



Early Years Foundation Stage Curriculum

Knowledge and skills progression

Reception

Curriculum overview		
Autumn 1 <i>Getting to know me</i>	Spring 1 Who can help us?	Summer 1 At the bottom of the garden
<p>This half term we will focus on getting to know the children and helping them to settle into school. Throughout the Autumn term the children will build upon their understanding of themselves, their family, home and community.</p> <p>The children will explore knowledge about the past by looking at photos and talking about family members who were born before them such as siblings, parents and grandparents.</p> <p>The children will learn about where they live and the town of Tickhill. They will look at the different types of homes and buildings in our local area including St Mary's church, encouraging the children to think about why the church is special to people within Tickhill.</p> <p>As the seasons begin to change, the children will explore the ever changing world around them. They will think about and describe what they can see, hear, feel and smell whilst on Autumn walks and when in forest school.</p>	<p>Throughout this topic the children will learn about rules and why we have them. They will make reference to our school values and how these help to keep us safe and happy.</p> <p>The children will learn about the people who help us, and some of the different occupations such as caretaker, teacher, firefighter, police, nurse/doctor.</p> <p>Children will link back to their learning from Nursery where they explored various social and moral classical stories.</p>	<p>The children will explore the types of animals living in the garden and look at their habitats. They will learn about how we can protect the animals and help to create environments for them to flourish.</p> <p>The children will build upon their knowledge of planting and growing from nursery. They will learn about things that are growing in the garden and consider how they can contribute to a healthy planet through planting and growing.</p> <p>Children will continue to build upon their knowledge of the seasons, thinking about what environment different things need to grow well.</p>
Autumn 2 Whizz, Bang, Pop	Spring 2 Around the world	Summer 2 Fun at the Seaside
<p>Moving into Autumn Two the children will build upon their knowledge of celebrations which are important to them. We will learn all about different celebrations which take place around the world. The children will learn about the ways in which we celebrate different events and how these may be similar or different to other countries and cultures.</p> <p>We will learn about the history of bonfire night looking briefly at Guy Fawkes and further explore how this event is celebrated. The children will learn about Diwali and the importance of this celebration within the Hindu community. The children will then look at birthday celebrations, making important links between their previous birthdays and how old they are now. Finally, the children will learn all about the Christmas celebration and why this is so important to Christians across the world.</p>	<p>In Spring Two the children will explore different countries around the world and the contrasting locations between these and those that they know well. They will explore traditions and customs from other countries around the world and use their developing language to ask appropriate questions.</p> <p>The children will continue to learn about the seasons and the changing world around them. They will explore the signs of spring and be able to talk about the signs of spring and the changes that have happened.</p>	<p>The children will learn about similarities and differences between where we live and other holiday destinations. The children will elaborate on their knowledge based upon their own first-hand experiences and apply this to different places around the world. During this half term the children will visit the seaside town of Cleethorpes where they will look at key similarities and differences to where they live.</p> <p>Throughout this half term the children will develop their knowledge of the living and non-living things we may find at the seaside as well as learning about pollution and taking care of our environment.</p> <p>The children will look at planes from the past, making links and comparing these with aeroplanes in the present day.</p>

Themes

Autumn 1 Getting to know me	Autumn 2 Whizz, Bang, Pop	Spring 1 Who can help us?	Spring 2 Around the world
<p>Themes Starting School Feelings/emotions Family My body/mind /keeping healthy Autumn</p>	<p>Themes Bonfire night Remembrance/ child in need Diwali Birthdays Autumn</p>	<p>Themes Superheroes Real life superheroes Looking at different occupations? Special people from the past Who are the people that help to keep us safe? What could we do to help people? What profession might we want to go into? Why do we need to keep safe? How can we keep safe and happy? What things can we do to keep our minds happy? To know that rules and routines keep us safe How can we stay safe?</p>	<p>Themes Lunar new year, more specifically; Chinese New Year. How is this celebrated? London Africa Australia France America Spring/ Easter</p>
<p>Texts Super-duper you The family tree- Josh Pyke Pumpkin soup Martha maps it out</p>	<p>Texts The best Diwali ever Sparks in the sky Little glow The Jolly Christmas Postman Stickman</p>	<p>Texts Supertato! Superworm A super-hero like you Real Superheroes There's a Superhero in your book Non-fiction texts</p>	<p>Texts The magic paintbrush The Great Race Emma Jane's aeroplane A story about Afiya Handa's surprise Hello Spring</p>
<p>Enrichments Visit to the pumpkin farm Walk around local area Library visit</p>	<p>Enrichments Hot dogs and hot chocolate around the campfire Host a 'birthday celebration'</p>	<p>Enrichments Visits from Midwife, police, firefighter</p>	<p>Enrichments Chinese new year celebrations</p>
Summer 1 At the bottom of the garden		Summer 2 Fun at the seaside	
<p>Themes Different habitats What will I find at the bottom of my garden? Minibeast hunting How can we care for creatures? What does an earthworm do? What is growing in my garden?</p> <p>Texts Mad about minibeasts The Very Busy Spider Lulu meets the bees Plant the tiny seed Lola plants a garden</p>		<p>At the seaside What creatures live in the sea? How might I get to my holiday destination? What is in the sky? Aeroplanes past and present Why must we keep our planet free of rubbish? How can we help get rid of rubbish? How can we care for creatures?</p> <p>Texts What the ladybird heard at the seaside What the ladybird heard on holiday Commotion in the ocean Barry the fish with fingers Clean up!</p>	
<p>Enrichments Planting and growing Worm farm</p>		<p>Enrichments Cleethorpes trip</p>	

PSED

Children’s personal, social and emotional development (PSED) 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the world	At The Bottom of the garden	Fun at the seaside
Managing Self	<ul style="list-style-type: none"> Begin to share independently in the provision Be independent in managing own self: Washing hands, toileting, tidying up, getting belongings at home time. Children are developing an awareness of themselves and are forming their own opinions. Learn about how to keep their teeth clean. 	<ul style="list-style-type: none"> Children will choose to do things for themselves – because they want to. They will say what they are doing and why they are doing it. Children will use their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. 	<ul style="list-style-type: none"> Follows school and class rules and can talk about their importance. Children will be proud of what they can do and their achievements. Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children will independently make healthy food choices such as at dinner time. 	<ul style="list-style-type: none"> Think about how actions might affect their peers and how they might feel. Children are developing resilience and perseverance. Children know what makes them happy and will do these things. They know about some ways to keep healthy and will do these things when possible. 	<ul style="list-style-type: none"> Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Children are confident to try new things. They continue to develop their resilience and perseverance independently. Talk about and demonstrate healthy choices in relation to oral hygiene and physical wellbeing 	<ul style="list-style-type: none"> Children are proud of who they are and what they can do. They talk about themselves positively. Children have developed resilience, independence, and perseverance to support them through transition and the next step in their school journey. Further explore keeping our mind and body healthy by making decisions about our physical and mental wellbeing/what makes us happy/sad.
Self Regulation	<ul style="list-style-type: none"> Listen in small groups Listen to rules and expectations and begin to follow simple instructions from an adult. 	<ul style="list-style-type: none"> Begin to listen and have focused attention when engaged in a whole class session. Children identify a wider range of feelings and talk 	<ul style="list-style-type: none"> Further explore the need for rules and talk about why they are important. Talk about how they are feeling. 	<ul style="list-style-type: none"> Think about how actions might affect their peers and how they might feel. 	<ul style="list-style-type: none"> Be able to manage their feelings appropriately when feeling upset, frustrated or angry. Children will 	<ul style="list-style-type: none"> Children can use reason and resolutions with other children to keep games and play fair. Children are developing independence and can

	<ul style="list-style-type: none"> Become increasingly aware of own feelings and begin to talk about them. 	<p>about them,</p> <ul style="list-style-type: none"> Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Willing to keep trying if something is difficult or challenging. 	<ul style="list-style-type: none"> Listen and respond to their friends' ideas and interests 		<p>apologies if they hurt someone accidentally or make someone else upset.</p> <ul style="list-style-type: none"> Children try and share, take turns, reason and look after one another. Children will follow instructions from their teachers or school adult Set and work towards own simple goals within the provision. 	<p>manage their behaviour in a range of situations in school.</p>
<p>Making Relationships</p>	<ul style="list-style-type: none"> Recognise and talk about what makes them unique. Children will build new positive relationships with pupils and staff in their new class. Can play with other children during an activity 	<ul style="list-style-type: none"> Children will build on the relationships that started last term, interacting with adults and peers. Be aware of the needs of others. Interacts with a variety of children and build good relationships with adults and other children. Begin to identify when another child is upset. 	<ul style="list-style-type: none"> Children will build relationships through play and talk and converse to many of their peers Listen and respond to their friends' ideas and interests Tell others how they feel and why Takes turns in group activities. 	<ul style="list-style-type: none"> Listen attentively to adults and their peers, showing respect and sharing ideas. Identify how others feel and respond appropriately Share independently and willingly. 	<ul style="list-style-type: none"> Children continue to build strong bonds with other children in school (buddies) and care for their peers e.g. getting them tissues, asking them to join in with a game. 	<ul style="list-style-type: none"> Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends

Communication and Language

The development of children's spoken language underpins all seven areas of learning & development. Children's back-and-forth interactions from an early age form the foundations for language & cognitive development. The number & quality of the conversations they have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, & engaging them actively in stories, non-fiction, rhymes & poems, & then providing them with extensive opportunities to use & embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling & role play, where children share their ideas with support & modelling from their teacher, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the world	At The Bottom of the garden	Fun at the seaside
Listening	<ul style="list-style-type: none"> Begin to actively listen to others when a topic interests them Listen during story time and show an interest in the books being read, remembering much of what happened (this may only be for a short time) 	<ul style="list-style-type: none"> Listen more attentively on the carpet and when being spoken to by their teacher and peers. Children continue to listen to new stories that are shared with them 	<ul style="list-style-type: none"> Listen in a range of different situations such as carpet time, assembly, phonics etc. 	<ul style="list-style-type: none"> Listen when both in and out of school and pay attention to the person talking. 	<ul style="list-style-type: none"> Develop their listening skills by listening in a range of situations and whilst taking part in a guided task (remaining on task) 	<ul style="list-style-type: none"> Show good listening skills and can listen to one another, adults and new people with great skill.
Attention	<ul style="list-style-type: none"> Show what a good listener looks like (eyes, shoulders, tummy buttons & responding when appropriate) Pay attention to one thing at a time. 	<ul style="list-style-type: none"> Pay more attention on the carpet and during guided tasks. 	<ul style="list-style-type: none"> Demonstrate a good level of attention and concentration. 	<ul style="list-style-type: none"> Children can maintain attention in different contexts Show attention to both peers and adults. 	<ul style="list-style-type: none"> Develop their attention skills to both listen and continue with an activity. 	<ul style="list-style-type: none"> Attend to others in play. Show good levels of attention during learning tasks.
Responding	<ul style="list-style-type: none"> Children join in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet' 	<ul style="list-style-type: none"> Respond to questions based on a text that has been read. Discuss events in stories and ask questions about these. Respond to other children and the adults in the setting. 	<ul style="list-style-type: none"> Make predictions about what might happen next in a story. 	<ul style="list-style-type: none"> Use talk to resolve conflict, discuss their ideas and give reason, using newly learnt vocabulary in their responses. 	<ul style="list-style-type: none"> Keep play going by conversing and extending conversation. Ask and answer questions 	<ul style="list-style-type: none"> Children ask questions and for clarification on new knowledge. Children will explain themselves if misunderstood.
Understanding	<ul style="list-style-type: none"> Carry out simple one/2 step instructions. Understanding why questions 	<ul style="list-style-type: none"> Follow clear instructions with 2 parts. 	<ul style="list-style-type: none"> Take turns when speaking and respond to their peers and adults with a clear understanding 	<ul style="list-style-type: none"> Ask questions to clarify understanding and confirm knowledge. Show a good understanding of 	<ul style="list-style-type: none"> Follow clear instructions with 3 parts. Use new knowledge and vocab in conversation and play. 	<ul style="list-style-type: none"> Retell a story showing a good understanding. Understand and use a large number of

