



DREAM, BELIEVE,  
ACHIEVE, TOGETHER



# EYFS PROGRESSION DOCUMENTS

## East Harptree Church of England school and Ubley Church of England school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Marvellous me!	Lights and Festivals	What a wonderful world!	Roots, Shoots and Muddy Boots	Once upon a time	Oh I do love to be beside the seaside
<b>Christian Values</b>	Being Thankful	Trust	Perseverance	Justice	Service	Truthfulness
<b>British Values</b>	Mutual Respect and tolerance	Mutual Respect and tolerance	Democracy	Rule of law	Rule of law	Individual liberty
<b>Enrichment opportunities</b>	Settling in Introducing Forest school/Wow Wednesday	Local walk/posting a letter Christmas time/Nativity Remembrance day Forest School/Wow Wednesday	Chinese New Year Pancake Race Forest School/Wow Wednesday	World Book day Easter time and Easter walk Mothers' day Forest School/Wow Wednesday Longleat trip (Cycle B)	School Trip Forest School/Wow Wednesday Nymphet Pastures farm trip	Father's Day Sports Day School Trip
<b>Parental links</b>	Phonics workshop for parents Harvest service at school Using Dojo for parent communication throughout year	Nativity service at church Parents Evening Christmas craft afternoon	Parents to attend Pancake Race	Parents invited to Easter service Parents Evening	Parent Helpers for trip	Parents to attend Sports day Parent helpers for trips Parents meeting for new starters in September
<b>Nursery links (East Harptree pre-school)</b>	Pre-school Invited to Harvest Festival	Pre-school Invited to Christmas Nativity  Teacher to attend Christmas activities at Pre-school	Teacher to visit pre-school twice for story time	Pre-school to visit twice for Golden time	Teacher to visit Pre-school Bi weekly	Teacher to visit Pre-school weekly for phonics and number sense.  Transition meetings for pre- school children with parents.

						Transition meetings for pre-school children without parents
Links to Relevant and useful documents related to EYFS	Jigsaw Programme - <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a> Numbersense - <a href="https://numbersensemaths.com/">https://numbersensemaths.com/</a> NCTEM (Maths) - <a href="https://www.ncetm.org.uk/in-the-classroom/early-years/">https://www.ncetm.org.uk/in-the-classroom/early-years/</a> Early Years EEF - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a> Statutory Framework for Early Years - <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a> The Literary Curriculum - <a href="https://literarycurriculum.co.uk/">https://literarycurriculum.co.uk/</a> RWI School Portal - <a href="https://schools.ruthmiskin.com/slogin/?next=/">https://schools.ruthmiskin.com/slogin/?next=/</a> Development Matters for EYFS Document - <a href="https://www.gov.uk/government/publications/development-matters--2">https://www.gov.uk/government/publications/development-matters--2</a> Working within the revised EYFS principal by Julian Grenier - <a href="http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf">http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf</a>					
Books needed in Early Years	Reception - English – A4 Yellow Reception - Maths – A4+ Blue Reception – A2 Display books Understanding the world PSHE/RE Communication and Language/Wow Moments					
<u>Communication and language – what we are doing and how we are achieving it?</u>	<u>Welcome to EYFS</u> Settling in activities Making friends Children talking about experiences that are familiar to them Sharing Scrapbooks What are your likes/dislikes? Rhyming and alliteration Familiar Print Sharing facts about me! Learn rhymes, poems and songs – song bag. Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	<u>Tell me a story!</u> Discovering likes of dislikes of school. Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Begin to focus when listening to a story. Introduce story squares	<u>Tell me why!</u> Asks how and why questions... Retell a story with story language Inferring Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.	<u>Talk it through!</u> Describe events in detail using time connectives. Understand how to listen carefully and why listening is important. Sustained focus when listening to a story.	<u>What happened?</u> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Sharing weekend news	<u>Time to share!</u> Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Sharing weekend news Talking about what we are looking forward to most for Transition.
