



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES  
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION

**MY HOUSE**

Starting school/ My New class/All about me/My body/My family/Similarities and differences/What am I good at?/Parent visitors/Jobs/ naming feelings  
**Oral Health- how we brush our teeth**

**MY SPECIAL TIMES**

Birthdays/Eid/Christmas  
  
What is a celebration?  
  
Christmas- how we celebrate

**TRADITIONAL TALES**

Story structure/ Orally retelling familiar stories/Story maps/role play

**MODERN TALES**

Story structure/ Orally retelling familiar stories/Story maps/role play

**GROWING**

Plants & Flowers  
How do things grow?  
Planting seeds  
Exploring Nature

**Oral Health- revisit**

**ANIMALS**

Naming animals around the world  
Life cycles  
Down on the Farm  
Mini Beasts  
Night and day animals  
Pets  
How to look after a pets

POSSIBLE TEXTS AND 'OLD FAVOURITES'

**Super Duper You**  
**Lulu's First Day**  
**The Family Book**  
**My Mum and Dad Make Me Laugh**  
**The Feelings Book**  
What makes me a me  
The Big book of families  
We Belong together  
Your name is a song  
Happy in our skin  
What I like about me  
Bus people books  
Brush Brush Brush  
Snappy croc

**I Love My Birthday**  
**When's my birthday**  
**The Birthday Box**  
**Holi The Festival of Colour**  
**The Most Magnificent Eid**  
**How Does Santa Go Down The Chimney?**  
**We're Going on an Elf Chase**  
Kippers Birthday  
Elmer's birthday  
The Blue Balloon  
Happy Birthday Maisie  
How Many Sleeps till Christmas

**Little Red Riding Hood**  
**Goldilocks**  
**Jack and the Beanstalk**  
Little Red Hen  
Cinderella  
Hansel and Gretel  
Rapunzel  
3 Billy goats  
Frog Prince  
Princess and the Pea  
Ugly Duckling  
Snow White  
Sleeping Beauty

**The Gruffalo**  
**We're Going on a Bear Hunt**  
**Stickman**  
**Aaaaargh Spider**  
**Supertato**  
Room on the broom  
Billy and the Dragon  
Ellie's Magic Wellies  
Gruffalos Child  
Monkey Puzzle  
Tiddler  
Stuck  
Zog, Superworm

**Look What I Found on the Farm**  
**Lola Plants a Garden**  
**The Very Hungry Caterpillar**  
Oliver's vegetables  
Oliver's fruit salad  
Seeds Seeds Seeds  
The Tiny Seed  
Harlam Grow  
How a Seed Grows  
Stanley's Stick  
Tree: seasons come, seasons go

**A Squash and a Squeeze**  
**One Day on Our Blue Planet**  
**I Want a Pet**  
**Monkey Puzzle**  
Milly Cow Gives Milk  
The Animal Boogie  
Walking through the jungle  
I want a Pet  
The Storm Whale

'WOW' MOMENTS

Parent visits

Nativity

Z-Arts

Farm visit

VOCABULARY THEME SPECIFIC

me/like/dislike/different/special/happy/sad/angry/worried/family/mum/dad/sister/ brother





birthday/celebration/celebrate/party/Diwali/hindu/Christmas/Christian

story/tale//next/after that/before/character/setting

story/beginning/middle/end/character/setting/fiction/retell

plant/grow/water/soil/light/sun/seed/tree/leaves/flower/spring/summer/winter/autumn

farm animal names  
wild animal names  
sea animal names  
food/live

RECEPTION LONG TERM PLAN	 IDENTITY		 ONCE UPON A TIME...		 OUR UNIVERSE	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	<b>MY COMMUNITY</b> Starting school / My new class / People who help us / My community / What am I good at? / How have I changed? How do I make others feel? Being kind / staying safe / Friendships <b>Oral Health- how we keep our teeth healthy</b>	<b>SPECIAL TIMES IN MY COMMUNITY</b> Bonfire night / Holi / Diwali / Christmas Christmas- the Christmas story	<b>TWISTED TALES</b> Twisted versions of traditional tales Story structure / Role play / Writing new versions stories / word and sentence writing / new vocabulary / role play	<b>MORAL TALES</b> Stories with a meaning and message What can we learn from stories? Story structure / Role play / word and sentence writing / new vocabulary / role play	<b>OUR WORLD</b> Name the weather and seasons Where in the world have you been? What is Recycling? Naming Materials Naming Habitats Under the sea / Oceans	<b>SPACE</b> What is space? What is in space? Light and dark Does the moon shine? Stars
<b>TEXTS AND 'OLD FAVOURITES'</b>	<b>The Colour Monster Goes to School</b> <b>You Choose</b> Miss Beanie Books The Colour Monster Our Class is a Family Around the World in a Bathtub All are Welcome Why should I brush my teeth Open wide what's inside	<b>Owl Babies</b> <b>Shubh Diwali</b> <b>Confetti</b> <b>Mince Spies</b> Something Else The Same but Different Can I have a turn? Copy Cat Our Favourite Day of the Year	<b>The Foggy Foggy Forest</b> <b>The Last Wolf</b> <b>Look What I Found in the Woods</b> <b>Mr Wolf's Pancakes</b> The Colour Monster How full is your bucket? The Fort Brilliant Boats The Treasure of Pirate Frank The Very Hungry Caterpillar Oliver's Vegetables	<b>Billy and The Beast</b> <b>My Monster and Me</b> <b>Aaaaargh Spider!</b> Little Red Penguin Pig Never Talk to Strangers Goldilocks and the Three Bears Tree The Gruffalo: push, pull The Magic School Bus Explores the Senses	<b>Martha Maps it Out</b> <b>Deadliest Animals</b> <b>Where's the Starfish?</b> I will never not eat Tomatoes A Planet Full of Plastic David Attenborough- little people Tiny Seed Sam Plants a Sunflower	<b>The Solar System for kids</b> <b>The Way Back Home</b> <b>Look Up</b> How to Catch a Star Rosie Revere the Engineer After the Fall Man on the Moon Field Trip to the Moon The Sun is my Favourite Star
<b>'Wow' MOMENTS</b>	Walk around the local area Visits from local people	Visit to religious building / Nativity	Z Arts / Theatre show	Library visit	Trip to the beach Forest School	Space Dome
<b>VOCABULARY THEME SPECIFIC</b>	Community / my house / friends / kind / helpful / safe / like / dislike	Bonfire night / Holi / Eid / Hanukkah / Christmas / Jesus / Culture / Religion	Story / beginning / end / middle / why / how / who / when / where / what	Meaning / message / learn / think / important / special / culture	Country / world / live / same / different / ocean / planet / plastic / recycle / arctic / desert	Space / planet / sun / moon / star / universe / spaceship / astronaut



# PROGRESSION- PERSONAL, SOCIAL AND EMOTIONAL



AUTUMN 1- ROUTINES/ FEELINGS	AUTUMN 2- FRIENDSHIPS AND RELATIONSHIPS	SPRING 1- FEELINGS AND OTHERS	SPRING 2- STAYING SAFE	SUMMER 1- HEALTH (ORAL HEALTH) (ORAL HEALTH/LOOKING AFTER THEMSELVES )	SUMMER 2- INDEPENDENCE/ RESILIENCE
<p>NURSERY- THESE HAVE BEEN SPLIT FOR EXTRA FOCUS BUT WILL BE ONGOING</p> <p>ROUTINES AND EXPECTATIONS TAUGHT THROUGHOUT</p>	<p>To be able to separate from main carer and learn to adapt to the new school environment.</p> <p>To be able to talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.</p> <p>To know the behavioural expectations at school.</p> <p>To be able to show an awareness of right and wrong.</p> <p>To know and talk about different feelings</p>	<p>To be able to form a special friendship</p> <p>To know how to be a kind friend</p> <p>To be able to show increasing confidence to talk to adults and peers in class,</p> <p>To know that they can approach adults for help.</p>	<p>To know how to share resources and play in a group.</p> <p>To know how to take turns whilst playing, waiting patiently to have a turn.</p> <p>To be able to independently put coats on and use the toilet.</p>	<p>To be aware of the classroom setting and know how to confidently and safely access different areas.</p> <p>To know some behaviour is unacceptable/unsafe</p> <p>To know how to stay safe at school</p>	<p>To know how to brush my teeth</p> <p>To understand what staying healthy means</p> <p>To begin to understand how to look after themselves</p> <p>To be able to independently put coats on and use the toilet.</p> <p>To be able to select activities independently.</p> <p>To show increased independence in accessing and exploring the environment.</p> <p>To be able to express own preferences and interests.</p> <p>Maintain their attention on an activity and concentrate for some time.</p>
<p>END GOALS</p>	<p>Show CONFIDENCE in social situations</p> <p>Show INDEPENDENCE in meeting own care needs</p> <p>IDENTIFY and TALK about their feelings</p> <p>Begin to RESOLVE conflicts</p>				



# PROGRESSION- PERSONAL, SOCIAL AND EMOTIONAL



AUTUMN 1- ROUTINES/  
FEELINGS

AUTUMN 2- FRIENDSHIPS  
AND RELATIONSHIPS

SPRING 1- FEELINGS  
AND OTHERS

SPRING 2- STAYING  
SAFE

SUMMER 1- HEALTH  
(ORAL HEALTH/LOOKING  
AFTER THEMSELVES )

SUMMER 2-  
INDEPENDENCE/  
RESILIENCE

RECEPTION-  
THESE HAVE BEEN  
SPLIT FOR EXTRA  
FOCUS BUT WILL BE  
ONGOING

ROUTINES AND  
EXPECTATIONS  
TAUGHT  
THROUGHOUT

To know the school rules and be able to talk about how they help to keep them happy and safe.

To know and follow the behavioural expectations at school.

To express how they are feeling using including nervous, surprised, excited

To be able to identify and moderate their own feelings socially and emotionally.

To know what to do if they are feeling worried about something.

To be able to build constructive and respectful relationships.

To know how to be a good friend

To be able to work and play cooperatively and take turns with others

To be able to give focused attention to what their peers and the teachers say

To be able to work and play cooperatively and take turns with others

To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.

To be aware of the classroom setting and know how to confidently and safely access different areas.