	<ul style="list-style-type: none"> • Begin to answer a range of questions 		<p>of what has been said.</p>	<p>texts that have been read to them through their recall.</p>	<ul style="list-style-type: none"> • Show an understanding of questions through their talk and actions. 	<p>words and new vocabulary in their conversations and during discussions.</p>
Speaking	<ul style="list-style-type: none"> • Children will speak in simple sentences (4-6 words). • sing simple rhymes and sing songs. • Engage in conversation with adults and peers • Use plurals and some tenses correctly. • Ask simple questions • Can use sentences joined up with words like 'because', 'or', 'and'. • Develop their pronunciation (may have problems saying: some sounds: r, j, th, ch, and sh • Multi-syllabic words 	<ul style="list-style-type: none"> • Children using expression to communicate meaning. • Children will initiate conversations. • Uses talk to communicate needs, news, feelings and ideas. • Children will take turns and tell past events. • Uses new vocabulary. 	<ul style="list-style-type: none"> • Use talk in imaginative play. • Explain and describe things through speech. • Talk in the past tense. 	<ul style="list-style-type: none"> • Use talk to clarify their thinking and ideas. • Speak in longer, well-formed sentences. • Use speech to reason and problem solve. • Verbally re-tell stories that they have heard. 	<ul style="list-style-type: none"> • Explain how things work, what has happened and why. • Solve problems, reason with others and resolve friendship issues through speech. • Add detail to their sentences. • Describe things that have happened in their life to others. 	<ul style="list-style-type: none"> • Children speak clearly in well-formed sentences. • Children use new vocabulary in different contexts. • Children use past, present, and future tenses in conversation with peers and adults. • Children create an imaginary story of their own in play.

Physical Development

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the world	At The Bottom of the garden	Fun at the seaside
Fine Motor	<ul style="list-style-type: none"> Children use pencils and other equipment comfortably for them. Children make snips in paper either using one hand or two. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). Children will form some letters correctly (letters from name). Children will copy or trace simple patterns. 	<ul style="list-style-type: none"> Children continue to develop their fine motor skills. Beginning to learn correct letter formations and use these in their writing. Children will draw pictures with a good level of detail. Use scissors to cut along simple shapes including curved lines, holding scissors in the correct position Able to mould and shape dough with fingers and tools. 	<ul style="list-style-type: none"> Developing an effective pencil grip. Developing skill when using tools including scissors to cut around more complex shapes. 	<ul style="list-style-type: none"> Children will form most letters correctly using an effective pencil grip. Children will develop a good sitting position and posture for drawing and writing. 	<ul style="list-style-type: none"> Beginning to use a tripod grip to draw and write accurately. Confidently using scissors and small tools. 	<ul style="list-style-type: none"> Children using the tripod grip. Using a range of small tools e.g. paintbrushes, scissors, cutlery. Begin to show accuracy when drawing.
Gross Motor	<ul style="list-style-type: none"> Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Has good coordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame Uses trikes and scooters confidently. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways (over, under, through) Use a range of ways to move appropriately (jumping, skipping, sliding) Negotiate space as they practise ways of moving with increasing control. 	<ul style="list-style-type: none"> Continue to develop overall body strength, balance and coordination. Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Developing in ability when dancing to music. 	<ul style="list-style-type: none"> Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Can jump safely from a piece of equipment 	<ul style="list-style-type: none"> Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely with consideration for themselves and others. Show strength, balance and coordination when playing. Move energetically in a range of different way such as running, jumping, dancing, hopping, skipping and climbing

Maths

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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the world	At The Bottom of the garden	Fun at the seaside
Ongoing Mathematical skills developed throughout the year	<ul style="list-style-type: none"> • Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 					
White Rose Maths EYFS Overview Coverage for the Year:	<p>Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn.</p> <p>Match, Sort and Compare : - - Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts</p> <p>Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns</p>	<p>It' me 1,2,3!: Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less</p> <p>-Composition of 1, 2 and 3</p> <p>Circles and Triangles : - -Identify and name circles and triangles -Compare circles and triangles</p> <p>-Shapes in the environment -Describe position</p> <p>1, 2, 3, 4, 5 : Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5</p>	<p>Alive in 5: Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5</p> <p>Mass and Capacity Compare mass -Find a balance -Explore capacity -Compare capacity</p> <p>Growing 6,7,8 (Continued): -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8</p>	<p>Length, Height and Time : Explore Length -Compare Length -Explore Height -Compare Height</p> <p>Building 9 and 10 Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 -Conceptual subitising to 10</p> <p>Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes</p>	<p>To 20 and Beyond: - Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13)</p> <p>-Build numbers beyond 10 (14 – 20)</p> <p>How Many Now? -Add more -How many did I add? -Take away -How many did I take away?</p> <p>Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes</p>	<p>Sharing and grouping - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping</p> <p>- Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints</p> <p>Visualise, build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions</p>

	<ul style="list-style-type: none"> -Copy and continue simple patterns -Create simple patterns 	<ul style="list-style-type: none"> -Composition of 1 – 5 Shapes with 4 sides : Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night 		<ul style="list-style-type: none"> -Use 3D Shapes for tasks -3D Shapes in the environment 	<ul style="list-style-type: none"> -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints 	<ul style="list-style-type: none"> - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints Make connections - Deepen understanding - Patterns and relationships - Consolidation
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Literacy

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).

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the world	At The Bottom of the garden	Fun at the seaside
Ongoing support	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
Development of Reading Comprehension	<ul style="list-style-type: none"> Join in with familiar rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. 	<ul style="list-style-type: none"> Children are able to sequence two events from a familiar story – possibly with the use of prompts for support. Discuss and hear a range of books – non-fiction and fiction. Use texts and images to answer simple questions Enjoys talking to others about favourite stories. 	<ul style="list-style-type: none"> Children have favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. 	<ul style="list-style-type: none"> When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Has a good understanding of story structure. Identifies non-fiction texts, remembering facts. 	<ul style="list-style-type: none"> Use events in a story to suggest what might happen next (with reasonable suggestions being made). Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Know what non-fiction and fiction means and can talk about the two text types. 	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Development of reading words	<ul style="list-style-type: none"> Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars Can keep a simple rhythm and match rhyming words. Children are beginning to be able to orally 	<ul style="list-style-type: none"> Can read all phase two GPCs. Can blend and read phase two cvc words. Reads following tricky words: is, I, no, to, go, the, has, his, her, he, she, we, me, be, of 	<ul style="list-style-type: none"> Continue to read graphemes as well as some digraphs. Children reading longer words Words with double letters 	<ul style="list-style-type: none"> Read a sentence with a range of phase two and three words and tricky words. Shows a good understanding of what has been read. 	<ul style="list-style-type: none"> Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few tricky words from memory. 	<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.

	<p>blend some CVC words. (Phase 1 Phonics).</p> <ul style="list-style-type: none"> • Able to recognise own name • Hear and say initial sounds. 			<ul style="list-style-type: none"> • Reads following tricky words: was you they, my by all, are, sure, pure 		<ul style="list-style-type: none"> • Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • 23 words in total. Children to know at least half: LW Autumn Words: is, I, the, as, has, his, go, no, to, into, she, he, of, we. me. LW Spring Words: was, you, they, my, by, all, are, they
Development of writing	<ul style="list-style-type: none"> • Writes their name - copying it from a name card or trying to write it from memory. • Use some recognisable letter shapes when writing their name • Can keep a simple rhythm and match rhyming words • Can say the initial sound in a word. • Can orally segment some CVC words • Develop an awareness that writing communicates meaning. • Gives meaning to marks they make 	<ul style="list-style-type: none"> • Continuing to develop a phoneme / grapheme relationship. • Now has increasing control when making marks and drawing. • Writes cvc words and labels. • Says a simple sentence for writing (oral and count words). • Is starting to write simple captions with support. • Writes some lower case letters correctly. • Uses some upper case letters, e.g. for own name, Mum and Dad. 	<ul style="list-style-type: none"> • Write some longer words. • Use writing in their play. • Write captions 	<ul style="list-style-type: none"> • Write some upper case letters correctly. • Writes most lower case letters correctly. • Spells some tricky words. • Is starting to write short sentences. • Uses finger spacing between words. • Reads sentences back to an adult. 	<ul style="list-style-type: none"> • All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. • Continue to build on knowledge of letter sounds in writing. 	<ul style="list-style-type: none"> • Sometimes use finger spaces, capital letters and full stops. • 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.

Expressive arts and design

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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the World	At The Bottom of the garden Fun at the seaside	Fun at the seaside
Mark making and drawing	<ul style="list-style-type: none"> Learning how to grip a pencil, using drawing materials to make marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. 	<ul style="list-style-type: none"> Begin to understand how to use shapes to represent objects. (Skill) Use a range of shapes and colours to create observational drawings linked to the current topic (e.g. Autumn). 	<ul style="list-style-type: none"> Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. (Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. 	<ul style="list-style-type: none"> (Skill) Continue with the development of observational drawing e.g. linked to Spring. 	<ul style="list-style-type: none"> Continue to develop the accuracy and detail in their drawing. 	<ul style="list-style-type: none"> (Skill) Children discussing their work and the details used on their illustrations, showing lots of detail on these.
Development of colour and paint	<ul style="list-style-type: none"> (Knowledge) Know the names of many colours and uses these in their work. Explore colour and colour-mixing with support Exploring the painting area within the setting, using the area independently or with support. 	<ul style="list-style-type: none"> (Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Children will begin to use colour for a purpose. Children will develop confidence in the painting process, and how to use paint effectively. They will experiment with printing with a variety of objects to create different effects 	<ul style="list-style-type: none"> Children will develop their knowledge of colour mixing by mixing colours to achieve a desired shade/colour. Be confident in the painting process and using the techniques of dabbing and creating strokes. 	<ul style="list-style-type: none"> Become more confident with the colour mixing process (Skill) Children will use the skills and techniques they've been taught and seen through a range of artists. 	<ul style="list-style-type: none"> (Skill) Exploring how to change colours through colour mixing and how white and black can change a colour. Explore using different brush types and noticing artists who also do this. 	<ul style="list-style-type: none"> (Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Experiment with colour (Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time.
Development of paint						
Textiles and materials	<ul style="list-style-type: none"> Exploring available materials. Decide which materials to use. Join different materials using glue and tape and 	<ul style="list-style-type: none"> They will use a range of materials to make their artwork more effective. 	<ul style="list-style-type: none"> Exploring different types of materials. Junk modelling materials to build and construct models 	<ul style="list-style-type: none"> Learn what a collage is and how they can collage using different materials, which ones work best and look most effective. 	<ul style="list-style-type: none"> Look at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials and techniques, experimenting with design, texture, form and function.

	<ul style="list-style-type: none"> explore different textures. learn skills for malleable materials such as rolling, pinching and kneading. 		<ul style="list-style-type: none"> Begin to look at different ways of joining materials e.g. split pins. 	<ul style="list-style-type: none"> Explore weaving 		<ul style="list-style-type: none"> choose materials which are best suited for their model, using prior knowledge and new investigation skills to decide which materials are the most appropriate for use.
development of modelling and 3D work	<ul style="list-style-type: none"> Exploring loose parts for building Using construction materials for modelling e.g. lego Use simple joins when using materials to create 	<ul style="list-style-type: none"> Use appropriate materials to join e.g. glue for paper and tape for tubes. 	<ul style="list-style-type: none"> Create models linked to theme/ interests or topic. Uses different techniques and materials to achieve the desired effect and can talk about what has been created. 	<ul style="list-style-type: none"> Is beginning to plan a design before starting. Selects the most appropriate tool or joining material for the job. 	<ul style="list-style-type: none"> Explore how natural resources can be manipulated to make 3d sculptures. 	<ul style="list-style-type: none"> Share their creations, explaining the processes they have used Children have the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.
Development of cutting skills	<ul style="list-style-type: none"> Holding scissors in one hand. Can cut continuously with scissors to make lines or snips Use scissors safely 	<ul style="list-style-type: none"> Beginning to use scissors with increasing control and increasing accuracy. 	<ul style="list-style-type: none"> Uses scissors to cut along curved lines, holding scissors in the correct position. 	<ul style="list-style-type: none"> Become confident with using scissors. Uses scissors to cut around more complex shapes, e.g. split pin character 	<ul style="list-style-type: none"> Scissors are used independently and safely. 	<ul style="list-style-type: none"> Use a range of small tools, including scissors safely to support them in their creations
Imagination and expressive	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. Joins in with singing in a familiar group. Gaining confidence when sharing dances/songs with the class. Explore and use resources to create props to support play. Accesses role play and small world resources, sometimes playing with others to develop storylines. 	<ul style="list-style-type: none"> Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music. 	<ul style="list-style-type: none"> Role play the different occupations they have seen through their topic using expressive language. 	<ul style="list-style-type: none"> Plays a range of percussion instruments. Uses instruments to compose own music. Along with others, collects resources to develop own role play storyline 	<ul style="list-style-type: none"> Be confident to perform in front of a large group. Know the names of various different common instruments. Create their own narrative within play situations. 	<ul style="list-style-type: none"> Invent, adapt and recount narrative and stories with peers and their teachers 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.

	<ul style="list-style-type: none">• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.					
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Understanding the 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Getting to know me	Whizz, Bang, Pop	Who can help us?	Around the World	At the Bottom of the Garden	Fun at the Seaside
Development of Chronology	<ul style="list-style-type: none"> Children talk about members of their family and the relationship to them e.g. Mum, Dad Know about members of their wider family. Children will know and talk about how they have changed since they were a baby Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books, topics and community e.g. bonfire night, remembrance day. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Children visually represent their own day on a simple timeline. Identify different jobs within the community. Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Children talk about and understand changes in their own lifetime and what happens when they get older. Talks about significant historical events and how things were different in the past. 	<ul style="list-style-type: none"> Children can talk about growth and change, using key language to describe the changes that they have observed over time. 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Development of enquiry	<ul style="list-style-type: none"> Children know that you can find out information from different sources 	<ul style="list-style-type: none"> Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. 	<ul style="list-style-type: none"> Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. 	<ul style="list-style-type: none"> Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. 	<ul style="list-style-type: none"> Children are taught about growth and change. Children look closely at changes including seasonal change over time. 	<ul style="list-style-type: none"> Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.
People, Culture and community	<ul style="list-style-type: none"> Children respect special things in their own lives. 	<ul style="list-style-type: none"> Children recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Children understand what curiosity is and importance of asking questions. 	<ul style="list-style-type: none"> Has a wider understanding of the wider world and draws comparisons between 		<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations,

	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Children recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. • Recognise some similarities and differences between life in this country and life in other countries. • Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> • Looks at, and makes maps of the local environment 	<p>own local environment and other places.</p> <ul style="list-style-type: none"> • Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations • Describes a journey within the local environment. 		<p>discussions, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities 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.
Mapping	<ul style="list-style-type: none"> • Know what a landmark is • Look at the landmarks of Tickhill • With support, Identify key landmarks on a simple map of our local area • Know the concept of a map is a drawing of a place. • Know that a map from above and this is called a bird's eye view • To begin to look at ariel photos of Tickhill St Mary's. • Build a simple map of school 	<ul style="list-style-type: none"> • Begin to draw/make a simple fictional map e.g. santa map • Begin to use positional language. 	<ul style="list-style-type: none"> • Children can use positional language and extend this to using a BeeBots or instructing a friend to move. • Children recognise some environments are different to the one in which they live. • Describes a journey within the local environment. 	<ul style="list-style-type: none"> • Children can confidently programme a BeeBot. • Children can talk about technology and how it can help us direct ourselves – Google Maps. 	<ul style="list-style-type: none"> • Children can draw information from a simple map and identify familiar landmarks 	<ul style="list-style-type: none"> • Children can create own maps using Symbols, including landmarks (x marks the spot treasure maps)
Science/ natural world	<ul style="list-style-type: none"> • Children talk about the seasons and have some understanding about the changes that happen in the world around them. 	<ul style="list-style-type: none"> • Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. 	<ul style="list-style-type: none"> • Children can describe an animal using some scientific vocabulary. • Children have an understanding of some animal habitats and can 	<ul style="list-style-type: none"> • Observe and interact with natural processes, such as designing an aeroplane to see how far it could fly 	<ul style="list-style-type: none"> • Children can name parts of a plant and what it needs to grow as part of the current topic. 	<ul style="list-style-type: none"> • Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into groups e.g. woodland

	<ul style="list-style-type: none"> • Talk about things that they notice and how they are changing e.g. egg to chick. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • 	<ul style="list-style-type: none"> • Notices, observes and talks about seasonal changes. • Describes some features of plants and animals and identifies when things are the same and different (autumn) • Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. • Looking at how they look and people older than them look – what is the same and what is different. 	<p>describe them and who lives in them.</p> <ul style="list-style-type: none"> • Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal. • Naming body parts and how to keep ourselves healthy. 	<ul style="list-style-type: none"> • Conduct experiments such as what should I pack in my case (materials/insulation) 	<ul style="list-style-type: none"> • Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. • Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)Children are developing a good understanding of a lifecycle as part of the topic. • Has a good general knowledge about living things and can describe features of different animals recognising when they are the same and different. 	<p>animals/sea creatures/ those that can fly and cannot fly etc.</p> <ul style="list-style-type: none"> • 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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