	Dojo Weekly message update Scrapbooks	Dojo Weekly message update	Dojo Weekly message update	Dojo Weekly message update	Dojo Weekly message update	Dojo Weekly message update Year 1 transition
<u>Language to be introduced</u>	Good Morning, Please, Thank you, Good Afternoon. Sensory and emotional words. School routine words.		Related to Seasonal changes – hot, cold, rain, sunshine, heat, flowers, spring. Days of the week, months of the year.		Question words and instruction words.	
<u>Early Learning Goals linked to Communication and Language</u>	Understand how to listen carefully and why listening is important.					
	Learn new vocabulary					
	Use new vocabulary through the day.					
	Ask questions to find out more and to check they understand what has been said to them.					
	Articulate their ideas and thoughts in well-formed sentences.					
	Connect one idea or action to another using a range of connectives.					
	Describe events in some detail.					

	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.					
	Develop social phrases.					
	Engage in storytimes.					
	Listen to and talk about stories to build familiarity and understanding.					
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.					
	Use new vocabulary in different contexts.					
	Listen carefully to rhymes and songs, paying attention to how they sound.					
	Learn rhymes, poems and songs.					
	Engage in non-fiction books.					
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					
<b><u>Personal, Social and Emotional development – what we are doing and how we are achieving it?</u></b>	Being me in my world  Jigsaw	Celebrating difference  Jigsaw	Dreams and goals  Jigsaw	Healthy me  Jigsaw	Relationships  Jigsaw	Changing me  Jigsaw
	Seeing themselves as a valuable individual. Class/School Rules and Routines. Supporting children to build relationships with adults and children. Thinking about goals for the year. Stop, I don't like it – kind and unkind hands. Using words instead of actions. Washing hands and toileting routine.	Emotions. Self - Confidence Building. Building constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Circle times.	Feelings. Learning about qualities and differences. Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Oral Health. Looking After our Planet Stranger Danger Exercise and its importance. Germs and washing hands. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, and tidy up after ourselves and so on. What makes a good friend?	Winning and losing. Thinking about how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Transition to year 1
<b><u>Early Learning Goals linked to Personal, Social and Emotional</u></b>	See themselves as a valuable individual.					
	Build constructive and respectful relationships.					
	Express their feelings and consider the feelings of others.					
	Show resilience and perseverance in the face of challenge.					
	Identify and moderate their own feelings socially and emotionally.					
	Think about the perspectives of others.					
	Understand about personal hygiene					
	Know and talk about the different factors of regular activity					
	Know and talk about the different factors of healthy eating					
	know and talk about the different factors of toothbrushing					
	Know and talk about the different factors of amounts of screen time					
	Know and talk about the different factors of having a good sleep routine					
	Know and talk about the different factors of being a safe pedestrian					
<b><u>Physical Development (Fine Motor) – what we are doing and how we are achieving it?</u></b>	Threading, Cutting Weaving, Playdough, Fine Motor activities. Funky Fingers box. Manipulating objects. Draw lines and circles using gross motor movements – chalk on playground, water and paintbrushes, paint.	Threading, cutting, weaving, playdough, Fine Motor activities. Funky Fingers Box Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand.	Threading, cutting, weaving, playdough, Fine Motor activities. Funky Fingers Box Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most are correctly formed. Start to colour inside the lines of a picture.	Threading, cutting, weaving, playdough, Fine Motor activities. Continuation of pencil grip and letter formation. Start to colour inside the lines of a picture. Continue to draw pictures that are recognisable.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Start to colour inside the lines of a picture. Build things with smaller linking blocks, such as Duplo or Lego.

	Hold pencil/paint brush beyond whole hand grasp. Work on pencil grip. Build things with larger linking blocks, such as Duplo or Lego.	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Start to draw pictures that are recognisable. Build things with larger linking blocks, such as Duplo or Lego.	Encourage children to draw freely. Holding small items Cutting with Scissors Zipping up coats and working on putting on shoes/wellies. Start to draw pictures that are recognisable.	Continue to draw pictures that are recognisable.	Build things with smaller linking blocks, such as Duplo or Lego.	