To know some behaviour is unacceptable/unsafe

To be able to talk about how to stay safe in different situations and places

To be able to explain the reasons for rules and know right from wrong.

To know why they need to brush their teeth

To know ways to stay healthy

To understand healthy food choice

To understand the importance of exercise

To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge

To be able to see themselves as a valuable individual.

To show an ability to follow instructions involving several ideas or actions.

To be able to set and work towards simple goals.

END GOALS

Develop constructive, respectful RELATIONSHIPS  
MANAGE own needs independently  
EXPRESS own feelings whilst considering others  
Show RESILIENCE in the face of challenges



# PROGRESSION- COMMUNICATION AND LANGUAGE



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>NURSERY- WHOLE EYFS FOCUS – C&amp;L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, SHARING CIRCLES, PSHE TIMES, STORIES, SINGING, SPEECH AND LANGUAGE INTERVENTIONS, HELICOPTER STORIES, EYFS PRODUCTIONS, ASSEMBLIES AND WEEKLY INTERVENTIONS</b></p>	<p>To listen to stories, rhymes and songs shared every day.</p> <p>To listen to their name and shift from one task to another</p> <p>To make comments about what they are doing e.g. I like to..... I like this, I am...</p> <p>To use simple language of feelings e.g. I don't like, I like, I am happy, sad etc.</p> <p>To talk about their family</p> <p>To speak simple sentences with a pronoun, verb and noun or adjective.</p> <p>To copy adults to say a full sentence e.g. instead of 'digging', 'I like to dig'.</p>	<p>To talk about what is happening now and next in pretend play</p> <p>To use simple sentences to describe what is happening</p> <p>To talk about festivals and celebrations in their family</p> <p>To use questions 'what, where and who' and learn to answer these questions.</p> <p>To use 'and' 'so' but correctly in a sentence</p> <p>To understand how to use pronouns: his, her, my, their, your, our.</p>	<p>To be able to listen attentively to traditional tales and use new vocabulary.</p> <p>To talk about settings, characters and story structure such as the 'beginning' 'middle' and 'end'.</p> <p>To learn to take turns and listen to what each person says.</p> <p>To express ideas in sentences e.g. how to keep Teddy warm in the snow</p> <p>To use talk to resolve disagreements e.g. I like the cold. I don't like the cold.</p> <p>To talk about theirs and others work</p>	<p>To remember the title, author and most of the characters.</p> <p>To listen to a song or poem and out in some actions.</p> <p>Understand and respond to an instruction that starts with 'how?' how will the chick grow into a hen?</p> <p>Make simple predictions about endings to stories, about characters etc.</p> <p>Know how to answer 'what do you think?'</p> <p>To express a reason for their like or dislike.</p> <p>To incorporate a storyline into their play.</p>	<p>To remember key events from a story</p> <p>Listen to a song or a poem and watch and repeat the adults' actions</p> <p>Understand and respond to an instruction that starts with who? Who looks after us in hospital?</p> <p>Think about stories, poems and tales and how relate to their own experiences e.g. do they know anyone who has had a baby?</p> <p>To talk about new things.</p> <p>To ask and answer questions: do/did, how, who, what, when, where, why?</p>	<p>To talk about what they are doing or what they have done.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>To know new vocabulary in relation to animals</p> <p>To understand a question or instruction that has two parts</p> <p>To use simple past, present and future tenses e.g. I went by plane, I fly by plane, I will catch the plane.</p>
<b>END GOALS</b>	<p>LISTEN and RESPOND to others          LEARN new vocabulary          DEVELOP a repertoire of favourite stories and songs</p>					

# PROGRESSION- COMMUNICATION AND LANGUAGE



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>RECEPTION- WHOLE EYFS FOCUS – C&amp;L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, SHARING CIRCLES, PSHE TIMES, STORIES, SINGING, SPEECH AND LANGUAGE INTERVENTIONS, HELICOPTER STORIES, EYFS PRODUCTIONS, ASSEMBLIES AND WEEKLY INTERVENTIONS</b></p>	<p>To use the correct present tense e.g. I am jumping.</p> <p>To follow instructions with multiple steps</p> <p>To know and understand how to listen carefully and why listening is important.</p> <p>To know and talk about the school rules and how they help to keep us happy and safe.</p> <p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions and clarify understanding</p> <p>To be able to hold conversation with their teacher and peers.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play</p>	<p>To know vocabulary related to different celebrations and understand the different ways people celebrate.</p> <p>To talk about what happened, what they did and what they have noticed</p> <p>To recount events in order using and, then and next</p> <p>To use past tense: I celebrated... he/she we/they...</p> <p>Talk to adults and other children to recall events in the past or earlier in the day or week.</p> <p>Listen to and then respond to what others say and any questions they ask</p>	<p>To use future tense. correctly</p> <p>To speak and answer questions posed to them in full sentences</p> <p>To take turns in conversations and to listen to others</p> <p>To listen to stories and use story vocabulary to retell familiar stories</p> <p>To understand 'how' and 'why' questions.</p> <p>To connect one idea or action to another using a range of connectives.</p> <p>To be able to offer explanations for why things might happen</p>	<p>To listen to and talk about key texts by retelling and incorporate them into their play</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences.</p> <p>To plan activities with others.. I am going to... shall we....</p> <p>To be able to use connectives to retell stories such first then and finally.</p> <p>Predict what a character might look like, wear, do next</p>	<p>To talk about different types of weather and the effect of weather</p> <p>To listen to and talk about different places around the world.</p> <p>To participate in discussions, offering their own ideas, using new vocabulary.</p> <p>To use talk work out problems and organise thinking</p> <p>To explain how things work and why they might happen regarding the environment</p> <p>To engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To use simple adjectives</p>	<p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p> <p>To ask who, what, where, when which and how questions</p> <p>To use sentences such as I think that....I like ... because...</p> <p>To explain something using the order in which it happened</p> <p>To use adjectives in full sentences correctly</p> <p>To describe events in some detail</p> <p>To listen to each others' ideas and make note of them when responding</p>
<b>END GOALS</b>	<p>ASK a relevant question and make a relevant comment</p> <p>USE new vocabulary in well formed sentences</p> <p>ARTICULATE ideas about stories and songs</p>					



# PROGRESSION- PHYSICAL DEVELOPMENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2-	SUMMER 1	SUMMER 2
NURSERY	<p>To hold pencils, pens, crayons and brushes.</p> <p>To turn the pages of a book.</p> <p>To thread beads onto string and cotton</p> <p>To pick up different objects of a range of sizes, shape and weight and move from one place to another</p> <p>To negotiate space and obstacles when on a pedal bike.</p> <p>To learn how to balance</p> <p>To jump onto 2 feet and how to run.</p> <p>To kick a ball.</p> <p>To dance and make moves to songs</p> <p>To tip water from one container into another.</p>	<p>To make some marks</p> <p>To trace horizontal lines, spirals, anti-clock wise moves and over their names</p> <p>To ride bikes and scooters over uneven ground. Learn the concept of fast and slow.</p> <p>To use anticlockwise movements.</p> <p>To construction materials to build something</p> <p>To navigate hazards safely</p> <p>To explore filling different containers differently.</p> <p>To show preference for a dominant hand</p>	<p>To use pencils, chinks, crayons and brushes to draw shapes.</p> <p>To use markers, pictures, paints etc to create</p> <p>To jump with one foot and two feet.</p> <p>To move water from one place to another.</p> <p>To learn to skip.</p> <p>To throw objects such as bean bags and balls</p> <p>To know how and be able to move around safely with some awareness of others and degree of control.</p>	<p>To take care of toileting needs and wash hands</p> <p>To hop</p> <p>To stop at a point or line, start again, turn left and right on a trike/bike</p> <p>To use equipment to vary the flow of water e.g. down a drain pipe</p> <p>To use pincers and tweezers</p> <p>Peg pictures on a line e.g. chicks in a row on a string line.</p> <p>To pick up and move small objects such as marbles, pasta shapes.</p>	<p>To paint with a Q-tip or cotton bud.</p> <p>To carefully turn the pages of a book and place it back where it belongs.</p> <p>To trace words, letters etc in sand.</p> <p>To weave string/wool</p> <p>Finger paint a picture.</p> <p>To balance on one leg.</p> <p>To jump from spot to spot</p> <p>To independently put on coat with some support for zips and buttons</p> <p>To begin to use scissors to cut out a shape.</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p> <p>To aim balls at a target.</p> <p>Move to a song in time to the words</p> <p>To skip</p> <p>To write their names.</p>
END GOALS	<p>USE one handed tools and equipment COMFORTABLY</p> <p>Develop the skills to MOVE, BALANCE and RIDE</p>					



# PROGRESSION- PHYSICAL DEVELOPMENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	<p>To run, jump on one leg to another and on 2 legs, hop</p> <p>To move freely and with pleasure and confidence in a range of ways.</p> <p>To stamp, stride, walk at different pace.</p> <p>To get changed independently</p> <p>To use cutlery at lunchtime.</p> <p>To write/copying their name.</p> <p>To button and unbutton</p> <p>To begin tying laces and ribbons</p> <p>To balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To experiment with wide range of small equipment learning some degree of control.</p> <p>To know and revise and refine the skills they have acquired: rolling, crawling, walking, jumping, running etc</p> <p>To use scissors with increasing control</p> <p>To practice tying laces</p> <p>To thread confidently</p> <p>To practice throwing and catching different balls.</p> <p>To move holding a ball</p> <p>To direct a ball so that it goes the way they want it to go.</p>	<p>To begin to learn how to stay fit and healthy- sleep, exercise, diet etc</p> <p>To experiment with wider range of equipment and use with more control</p> <p>To link at least 2 movements together when performing a small range of skills.</p> <p>To hold a pencil correctly</p> <p>To travel with confidence and skill around, under, over and through equipment.</p> <p>To balance on bikes</p> <p>To create a sequence of dance moves</p> <p>Learn how to travel in different ways, developing greater skills and confidence</p>	<p>To create a sequence of dance moves</p> <p>To explore moving the ball with their feet.</p> <p>To direct a ball to a set place,</p> <p>To practise kicking the ball from a standing position to each other.</p> <p>To kick the ball as they move slowly.</p> <p>To stop a ball which is rolling towards them and retain their balance.</p> <p>To stop and then kick a ball.</p> <p>To use cutlery, tweezers and other small equipment to manipulate materials</p>	<p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep</p> <p>To run throw and jump.</p> <p>To use a sequence of movements with some changes in level, direction or speed</p>	<p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p>To use the correct grip when using a pencil</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p>
END GOALS	<p>USE a range of tools SAFELY and CONFIDENTLY</p> <p>Develop the skills to THROW, CATCH and KICK</p>					



# PROGRESSION- LITERACY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p>To begin to draw pictures.</p> <p>To be able to recognise their name.</p> <p>To hold a book and show some interest in the pictures, words and the story.</p> <p>To choose a book that they want to share or hear read.</p> <p>To join in with nursery rhymes, and books</p> <p>To learn new vocabulary from stories</p> <p>To experiment mark making with different pencils, pens, crayons, brushes, chinks etc.</p> <p>Know the difference between drawing and writing.</p>	<p>To recognise familiar logos and labels in the environment</p> <p>To know that text has meaning.</p> <p>To build an understanding that text is read from right to left</p> <p>To talk about pictures in books.</p> <p>To begin to develop phonological awareness.</p> <p>To spot rhymes and alliteration.</p> <p>To count or clap syllables</p> <p>To share books with other and point to things.</p> <p>To handle books carefully and turn pages</p> <p>To write some marks and first letter of their name</p>	<p>To use learnt vocabulary from stories</p> <p>To know a range of Nursery Rhymes</p> <p>To begin imitate writing in play</p> <p>To talk about different parts of a story.</p> <p>To know which is the title and which is the name of the author.</p> <p>To read and recognise a friend's name.</p> <p>To talk about the pictures and illustrations and about the story and know they look different.</p> <p>To re-tell/play a story that they know.</p>	<p>To join in with repeated refrains in stories and rhymes</p> <p>To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts.</p> <p>To discriminate between different sounds.</p> <p>To recognise initial sounds in words</p> <p>To begin to talk about characters and settings</p> <p>To describe a character in a book using some basic details.</p> <p>To know that each letter makes a sound</p>	<p>To attempt to write familiar letters</p> <p>To recognise and say some sounds</p> <p>To talk about and retell familiar stories</p> <p>To begin to engage in extended conversations about stories.</p> <p>To describe a character in a book using some basic details.</p> <p>To be able to re-tell familiar stories using a story map</p> <p>To talk about how the story could be changed.</p> <p>To copy a word</p>	<p>To write their name</p> <p>To begin to write some short captions and labels with adult support using marks</p> <p>To use the DYNAMIC TRIPOD GRIP.</p> <p>To role play a character, a scene, an event, and think about what would happen if they were in the story or things happened differently.</p> <p>Remember key facts about the book and illustrations.</p> <p>Hold a pencil correctly and write some key letters: m, a, s, d, t.</p>
END GOALS	<p>READ and RECOGNISE some sounds</p> <p>WRITE my own name</p> <p>TALK about stories using new words</p>					



# PROGRESSION- LITERACY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	<p>To know and link some set 1 graphemes and phonemes.</p> <p>To be able to correctly form some set 1 graphemes and say the phonemes to match.</p> <p>To begin to be able to blend some CVC words with some set 1 sounds</p> <p>To begin to be able to write some short captions and labels</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To know and link all set 1 graphemes and phonemes.</p> <p>To be able to correctly form all set 1 graphemes and say the phonemes to match.</p> <p>To blend some CVC words with set 1 sounds</p> <p>To write CVC words with set 1 sounds</p> <p>To write some short captions and labels</p> <p>To begin to understand the sentence of a sentence</p> <p>To being to attempt to write simple sentences</p>	<p>To begin to innovate, invent and retell own stories.</p> <p>To be able anticipate key events in stories.</p> <p>To be able to segment and write words with set 1 and some set 2 sounds</p> <p>To begin to know some tricky red words.</p> <p>To be able to talk about characters, settings, authors and illustrators</p> <p>To be able to read and write CVC words confidently.</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p>	<p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to segment and write words with set 1 and some set 2 sounds</p> <p>To know and write some tricky red words.</p> <p>To be aware of sentence structure (capital letters, finger spaces and full stops)</p> <p>To write simple sentences with increasing independence</p> <p>To read simple sentences with increasing independence</p>	<p>To be able to segment and write words with set 1 and set 2 sounds</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To know and be able to read a few common exception words matched to RWI group</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces.</p> <p>To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>To know and write a wonder range of tricky red words.</p> <p>To write simple sentences with increasing independently</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To innovate, invent and retell own stories.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To be able to introduce narratives in their own writing and story maps.</p>
END GOALS	<p>READ simple sentences            WRITE simple sentences            RETELL stories I have heard and read</p>					



