


Langford Village CP School - Reception Progression of Skills - Long Term Plan 2023-2024

	Autumn 1 Who am I?	Autumn 2 What is a celebration?	Spring 1 Where do stars go?	Spring 2 Why is it spring?	Summer 1 When do I look at a map?	Summer 2 How is life changing?
Overarching Principles	<p>Unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</p> <p>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>					
7 Key Features of Effective Practice	<ul style="list-style-type: none"> • The best for every child • High-quality care • The curriculum: what we want children to learn • Pedagogy: helping children to learn • Assessment: checking what children have learnt • Self-regulation and executive function • Partnership with parents 					
Curriculum Goals	Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings	Independent Individual who can follow the classroom rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy	Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others’ ideas and feelings	Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment	Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence	Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using sounds they have learnt)
To become a/an...	Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) for a purpose that can be read by others	Master of Maths who can show a deep understanding of numbers to 10, recognise patterns, subitise, compare, recall number bonds to 5, and develop spatial reasoning skills	Exceptional Explorer who can use their senses to show curiosity about the world around them, observe, investigate, and care for all living things, and understand some differences between times and places	Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Bicester is special, have an awareness of other people’s cultures and beliefs	Proud Performer who can perform a song, poem, or dance to an audience, retell and create stories with expression and confidence, play a range of percussion instruments, exploring different rhythms and beats	Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it, use their model as a prop to enhance their play
Characteristics of Effective Teaching and Learning	<p>Playing and Exploring: Children investigate and experience things, and ‘have a go’</p> <p>Active Learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically: Children have and develop their own ideas, make links between ideas, and develop strategies for going things’</p>					

Possible Themes/ Interests/ Lines of Enquiry NB: <i>These themes may be adapted at various points to allow for children’s interests</i>	What do I look like? Now + then Our Families / Friends / Pets Human Life Cycle Homes – around the world Emotions Looking after ourselves (pants) Healthy choices	Autumn Bonfire Night/fireworks + Keeping safe Christmas/ Christmas story Festivals around the world Firefighters - Fire Service visit Nursery Rhyme Week	Winter Arctic + Arctic Animals Ice change melting Space Fly me to the moon Who was Neil Armstrong Nocturnal Animals	Planting/Gardening/Spring Life cycles – Frog/butterfly/plant/sunflowers Tadpoles Weather Growing up – babies - generations	Our Local Area – Around Bicester / Maps Where have you been? People Who Help Us Jungles / Rainforest / Desert Machines / Transport Vehicles past and present	Summer holidays Send me a postcard Seaside Journeys Looking after the planet When I’m older / next year Embedding the years learning
‘Wow’ moments/ Enrichment	Harvest and Food bank Special Event: • Dental Nurse / Nurse to talk about keeping healthy inc. tooth brushing. Grandparents’ day	Halloween Bonfire Night/fireworks Diwali Remembrance Day Making Gingerbread Men Christmas/Santa Special Event: • Christmas singing - performance to parents.	Lunar New Year National Storytelling week Special Event: • Chinese new year visitor	Pancake Day Easter Mother’s Day World Book Day Special Event: • Midwife visit to talk about lifecycles. • Easter songs, spring poems - performance to Parents.	Caterpillars in Special Event: • Farm visit	Father’s Day Transition Special Event: • Sport day