<b><u>Physical Development (Gross Motor) – what we are doing and how we are achieving it?</u></b>	Movement concepts  Cooperation games i.e. parachute games. Climbing – outdoor equipment. Different ways of moving to be explored with children – skipping, hopping, jumping, running, climbing, running.	Functional Movements  Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area. Dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Manipulative Skills  Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance, moving to music Gymnastics and balance	Aesthetic Movements  Balance- children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Athletics  Obstacle activities Children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day.	Fundamental skills  Races/team games involving gross motor movements.
<b><u>Early Learning Goals linked to Physical Development</u></b>	<div>Can confidently Roll</div> <div>Can confidently crawl</div> <div>Can confidently walk</div> <div>Can confidently jump</div> <div>Can confidently run</div> <div>Can confidently skip</div> <div>Can confidently hop</div> <div>Can confidently climb</div> <div>Progress towards a more fluent style of moving, with developing control and grace.</div> <div>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with dance, gymnastics, sport and swimming.</div> <div>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</div> <div>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</div> <div>Combine different movements with ease and fluency.</div> <div>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</div> <div>Develop overall body-strength, balance, co-ordination and agility.</div> <div>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</div> <div>Develop the foundations of a handwriting style which is fast, accurate and efficient</div> <div>Can confidently line up and stand in a queue</div> <div>Can use a knife and fork at mealtimes</div>					
<b><u>Maths - Number and Numerical patterns</u></b> <b><u>What we are doing and how we are achieving it?</u></b>	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Count objects, sounds and actions. Recite numbers past 5. Say one number for each item in order.	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Count objects, sounds and actions. Recite numbers past 10. Show ‘finger numbers’ up to 5.	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Recite numbers past 20. Represent numbers 6-9. Composition of numbers 6-9 (emphasise the parts within the whole).	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Composition of numbers to 10. Represent numbers to 10 Order numbers to 10 Compare numbers to 10	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Automatically recall number bonds for numbers 0-5 Understand the composition of numbers to 10.	Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting. Automatically recall number bonds for numbers 0-10 Count beyond 20 knowing the multiple of 10 and what comes next e.g. 19,20,21.



	<p>Know number names to five. Subitise – numbers to three. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link the numeral with its cardinal number value up to 5 (<i>match the number symbol with a number of things</i>)</p> <p><i>Early Years ‘Number sense’ – Subitising quantities to 3.</i></p>	<p>Represent numbers to 5. Composition of numbers to 5 (emphasise the parts within the whole). Compare numbers to 5. Subitise – numbers to five. Order numbers to 5. Compare quantities using language: more than, fewer than. Link the numeral with its cardinal number value beyond 5.</p> <p><i>Early Years ‘Number sense’ - Subitising quantities to 5.</i></p>	<p>Compare numbers 6-9. Use vocabulary ‘more than, ‘less than’ ‘fewer’ ‘the same as’ and ‘equal to’. Explore the one more/one less relationship between consecutive numbers. Introduce zero. Making pairs. Link the numeral with its cardinal number to 10.</p> <p><i>Early Years ‘Number sense’ – Enumerating between 6 and 10 items.</i></p>	<p>Understand the one more/one less relationship between consecutive numbers. Count objects to 20. Count out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Count an irregular arrangement of up to 20 objects. Estimate amount of objects up to 20 and check by counting.</p> <p><i>Early Years ‘Number sense’ – Partitioning 2, 3, 4, 5 and 10 and ‘Number bonds’ for these numbers.</i></p>	<p>Recall number bonds for numbers 0–10. Explore addition and subtraction by counting on and counting back. Explore doubling: Understand that doubling is adding the same number to itself. Explore halving and sharing: Understand that sharing is splitting an amount into equal parts. Understand that halving is sharing into two equal parts.</p> <p><i>Early Years ‘Number sense’ – Composition of 6 – 9 and comparison of numbers to 10.</i></p>	<p>Understand the concept of odd and even numbers. Consolidate doubling. Consolidate halving and sharing. Be confident in comparing numbers to 10. Consolidate addition and subtraction by counting on and counting back. Sharing and grouping. Odds and evens.</p> <p><i>Early Years ‘Number sense’ - Patterns in numbers to 10.</i></p>
