(Su1)** To begin to make predictions about a story, sometimes supported by an adult with vocabulary. **(Su1)**	Children are able to identify initial sounds and blend familiar CVC words. **(Su2)** Make predictions about a story using the relevant vocabulary with independence. **(Su2)** To mark make for a purpose and be able to talk about the marks. **(Su2)**	
	Nursery Knowledge	To know that text can be used as a form of identification. **(Au1)** To know that text has a meaning. **(Au1)** To know that text is read from left to right and top to bottom in English. **(Au1)** To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages **(Au1)**	To know that letters are used to make up words. **(Au2)** To know that each letter makes a sound – focussing on sounds in their names. **(Au2)** To learn that stories have a sequence; beginning, middle and end. **(Au2)** To know that text is read from left to right and top to bottom in English. **(Au2)**	To know that each letter makes a sound – focussing on sounds in their names. **(Sp1)** To join in with repetition within stories and rhymes. **(Sp1)** To be able to talk about different parts of the story. **(Sp1)**	To be able to talk about their marks with confidence. **(Sp2)** To talk about the sounds they have identified from the RWI program. **(Sp2)** To join in with repetition within stories. **(Sp2)** To be able to talk about different parts of the story. **(Sp2)**	To know that blending sounds makes words. **(Su1)** To identify the pictures with corresponding. **(Su1)** To join in with repetition within stories. **(Su1)** To be able to talk about different parts of the story. **(Su1)**	To identify CVC words orally. **(Su2)** To be able to segment sounds in CVC words. **(Su2)** To know that letters make sounds. **(Su2)** To join in with repetition within stories. **(Su2)** To engage in extended conversations about stories. **(Su2)**	

		To learn a range of Nursery Rhymes. **(Au1)**	To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages **(Au2)** To begin to acknowledge initial sounds and their relevance in the environment **(Au2)**					
	Nursery – RWI (links to music and reading).	Tuning into sounds (suditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmmountain) – looking at both real and cartoon images that represent initial sounds.		Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.		Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available. HA – Introduce one sound per day and introduce 1.1 green words.		
	Reception Skills	Listening to and identifying sounds in the environments. **(Au1)** Listening to and hearing initial sounds in familiar words. **(Au1)** To identify sounds on a sound mat. **(Au1)** Listens to familiar stories and able to recall some facts. **(Au1)**	Listening to and hearing sounds in CVC words. **(Au2)** To identify sounds on a sound mat and to use this when writing. **(Au2)** Listens to familiar stories and able to recall facts. **(Au2)**	To think of and write a short, simple sentence. **(Sp1)** Listening to and hearing sounds in CVC and CVCC words. **(Sp1)** Identifying sounds on a sound mat. **(Sp1)** Listens to stories and is beginning to anticipate what may happen next. **(Sp1)**	To think of and write a short, simple sentence. **(Sp2)** Listening to and hearing sounds in CVC and CVCC words. **(Sp2)** Identifying sounds, including phonemes and other digraphs on a sound mat. **(Sp2)** Listens to stories and is beginning to anticipate what may happen next.	To think of and write a short, simple sentence. **(Su1)** Listening to and hearing sounds in CVC and CVCC words. **(Su1)** Identifying sounds, including phonemes and other digraphs on a sound mat. **(Su1)** Checking written work and making any changes where necessary. **(Su1)**	To think of and write a short, simple sentence. **(Su2)** Listening to and hearing sounds in CVC and CVCC words. **(Su2)** Identifying sounds, including phonemes and other digraphs on a sound mat. **(Su2)** Checking written work and making any changes where necessary. **(Su2)**	**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

