




EYFS Progression of Skills & Curriculum Overview 2022-23



Area of Learning	Autumn 1 - What are we special?	Autumn 2 - Can you tell me a tale?	Spring 1 - Why are animals amazing?	Spring 2 - Can we go and explore?	Summer 1 - What happened before?	Summer 2 - Why is there commotion in the ocean?
Planned Trips	Visits from fire, service, police, ambulance, vet	Southwater Library Visit Christmas at Wonderland	Animal Man visit	Visit to Supermarket	Dress up Day	Blue Planet Aquarium
Other Possible Themes	Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Autumn Diwali Traditional tales Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Old favourites Familiar tales Library visits The Nativity At the Panto Christmas Lists Letters to Father Christmas	Valentine's Day Chinese New Year Arctic Animals Around the World!!! Life cycles Mothering Sunday Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Pancake Day Fairtrade Easter International Women's Day Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Journeys Transport Space David Attenborough Things from the past vs now (TV, Telephone, transport, household articles) seaside past and present Comparison of objects now to past objects? Old and New transport Exploring and discovery - kitchen artefacts Technology changing over time eg microwaves phones toaster etc Living like a child 100 years ago.	Holidays Lifeguards Mermaids Looking after the ocean Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils - Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Six Dinner Sid Supertato! Whose hat is this?	The Three Pigs The Three goats Goldilocks and the three Bears The Gingerbread Man The Jolly Postman Farmer Duck Hansel & Gretal The Ugly Duckling Christmas Story / Nativity Rama and Sita Going on a bear hunt	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Dear Zoo Going on a lion hunt	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons Jack and the Beanstalk The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing My Gumpy's car The Train Ride Bob, The Man on the Moon Beegu Oil! Get off my train! Whatever Next?	Lighthouse Keeper's Lunch Under the Sea Non - Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Commotion in the Ocean The Rainbow Fish
Enrichment Activities	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day Visit from a Vet Visit from a firefighter, community support officer, ambulance service, Roald Dahl; Day Harvest with Little Learners What do I want to be when I grow up - Video's for Grown ups. Andy Goldsworth - Natural art	Nursery Rhyme Week/ Dress Up Wonderland Christmas trip Rainbow Day - dress up as your favourite colour Christingle with Little Learners Nativity Performance with Little Learners Christmas Jumper/Dinner Day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside Children in Need Anti- Bullying Week	Penguin Day Class Pet Ice Experiments Chinese New Year Parade Animal Man Visit Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day! Science Week Animal Cam/ Virtual Zoo Trip Bird Watching	Barefoot Sensory Walk Butterfly Garden Trip to Tesco's Field to fork Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bonnet Parade Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt	Space Day Visit to transport museum (library box) National Storytelling Week Post a letter Food tasting - different cultures Map work - Find the Treasure D-Day Let's fly - Role play and Green Screen	Blue Planet Aquarium Trip Family Pirate Picnic Flying to the beach, sand & water play Water Day World Music Day Under the Sea - singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Pirate Day Ice - Cream at the park

<p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Class Dojo Time - Show and Tell</p>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p>Personal, Social and Emotional Development</p>   <p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Class Dojo time - show and tell etc.</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently and the importance of brushing teeth.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing. The importance of brushing teeth.</p> <p>Building Relationships Children will and listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Importance of brushing teeth.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>
<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Write dance.

Gross Motor
Children will learn to move safely in a space.

Children will be able to throw and catch.

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

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

Gross Motor
Children will explore different ways to travel using equipment.

Children will be able to strike/aim at a target using different movements

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

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

Gross Motor
Children will balance on a variety of equipment and climb.

Children will jump and land safely from a height.

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

Fine Motor
Children will handle scissors, pencil and glue effectively.

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

Children will be able to strike/aim at a target using different movements

Fine Motor
Children will use cutlery appropriately.

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

Children can explain the effects of exercise on the body.
Children can explain why we warm up and cool down.

Children will be able to strike a ball.

Fine Motor
Children will hold scissors correctly and cut out small shapes.

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

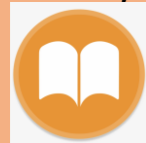
Children will explore different ways to travel using equipment.

Fine Motor
Children will form letters correctly using a tripod grip.

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy



Comprehension
Children will independently look at a book, hold it the correct way and turn pages.

Word Reading
Children will segment and blend sounds together to read words.

Writing
Children will give meanings to the marks they make.

Comprehension
Children will engage and enjoy an increasing range of books.

Word Reading
Children will begin to read captions and sentences.

Writing
Children will form letters correctly.

Comprehension
Children will act out stories using recently introduced vocabulary.