PRIME AREAS

	Autumn 1 Who am I?	Autumn 2 What is a celebration?	Spring 1 Where do stars go?	Spring 2 Why is it spring?	Summer 1 When do I look at a map?	Summer 2 How is life changing?
<p>Communication and Language</p>  <ul style="list-style-type: none"> • Listening, Attention, Understanding • Speaking <p>Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism in the setting.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<ul style="list-style-type: none"> • Listen to others 1:1, in small groups and whole class. • Understand how to listen carefully and why listening is important. • Maintain attention in whole class and small group contexts for a short time. • Engage in story times. • Join in with repeated refrains and anticipate key events and phases in stories or rhymes. • Follow 1 step instructions e.g., put bookbag in drawer. • Understand ‘why’ questions. • Use sentences of 4-6 words. • Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs. • Begin to use social phrases e.g., ‘Good Morning!’ • Use talk to organise themselves and their play. • Begin to share their own ideas. 	<ul style="list-style-type: none"> • Listen in familiar & new situations. • Engage in story times, rhymes, and songs. • Maintain attention in new situations. • Shift attention when required e.g., when given a clear prompt - ‘name’. • Ask questions to find out more and to check they understand what has been said to them. • Make relevant comments when listening to a story and can answer ‘why’ questions. • Link events in a story to their own experiences. • Follow instructions with 2 parts in a familiar situation. • Start a conversation with peers and familiar adults and continue for many turns. • Use intonation to make meaning clear to others. Develop social phrases – “Good morning, how are you?” 	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Listen to and talk about stories to build familiarity and understanding. • Consider the listener and take turns. • Maintain attention during appropriate activity. • Make predictions about what might happen next or story endings in response to texts read. • Engage in non-fiction books. • Consider the listener and takes turns to listen and speak in different contexts. • Know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. • Use talk to organise/stand for something else in play. • Begin to use past tense. • Begin to recount past events. 	<ul style="list-style-type: none"> • Understand why listening is important. • Maintain attention in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Ask questions to find out more and check understanding. • Begin to connect one idea or action to another using a range of connectives. • Continue to learn and use new vocabulary throughout the day. • Learn rhymes, poems, and songs. • Describe events in some detail. 	<ul style="list-style-type: none"> • Listen and understand instructions while busy with another task. • Maintain activity while listening. • Keep play going in response to the ideas of others and engage in conversation relevant to play theme. • Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Understand how, why, where questions. • Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. • Articulate their ideas and thoughts in well-formed sentences. • Express ideas about feelings and experiences. • Use language to reason. 	<ul style="list-style-type: none"> • Listen and respond with relevant questions, comments, or actions. • Attend to others in play, play cooperatively and can pretend to be someone else talking. • Make comments and clarify thinking with questions. • 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. • Speak in well-formed sentences with some detail. • Use past, present, and future tenses in conversation with peers and adults. • Use conjunctions to extend and articulate their ideas.
	<p>Learn new vocabulary / Use new vocabulary through the day / Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</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, Jane Considine, Jigsaw and Tapestry Time, WellComm</p>					

Personal, Social and Emotional Development
Self-regulation



- Managing Self
- Self-Regulation
- Making Relationships

Children's personal, social, and emotional development is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm, and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

<ul style="list-style-type: none"> • Beginning to express their feelings and consider the perspectives of others. • Begin to understand how others might be feeling. • Know they can rely on their teachers and friends if they are worried. • Welcome distractions when upset. • Increasingly follow rules, understanding why they are important. • Know what they like and do not like. • Understands there are rules in the classroom to follow and expectations for behaviour. • Develop an understanding and be able to talk about healthy eating, toothbrushing. • Independently organise belongings in the morning and when getting ready for home. • Begin to manage their own personal hygiene. Can follow 1 step instructions. • Interested in others play and starting to join in. • Knows we work together to keep the class rules and earn positive rewards. • Build constructive and respectful relationships. • Engage in positive interactions with adults and peers. • Play with one or more children, extending and elaborating play ideas. <p>JIGSAW: BEING ME IN MY WORLD</p>	<ul style="list-style-type: none"> • Beginning to talk about their feelings. • Can show concern for others and show awareness of how their actions may impact on others. • Talk with others to solve conflicts. • Can identify how they are feeling on the zone of regulation board. • Understand behavioural expectations of the setting. • Begin to take turns and share resources. • Can usually tolerate delay when needs are not immediately met. • Can talk about what they are doing and why. • Independently choose where they would like to play. • Show a developing independence with managing their own personal hygiene needs. • Can say when they help. • Can follow instructions with 2 parts. • Begin to take turns and share resources. • Continue to build constructive and respectful relationships. • Seek familiar adults and peers to engage in conversations and ask for help. <p>JIGSAW: CELEBRATING DIFFERENCE</p>	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Can explain right from wrong and try to behave accordingly. • Show pride in achievements. • Develop an understanding and be able to talk about having a good sleep routine, and sensible amounts of 'screen time'. • Can identify kindness. • Seek others to share activities and experiences. <p>JIGSAW: DREAMS AND GOALS</p>	<ul style="list-style-type: none"> • Can make choices and communicate what they need. • Understand why listening is important and attend to other people both familiar and unfamiliar. • Happy to stand up in front of the class and share achievements with others. • Begin to show persistence when faced with challenges. • Manage their own personal hygiene needs. • Can get ready for Forest School. • Can keep play going by cooperating, listening, speaking, and explaining. • Can reflect on the work of others and self-evaluate their own work. • Friendship - Use language to negotiate, play and organise. • Knowing what makes a good friend. <p>JIGSAW: HEALTHY ME</p>	<ul style="list-style-type: none"> • Initiate an apology where appropriate. • Beginning to know that children think and respond in different ways to them. • Can follow instructions, requests, and ideas in a range of situations. • Can talk about their own abilities positively. • Develop an understanding and be able to talk about regular physical exercise and being a safe pedestrian. • Confident to try new activities. • Show resilience and perseverance in the face of challenge. • Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. • Maintain constructive and respectful relationships. • Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration. <p>JIGSAW: RELATIONSHIPS</p>	<ul style="list-style-type: none"> • Able to identify and moderate their own feelings. • Understands some strategies to deal with anger and frustration. • Can negotiate with others to solve problems and take steps to resolve conflict. • Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. • See themselves as a unique and valued individual. • Apply knowledge to support their health and wellbeing. • Can seek out a challenge and enjoy the process. • Show sensitivity to others' needs and feelings. • Can resolve conflict and able to compromise. • Take responsibility for their own actions. • Show awareness of how their actions may impact on others. <p>JIGSAW: CHANGING ME</p>
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Children develop their personal, social, and emotional skills throughout the year through Jigsaw, circle times, social stories, diversity stories, Spirals, Tapestry Time etc.