					(Sp2)	Listens to stories and is beginning to anticipate what may happen next. **(Su1)**		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.
	Reception Knowledge	Knowing that words can be written. **(Au1)** Knowing the sounds that the taught letters make. **(Au1)** Knowing what the taught letters looks like. **(Au1)** Knowing how to write the taught letters. **(Au1)** Knows how to sequence familiar stories. **(Au1)**	Knowing that words can be written. **(Au2)** Knowing the sounds that the taught letters make. **(Au2)** Knowing what the taught letters looks like. **(Au2)** Knowing how to write the taught letters. **(Au2)** Recognising taught HFW in text. **(Au2)** Knows how to sequence familiar stories. **(Au2)**	Knowing that words can be written. **(Sp1)** Knowing the sounds that the taught letters make. **(Sp1)** Knowing what the taught letters looks like. **(Sp1)** Knowing how to write the taught letters. **(Sp1)** Recognising taught HFW in text. **(Sp1)** Knows how to spell some familiar words. **(Sp1)**	Knowing the sounds that the taught phonemes make. **(Sp2)** Knowing what the taught phonemes look like. **(Sp2)** Knowing how to write the taught letters. Recognising taught HFW in text. **(Sp2)** To know that a sentence starts with a capital letter and ends with a full stop. **(Sp2)** Knows how to spell some familiar words. **(Sp2)**	Knowing the sounds that the taught phonemes make. **(Su1)** Knowing what the taught phonemes look like. **(Su1)** Knowing how to write the taught letters. **(Su1)** Recognising taught HFW in text. **(Su1)** To know that a sentence starts with a capital letter and ends with a full stop. **(Su1)** Knowing that sentences can be extended by using a connective . **(Su1)** Uses learnt words and phrases to discuss familiar stories or during role play. **(Su1)** Knows how to spell some familiar words. **(Su1)**	Knowing the sounds that the taught phonemes make. **(Su2)** Knowing what the taught phonemes look like. **(Su2)** Knowing how to write the taught letters. **(Su2)** Recognising taught HFW in text. **(Su2)** To know that a sentence starts with a capital letter and ends with a full stop. **(Su2)** Knowing that sentences can be extended by using a connective. **(Su2)** Uses learnt words and phrases to discuss familiar stories or during role play. **(Su2)**	

Maths	Areas of learning covered.	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.		
	Nursery Skills	To talk about what happened today, yesterday and tomorrow. **(Au1)** To count out a group of up to 5 objects. **(Au1)** To show an understanding	To count out a group of up to 5 objects. **(Au2)** To match number of objects to numeral. **(Au2)** To show an understanding of 1:1 counting to 5.	To count out a group of up to 10 objects. **(Sp1)** One more/less using a number line. **(Sp1)** To develop fast recognition of numbers.	To identify, describe and compare groups of objects. **(Sp2)** To compare and order objects according to their weight and distance. **(Sp2)**	Practical problem solving with numbers up to 5. **(Su1)** To select and use shapes appropriately in play, combining them to make models and enclosures. **(Su1)**	To count, order and recognise numbers to 10, in and out of sequence. **(Su2)** To name and describe 2D shapes. **(Su2)**	

		of 1:1 counting to 5. **(Au1)** Knowing that the last number you count represents the total number of objects **(Au1)** Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners **(Au1)**	**(Au2)** Knowing that the last number you count represents the total number of objects **(Au2)** Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners **(Au1)**	**(Sp1)** To count up to 10. **(Sp1)** To show an awareness of how numerals are formed and to experiment with own mathematical mark making. **(Sp1)** To talk about and explore patterns in the environment **(Sp1)**	To develop fast recognition of numbers. **(Sp2)** To count up to 10. **(Sp2)** To show an awareness of positional language such as under/behind/ next to/over/ on top of. **(Sp2)** To independently create and talk about own patterns using a range of objects and resources. **(Sp2)**	To develop fast recognition of numbers. **(Su1)** To use relevant mathematical vocabulary when talking about learning. **(Su1)** To begin to make sensible comparisons between objects relating to size, length, weight and capacity. **(Su1)** To begin to describe a sequence of events accurately. **(Su1)** To recall simple facts about a familiar journey. **(Su1)**	To name some common 3D shapes and properties. **(Su2)** To compare and order objects according to their size and distance. **(Su2)** To develop fast recognition of numbers. **(Su2)** To use relevant mathematical vocabulary when talking about learning. **(Su2)** To begin to describe a sequence of events accurately. **(Su2)** To recall simple facts about a familiar journey. **(Su2)**	
	Nursery Knowledge	Singing a range of number songs. **(Au1)** To say number names to 5 in order. **(Au1)**	To say number names to 10 in order. **(Au2)** To know that a group of objects can also be represented by a number **(Au2)**	To create and repeat simple patterns. **(Sp1)** To subitise to 3. **(Sp1)** To know number order beyond 5 when counting.	To subitise to 3. **(Sp2)** To know number order beyond 5 when counting. **(Sp1)** To use the language of	To subitise to 6. **(Su1)** To remember the order in which things happen. **(Su1)** To know that subtraction means taking an amount	To subitise to 6. **(Su1)** To learn vocabulary linked to describing size and distance. **(Su2)**	

		To know that time can be measured using days. **(Au1)** To know that the last number said represents the total number of objects **(Au1)** To show an awareness and name some 2D shapes in the environment. **(Au1)**	Singing a range of number songs. **(Au2)** To know that the last number said represents the total number of objects **(Au1)** To show an awareness and name some 2D shapes in the environment. **(Au1)**	**(Sp1)** To say number names to 10 in order. **(Sp1)** To be able to say number names forwards and backwards to 10. **(Sp1)** To know that each object should only be counted once. **(Sp1)** Singing a range of number songs. **(Sp1)**	more and less to compare amounts. **(Sp2)** To know that numbers can be ordered. **(Sp2)** To be able to demonstrate through games and role play an understanding of positional language. **(Sp2)** Singing a range of number songs. **(Sp2)**	away from a group. **(Su1)** To know that some shapes more appropriate than others when building. **(Su1)** To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". **(Su1)**	To be able to say number names forwards and backwards to 15. **(Su2)** To remember the order in which things happen. **(Su2)** To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". **(Su2)**	
	Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.		
	Reception Skills	To count up to 10 objects with 1:1 correspondence. **(Au1)** To match quantities to numeral. **(Au1)** To begin to recognise numbers automatically on a dice/card to 5. **(Au1)**	To find the total of 2 groups of objects. To order numbers to 10. **(Au2)** To identify 2D shapes and talk about their properties. **(Au2)** To begin to recognise numbers automatically on a	To use non-standard units to measure length, weight and capacity. **(Sp1)** To use money during role play activities to buy items. **(Sp1)** To begin to explore number bonds to 5. **(Sp1)**	To use objects to solve addition and subtraction problems. **(Sp2)** To share objects between a group of people equally. **(Sp2)** To explore number bonds to 5. **(Sp2)**	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. **(Su1)** To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. **(Su1)**	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. **(Su2)** To use rulers to measure length, scales to measure weight and jugs/containers	**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.

			dice/card to 5. **(Au2)** To be able to count to 10 independently. **(Au2)**	To be able to count to 20 independently. **(Sp1)**		To read the time to O'Clock on a digital and analogue clock. **(Su1)**	to measure capacity. **(Su2)** To make observations of and compare length, weight and capacity. **(Su2)**	**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.
	Reception Knowledge	To say the number names to 10 in order. **(Au1)** To recognise number to 10. **(Au1)** To write numbers to 10, forming them correctly. **(Au1)**	To know that addition involves combining two or more groups of objects. **(Au2)** To begin to read addition number sentences. **(Au2)** To say number names to 10 in order. **(Au2)** To know the names of 2D shapes. To know that 2D shapes can have sides and corners. **(Au2)** To say the days of the week in order. To begin to say the months of the year in order. **(Au2)** To know that patterns are repeated designs. **(Au2)**	To know the names of basic 2D shapes. **(Sp1)** To know the names of basic 3D shapes. **(Sp1)** To know that 2D shapes can have corners and side. **(Sp1)** To know that length, capacity and weight can all be measured. **(Sp1)** To know that money can be used to buy items. **(Sp1)** To understand and use a range of prepositions in everyday contexts. **(Sp1)** To know the difference between odd and even. **(Sp1)**	To know that addition involves combining two or more groups of objects. **(Sp2)** To read addition number sentences. **(Sp2)** To know that subtraction involves removing an object from a group. **(Sp2)** To know the names of some 3D shapes. **(Sp2)** To know that 3D shapes have faces, vertices and edges. **(Sp2)** To be able to count, order and recognise numbers to 20. **(Sp2)**	To know that the word 'more' indicates that the group is getting larger. **(Su1)** To know that the word 'less' indicates that a group is getting smaller. **(Su1)** To be able to count, order and recognise numbers to 20. **(Su1)** To count forwards and backwards to 20. **(Su1)** To know that length, weight and capacity can be measured using standard units. **(Su1)** To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. **(Su1)**	To know the names of some 3D shapes. **(Su2)** To know that 3D shapes can have faces, vertices and edges. **(Su2)** To know that addition involves combining groups of objects. **(Su2)** To read number addition sentences. **(Su2)** To be able to count, order and recognise numbers to 20. **(Su2)**	