<p><b><u>Maths - Shape, Space and Measure</u></b> <b><u>What we are doing and how we are achieving it?</u></b></p>	<p>Match and sort</p> <p>Compare mass, size and capacity</p> <p>Explore pattern: Continue an AB pattern, copy an AB pattern, make own AB pattern. Spot an error in an AB pattern.</p>	<p>Use everyday language to talk about position such as ‘behind’ or ‘next to’.</p> <p>Explore 2D shapes</p> <p>Time – Night and Day</p>	<p>Comparing mass and capacity.</p> <p>Length and height.</p>	<p>Time – Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways.</p> <p>Explore 3D shapes</p> <p>Explore pattern: Continue an ABC, ABB patterns. Make own ABC, ABB patterns. Spot an error in ABC, ABB patterns.</p>	<p><b>Spatial reasoning:</b> Select, rotate and manipulate shapes. Compose and decompose shapes, recognising that shapes can have other shapes within them.</p>	<p><b>Explore pattern:</b> Make a pattern which repeats around a circle. Make a pattern around a border with a fixed number of spaces. <b>Spatial reasoning:</b> Visualise and build. Mapping.</p>
<p><b><u>Early Learning Goals linked to Mathematics</u></b></p>	<p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count objects, actions and sounds.</p> <p>Count beyond ten</p> <p>Compare numbers.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>					

<p><b><u>Literacy (Comprehension) – what we are doing and how we are achieving it?</u></b></p> <p>Sharing stories at least once a day with the class.</p> <p>Shared story books to be sent home at least once a week.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Retell stories related to events through acting/role play.</p> <p>Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Engage in extended conversations about stories and learning new vocabulary.</p>	<p>Christmas letters/lists.</p> <p>Retelling stories using Story Maps.</p> <p>Retelling of stories verbally.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Enjoys an increasing range of books.</p> <p>Make the books available for children to share at school and at home.</p> <p>Fiction means story.</p>	<p>Encourage children to record stories through picture drawing/mark making.</p> <p>Make the books available for children to share at school and at home.</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>May include labels, sentences or captions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>May include labels, sentences or captions.</p>	<p>Use story language when acting out a narrative.</p> <p>Understanding and being able to use Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories. Stories from other cultures and traditions – Handas surprise, Anansi.</p>
<p><b><u>Literacy (Phonics/word reading) what we are doing and how we are achieving it?</u></b></p>	<p>RWI - set 1 Introducing new sounds and phonics programme.</p> <p>Expectation: Sound sheet for practise.</p>	<p>RWI – Set 1 Guided reading with Ditties</p> <p>Expectation: Blending books and ditty sheets home</p>	<p>RWI – Set 1,2 Guided reading with Red books</p> <p>Expectation: Guided reading red book and book bag book.</p>	<p>RWI – Set 1, 2 Guided reading with Green Books</p> <p>Expectation: Guided reading green book and book bag book.</p>	<p>RWI – Set 1,2,3 Guided reading with Purple books</p> <p>Expectation: Guided reading Purple book and book bag book.</p>	<p>RWI – Set 1,2,3 Guided reading with pink books</p> <p>Expectation: Guided reading Pink book and book bag book.</p>

	Focus on letter formation and CVC of sounds known.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Avoid asking children to read books at home they cannot yet read.  Hold a sentence.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.  Avoid asking children to read books at home they cannot yet read.  Hold a sentence.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.  Avoid asking children to read books at home they cannot yet read.  Hold a sentence.	Red words to go home for practise – Read and spell. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.  Avoid asking children to read books at home they cannot yet read.  Hold at least 2 sentences.	Red words to go home for practise – Read and spell. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.  Avoid asking children to read books at home they cannot yet read.  Hold at least 2 sentences.
<b><u>Literacy (Writing) what we are doing and how we are achieving it?</u></b>	<b><u>Texts as stimulus</u></b> A little bit Brave So Much  <b>Talk For Writing</b> – Little Red Hen/The Enormous turnip	<b><u>Texts as stimulus</u></b> The Magic Paintbrush Look up!	<b><u>Texts as stimulus</u></b> The goat and the stoat in the boat. The girl and the Dinosaur	<b><u>Texts as stimulus</u></b> The Tiny seed The Extraordinary Gardener Non Fiction life cycle books	<b><u>Texts as stimulus</u></b> Billy and the Beast Little Red	<b><u>Texts as stimulus</u></b> The Sea Saw At the Beach
	Triangular pencils - Chunky  Name writing activities. Exploring dominant hand. Encouraging tripod grip Mark making. Giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Name Labels. Captions, Lists, Diagrams, Messages	Triangular pencils - Chunky  Name writing labelling using initial sounds and CVC words. Story scribing, adult led. Retelling stories in writing area. instructions and lists Help children identify the sound that is tricky to spell. Write letters home and to Santa. Writing RWI red words. Encouraging use of finger spaces. Forming lower case letters correctly in writing.	Triangular pencils - Chunky  Writing using set 1 sounds and RWI Red words. Writing CVC words. Captions and Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Exploration of Non-fiction writing.	Triangular pencils – Chunky moving onto HB pencils when ready.  Using finger spaces. Creating own story maps. Writing captions and labels. Writing sentences. Writing sentences to accompany story maps. Recount.	HB pencils for majority.  Writing common exception words. Retelling and writing the story in own words. Writing recipes and lists. Writing for a purpose in own play using phonetically plausible attempts at words. Form lower-case and capital letters correctly. Instructions in non-fiction. Journal writing.	HB pencils for majority.  Story writing. Writing sentences using a range of common exception words that are spelt correctly. Beginning to use full stops, capital letters. Using familiar texts as a model for writing own stories. Retelling and writing the story in own words. Journal writing
<b><u>Early Learning Goals linked to Literacy</u></b>	Read individual letters by saying the sounds for them.					
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.					
	Read some letter groups that each represent one sound and say sounds for them.					
	Read a few common exception words matched to the school's phonic programme.					
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.					
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					

	Form lower-case and capital letters correctly.					
	Spell words by identifying the sounds and then writing the sound with letter/s.					
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop					
	Re-read what they have written to check that it makes sense.					
<p><b><u>Understanding the world - what we are doing and how we are achieving it?</u></b></p>	<p>Children can identify their family, commenting on photos of their family; naming who they can see and what relation they are to them.</p> <p>Children can talk about what they do with their families and places they have been with their families. They can draw similarities/differences and make comparisons between other families.</p> <p>Children can name and describe people who are familiar to them.</p> <p>Children can look at pictures of themselves as babies and discuss how they have changed. Children can look at toys and artefacts of theirs and their families past.</p> <p>Children can identify significant adults at school and their roles. They can understand different groups that we belong to such as classes, school, football etc.</p> <p>Navigating around our classroom and outdoor areas – getting to know the school environment.</p> <p>Understand the effect of Autumn on the world around us. Describe what they see, hear and feel when outside.</p> <p>Observe and interact with natural processes: A sound causing a vibration.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Familiarise children with the name of the road/village/town the school is located in. Familiarise children with their own address and post code.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Create treasure hunts to find places/ objects within our learning environment.</p> <p>Trip to our local post box discuss what we will see on our journey and how we will get there. Post our Father Christmas letters.</p> <p>Discuss Remembrance day celebrations.</p> <p>Observe and interact with natural processes: Light travelling through transparent materials.</p> <p>Discuss Chinese New Year celebrations.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom and recognise similarities and differences between life in this country and life in other countries.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Introduce children to significant figures who have studied dinosaurs and fossils and begin to understand that these events happened before they were born.</p> <p>Learn the names of different Dinosaurs and Fossils and find out facts about them.</p> <p>Draw pictures of the natural world including animals, fossils and plants.</p> <p>Understand the effect of Winter on the world around us. Describe what they see, hear and feel when outside.</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Talk about people that children may have come across within their community such as the police, the fire service, doctors and teachers.</p>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Introduce children to different occupations and what they do.</p> <p>Understand the effect of Spring on the world around us. Describe what they see, hear and feel when outside.</p> <p>Observe and interact with natural processes: A magnet attracting an object.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Look at the difference between weather in this country and one other country.</p> <p>Encourage the children to make simple comparisons. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer.</p> <p>Explore the properties of ice and ways of making the ice melt quicker/not melt</p> <p>Stranger danger (based on Jack and the beanstalk).</p> <p>Observe and interact with natural processes: Floating and Sinking. Boat building and recognising materials such as metallic and non-metallic objects.</p> <p>Watch caterpillars turn into butterflies</p> <p>Explore a range of mini-beasts. Learn their names and body parts. Making sense of different environments and habitats</p>	<p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Comparing a seaside to now and the past. Can children make comments on the weather, culture, clothing, and housing?</p> <p>Understand the effect of Summer on the world around us. Describe what they see, hear and feel when outside.</p> <p>Observe and interact with natural processes: an object casting a shadow.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Provide opportunities for children to note and record the weather</p> <p>Observe and interact with natural processes: Ice Melting</p>



<b><u>RE</u></b>	Harvest	Divali – Rama and Sita	How do People celebrate?	What is Easter?	What can we Learn from Stories?	What makes places special to People?
