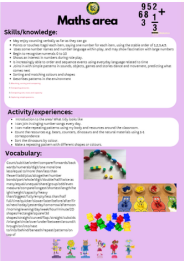
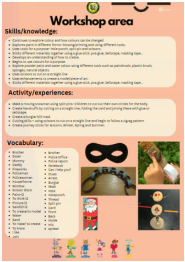
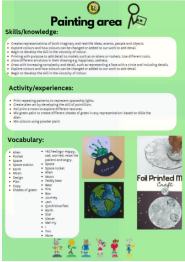





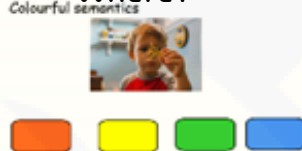

EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	 <p>MY COMMUNITY AND AUTUMN IN MY LOCAL AREA.</p>	 <p>PEOPLE WHO HELP US. DIFFERENT CELEBRATIO NS AND FESTIVALS.</p>	 <p>WINTER AND ADVENTURES IN SPACE.</p>	 <p>THE GREAT OUTDOORS AND SPRING BEGINS!</p>	 <p>WE'RE GOING ON A BUG HUNT!</p>	 <p>JOURNEYS TO DIFFERENT PLACES.</p>
Core stories						 
Curriculum enrichments	Visit a supermarket	Eureka	Space dome	Garden centre	Zoolab	A Farm & the Seaside

EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Hooks	After we sent a letter to the animals about helping the Little Red Hen, a surprise box arrived-packed with warm, delicious breads! There was sourdough, cornbread, cinnamon swirl, even a loaf shaped like a chicken! A note from the Hen thanked us for standing up for what's right. The bread was incredible-and the reward for doing the right thing had never tasted so good.	When Burglar Bill sneaks into our classroom and steals our pens, we check the CCTV and report it to the police. We make Wanted posters and write letters to Bill, explaining how we make right choices-unlike him!	Ollie the alien crash-lands in our playground and stays while we design rockets to help him get home. When he feels lonely, we write him passports and stories to cheer him up. To thank us, he throws an amazing Space Day on our school grounds!	Roger the rabbit steals our tiny carrots and leaves behind a letter-and a trail of rabbit poo! We write back, teaching him where carrots grow and how to care for them. Now he's learning from the real growing experts-us!	Norman the silly slug thanks us by gifting us caterpillars to grow in our classrooms. We care for them, watch them change, and become butterfly experts along the way!	We design and build bridges to help the Billy Goats cross safely-but the troll sneaks in and destroys them! Luckily, the goats thank us for our help with a special surprise: a fun-filled day at the farm!
Writing assessment	Shopping List	Wanted poster	List of items to take to Space	Describe a plant	What will Norman be next?	Letter to the troll
Skills cards						
Makaton	Hello Good morning Are you ok? Yes Home time Lunch time Stand /to get up Friends Sit To look Bread Chapatti To cut Pen Pencil Paper To sing To play To read Hen	Brother Sister Mummy Daddy Fireworks Policeman Policewoman House/home Window Scissor disco Paint-I2 To think-I2 Picture-I2 Sand(2)-I2 To create/to model Water Sand To make/ to create To know I like	*All feelings- Happy, sad, worried, relax/ be patient and angry. Space Space rocket Alien Moon Teddy bear Bear Fire Box Journey Jam Quick/slow/fast Earth Star Clever Me/ my I You More	Flower Tree Salad Soup Sweet Potato Garden Pie Bird Vegetables Fruit Quick Slow Fast Door Window Apple Chocolates Crisps Rabbit To grow Sandwich Banana Orange *All colours	Butterfly To dig Beautiful Garden To love Worm Snail And Minibeasts Tiny Spider Sun Rain Down Ground found lots different bee Ladybird Caterpillar	Farm Straw Horse Goat Puppy/dog Animal Fish Bone Duck Cow Pig Bridge

EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2								
Colourful semantics	Stage 1/2 Who? What doing?	Stage 3 Who? What doing? What?	Stage 3 Who? What doing? What?	Stage 4/5 Who? What doing? What? Where? 	Stage 4/5 Who? What doing? What? Where?	Stage 5 Who? What doing? What? Where? When?/Describe.								
Inference blank levels	Introduce Daily inference at the start of the Literacy lessons. Focus on Level 1 and 2 (Naming things and Describing things)	Daily inference at the start of the Literacy lessons- Start to use talking partners. Focus on Level 1 and 2 (Naming things and Describing things)	Daily inference- Blank levels 3 questioning. (Naming, describing, Re-telling)	Daily inference-Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)	Daily inference- Blank levels 1-4 questioning. (Naming, describing, Re-telling and Justifying)								
Phonics	<p>At Lady Royd Primary we use the 'Read Write Inc' phonics programme. The children rapidly learn sounds and the letter or groups of letters they need to represent those sounds. All children (Reception- end of Year 2) have a daily phonics session of 45 minutes and are taught in progress groups. In EYFS as children enter the school they are assessed as to their phonemic awareness and then grouped accordingly. Children are then grouped across the EYFS. In KS1 children are grouped according to their ability and are streamed across the stage.</p> <div><table><tr><td>Say the Sound Dinosaur sound - say it do not show it. "Today, we are learning to read and write." Choi Fred tells us 4 words.</td><td>Read the sound Flip An card Dinosaur "at, ee, what can you say?"</td><td>Review the sounds Spot the sound in the poem. Point to the sound of the word. Teacher model Fred "ouch no!" ouch no no no no</td><td>Read the words Read 3 phonics green words. "Special Friends, Fred tells me the word"</td></tr><tr><td>Review the words Watch the word cards, sound out and trace it. "What word are we using for me?" "Special Friends, Fred tells me the word!" 1. Fred tells me the word. 2. Fred is your best friend. 3. "Special reading" "Big go" sound!</td><td>Reading assessment Read reverse words. "Special Friends, Fred tells me the word!"</td><td>Spell with Fred fingers Write 2 words that include the sound of the day card sound the letter on. "ouch like - sounds, write it!" "Look it up for me, make an error fix it now"</td><td>Spell review Write 2 words with previously taught words. Final challenge Check if the egg can read the word in the poem.</td></tr></table></div>						Say the Sound Dinosaur sound - say it do not show it. "Today, we are learning to read and write." Choi Fred tells us 4 words.	Read the sound Flip An card Dinosaur "at, ee, what can you say?"	Review the sounds Spot the sound in the poem. Point to the sound of the word. Teacher model Fred "ouch no!" ouch no no no no	Read the words Read 3 phonics green words. "Special Friends, Fred tells me the word"	Review the words Watch the word cards, sound out and trace it. "What word are we using for me?" "Special Friends, Fred tells me the word!" 1. Fred tells me the word. 2. Fred is your best friend. 3. "Special reading" "Big go" sound!	Reading assessment Read reverse words. "Special Friends, Fred tells me the word!"	Spell with Fred fingers Write 2 words that include the sound of the day card sound the letter on. "ouch like - sounds, write it!" "Look it up for me, make an error fix it now"	Spell review Write 2 words with previously taught words. Final challenge Check if the egg can read the word in the poem.
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Master classes	Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are introduced to the worry monster. The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are introduced to the worry monster. The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Making green Design before making Model using role play area Space station. Inventing a story using small world and block play. Begin to use more enhancements in the painting area. Using new construction equipment (upscaled provision) Write labels for our class plants. Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.	Observational drawings of daffodils Model using role play area Garden Centre. Inventing a story using small world and block play. Begin to paint using inspiration and more accurate representations. Different ways of joining. Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!	Model using role play area. Inventing a story using small world and block play. Begin to use wood work area outdoors. Butterfly life cycle and care. Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Model using role play area. Inventing a story using small world and block play. Discussing our worries for Year 1. Writing questions to our Year 1 teacher. Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.								

EYFS CURRICULUM PROGRESSION

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self Regulation

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- Begins to understand their actions impact on others.

- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
 - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
- Becomes independent in knowing how to cope with emotions.

- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
 - Seeks support, "emotional refuelling" and practical help in new or challenging situations.
 - Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Showing resilience when a model breaks and needs to be built again.

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - Understands their own and other people's feelings, offering empathy and comfort
 - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Managing Self

- Enjoys a sense of belonging through being involved in daily tasks
- Can confidently find their own tray, peg and name card.
- Can seek an adult when upset.
- Develops an understanding on the school Aspire values.
- Uses timers to support turn taking.
- Begin to take care of my own belongings and develop my ability to dress myself.
- Use the toilet with independence.

- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group

- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination

- 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.

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- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Enjoys a sense of belonging through being involved in daily tasks
- Seeks out companionship with adults and other children, sharing experiences and play ideas
- Uses their experiences of adult behaviours to guide their social relationships and interactions
- Using talking partners.
- Playing alongside other children.
- Use conflict resolution to solve differences.
- Begins to form friendships.
- Learn the names of other children in their class.

- Uses their experiences of adult behaviours to guide their social relationships and interactions
 - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
- Shares their ideas with other children to keep play going.

- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Confidently shares and explains space model making ideas with friends.

- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours

- 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

- 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
- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship



EYFS CURRICULUM PROGRESSION

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

COMMUNICATION AND LANGUAGE

Listening, Attention and Understandi ng

- Listens to others in one-to-one or small groups, when conversation interests them
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Follows the rules of the classroom.
- Responds and signs Makaton words.

- Is able to follow directions (if not intently focused)
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity

- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Beginning to understand why and how questions

- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Listens and responds to ideas expressed by others in conversation or discussion

- 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

- Able to follow a story without pictures or props
- Understands questions such as who; why; when; where and how

- 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
- Understands questions such as who; why; when; where and how

Speaking

- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Introduces a storyline or narrative into their play
- To confidently talk about their family.
- To celebrate any work they have created to adults or their friends.
- To invent their own story by either drawing a story map or using the small world area with blocks.
- Responds to their name during the register and chooses their lunch option.

- Is able to follow directions (if not intently focused)
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- Responds to daily Makaton signs for Christmas.
- Builds up vocabulary that reflects the breadth of their experiences
- Introduces a storyline or narrative into their play
- Links statements and sticks to a main theme or intention
- Asks about new vocabulary in reference to Makaton signs.

- Uses language to imagine and recreate roles and experiences in play situations
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play
- Links statements and sticks to a main theme or intention

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play
- Links statements and sticks to a main theme or intention

- 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.

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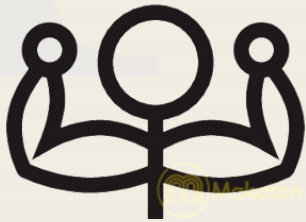


EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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PHYSICAL DEVELOPMENT

Gross Motor	<ul style="list-style-type: none">· Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise· Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles· Using new equipment confidently such as large blocks, planks, poles, crates, wheelbarrows, bikes, trolleys and large woodland kitchen tools.· Plant bulbs.· Sweep the leaves in the outdoor area using strength from the shoulder muscles and support from the finger/hand muscles.· Use the climbing frame and balancing equipment with increased confidence.· Uses brain gym to support co-ordination.	<ul style="list-style-type: none">· Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles· Can balance on one foot or in a squat momentarily, shifting body weight to improve stability· Can grasp and release with two hands to throw and catch a large ball, beanbag or an object· Make and balance on a Burglar Bill obstacle course.· Daily brain gym movements for carpet sessions.· Use the Maths equipment outdoors.· Make a snowman.	<ul style="list-style-type: none">· Can grasp and release with two hands to throw and catch a large ball, beanbag or an object· Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping· Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	<ul style="list-style-type: none">· Travels with confidence and skill around, under, over and through balancing and climbing equipment· Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	<ul style="list-style-type: none">· Negotiate space and obstacles safely, with consideration for themselves and others.· Demonstrate strength, balance and coordination when playing.· Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<ul style="list-style-type: none">· Negotiate space and obstacles safely, with consideration for themselves and others.· Demonstrate strength, balance and coordination when playing.· Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	<ul style="list-style-type: none">· Shows a preference for a dominant hand· Uses simple tools to effect changes to materials· Creates lines and circles pivoting from the shoulder and elbow· Using playdough/clay and tools.· Filling and emptying in the sand and water area.· Use tools to support finger strength.	<ul style="list-style-type: none">· Shows a preference for a dominant hand· Uses simple tools to effect changes to materials- scissor disco sessions- using split pins and a hole punch for a Christmas themed activity.· Begins to form recognisable letters independently· Creates lines and circles pivoting from the shoulder and elbow· Begins to use anticlockwise movement and retrace vertical lines· Using powder paint steps with control.· Begins to form recognisable letters independently	<ul style="list-style-type: none">· Uses simple tools to effect changes to materials· Handles tools, objects, construction and malleable materials safely and with increasing control and intention· Forms recognisable letters independently· Begins to use anticlockwise movement and retrace vertical lines· To use effective fine motor control when taking part in observational drawing.	<ul style="list-style-type: none">· Uses simple tools to effect changes to materials· Handles tools, objects, construction and malleable materials safely and with increasing control and intention	<ul style="list-style-type: none">· Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.· Use a range of small tools, including scissors, paintbrushes and cutlery.· Begin to show accuracy and care when drawing.· Handles tools, objects, construction and malleable materials safely and with increasing control and intention	<ul style="list-style-type: none">· Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.· Use a range of small tools, including scissors, paintbrushes and cutlery.· Begin to show accuracy and care when drawing.



EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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LITERACY

Comprehension	<ul style="list-style-type: none">· Knows that print carries meaning and, in English, is read from left to right and top to bottom· Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories· Begins to be aware of the way stories are structured, and to tell own stories· Talks about events and principal characters in stories and suggests how the story might end· Introduce Makaton signs for settling in· Ask relevant questions during hot seating.· Use inference skills to talk about pictures.· Has an interest in looking at different books.	<ul style="list-style-type: none">· Talks about events and principal characters in stories and suggests how the story might end· Looks at and enjoys print and digital books independently· Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)Retell core story with reference to key story parts and repetitive words.Invents their own stories.Recognises familiar logos	<ul style="list-style-type: none">· Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)· Describes main story settings, events and principal characters in increasing detail	<ul style="list-style-type: none">· Re-enacts and reinvents stories they have heard in their play· Knows that information can be retrieved from books, computers and mobile digital devices· Is able to recall and discuss stories or information that has been read to them, or they have read themselvesDescribes main story settings, events and principal characters in increasing detail	<ul style="list-style-type: none">· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.· Anticipate (where appropriate) key events in stories.· Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.Describes main story settings, events and principal characters in increasing detailUses inference skills to predict or state what is happening/ going to happen in a story.Blank level questions	<ul style="list-style-type: none">· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.· Anticipate (where appropriate) key events in stories.· Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none">· Recognises familiar words and signs such as own name, advertising logos and screen icons· Starts to recognise taught Makaton symbols.· Begins to develop phonological and phonemic awareness – Shows awareness of rhyme and alliteration – Recognises rhythm in spoken words, songs, poems and rhymes – Claps or taps the syllables in words during sound play – Hears and says the initial sound in words <p>Read 16 single-letter set 1 sounds.</p>	<ul style="list-style-type: none">· Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example· Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. <p>Read all 25 set 1 single-letter sounds Blends sounds into words orally</p>	<ul style="list-style-type: none">· Segments the sounds in simple words and blend them together and knows which letters represent some of them· Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences <p>Read all 25 Set 1 single-letter sounds Blend sounds to read words Read short ditty stories</p>	<ul style="list-style-type: none">· Reads some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences <p>Read 31 sounds (set 1 special friends)</p> <p>Read Red storybooks</p>	<ul style="list-style-type: none">· 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. <p>Read 35 (4 double consonants)</p> <p>Read Green storybooks</p>	<ul style="list-style-type: none">· 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. <p>Read 41 sounds (first 6 set 2 sounds)</p> <p>Read green storybooks</p>
Writing	<ul style="list-style-type: none">· Sometimes gives meaning to their drawings and paintings· Includes mark making and early writing in their play· Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right· Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapesBegins to write initial sounds and other random letter sounds in their writing.Use their dominant hand most of the time.	<ul style="list-style-type: none">· Begins to make letter-type shapes to represent the initial sound of their name and other familiar words <p>Develops ability to write words using their phonics knowledge.</p> <p>Hears and writes initial sounds in words.</p>	<ul style="list-style-type: none">· Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats· Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name <p>Children use writing for a wider range of purposes using their phonics knowledge, such as labels, captions and lists with increased independence.</p>	<p>Uses their developing phonic knowledge to write captions, progressing to simple sentences</p> <ul style="list-style-type: none">· Uses their developing phonic knowledge to write things such as labels and captions progressing to simple sentences. <p>Forms some lowercase and uppercase letters correctly.</p> <p>Re-reads what they have written to check that it makes sense.</p>	<p>Writes short sentences with words with known sound-letter correspondences, some using a capital letter and full stop.</p> <p>Writes recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none">· Write recognisable letters, most of which are correctly formed.· Spell words by identifying sounds in them and representing the sounds with a letter or letters.· Write simple phrases and sentences that can be read by others.



EYFS CURRICULUM PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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MATHS