					To use a number line to help solve simple addition and subtraction number problems . **(Sp2)**	To know that sharing equally means everyone has the same amount of an object. **(Su1)** To know that the long hand represents the minutes and the short hand represents hours. **(Su1)**		
Physical Development	Nursery Skills	To take care of toileting needs independently. **(Au1)** To begin to show a preference for a dominant hand. **(Au1)** To climb apparatus safely. **(Au1)** To begin to show awareness of moving equipment	To independently put on their coats, with some support for the zipper and buttons. **(Au2)** To copy dance moves and to move to different kinds of rhythms. **(Au2)** To use mark making resources with increasing independence. **(Au2)**	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. **(Sp1)** To mark make in sensory trays and also copy different patterns. **(Sp1)** To mark make using a comfortable grip when using pencils and pens. **(Sp1)**	To hold the pencil correctly using a tripod grip. **(Sp2)** To begin to form numbers and familiar letters, e.g. letters in their name. **(Sp2)** To look at books independently whilst turning pages one at a time. **(Sp2)**	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. **(Su1)** To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. **(Su1)** To run skilfully and be able to negotiate space. **(Su1)**	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. **(Su2)** To independently write their name. **(Su2)** To confidently use scissors and other tools safely. **(Su2)**	

		safely with peers. **(Au1)**		To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. **(Sp1)** To hold jugs and containers confidently and pour from one container into another. **(Sp1)** To show awareness of healthy food choices and impact on our body. **(Sp1)**	Using balancing apparatus. **(Sp2)** To mark make using a comfortable grip when using pencils and pens. **(Sp2)**	To mark make using a comfortable grip when using pencils and pens. **(Su1)**	To mark make using a comfortable grip when using pencils and pens. **(Su2)**	
	Nursery Knowledge	To know about personal hygiene and the importance of being clean and tidy. **(Au1)** To know that washing hands is important after using the toilet and before we eat. **(Au1)** To know that books in English should be read from left to right and one page at a time. **(Au1)** To use alternate feet when climbing apparatus.	To show confidence in dressing up and self-care activities. **(Au2)** To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. **(Au2)** To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. **(Au2)**	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. **(Sp1)** To know that they need to use tools with a dominant hand. **(Sp1)** To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. **(Sp1)** To know how to use the outdoor	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. **(Sp2)** To know how to use one handed tools effectively. **(Sp2)** To be able to follow a simple sequence of movements to music and rhythm. **(Sp2)**	To know the correct ways of forming letters. **(Su1)** To know that snips should be made on the line and the pattern should be followed. **(Su1)** To know how to feed paper/materials through hand when cutting around objects. **(Su1)** To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. **(Su1)**	To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. **(Su2)** To successfully take part in group games with support from an adult. **(Su2)** To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. **(Su2)**	

		(Au1) To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. **(Au1)**		climbing frame as well as the bikes/scooters to move in different ways and safely. **(Sp1)** To know what making right food choices looks like. **(Sp1)** To show independence in self help skills such as toileting and dressing. **(Sp1)**				
	Reception Skills	To use a dominant hand. **(Au1)** To begin to form recognisable letters which are formed mostly correctly. **(Au1)** To use climbing equipment safely and competently. **(Au1)** To begin to negotiate space effectively. **(Au1)**	To begin to use anticlockwise movement and retrace vertical lines. **(Au2)** To use climbing equipment safely and competently. **(Au2)** To negotiate space effectively. **(Au2)**	To show good practice with regard to exercise, eating, sleeping and hygiene. **(Sp1)** To be able to balance and coordinate safely. **(Sp1)** To negotiate space effectively. **(Sp1)**	To handle tools, objects, construction and malleable materials safely and with increasing control. **(Sp2)**	To use a pencil effectively to form recognisable letters, most of which are formed correctly. **(Su1)**	To show good control and co-ordination in large and small movements. **(Su2)**	**Gross Motor Skills.** *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 Skills.** *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

	Reception Knowledge	To know which hand to write with. **(Au1)** To know how to use the trim trail safely. **(Au1)** To know how to use scissors effectively. **(Au1)**	To know how to make anticlockwise movement and retrace vertical lines. **(Au2)** To know how to use the trim trail safely. **(Au2)** To know how to use scissors effectively. **(Au2)**	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. **(Sp1)** To know how to use scissors effectively. **(Sp1)**	To know why it is important to handle different apparatus safely. **(Sp2)** To know how to use scissors effectively. **(Sp2)**	To know how to form letters correctly. **(Su1)** To know how to use scissors effectively. **(Su1)**	To know how to handle a range of equipment and tools effectively. **(Su2)** To know how to use scissors effectively. **(Su2)**	*Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.
Communication and Language.	Nursery Skills	To sing rhymes and look at picture books. **(Au1)** To talk about the different characters and what they are doing. **(Au1)** To talk about themselves and their families. **(Au1)** Develop communication that can be understood by others.	To talk about celebrations at home. **(Au2)** To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. **(Au2)** To listen to, and follow simple instructions. **(Au2)**	To learn and talk about modes of transportation. **(Sp1)** To be able to identify the different types of vehicles they see on the road. **(Sp1)** To begin to use a wide range of vocabulary in the correct context. **(Sp1)** To talk in short sentences that others can understand.	To listen to traditional stories and retain key vocabulary. **(Sp2)** To be able to talk about the setting, characters and the structure of the story. **(Sp2)** To be able to use connectives e.g. Once upon a time and then. **(Sp2)**	To listen to traditional stories and retain key vocabulary. **(Su1)** To be able to answer questions and share opinions using the relevant vocabulary. **(Su1)** To be able to talk about the setting, characters and the structure of the story. **(Su1)** To be able to use connectives e.g.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. **(Su2)** To be able to answer questions and share opinions using the relevant vocabulary. **(Su2)** To be able to talk about the setting,	