<b><u>Jigsaw</u></b>	What makes people special?	What is Christmas?				
<b><u>Early Learning Goals linked to Understanding the world</u></b>	Talk about members of their immediate family and community					
	Name and describe people who are familiar to them.					
	Comment on images of familiar situations in the past.					
	Compare and contrast characters from stories, including figures from the past.					
	Draw information from a simple map.					
	Understand that some places are special to members of their community.					
	Recognise that people have different beliefs and celebrate special times in different ways.					
	Recognise some similarities and differences between life in this country and life in other countries.					
	Explore the natural world around them.					
	Describe what they see, hear and feel whilst outside.					
	Recognise some environments that are different from the one in which they live.					
	Understand the effect of changing seasons on the natural world around them.					
<b><u>Expressive arts and Design – what we are doing and how we are achieving it?</u></b>	<p>Join in with songs.</p> <p>Beginning to mix colours to understand primary colours.</p> <p>Join in with role play games and use resources available for props.</p> <p>Build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits</p> <p>Junk modelling – teach children different techniques for joining materials such as how to use adhesive tape and glue.</p> <p>Take picture of children’s creations and record them explaining what they did.</p> <p>Observational harvest pictures.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Andy Goldsworthy – Transient art</p>	<p>Listen to music and make their own dances in response.</p> <p>Clay pots</p> <p>Firework pictures</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party’s and Celebrations</p> <p>Role Play of the Nativity</p> <p>Christmas workshop</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Design and make Junk modelling dinosaurs.</p> <p>Creating our own cave painting stories.</p>	<p>Make patterns using different colours</p> <p>Encourage children to know features in the natural world and help them to define colours, shapes, textures and smells in their own words.</p> <p>Collage-using recycled items. Discuss what they want to make and reflect how they can make it better.</p> <p>Pastel drawings.</p> <p>Patterns on Easter eggs</p> <p>Mother’s Day crafts</p> <p>Easter crafts</p> <p>Growing Sun flowers</p> <p>Painting sunflowers – Van Gogh – teaching children to develop colour mixing beyond primary colours.</p>	<p>Encourage children to create their own music.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Watch a traditional African song and dance and discuss the performance. Encourage children to choreograph their own dance to their own piece of music.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Arcimboldi art - Fruit art</p> <p>Placement art</p> <p>Using the outdoors to inspire pictures and models</p> <p>Exploring colour in nature.</p>

<b><u>Expressive arts and Design – Music</u></b>	<p>To listen and respond to different styles of music through talking about likes and dislikes</p> <p>To join in with nursery rhymes and action songs in unison</p> <p>To improvise using percussion instruments</p> <p>To clap/tap to the pulse of the music</p> <p>To copy and clap the rhythm of their name</p> <p>To explore and recognise high sounds and low sounds using voices and tuned percussion</p> <p>To share and perform learning that has taken place</p>	<p>To know that the words of the songs can tell stories and paint pictures</p> <p>To improvise using percussion instruments</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To explore and recognise high pitch and low pitch using the context of the songs</p> <p>To share and perform learning that has taken place</p>	<p>To listen and respond to different styles of music by moving to the music</p> <p>To know that songs have sections</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To keep the pulse of the music using a percussion instrument</p> <p>To distinguish between high pitch and low pitch and recognise high and low pitch using the context of the songs</p> <p>To share and perform learning that has taken place</p>	<p>To listen and respond to different styles of music by talking about how music makes us feel</p> <p>To improvise using percussion instruments</p> <p>To invent ways to find the pulse in different songs</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To explore and recognise high pitch and low pitch using the context of the songs</p> <p>To share and perform learning that has taken place</p>	<p>To improvise using a range of different percussion instruments</p> <p>To invent ways to find the pulse in different songs</p> <p>To copy and clap the rhythms of 3 and 4 words phrases from the song</p> <p>To keep the pulse of the song with a pitched note</p> <p>To share and perform learning that has taken place</p>	<p>To perform a repertoire of songs and experiment with different ways of changing them.</p> <p>To identify a range of instruments in songs.</p> <p>To develop sense of ‘pulse’ and ‘rhythm’ and to define these terms.</p> <p>To define the term ‘pitch’ and respond by singing low/high notes.</p> <p>To perform music to others and give feedback.</p> <p>To be able to listen with concentration to a range of music, including classical, and express personal responses to each piece</p>
<b><u>Early Learning Goals linked to Expressive arts and design</u></b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>					

	<b>Autumn 1</b> <i>Marvellous me!</i>	<b>Autumn 2</b> <i>Lights and Festivals</i>	<b>Spring 1</b> <i>What a wonderful world</i>	<b>Spring 2</b> <i>Roots, shoots and muddy boots</i>	<b>Summer 1</b> <i>Once upon a time</i>	<b>Summer 2</b> <i>Oh I do love to be beside the seaside</i>
<b>General Continuous provision – to be out continuously throughout the year</b>	<ul style="list-style-type: none"> <li>Mark Making – chalk, paint brushes and water, chunky felt tips and crayons</li> <li>Scissors and cutting sheets</li> <li>Glue</li> <li>Role play area- home corner (plates, cutlery, kitchen utensils, bowls, dolls, baby clothes, dolls cot, pretend food,</li> </ul>	<ul style="list-style-type: none"> <li>Mark Making – chalk, paint brushes and water, chunky felt tips and crayons</li> <li>Scissors and cutting sheets</li> <li>Glue</li> <li>Role play area – Santa’s workshop</li> <li>Writing in sand trays</li> <li>Gloop and bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Role play corner – Home corner</li> <li>Mark Making – post it notes, colouring pencils and various size papers, clipboards, envelopes, letter writing, tracing paper. Chalk</li> <li>Duplo and stickers</li> <li>Balance Beams</li> <li>Bikes and Scooters</li> <li>Sand Pits</li> </ul>	<ul style="list-style-type: none"> <li>Role play corner – Garden centre</li> <li>Mark Making – post it notes, colouring pencils and various size papers, clipboards, envelopes, letter writing, tracing paper. Chalk</li> <li>Duplo and stickers</li> <li>Balance Beams</li> <li>Bikes and Scooters</li> <li>Sand Pits</li> </ul>	<ul style="list-style-type: none"> <li>Role Play Corner – Castle</li> <li>Role play corner – Home corner</li> <li>Mark Making – post it notes, colouring pencils and various size papers, clipboards, envelopes, letter writing, tracing paper. Chalk</li> <li>Duplo and stickers</li> <li>Balance Beams</li> </ul>	<ul style="list-style-type: none"> <li>Role Play Corner – Pirate ship/Ice cream parlour</li> <li>Role play corner – Home corner</li> <li>Mark Making – post it notes, colouring pencils and various size papers, clipboards, envelopes, letter writing, tracing paper. Chalk</li> <li>Duplo and stickers</li> </ul>