Number	<ul style="list-style-type: none">· May enjoy counting verbally as far as they can go· Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.· Uses some number names and number language within play, and may show fascination with large numbers· Begin to recognise numerals 0 to 10· Shows an interest in numbers during role play.	<ul style="list-style-type: none">· May enjoy counting verbally as far as they can go· Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.· Uses some number names and number language within play, and may show fascination with large numbers· Begin to recognise numerals 0 to 10· Subitises one, two and three objects (without counting)· Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)· Links numerals with amounts up to 5 and maybe beyond· Explores using a range of their own marks and signs to which they ascribe mathematical meanings	<ul style="list-style-type: none">· Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers· Beginning to use understanding of number to solve practical problems in play and meaningful activities· Beginning to recognise that each counting number is one more than the one before· Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	<ul style="list-style-type: none">· Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0· Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three· In practical activities, adds one and subtracts one with numbers to 10· Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”	<ul style="list-style-type: none">· Have a deep understanding of number to 10, including the composition of each number.· Subitise (recognise quantities without counting) up to 5.· Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	<ul style="list-style-type: none">· Have a deep understanding of number to 10, including the composition of each number.· Subitise (recognise quantities without counting) up to 5.· Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Number Patterns	<ul style="list-style-type: none">· Is increasingly able to order and sequence events using everyday language related to time· Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next· Sorting and matching colours and shapes· Describes patterns in the environment	<ul style="list-style-type: none">· Creates their own spatial patterns showing some organisation or regularity· Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	<ul style="list-style-type: none">· Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy· Becomes familiar with measuring tools in everyday experiences and play	<ul style="list-style-type: none">· In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items· Recalls a sequence of events in everyday life and stories	<ul style="list-style-type: none">· Verbally count beyond 20, recognising the pattern of the counting system.· Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.· Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	<ul style="list-style-type: none">· Verbally count beyond 20, recognising the pattern of the counting system.· Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.· Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

952 + 681 = 1033

EYFS CURRICULUM PROGRESSION

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

UNDERSTANDING THE WORLD

Past and Present

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines

Learn the names of different occupations in the community.

- Shows interest in the lives of people who are familiar to them
- Show an interest and speak about the role of a police officer using new learnt vocabulary such as radio, handcuffs.
- Enjoys joining in with family customs and routines
- Recognises and describes special times or events for family or friends
- Talk about a special celebration I have participated in.

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Recognises and describes special times or events for family or friends

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members

- 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.

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- 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.

People, culture and Communities

- Enjoys joining in with family customs and routines
- Shows interest in different occupations and ways of life indoors and outdoors

Participate in the harvest festival and learn about what this means.

- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Shows interest in different occupations and ways of life indoors and outdoors
- I can talk about bonfire night.
- Talk about how I keep my teeth clean, why I need teeth and what happens at the dentist.

- Knows that other children do not always enjoy the same things, and is sensitive to this
- Recognises and describes special times or events for family or friends

- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
- Knows that other children do not always enjoy the same things, and is sensitive to this

- 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.

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The Natural World

- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Creating a small world scene with woodland animals that are indigenous to us.
- Explores different materials.
- Look for autumnal changes and say what they have found.
- Explore changes in matter whilst baking.

- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Develops an understanding on hibernating animals

- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Talks about the features of their own immediate environment and how environments might vary from one another

- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment
- Knows about similarities and differences in relation to places, objects, materials and living things

- 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.

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EYFS CURRICULUM PROGRESSION

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

EXPRESSIVE ARTS & DESIGN

Creating with Materials

- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces-Inventing a story.
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Using planks, crates and poles to create dens.
- Create a journey stick using natural materials.
- Develops an understanding on connection construction resources to make a model.
- To create a model and say what it is.
- Uses and explores a variety of coloured tools to manipulate art work such as chalk, felt tips, oil pastels, paint, dye etc.

- Continues to explore colour and how colours can be changed
- Explores paint in different forms- blowing/printing and using different tools.
- Uses tools for a purpose- Hole punch, split pin and scissors.
- Develops an understanding of how to create.
- Building large detailed models using blocks and introducing small world play into these models.
- Uses a variety of blocks to create a model- stacking and balancing.
- Connects construction pieces together to create a model.
- Sticks different materials together using a glue stick, pva glue, Sellotape, masking tape...
- Uses enhancements to create a model/piece of art.

- Uses tools for a purpose
- Begins to build a collection of songs and dances
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Uses a variety of blocks to create a model.
- Connects construction pieces to create representations of both imaginary and real-life.

- Uses tools for a purpose
- Begins to build a collection of songs and dances
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

- 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.
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Uses a range of movements and brush strokes to paint.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. · Share their creations, explaining the process they have used. · Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and expressive

- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously- The little red hen story.
- Engages in imaginative play based on own ideas or first-hand or peer experiences- New home corner resources with the babies.
- Plays alongside other children who are engaged in the same theme- Bakery role play.
- Begins to join in rhythm and rhyme songs and repeated phrases.
- Follows body actions during singing.
- Responds to rhythm and rhyme chants by an adult during transition times.

- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Plays alongside other children who are engaged in the same theme
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes- Christmas play.
- Uses Makaton signing during singing.

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

- 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.
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

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PRIMARY SCHOOL