Word Reading
Children will recognise taught digraphs in words and blend the sounds together.

Writing
Children will write words representing the sounds with a letter/letters.

Comprehension
Children will be able to talk about the characters in the books they are reading.

Word Reading
Children will read words containing tricky words and digraphs,

Writing
Children will write labels/[phrases representing the sounds with a letter/letters.

Comprehension
Children will retell a story using vocabulary influenced by their book.

Word Reading
Children will read longer sentences containing set 2 words and tricky words.

Writing
Children will write words which are spelt phonetically.

Comprehension
Children will be able to answer questions about what they have read.

Word Reading
Children will read books matched to their phonics ability.

Writing
Children will write simple phrases and sentences using recognisable letters and sounds.

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics



Number
Children will have a deep understanding of 1-3.

Numerical Patterns
Children will verbally say which group has more or less.

Number
Children will have a deep understanding of numbers 1-5.

Numerical Patterns
Children will compare equal and unequal groups.

Number
Children will have a deep understanding of numbers 1-10.

Numerical Patterns
Children will add and subtract using number sentences.

Number
Children will have a deep understanding of numbers 1-10.

Numerical Patterns
Children will understand and explore the difference between odd and even numbers.

Number
Children will revise number bonds to 5.

Children will focus on numerals 10-20.

Numerical Patterns
Children will share quantities equally.

Number
Children will know number bonds to 10, including doubling facts.

Numerical Patterns
Children will be able to count beyond 20 and higher.

Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



History: Past and Present
Children will know about their own life story and how they have changed.

Children understand their chronological order of their life events/milestones from birth to present

Children will talk about the lives of people around them.

Talking about people's lives and their experiences and roles in society.

Geography: People, Culture and Communities
Children will know about people who help us within the community. Children will know about features of the immediate environment.

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

RE: People, Culture and Communities

History: Past and Present
Children will know some similarities and differences between things in the past and now.

Find out about characters and events in stories

Know difference between the past and now.

Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport.

Rosa Parkes/Rama and Sita

Geography: People, Culture and Communities
Children can draw simple maps related to familiar stories.

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

Science: The Natural World
Children will explore and ask

History: Past and Present
Children will talk about the lives of people around them.

Talking about people's lives and their experiences and roles in society.

Chinese New Year story
Work of David Attenborough

Geography: People, Culture and Communities
Children can recognise some similarities and differences between life in this country and life in other countries

Identify hot/cold climates

Science: The Natural World
Children understand the effect of changing seasons on the natural world around them.

Children will make observations about animals discussing similarities and differences.

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

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

Geography: People, Culture and Communities
Children will know that simple symbols are used to identify features on a map.

Children will know about features of the immediate environment. Children can look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

Children understand the differences to children growing up in different countries how they get to school, what they eat, where they live... etc.

Children can recognise some environments that are different from the one in which they live.

Science: The Natural World
Children will make observations about plants discussing similarities and differences.

History: Past and Present
Children will know about the past through settings and characters.

Children recognising some events happen before they were born.

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

Talking about people's lives and their experiences and roles in society.

Know difference between the past and now.

Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport.

Neil Armstrong

Geography: People, Culture and Communities

History: Past and Present
Children will know about the past through settings, characters and events.

Geography: People, Culture and Communities
Children can use globes and maps to understand where the oceans are.

Science: The Natural World
Children will know some important processes and changes in the natural world, including states of matter.

RE: People, Culture and Communities

<p>Children will understand about Leaders and followers.</p> <p>Children can explain why we are all special</p>	<p>questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what/how/why we have celebrations. Birthdays, Harvest, Diwali, Christmas</p> <p>Children will know why Christians perform nativity plays.</p>	<p>RE: People, Culture and Communities Children will know what/how/why we have celebrations. Weddings and christenings Children will know what the church is and why the local church is linked to our school.</p>	<p>RE: People, Culture and Communities Children will know why people say sorry. Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p>	<p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will talk about who they are and who they belong to.</p>	
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Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

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

Expressive Arts and Design



<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours. Understanding of primary and secondary colours.</p> <p>Possible focus Artists: Piet Mondrian The Dot - Making Marks</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Kandinsky - Circles Andy Goldworthy</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures and colours.</p> <p>Children will experiment with different patterns and colours.</p> <p>Henri Matisse - Snail</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Children will safely explore different techniques for joining materials.</p> <p>Vincent Van Gogh - Sunflowers Paul Klee - My city</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Share their creations, explaining the process they have used</p> <p>Vincent Van Gogh - Starry Night</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>Share their creations, explaining the process they have used.</p>
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Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.