	<ul style="list-style-type: none"> <li>dolls clothes with fastenings on)</li> <li>• Writing in sand trays</li> <li>• Gloop and bubbles</li> <li>• Dressing up</li> <li>• Large wooden building blocks</li> <li>• Notebooks and pens</li> <li>• Envelopes</li> <li>• Bikes and Scooters</li> <li>• Sand Pits</li> <li>• Water Tray</li> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Den Building</li> <li>• Duplo</li> <li>• Mobilo</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Dressing up – dressing up costumes from different cultures</li> <li>• Large wooden building blocks</li> <li>• Notebooks and pens</li> <li>• Envelopes</li> <li>• Bikes and Scooters</li> <li>• Sand Pits</li> <li>• Water Tray</li> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Den Building</li> <li>• Vehicles</li> <li>• Duplo</li> <li>• Cutting and sticking</li> <li>• Junk Modelling</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Writing in sand trays</li> <li>• Dressing up</li> <li>• Den Building</li> <li>• Vehicles</li> <li>• Duplo</li> <li>• Cutting and sticking</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Writing in sand trays</li> <li>• Dressing up</li> <li>• Den Building</li> <li>• Vehicles</li> <li>• Lego</li> <li>• Junk Modelling</li> <li>• Cutting and sticking</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical Instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Bikes and Scooters</li> <li>• Sand Pits</li> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Writing in sand trays</li> <li>• Dressing up</li> <li>• Water play</li> <li>• Den Building</li> <li>• Vehicles</li> <li>• Lego</li> <li>• Cutting and sticking</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical Instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Beams</li> <li>• Bikes and Scooters</li> <li>• Sand Pits</li> <li>• Playdough</li> <li>• Funky Fingers</li> <li>• Paints</li> <li>• Writing in sand trays</li> <li>• Dressing up</li> <li>• Water play</li> <li>• Den Building</li> <li>• Vehicles</li> <li>• Lego</li> <li>• Junk Modelling</li> <li>• Cutting and sticking</li> <li>• Small world toys – change according to theme</li> <li>• Phonics games/activities – related to sets and development of children</li> <li>• Calm Corner</li> <li>• Musical Instruments</li> </ul>
<b>Themed continuous provision – enhanced provision to support themes</b>	<ul style="list-style-type: none"> <li>• Book corner – books about families, friends and starting school</li> <li>• Scrap book sharing</li> <li>• Mirrors and self portraits</li> <li>• Song bag</li> <li>• Drawing about families</li> <li>• Name practice</li> <li>• Small world characters’ out</li> <li>• Babies in the home corner</li> <li>• Dolls house out and dolls stuff.</li> </ul>	<ul style="list-style-type: none"> <li>• Map</li> <li>• Ice blocks with animal’s in</li> <li>• World tuff tray</li> <li>• Wild animals and sea creatures</li> <li>• Nature bits – pine cones, wood, stones</li> <li>• Ethnic people</li> <li>• Nativity scene</li> <li>• Wrapping paper, scissors, selotape.</li> <li>• Book corner – Christmas books</li> </ul>	<ul style="list-style-type: none"> <li>• Tuff tray dinosaur environment</li> <li>• Book corner – dinosaurs</li> <li>• Rocks, stones, fossils.</li> <li>• Skulls</li> <li>• Sand tray and brushes and fossils.</li> <li>• Mark making fossil shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Caterpillars to butterflies</li> <li>• Planting sunflowers/seeds</li> <li>• Seed bombs</li> <li>• Cress/beans/peas growing</li> <li>• Painting butterflies</li> <li>• Life cycle books in book corner</li> <li>• Garden Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Home corner adapted to Goldilocks and the three bears.</li> <li>• Book corner – fairy tales</li> <li>• Puppet Theatre and puppets</li> <li>• Dressing up</li> <li>• Big, medium and small sizing</li> <li>• Drawing in oats</li> <li>• Oats in mud kitchen</li> <li>• Porridge making</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sand tray, buckets and spades</li> <li>• Sun hats, sunglasses, caps</li> <li>• Picnics</li> <li>• Den Building</li> <li>• Water guttering</li> </ul>