		(Au1)		**(Sp1)** To listen to, and follow simple instructions and respond to questions appropriately. **(Sp1)**	To listen to, and follow simple instructions and respond to questions appropriately. **(Sp2)** To talk in short sentences that others can understand. **(Sp2)**	Once upon a time and then. **(Su1)**	characters and the structure of the story with confidence. **(Su2)**	
	Nursery Knowledge	To know that stories have different character which could be real and pretend. **(Au1)** To know to sing words clearly so that they are audible. **(Au1)** To know that it is OK to talk to others about wants and needs. **(Au1)**	To know that stories have a beginning, middle and an end. **(Au2)** To be able to understand simple instructions. **(Au2)**	To be able to differentiate and categorise objects based on their properties. **(Sp1)** To remember new words I am learning when talking to others. **(Sp1)** To be able to understand simple instructions, questions and commands. **(Sp1)**	To know that stories have a beginning, middle and an end. **(Sp2)** To be able to answer questions related to the story. **(Sp2)** To be able to understand simple instructions, questions and commands. **(Sp1)**	To know that stories have a beginning, middle and an end. **(Su1)** To be able to answer questions related to the story. **(Su1)** To be able to use vocabulary learnt to have a conversation with others. **(Su1)**	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. **(Su2)** To use the words they know appropriately to organise themselves and their play. **(Su2)**	
	Reception Skills	To talk about themselves and others. **(Au1)** To sing songs. **(Au1)** To speak about a range of texts. **(Au1)**	To compare different festivals. **(Au2)** To make comments about their observations. **(Au2)**	To describe features of traditional stories. **(Sp1)** To talk about the tole of healthy food and exercise in staying healthy. **(Sp1)**	To describe familiar texts with detail and using full sentences. **(Sp2)** To being to ask questions about familiar aspects of their environment and their learning. **(Sp2)**	To label and sort living things. **(Su1)** To begin to research using a search engine. **(Su1)** To describe habitats. **(Su1)**	To be able to order a range of life cycles. **(Su2)** To be able to give facts about a specified subject. **(Su2)**	**Listening 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 interaction. *Make comments about what they have heard and ask

	Reception Knowledge	To know about others. **(Au1)** To know familiar songs. **(Au1)** To describe different story and non-fiction texts. **(Au1)**	To know about different festivals. **(Au2)** To be able to talk about how different people help us. **(Au2)** To begin to talk about why things happen using new vocabulary learnt. **(Au2)**	To know different traditional stories. **(Sp1)** To know a range of healthy food and exercise. **(Sp1)** Express their ideas and feelings about their experiences. **(Sp1)**	To know different features of texts. **(Sp2)** To talk confidently about why things happen using new vocabulary learnt. **(Sp2)** To engage in meaningful conversations with others. **(Sp2)**	To name and sort a range of living things. **(Su1)** To be able to talk about different habitats. **(Su1)** To engage in meaningful conversations with others. **(Su1)**	To know different life cycles. **(Su2)** To know a range of facts. **(Su2)** To engage in meaningful conversations with others. **(Su2)**	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 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.	Nursery Skills	To separate from main carer and learn to adapt to the Nursery environment. **(Au1)** To select and use activities and resources, with some support if needed. **(Au1)** To wash hands after using the toilet. **(Au1)**	To learn about daily routines and classroom rules. **(Au2)** To be aware of behavioural expectations in the Nursery. **(Au2)** To select and use activities and resources, with some support if needed. **(Au2)** To show an awareness of the	To learn how to share resources and play in a group. **(Sp1)** To learn to look after resources within the class. **(Sp1)** To listen to, and follow rules set. **(Sp1)** To take turns whilst playing and waiting patiently to have a go. **(Sp1)**	To show independence in accessing and exploring the environment. **(Sp2)** To independently put on coats and use the toilet. **(Sp2)** To listen to, and follow rules set. **(Sp2)** To learn to look after resources within the class.	To be able to initiate play with peers and keep play going by giving ideas. **(Su1)** To become more outgoing with unfamiliar people. **(Su1)** To show more confidence in new social situations. **(Su1)** To begin to find solutions to conflicts. **(Su1)**	To gain enough confidence to talk to adults and peers. **(Su2)** To begin to be assertive towards others where necessary. **(Su2)**	

			importance of oral health. **(Au2)**		**(Sp2)**	To show an awareness of how others may be feeling. **(Su1)**		
	Nursery Knowledge	To know that they can approach adults in Nursery when needed. **(Au1)**	To know how to adapt behaviour to suit classroom routines. **(Au2)** To show confidence in asking adults for support. **(Au2)** To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. **(Au2)**	To know how to manage their emotions in different situations. **(Sp1)** To know that there are boundaries set. **(Sp1)** To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. **(Sp1)** To know that we must respect our resources and out them back when we have finished with them. **(Sp1)** To know that when playing in a group they need to share and also know that they will get a turn. **(Sp1)**	To be aware of the different areas in the Nursery and how to explore them safely. **(Sp2)** To approach an adult if they need support. **(Sp2)**	To know that to play nicely it's important to share and take turns. **(Su1)** To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. **(Su1)** To know that it is OK to engage with others, even if in a different environment. **Su1)** To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. **(Su1)**	To know how to talk politely and develop an understanding of what is appropriate. **(Su2)** To know that it is OK to challenge others, but they must remember to always be kind. **(Sum2)** To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. **(Su2)**	
	Reception Skills	To describe a friend. **(Au1)** To know and demonstrate friendly behaviour. **(Au1)** To understand how to be a good friend. **(Au1)**	To learn about a range of different festivals. **(Au2)** To learn about important dates in their lives. **(Au2)**	To learn right from wrong. **(Sp1)** To understand how to make the right choices and the consequences of not making the right ones. **(Sp1)**	To understand that people need help. **(Sp2)** To identify ways of being helpful to others and how this will make them feel. **(Sp2)**	To describe a range of different habitats around the world. **(Su1)**	To learn about the different family structures. **(Su2)**	**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

		To learn to join in with whole group activities. **(Au1)** To choose an activity independently. **(Au1)**						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 challenges. *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.
	Reception Knowledge	To describe and show friendly behaviour. **(Au1)** To begin taking turns with their friends. **(Au1)**	To be able to talk about different festivals. **(Au2)** To understand why different people celebrate different things. **(Au2)**	To be able to talk about why a character has made a poor choice and what the consequences are. **(Sp1)** To be able to talk about how the character could have made a better choice. **(Sp1)**	To talk about the effect my behaviour has on others. **(Sp2)**	To talk about the world that we live in and how there are similarities and differences when looking at different aspects. **(Su1)**	To be able to talk about the relationships they have at home with their family and friends. **(Su2)**	

Understanding of the World.	Nursery Skills	To be able to talk about their body parts and what the function is of each part. **(Au1)** To draw silhouettes and orally label body parts. **(Au1)** To be able to identify similarities and differences between themselves and peers.	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. **(Au2)** To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is	To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. **(Sp1)** To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses / doctors/fire fights/postman/ shop assistant etc). **(Sp1)**	To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. **(Sp2)** Continue to use the computer to gain confidence in using the mouse. **(Sp2)**	To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. **(Su1)** Make comparisons between habitats of farm animals and wild animals. **(Su1)** Talk about the life cycle of a plant and animals. **(Su1)**	To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. **(Su2)** Talk about where food comes from and bake a range of things. **(Su2)**	

		(Au1) To make self-portraits. **(Au1)**	celebrated by Christians. **(Au2)** Operate simple equipment e.g. turn on CD player or use a remote control. **(Au2)**	To use the computer to complete a simple task. **(Sp1)**	To learn about Easter. **(Sp2)** To use senses to explore the world around them. **(Sp2)**	Make own habitats using a range of resources. **(Su1)** To use senses to explore the world around them. **(Su1)**		
	Nursery Knowledge	To know about family structures and be able to talk about who is part of their family. **(Au1)**	To know the difference between farm animals and wild animals. **(Au2)** To be able to categorise animals by their characteristics. **(Au2)** To make Rangoli patterns on the computer. **(Au2)** To learn about the different stories related to Autumn festivals. **(Au2)**	To know similarities and differences between modes of transportation. **(Sp1)** To know that adults do a variety of jobs and that they are not all the same. **(Sp1)** To show an awareness of the emergency services and how they can help us. **(Sp1)**	To know that every living being has a life cycle and they change in shape and size as they grow. **(Sp2)** To know that living beings follow a similar growth pattern and make comparisons. **(Sp2)** To know about who celebrates Easter and what is its significance. **(Sp2)** To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. **(Sp2)**	To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. **(Su1)** Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. **(Su1)** To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. **(Su1)**	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. **(Su2)** To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from. **(Su1)**	
	Religious Education.	What special days do we celebrate? Links to autumn term festivals Harvest, Advent, Christmas, Rosh		What makes me happy? Who makes me happy and why? C/F Baha'I and Humanism.		Where did my name come from? C/D Islam.		

		Hashanah, Sukkot, Simchat Torah and Hannukah.		How should we treat living things? A/F Buddhism and Jainism. Baha'I stories/Humanist symbol of the happy person and secular children's stories which reflect on what it means to be happy and similar themes.		How can we use our hearing and other senses to find out about things? B/E Hinduism and Zoroastrianism. Links to my family, faith traditions and the meaning of Muslim and other names. Songs, stories, smell evoking responses, Hindu ritual, particularly the puja tray and the Zoroastrian fire rituals. Light/dark wonders of the world.	
	Reception Skills	To talk about how they have changed since they were a baby. **(Au1)** To talk about the changes they observe in their environment – Seasons link. **(Au1)**	To talk about how Hindus celebrate Diwali. **(Au2)** . To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). **(Au2)**		To identify and sort healthy/unhealthy foods. **(Sp1/2)** To identify and group a range of fruits and vegetables. **(Sp1/2)** To talk about a special event in their life. **(Sp1/2)**	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. **(Su1/2)** Talking about the life cycle of plants and animals and what they need to survive. **(Su1/2)** Exploring a range of habitats, looking at why the animal lives like that. **(Su1/2)**	**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.
	Reception Knowledge	To know the names of different body parts. **(Au1)** To know that there are many countries around the world. **(Au1)** To know that people in other countries may speak different languages. **(Au1)**	To know that people around the world have different religions. **(Au2)** To know that Mendi and Rangoli patterns are created to celebrate Diwali. **(Au2)** To know that some animals are nocturnal. **(Au2)**	To know that adults do a variety of jobs. **(Au2)** To know that the emergency services exist and what they do. **(Au2)**.	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. **(Sp1/2)** To know the names of common fruits and vegetables. **(Sp1/2)** To know that humans and other animals can grow **(Sp1/2)**	To select appropriate materials according to their properties. **(Su1/2)** To name and identify a range of different materials and to know how they are used in familiar environments. **(Su1/2)**	

					To understand and use positional language. **(Sp1/2)** To know that Christians celebrate Easter. **(Sp1/2)**		*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.
	Religious Education.	**Humanism and Christianity (A/F)** What can we learn from faith and other stories?	**A/E Christianity;** What is interesting about the Christmas story?	**B/E Islam;** How do Islam and other faiths use water and why? Link to ritual wudu and themes of cleanliness, the need to be prepared, the importance of water in desert climate where Islam originated. **B/F Jainism and Judaism;** How do we choose what food to eat? Passover / symbolic foods (Kosher concept is more accessibly taught within KS2) Jain specific dietary		**C/F Baha'i and Sikhism;** How can we help other people? Service to others, to the community, charity, kindness to others, langar, sewa. **C/D Christianity;** What kind of person was Jesus?	

				requirements vegetables from the ground/other.			

Expressive Arts and Design.	Nursery Skills	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. **(Au1)** To learn about art and music of Africa for Black History Month. **(Au1)** Uses various construction materials. **(Au1)**	Sing familiar Nursery Rhymes. **(Au2)** To use different colours and materials to make Rangoli Patterns. **(Au2)** To make salt dough Diva's. **(Au2)** To make Christmas cards and decorations for friends and	To use scissors effectively. **(Sp1)** To begin to act out different scenarios using props to enhance imaginative play. **(Sp1)** Sing familiar songs or make up own songs. **(Sp1)** Beginning to construct, stacking blocks vertically	To learn about different textures and talk about them. **(Sp2)** Feely bag activities with different objects for children to feel and describe. **(Sp2)** To engage in role play by making stick puppets of	To use puppets and props to act out different traditional stories. **(Su1)** To make masks for role play. **(Su1)** Sing familiar songs in the correct tone and changing melody if appropriate. **(Su1)**	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. **(Su2)** To listen to music and create movements to the different beats. **(Su2)**	

			family using a range of media. **(Au2)** To make Hanukah cards. **(Au2)** To make patterns with paint and different objects, exploring what happens when you mix colours. **(Au2)**. Joins construction pieces together to build and balance. **(Au2)**	and horizontally, making enclosures and creating spaces. **(Sp1)** To play instruments with increasing control. **(Sp1)**	different story characters. **(Sp2)** Sing familiar Nursery Rhymes. **(Sp2)** Realises tools can be used for a purpose. **(Sp2)** To create closed shapes with continuous lines which represent objects that can be spoken about or identified. **(Sp2)**	Uses available resources to create props to support role-play. **(Su1)** To use available props to develop stories and make imaginative play more purposeful. **(Su1)** To show different emotions in pictures clearly. **(Su1)** To draw with increasing control, representing features and detail clearly. **(Su1)**	To construct with bricks and blocks to make an enclosure. **(Su2)** Explore different materials freely, using them with a purpose. **(Su2)**	
	Nursery Knowledge	To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. **(Au1)** To know that certain art types belong to different cultures. E.g. Africa. **(Au1)** For children to be able to	To know how different colours and materials can be used to create things. **(Au2)** To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. **(Au2)**	To know how colours can be mixed to make a new colour. **(Sp1)** To use their imagination to create different works of art. **(Sp1)** For children to be able to construct with a purpose and safely. **(Sp1)** To play instruments to express feelings and ideas. **(Sp1)**	To know about the different materials and what can be created with them. **(Sp2)** To use their knowledge of stories in acting them out with friends. **(Sp2)** Sing songs clearly using correct words that have been learned. **(Sp2)** To know how to create	To know how to use props appropriately for particular stories. **(Su1)** To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. **(Su1)** For children to be able to construct with a purpose and safely. **(Su1)** To know how to use available props	To know that body movements can be changed depending on the rhythm to achieve a desired effect. **(Su2)** To know that different construction toys can be used to make new things that can be used in pretend play. **(Su2)** To show confidence in choice of media when creating a	

		construct with a purpose and safely. **(Au1)**			recognisable representations of objects. **(Sp2)**	to develop stories and make imaginative play more purposeful. **(Su1)**	model or picture. **(Su2)**	
	Reception Skills	To remember the words to a range of songs. **(Au1)** To give meaning to the marks that are made. **(Au1)**	To design a Rangoli pattern. **(Au2)** To use role play to show how 'People who Help Us'. **(Au2)** Uses simple tools and techniques competently and appropriately. **(Au2)**	To explore and recreate Aboriginal Art. To draw a range of plants and fruits. **(Sp1)** To use resources to create own props. **(Sp1)** Constructs with a purpose in mind, using a variety of resources. **(Sp1)**	To use a range of resources to create own props to aid role play. **(Sp2)** To plan, carry out and evaluate and change where necessary. **(Sp2)** Manipulates materials to achieve a planned effect. **(Sp2)**	To use what they have learnt about media and materials in an original way and be able to explain their choices. **(Su1)** Selects appropriate resources and adapts work where necessary. **(Su1)**	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **(Su2)**	**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.
	Reception Knowledge	To learn a range of songs from around the world. **(Au1)** To know that people from different countries may have different traditions. **(Au1)** For children to be able to safely construct with a purpose and evaluate their designs. **(Au1)**	To learn the names of different tools and techniques that can be used to create Art. **(Au2)** To experiment with creating different things and to be able to talk about their uses. **(Au2)**	To understand that pictures can be created by making observations or by using imagination. **(Sp1)** To use paints, pastels and other resources to create observational drawings. **(Sp1)** For children to be able to safely construct with a purpose and evaluate their designs. **(Sp1)**	To use a range of props to support and enhance role play. **(Sp2)** To identify and select resources and tools to achieve a particular outcome. **(Sp2)**	To know the different uses and purposes of a range of media and materials. **(Su1)** For children to be able to safely construct with a purpose and evaluate their designs. **(Su1)**	To describe ways of safely using and exploring a variety of materials. **(Su2)** Selects tools and techniques needed to shape, assemble and join materials they are using. **(Su2)**	