Physical



Development


- Fine Motor
- Gross Motor

Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control, and confidence**.

<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Begin to develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Begin to safely use a range of large apparatus indoors and outside • Begin to develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Development of threading, weaving, and cutting skills. • Hold pencil effectively and comfortably. • Holds a pencil effectively to form recognisable letters. • Know how to form clear ascenders and descenders. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. • Progress towards a more fluent style of moving, with developing control and grace. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Fine motor skills are the small movements used for control and precision during activities. • It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome. • Combine different movements with ease and fluency • Develop the overall body strength, coordination, balance, and agility • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
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Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
 Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.
 Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. / Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Develop overall body-strength, balance, co-ordination, and agility.
 Children improve their gross and fine motor skills daily by engaging in Funky Fingers activities, mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.

SPECIFIC AREAS

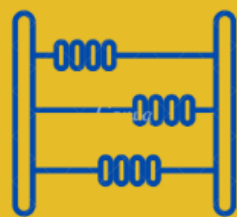
	Autumn 1 Who am I?	Autumn 2 What is a celebration?	Spring 1 Where do stars go?	Spring 2 Why is it spring?	Summer 1 When do I look at a map?	Summer 2 How is life changing?
<p>Literacy</p>  <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen and enjoy sharing a range of books. • Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. • Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. • Know that print carries meaning and in English, is read from left to right and top to bottom. • Simply explain what is happening in a picture in a familiar story. • Know the difference between text and illustrations. • Recognise some familiar words in print, e.g., own name / logos. • Enjoy joining in with rhyme, songs, and poems. • Join in with repeated refrains and key phrases in a familiar rhyme, story or poem being read aloud. <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 1/2 • Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. <p>Word Reading:</p> <ul style="list-style-type: none"> • Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. • Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. • Sequence two events from a familiar story, using puppets, pictures from a book or role-play. <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 2 • Know grapheme phoneme correspondence of 19 letters. • Blend with known letters for reading VC and CVC words. • Orally segment for VC and CVC words for spelling. • Tricky words – the, to, no, go, I, into. <p>Word Reading:</p> <ul style="list-style-type: none"> • 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 a few common exception words matched to our phonic programme. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Use picture clues to help read a simple text. • Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. • Show understanding of some words and phrases in a story that is read aloud to them. • Express a preference for a book, song, or rhyme, from a limited selection. • Play is influenced by the experience of books (small world, role play). <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 2/3 • Consolidate skills as in Aut 2. • Recognise digraphs -ck + consonant endings - ff, ll, ss. • Tricky words - the, to, no, go, I, into. • Blend and segment known sounds for reading and spelling VC, CVC, CVCC. • The Basics 3 • Begin The Basics 3 skills: • Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu • Know the 4 consonant digraphs – sh, th, ch, ng <p>Word Reading:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words and phrases made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. • Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read, when prompted. • Recognise repetition of words or phrases in a short passage. • Play influenced by experience of books • Innovate a well-known story with support. <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 2/3 • Grapheme-phoneme correspondence for j, v, w, x, z, zz, qu • 4 consonant digraphs – sh, th, ch, ng • 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi • Trigraph igh • Tricky words, the, to, he, she, we, me, be, was, my • Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book they are reading. • Know the difference between different types of texts (fiction, nonfiction, poetry) • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted. • Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 3 + consolidate 2/3 • Trigraphs – ear, ure, air • Vowel digraph – er • Read tricky words – they, her, all, are • Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. • Write more graphemes from memory and write a simple sentence using phonic knowledge. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. • Recall the main points in text in the correct sequence, using own words and including new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. <p>Phonics:</p> <ul style="list-style-type: none"> • Phase 3 / 4 + consolidate Phase 2/3 • Read CVCC words • Adjacent consonants • Read tricky words – do, when, out what, said, have, like, so. • Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. • Read sentences using phonic knowledge, write digraphs and trigraphs. <p>Word Reading:</p> <ul style="list-style-type: none"> • Read some tricky words from Phase 4 e.g. said, like, have, so. • Re-read what they have written to check that it makes sense.

Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.
 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
 Read books consistent with their phonic knowledge.

<p>Writing</p> <ul style="list-style-type: none"> • Develop listening and speaking skills in a range of contexts. • Aware that writing communicates meaning. • Give meaning to marks they make. Understand that thoughts can be written down. • Write their name copying it from a name card or try to write it from memory. • Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. • Orally segment sounds in simple words. • Write their name copying it from a name card or try to write it from memory. • Know that print carries meaning and in English, is read from left to right and top to bottom. 	<p>Writing</p> <ul style="list-style-type: none"> • Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. • Make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in clusters like words. • Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. • Orally spell VC and CVC words by identifying the sounds. • Write their own name. • Forms letters from their name correctly. • Recognise that after a word there is a space. 	<p>Writing</p> <ul style="list-style-type: none"> • Use appropriate letters for initial sounds. • Orally compose a sentence and hold it in memory before attempting to write it. • Spell to write VC and CVC words independently using Phase 2 graphemes. • Shows a dominant hand. • Write from left to right and top to bottom. • Begin to form recognisable letters. 	<p>Writing</p> <ul style="list-style-type: none"> • Build words using letter sounds in writing. • Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. • Spell words by identifying the sounds and then writing the sound with letter/s. • Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. • Spell some irregular common (tricky) words e.g. the, to, no, go independently. • Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. 	<p>Writing</p> <ul style="list-style-type: none"> • Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. • Forms most lower-case letters correctly. • Starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. 	<p>Writing</p> <ul style="list-style-type: none"> • Show awareness of the different audiences for writing. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Write different text forms for different purposes • Begin to discuss features of their own writing e.g. what kind of story have they written. • Spell words by drawing on knowledge of known GPC. • Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC • Spell irregular common (tricky) words e.g., he, she, we, be, me independently. • Uses a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
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Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly.
 FFT Success for All phonics scheme and Drawing Club book talk, vocabulary, reading and writing progression throughout the year.

Mathematics



- Number
- Numerical Patterns

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Maths Mastery

- Subitising
- Arrangements of numbers 0-5
- Connect quantities and numbers
- Counting sequencing
- Cardinality
- Compare by matching
- Language of 'whole'

Maths Mastery

- Develop Subitising
- Identify missing parts 0-5
- Explore 6, and 7
- Odd and even
- Doubles
- Order numbers
- Verbal counting beyond 20

Maths Mastery

- Develop counting with actions and sounds
- Explore representations of numbers
- Compare quantities and numbers
- Magnitude of number
- More/less within 10
- Subitising and counting when necessary
- Conceptual skills including using a rekenrek

White Rose Hub

- Matching - same/different, colour, size, shape.
- Sorting into groups
- Comparing size – big/little, large/small, short/tall, tallest/shortest.
- Exploring pattern - making simple patterns, odd one out

White Rose Hub

- Circle, oval, triangle, square, rectangle
- Positional language – Identify on and under
- Night and Day

White Rose Hub

- Order and sequence important times in the day and use language such as now, before, later, soon, after, next etc.
- Length, height, mass, and capacity
- Compare mass and capacity

White Rose Hub

- Build and create using a variety of 3D shapes. Which stack, which roll – and why? Sort accordingly
- Continue, copy, and create repeating patterns.
- Build on AB by introducing ABB, AAB, AABB etc.

White Rose Hub

- Spatial reasoning
- Match, rotate, and manipulate
- Compose and decompose.

White Rose Hub

- Comparing & Ordering – Compare and order quantities and measures.
- Spatial mapping
- Combine and manipulate shapes to make new shapes.