# PROGRESSION- MATHS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p>To explore and build using resources</p> <p>To count in everyday contexts, sometimes skipping numbers - '1-2-3-5'</p> <p>To begin to count small sets of objects</p> <p>To subitise different objects to 2</p> <p>To know how old they are.</p> <p>To understand the concepts of more and less</p> <p>To compare amounts, saying 'lots', 'more' or 'same', less</p> <p>To sort and match objects to the picture or symbol</p> <p>To know some routines linked to times of the day</p>	<p>To begin to sort objects into groups</p> <p>To notice patterns and arrange things in patterns</p> <p>To recognise of up to 3 objects, without having to count them individually ('subitising')</p> <p>To say one number for each item in order: 1,2,3,4,5</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>To talk about and identify patterns around them</p> <p>To create and extend ABAB patterns-stick, leaf, stick, leaf.</p> <p>Introduce the idea of taller, shorter, longer and shorter.</p>	<p>To use 1:1 correspondence when counting to five</p> <p>To compare the number of objects to 3 to say whether there are more or less in a group</p> <p>To recognise of up to 3 objects, without having to count them individually ('subitising')</p> <p>To recite numbers to 5 and am beginning to go past 5</p> <p>To count objects, actions and sounds</p> <p>To use manipulatives to support counting</p>	<p>To recognise of up to 5 objects, without having to count them individually ('subitising')</p> <p>To match sets and quantities to 5</p> <p>To talk about and explore 2D shapes using their names</p> <p>To discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>To combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>To link numerals and amounts</p> <p>To select shapes appropriately: flat surfaces for building</p> <p>To understand position words</p>	<p>To compare quantities using language: 'more than', 'fewer than'.</p> <p>To experiment with my own symbols and marks as well as numerals</p> <p>To understand that anything can be counted</p> <p>To compare sets of objects to 5</p> <p>To solve real world mathematical problems with numbers up to 5</p> <p>To begin to use one more to compare sets</p> <p>To begin to use one less to compare sets</p>	<p>To notice and correct an error in a repeating pattern</p> <p>To recite numbers to 10</p> <p>To solve real world mathematical problems with numbers up to 5</p> <p>To begin to use one more to compare sets</p> <p>To begin to use one less to compare sets</p> <p>To understand it doesn't matter which order we count things</p> <p>To begin to describe a sequence of events using words such as 'first', 'then...'</p> <p>To describe a familiar route</p> <p>To compare length, weight and capacity.</p>
END GOALS	<p>UNDERSTAND and EXPLORE numbers in depth to 5</p> <p>RECOGNISE and TALK about shapes, patterns and measure</p>					



# PROGRESSION- MATHS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p><b>Match, sort and compare</b></p> <p>Match objects and match pictures to objects.</p> <p>Identify a set.</p> <p>Sort objects into a type</p> <p>Explore sorting techniques</p> <p>Create sorting rules</p> <p>Compare amounts using more than, fewer than and same as.</p> <p><b>Number and counting exposure through nursery rhymes and play</b></p> <p>To count in everyday contexts, sometimes skipping numbers - '1-2-3-5</p> <p>To begin to count small sets of objects</p>	<p><b>Talking about measure and patterns</b></p> <p>Compare size using taller, shorter, longer, shorter, bigger, smaller, more, less.</p> <p>Compare mass using heavier and lighter.</p> <p>Compare capacity using full, empty, nearly full, nearly empty, half full.</p> <p>Explore simple patterns.</p> <p>Copy and continue simple patterns.</p> <p>Create simple patterns.</p> <p><b>Number and counting exposure through nursery rhymes and play</b></p> <p>To say one number for each item in order: 1,2,3,4,5</p>	<p><b>Numbers 1-3</b> Find 1, 2, and 3 in different contexts.</p> <p>Subitise 1, 2, 3</p> <p>Represent 1, 2, 3.</p> <p>Find 1 more.</p> <p>Find 1 less.</p> <p>Explore the composition of numbers 1, 2, and 3.</p> <p><b>Shape (Circles and Triangles)</b> Identify and name circles and triangles.</p> <p>Compare circles and triangles.</p> <p>Shapes in the environment.</p> <p>Begin to use a range of positional language words: on, under, behind, in front, between, next to.</p>	<p><b>Numbers 1-5</b> Find 4 and 5</p> <p>Subitise 4 and 5</p> <p>Represent 4 and 5</p> <p>1 more</p> <p>1 less</p> <p>Composition of 4 and 5</p> <p>Composition of 1 - 5</p> <p><b>Shape (4 sided shapes)</b> Identify and name shapes with 4 sides.</p> <p>Combine shapes with 4 sides.</p> <p>Shapes in the environment.</p> <p>Learn about times of the day, including day time and night time.</p>	<p><b>Composition of numbers 1 - 5</b></p> <p>Introduce 0</p> <p>Find 0 - 5</p> <p>Subitise 0 - 5</p> <p>Represent 0 - 5</p> <p>1 more</p> <p>1 less</p> <p>Composition of numbers to 5</p> <p>Conceptual subitising of numbers to 5.</p>	<p><b>Mass, capacity, length and time.</b></p> <p>Comparing mass and finding a balance</p> <p>Exploring and comparing mass, capacity, length and height.</p> <p>Talk about time</p> <p>Order and sequence time and familiar events.</p> <p><b>Number consolidation</b></p> <p>Number consolidation: revisiting core counting principles and composition of numbers 1 - 5.</p> <p>Reciting numbers beyond 5.</p>
END GOALS	<p>UNDERSTAND and EXPLORE numbers in depth to 5 RECOGNISE and TALK about shapes, patterns and measure</p>					



# PROGRESSION- MATHS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	<p>Subitising within 3</p> <p>Focus on Counting Skills Explore how all numbers are made of 1s</p> <p>Explore the composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets – ‘just by looking’</p> <p>Use the language of comparison – <i>more than</i> and <i>fewer than</i></p> <p>Explore 2D and 3D Shapes</p>	<p>Focus on counting skills</p> <p>Focus on the ‘five-ness of five’ using one hand and the die pattern for 5</p> <p>Comparison of sets - by matching Use the language of comparison: <i>more than, fewer than, an equal number</i></p> <p>Explore the concept of ‘whole’ and ‘part’</p> <p>Focus on the composition of 3, 4 and 5 Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p> <p>Positional Language - On/under, in/out, behind/in front</p> <p>Volume and Capacity - focus on the vocabulary of full and empty -explore the sizes of different containers and their capacity</p>	<p>Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p> <p>Counting – focus on ordinality and the ‘staircase’ pattern</p> <p>See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as ‘5 and a bit’</p> <p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i></p> <p>Make unequal sets equal</p> <p>Length, weight and height (comparison of two objects)</p>	<p>Focus on the ‘staircase’ pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8 Use language of <i>less than</i></p> <p>Focus on 7</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p> <p>Recognising, continuing and creating simple patterns</p>	<p>Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p> <p>Composition – ‘5 and a bit’</p> <p>Composition – of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Review and assess:</p> <ul style="list-style-type: none"> <li>-Automatic recall of bonds to 5</li> <li>-Composition of numbers to 10</li> <li>-Comparison</li> <li>-Number patterns</li> <li>-Counting</li> </ul> <p>Composing and decomposing shapes</p>



# PROGRESSION- KNOWLEDGE AND UNDERSTANDING OF THE WORLD



	AUTUMN 1- MYSELF	AUTUMN 2- CULTURES	SPRING 1- MATERIALS	SPRING 2- NATURE	SUMMER 1- GROWING	SUMMER 2- WORLD
NURSERY	<p>To know and name different body parts.</p> <p>To be able to describe what they and their friends look like.</p> <p>To be able to notice differences between people and be able to celebrate these.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To make connections between the features of their family and other families.</p> <p>To know people who help us to safe in the community</p> <p>To able to talk about how they have changed and grown (past and present)</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some of the different ways people celebrate.</p> <p>To know about different celebrations that arise such as Christmas, Harvest and Diwali</p> <p>To talk about celebrations in the past and present</p> <p>To discuss images of familiar situations in the past</p> <p>To try different food linked to celebrations</p>	<p>To explore different materials</p> <p>To begin to describe materials</p> <p>To develop an awareness of materials properties</p> <p>To talk about what they see</p> <p>To explore different natural materials and talk about their properties</p> <p>To explore light and shadows using materials</p>	<p>To to use their senses to explore the outside world and be able to talk about what they see, hear and feel using a wide range of vocabulary.</p> <p>To explore the natural world around them at school and locally.</p> <p>To make observations in the outdoors and talk about what they say, hear and feel.</p> <p>To discuss the changes observed in regard to the weather- link to past and now</p> <p>To play creatively in the outdoors</p> <p>To being to learn about the weather and describe the weather</p> <p>To know and talk about the changes that occur in spring</p>	<p>To try different food forms different countries</p> <p>To know what a plant needs to grow.</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class</p> <p>To plant seeds and care for growing plants</p> <p>To know about healthy foods that grow naturally.</p> <p>To know about some lifecycles with a focus on Caterpillars and plants</p> <p>To care for the natural environment and living things</p> <p>To understand that when something grows it can grow taller, deeper and wider</p>	<p>To know and name different Animals</p> <p>To be able to talk about how humans can take care of animals</p> <p>To know the names of where some animals live</p> <p>To talk about what animals need to stay alive</p> <p>Learn the names of some pets. Identify similarities and differences</p> <p>To begin to understand how to stay safe in the sun</p> <p>Group and sort animals according to features</p>
END GOALS	<p>UNDERSTAND and TALK about who is in my family</p> <p>To UNDERSTAND and CELEBRATE what makes us different</p> <p>Begin to UNDERSTAND how to care for the natural environment</p>					



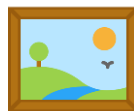
# PROGRESSION- KNOWLEDGE AND UNDERSTANDING OF THE WORLD

	AUTUMN 1- MYSELF	AUTUMN 2- CULTURES	SPRING 1- MATERIALS	SPRING 2- NATURE	SUMMER 1- WORLD	SUMMER 2- SPACE
RECEPTION	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To draw information from a simple map for their local area.</p> <p>To talk about the lives of people around them and their roles in society both in the present and past.</p> <p>To order events in their own history</p> <p>To use the term 'past' and 'present'</p> <p>To learn the town, city, country that they live in</p>	<p>To know about different celebrations such as Bonfire Night, Christmas, Holi, Eid and Hannukah.</p> <p>To know and name some important places of worship</p> <p>To know some historical facts and stories from different religions and celebration</p> <p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>To understand that some events happened many years ago and life was very different.(Bonfire night)</p> <p>To put events of the story into order (Bonfire night)</p> <p>To compare photos from the past and present and say which is which</p>	<p>To talk about the differences between materials and changes they notice.</p> <p>To explore floating and sinking using different materials</p> <p>To sort materials according to properties</p> <p>To know about solids and liquids from practical activities- watch ice cubes melt, make playdough together</p>	<p>To explore the natural world around them, making observations and drawing pictures</p> <p>To observing Important changes linked to seasons including weather</p> <p>To describe what they see, hear, and feel whilst outside</p> <p>To explore and talk about different forces they can feel when experimenting outside Pushes and pulls</p>	<p>To make different food from different countries</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To know there are different places, animals and habitats around the world</p> <p>To compare different places around the world.</p> <p>To begin to understand the negative impact that humans can have the environment.</p> <p>To know about the similarities and difference in living things.</p> <p>To look at past and present in their area and compare to another area</p> <p>To compare a person from past to present (David Attenborough)</p>	<p>To name some planets</p> <p>To use vocabulary linked to space- sun, moon, stars, planets, solar system</p> <p>To know we live on planet Earth</p> <p>To know that people can travel to space</p> <p>To know how people travel to space</p> <p>To understand what an astronaut is and know some people who have travelled to space (link to past)</p> <p>To know how torches, lights, candles give off light</p> <p>To learn the terms 'sun' 'sunlight' 'light' 'dark' 'day' and 'night'.</p> <p>To learn what the sun is</p> <p>To know that the sun rises and sets and gives us light</p>



# PROGRESSION- EXPRESSIVE ARTS AND DESIGN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>NURSERY</b>	<p>To invent and imagine stories that might happen in the home</p> <p>To explore sounds</p> <p>To explore with paint</p> <p>To learn the names of the primary colours.</p> <p>To experiment with different brushes to see what happens</p> <p>To try to draw themselves from a photo.</p> <p>To use glue to stick things to their pictures</p> <p>To know and join in with dancing and ring games.</p> <p>To know and be able to join in with simple songs.</p> <p>To play alongside others who are engaged in the same theme</p>	<p>To re-enact parts of a story and imagine themselves as characters.</p> <p>To respond to sound with body movement.</p> <p>To know and show awareness of sound being loud or soft.</p> <p>To engage in imaginative role-play based on own first-hand experiences</p> <p>To join construction pieces together to build and balance.</p> <p>To build stories using props</p> <p>To join construction pieces together to build and balance.</p> <p>To build stories using props</p>	<p>To learn about rhythm through dance.</p> <p>To describe the texture of things.</p> <p>To develop their own ideas and then decide which materials to use to express them:</p> <p>To begin to develop stories using small-world</p> <p>To remember and sing entire songs</p> <p>To explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>To perform songs and actions</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To use available resources to create props to support role-play</p> <p>To draw from their imagination and observation</p> <p>To add details to their drawings</p>	<p>To create props and resources that will feed their imagination</p> <p>To explore colour and colour mixing</p> <p>To encourage children to experiment with different ways of playing instruments.</p> <p>To understand that different instruments make different sounds.</p> <p>To explore sound through singing, movement and instrumental work</p> <p>To know an initial repertoire of simple songs.</p> <p>To be able to move to music with a rhythmic feel</p>	<p>To show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>To create their own songs</p> <p>To use age-appropriate apps on the Interactive WB and iPad</p> <p>To be able to manipulate materials to achieve a planned effect</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play</p>
<b>END GOALS</b>	<p>ENGAGE in imaginative play            CREATE their own songs, story or dance            EXPLORE and CREATE using different materials</p>					



# PROGRESSION- EXPRESSIVE ARTS AND DESIGN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	<p>To experiment with how the paint brush moves on paper.</p> <p>To learn the names of the secondary colours: orange, green and purple.</p> <p>To explore instruments and to listen and describe the sounds they make.</p> <p>To explore what happens when they mix colours.</p> <p>To experiment to create different textures</p> <p>To draw and paint pictures of their families and people in the community who help us.</p> <p>To develop storylines in their pretend play.</p> <p>To create simple representations of events, people and objects</p>	<p>To listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations.</p> <p>To know that different media can be combined to create new effects.</p> <p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards,</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To perform songs, stories and dances (Nativity)</p>	<p>To join in simple songs remembering the words</p> <p>To respond in a variety of ways to different musical stimuli</p> <p>To use simple tools and techniques competently and appropriately</p> <p>To create collaboratively sharing ideas, resources, and skills.</p> <p>To know different uses and purposes for a range of media materials</p> <p>To introduce a storyline or narrative into their play using props to act out stories</p> <p>To know colours can be mixed to make a new colour.</p>	<p>To know a repertoire of songs</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used</p> <p>To create a collage</p> <p>To learn how they can use different materials to depict objects</p> <p>To use clay to create a model</p>	<p>To listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>To draw observational pictures of plants and features of the natural world.</p> <p>To perform songs, stories and dances from different cultures</p> <p>To explore art songs and dance from around the world.</p> <p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form and function</p> <p>To construct with a purpose</p> <p>To now how to sing a song to the correct timing and beat.</p>	<p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To use pencils and art to depict the pulse and rhythm in music when they hear it</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses</p>
END GOALS	<p>CREATE narratives within imaginative play</p> <p>PERFORM a song, story or dance</p> <p>REFINE and DEVELOP my ideas when creating different medias</p>					