Link the number symbol with its cardinal number value. Subitise. Count beyond ten. Compare numbers
 Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
 Understand the 'one more/one less than' relationship between consecutive numbers.
 Continue, copy, and create repeating patterns. Compare length, weight, and capacity.

Understanding the World



- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- Talk about themselves
- What do I want to be when I grow up? Video for parents.
- Talk about things/people special to them.
- Talk about members of their families and the relationship to them.
- Name and describe people who are familiar to them.
- Sharing photos of their family.
- Recognise some similarities and differences between life in this country and life in other countries - homes.
- Begin to understand the effect of changing seasons on the natural world around them.


- Use the language of time when talking about events in their own lives and lives of others including people they have learnt about through books.
- Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.
- Ask questions, use different sources to find answers including books.
- Compare and contrast characters from stories.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

- Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)
- Use technology and IT equipment to make observations or find information about different locations and places.
- Recognise, know, and describe features of different places. Look closely at similarities and differences.
- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

- Compare and contrast including figures from the past.
- Talk about key roles people have in society both in the present and past.
- Name and describe people who are familiar to them within the community.
- Draw information from a simple map.
- Use photos and pictures to locate and place on a map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Create own maps using grid paper and symbols (x marks the spot maps).

- Order experiences in relation to themselves, others, and stories.
- Recount an event, orally, pictorial and/or with captions.
- Comment on images of familiar situations in the past.
- Describe features of objects, people, places at different times and make comparisons.
- Talk about what is the same and different.
- Recognise, know, and describe features of different places.
- Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
 Describe what they see, hear, and feel outside.
 Explore the natural world around them by taking part in fortnightly Forest School sessions and making observations and drawing pictures of animals and plants.
 Understand the need to respect and care for the natural environment and all living things.

<p>Expressive Arts and Design</p>  <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive 	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> • Begin and start to develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to listen and move to music, expressing their feelings and responses. 		<ul style="list-style-type: none"> • Use a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. • Listen attentively, move to and talk about music, expressing their feelings and responses. 		<ul style="list-style-type: none"> • Refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Extend and collaborate in storylines in their pretend play. <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	
	<p>Artist study:</p> <ul style="list-style-type: none"> • Giuseppe Arcimboldo - Fruit faces. • Seurat – People <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things for Fingers 	<p>Artist study:</p> <ul style="list-style-type: none"> • Yayoi Kusama, Piet Mondrian, Kandinsky - circles, dots + square art. <p>Charanga Songs:</p> <ul style="list-style-type: none"> • I’m A Little Teapot • The Grand Old Duke of York • Ring O’ Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song 	<p>Artist study:</p> <ul style="list-style-type: none"> • Van Gogh - Starry night <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Wind the Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping on The Bed • Twinkle, Twinkle • Happy and You Know It • Head, Shoulders, Knees and Toes 	<p>Artist study:</p> <ul style="list-style-type: none"> • Jo Saxton - Snail trail • Georgia O’Keefe - flowers and landscape <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa, Baa Black Sheep • Row, Row, Row Your Boat • The Wheels on The Bus • The Hokey Cokey 	<p>Artist study:</p> <ul style="list-style-type: none"> • Shozo Shimamoto / Jackson Pollock - collaborative art <p>Charanga Songs:</p> <ul style="list-style-type: none"> • Big Bear Funk 	<p>Artist study:</p> <ul style="list-style-type: none"> • Andy Goldsworthy • Alma Woodsey Thomas <p>Charanga Songs Reflect, Rewind, and Replay:</p> <ul style="list-style-type: none"> • Big Bear Funk • Baa, Baa Black Sheep • Twinkle, Twinkle • Incy Wincy Spider • Rock-a-bye Baby • Row, Row, Row Your Boat
<p>Explore a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs, and chants.</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>						

It is important to recognise learning does not always fit into boxes. This document shows the progression of knowledge and skills we plan to teach in collaboration with the medium-term plans which provide more specific detail of our planned for experiences. This is in addition to following children's interests and their curiosity about their world. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will thrive within as it supports their individual and diverse development needs. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own learning. They will have the opportunities to allow for movement and action, creativity and imagination, independence, and collaboration. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

	BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
Diversity texts to be read throughout the year during story time sessions	So much Astro Girl Lulu’s first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie’s scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We’re all wonders Perfectly norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don’t call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies