**St Julie Catholic Primary School – EYFS Progression Map A picture containing text, queen, clipart

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| **Intent:**  At St Julie Catholic Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based. | | | | | | | | |
| **Implementation:**  At St Julie Catholic Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.  We prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.  The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children’s needs so plans can be changed and adapted dependent on children’s interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.  Parents receive half termly overviews to inform them of what their child is learning each half term and to explain how they can support this at home.   As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. | | | | | | | | |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **Early Learning Goals.** |
| Literacy | Reception Skills | Listening to and identifying sounds in the environments. **(Au1)**  Listening to and hearing initial sounds in familiar words. **(Au1)**  To identify sounds on a sound mat. **(Au1)**  Listens to familiar stories and able to recall some facts.  **(Au1)** | Listening to and hearing sounds in CVC words. **(Au2)**  To identify sounds on a sound mat and to use this when writing. **(Au2)**  Listens to familiar stories and able to recall facts. **(Au2)** | To think of and write a short, simple sentence.  **(Sp1)**  Listening to and hearing sounds in CVC and CVCC words.  **(Sp1)**  Identifying sounds on a sound mat. **(Sp1)**  Listens to stories and is beginning to anticipate what may happen next.  **(Sp1)** | To think of and write a short, simple sentence.  **(Sp2)**  Listening to and hearing sounds in CVC and CVCC words. **(Sp2)**  Identifying sounds, including phonemes and other digraphs on a sound mat. **(Sp2)**  Listens to stories and is beginning to anticipate what may happen next.  **(Sp2)** | To think of and write a short, simple sentence. **(Su1)**  Listening to and hearing sounds in CVC and CVCC words.  **(Su1)**  Identifying sounds, including phonemes and other digraphs on a sound mat.  **(Su1)**  Checking written work and making any changes where necessary.  **(Su1)**  Listens to stories and is beginning to anticipate what may happen next. **(Su1)** | To think of and write a short, simple sentence.  **(Su2)**  Listening to and hearing sounds in CVC and CVCC words. **(Su2)**  Identifying sounds, including phonemes and other digraphs on a sound mat. **(Su2)**  Checking written work and making any changes where necessary. **(Su2)** | **Comprehension**  \*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  \*Anticipate – where appropriate – key events in stories.  \*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play  .  **Word Reading.**  \*Say a sound for each letter in the alphabet and at least 10 digraphs.  \*Read words consistent with their phonic knowledge by sound-blending.  \*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Writing.**  Write recognisable letters, most of which are correctly formed.  \*Spell words by identifying sounds in them and representing the sounds with a letter or letters.  \*Write simple phrases and sentences that can be read by others. |
| Reception Knowledge | Knowing that words can be written.  **(Au1)**  Knowing the sounds that the taught letters make.  **(Au1)**  Knowing what the taught letters looks like. **(Au1)**  Knowing how to write the taught letters.  **(Au1)**  Knows how to sequence familiar stories. **(Au1)** | Knowing that words can be written.  **(Au2)**  Knowing the sounds that the taught letters make.  **(Au2)**  Knowing what the taught letters looks like.  **(Au2)**  Knowing how to write the taught letters.  **(Au2)**  Recognising taught HFW in text.  **(Au2)**  Knows how to sequence familiar stories.  **(Au2)** | Knowing that words can be written. **(Sp1)**  Knowing the sounds that the taught letters make. **(Sp1)**  Knowing what the taught letters looks like.  **(Sp1)**  Knowing how to write the taught letters.  **(Sp1)**  Recognising taught HFW in text.  **(Sp1)**  Knows how to spell some familiar words.  **(Sp1)** | Knowing the sounds that the taught phonemes make.  **(Sp2)**  Knowing what the taught phonemes look like.  **(Sp2)**  Knowing how to write the taught letters.  Recognising taught HFW in text.  **(Sp2)**  To know that a sentence starts with a capital letter and ends with a full stop. **(Sp2)**  Knows how to spell some familiar words. **(Sp2)** | Knowing the sounds that the taught phonemes make.  **(Su1)**  Knowing what the taught phonemes look like.  **(Su1)**  Knowing how to write the taught letters.  **(Su1)**  Recognising taught HFW in text.  **(Su1)**  To know that a sentence starts with a capital letter and ends with a full stop.  **(Su1)**  Knowing that sentences can be extended by using a connective  . **(Su1)**  Uses learnt words and phrases to discuss familiar stories or during role play.  **(Su1)**  Knows how to spell some familiar words.  **(Su1)** | Knowing the sounds that the taught phonemes make.  **(Su2)**  Knowing what the taught phonemes look like.  **(Su2)**  Knowing how to write the taught letters.  **(Su2)**  Recognising taught HFW in text.  **(Su2)**  To know that a sentence starts with a capital letter and ends with a full stop. **(Su2)**  Knowing that sentences can be extended by using a connective. **(Su2)**  Uses learnt words and phrases to discuss familiar stories or during role play. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | Literacy | **Reading**  • Apply phonic knowledge and skills as the route to decode words.  • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.  • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.  • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  • Read other words of more than one syllable that contain taught GPCs.  • Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s).  • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  • Re-read these books to build up fluency and confidence in word reading.  **Comprehension**  **Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:**  • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;  • being encouraged to link what they read or hear to their own experiences;  • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;  • recognising and joining in with predictable phrases;  • learning to appreciate rhymes and poems, and to recite some by heart;  • discussing word meanings, linking new meanings to those already known.  **Understand both the books they can already read accurately and fluently and those they listen to by:**  • drawing on what they already know or on background information and vocabulary provided by the teacher;  • checking that the text makes sense to them as they read and correcting inaccurate reading;  • discussing the significance of the title and events;  • making inferences on the basis of what is being said and done;  • predicting what might happen on the basis of what has been read so far;  • participating in discussions about what is read to them, taking turns and  listening to what others say;  • explaining clearly their understanding of what is read to them.  **Writing**  Transcription  **Spelling**  Children should be taught to spell:  • words containing each of the 40+ phonemes already taught; common exception words; days of the week.  Children should be taught to:  • name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules;  • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;  • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un;  • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).  **Composition**  Write sentences by:  • saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives;  • re-reading what they have written to check that it makes sense.  As well as:  • discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.  **Vocabulary, Grammar and Punctuation**  Children should develop their understanding of the concepts set out in English Appendix 2 by:  • leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I.  **Grammar**  **Words**  • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.  • Suffixes that can be added to verbs where no change is needed in the spelling of the root words.  • Recognise how the prefix un- changes the meaning of verbs and adjectives.  **Sentences**  • How words can combine to make sentences.  • Joining words and joining clauses using ‘and’.  **Text**  • Sequencing sentences to form short narratives.  **Punctuation**  • Separation of words with spaces.  • Introduction to capital letters, full stops, question marks and exclamation  marks to demarcate sentences.  • Capital letters for names and for the personal pronoun I.  **Handwriting**  • Sit correctly at a table, holding a pencil comfortably and correctly.  • Begin to form lower case letters in the correct direction, starting and finishing in the right place.  • Form capital letters.  • Form digits 0-9.  • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | | | | | | |
| **Maths** | Areas of learning covered. | 1:1 counting.  Recognising and ordering numbers to 10.  Formation of written numbers.  Subitising.  Counting groups of objects.  2D Shapes.  Pattern. | | Weight and Capacity.  Length.  Money.  Number bonds to 5.  Counting to 20.  Addition and subtraction.  3D Shapes. | | Addition and subtraction.  Time.  Units of measurement.  More/less.  Recognising and ordering numbers to 20. | |  |
| Reception Skills | To count up to 10 objects with 1:1 correspondence. **(Au1)**  To match quantities to numeral.  **(Au1)**  To begin to recognise numbers automatically on a dice/card to 5. **(Au1)** | To find the total of 2 groups of objects.  To order numbers to 10.  **(Au2)**  To identify 2D shapes and talk about their properties.  **(Au2)**  To begin to recognise numbers automatically on a dice/card to 5. **(Au2)**  To be able to count to 10 independently. **(Au2)** | To use non-standard units to measure length, weight and capacity.  **(Sp1)**  To use money during role play activities to buy items.  **(Sp1)**  To begin to explore number bonds to 5. **(Sp1)**  To be able to count to 20 independently. **(Sp1)** | To use objects to solve addition and subtraction problems.  **(Sp2)**  To share objects between a group of people equally. **(Sp2)**  To explore number bonds to 5.  **(Sp2)** | To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.  **(Su1)**  To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. **(Su1)**  To read the time to O’Clock on a digital and analogue clock.  **(Su1)** | To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. **(Su2)**  To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.  **(Su2)**  To make observations of and compare length, weight and capacity. **(Su2)** | **Number**  \*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.  \*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns.**  \*Verbally count beyond 20, recognising the pattern of the counting system.  \*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  \*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Reception Knowledge | To say the number names to 10 in order. **(Au1)**  To recognise number to 10. **(Au1)**  To write numbers to 10, forming them correctly.  **(Au1)** | To know that addition involves combining two or more groups of objects.  **(Au2)**  To begin to read addition number sentences.  **(Au2)**  To say number names to 10 in order.  **(Au2)**  To know the names of 2D shapes.  To know that 2D shapes can have sides and corners.  **(Au2)**  To say the days of the week in order.  To begin to say the months of the year in order. **(Au2)**  To know that patterns are repeated designs. **(Au2)** | To know the names of basic 2D shapes. **(Sp1)**  To know the names of basic 3D shapes. **(Sp1)**  To know that 2D shapes can have corners and side. **(Sp1)**  To know that length, capacity and weight can all be measured.  **(Sp1)**  To know that money can be used to buy items.  **(Sp1)**  To understand and use a range of prepositions in everyday contexts. **(Sp1)**  To know the difference between odd and even. **(Sp1)** | To know that addition involves combining two or more groups of objects.  **(Sp2)**  To read addition number sentences. **(Sp2)**  To know that subtraction involves removing an object from a group.  **(Sp2)**  To know the names of some 3D shapes. **(Sp2)**  To know that 3D shapes have faces, vertices and edges. **(Sp2)**  To be able to count, order and recognise numbers to 20. **(Sp2)**  To use a number line to help solve simple addition and subtraction number problems  . **(Sp2)** | To know that the word ‘more’ indicates that the group is getting larger.  **(Su1)**  To know that the word ‘less’ indicates that a group is getting smaller.  **(Su1)**  To be able to count, order and recognise numbers to 20.  **(Su1)**  To count forwards and backwards to 20.  **(Su1)**  To know that length, weight and capacity can be measured using standard units. **(Su1)**  To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. **(Su1)**  To know that sharing equally means everyone has the same amount of an object.  **(Su1)**  To know that the long hand represents the minutes and the short hand represents hours.  **(Su1)** | To know the names of some 3D shapes. **(Su2)**    To know that 3D shapes can have faces, vertices and edges.  **(Su2)**  To know that addition involves combining groups of objects.  **(Su2)**  To read number addition sentences. **(Su2)**  To be able to count, order and recognise numbers to 20. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | Maths | **Number and Place Value**  • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.  • Given a number, identify one more and one less.  • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.  • Read and write numbers from 1 to 20 in numerals and words.  **Addition and Subtraction**  • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  • Represent and use number bonds and related subtraction facts within 20.  • Add and subtract one-digit and two-digit numbers to 20, including zero.  • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9.  **Multiplication and Division**  • Solve one-step problems involving multiplication and division, by  calculating the answer using concrete objects, pictorial representations  and arrays with the support of the teacher.  **Measurement**  Compare, describe and solve practical problems for:  • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Measure and begin to record:  • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)  • Recognise and know the value of different denominations of coins and notes.  • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.  • Recognise and use language relating to dates, including days of the week, weeks, months and years.  • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.  **Position and Direction**  • Describe position, directions and movements, including half, quarter and three-quarter turns.  **Shape**  • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes). | | | | | | |
| **Physical Development** |  | To use a dominant hand. **(Au1)**  To begin to form recognisable letters which are formed mostly correctly.  **(Au1)**  To use climbing equipment safely and competently. **(Au1)**  To begin to negotiate space effectively. **(Au1)** | To begin to use anticlockwise movement and retrace vertical lines.  **(Au2)**  To use climbing equipment safely and competently. **(Au2)**  To negotiate space effectively. **(Au2)** | To show good practice with regard to exercise, eating, sleeping and hygiene.  **(Sp1)**  To be able to balance and coordinate safely. **(Sp1)**  To negotiate space effectively.  **(Sp1)** | To handle tools, objects, construction and malleable materials safely and with increasing control.  **(Sp2)** | To use a pencil effectively to form recognisable letters, most of which are formed correctly.  **(Su1)** | To show good control and co-ordination in large and small movements. **(Su2)** | **Gross Motor Skills.**  \*Negotiate space and obstacles safely, with consideration for themselves and others.  \*Demonstrate strength, balance and coordination when playing.  \*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills.**  \*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  \*Use a range of small tools, including scissors, paint brushes and cutlery.  \*Begin to show accuracy and care when drawing. |
| Reception Skills |
| Reception Knowledge | To know which hand to write with.  **(Au1)**  To know how to use the trim trail safely.  **(Au1)**  To know how to use scissors effectively. **(Au1)** | To know how to make anticlockwise movement and retrace vertical lines.  **(Au2)**  To know how to use the trim trail safely.  **(Au2)**  To know how to use scissors effectively.  **(Au2)** | To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.  **(Sp1)**  To know how to use scissors effectively. **(Sp1)** | To know why it is important to handle different apparatus safely.  **(Sp2)**  To know how to use scissors effectively. **(Sp2)** | To know how to form letters correctly.  **(Su1)**  To know how to use scissors effectively.  **(Su1)** | To know how to handle a range of equipment and tools effectively. **(Su2)**  To know how to use scissors effectively. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | P.E | Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to  • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  • Participate in team games, developing simple tactics for attacking and defending.  • Perform dances using simple movement patterns. | | | | | | |
| **Communication and**  **Language.** | Reception Skills | To talk about themselves and others.  **(Au1)**  To sing songs. **(Au1)**  To speak about a range of texts. **(Au1)** | To compare different festivals. **(Au2)**  To make comments about their observations. **(Au2)** | To describe features of traditional stories. **(Sp1)**  To talk about the tole of healthy food and exercise in staying healthy. **(Sp1)** | To describe familiar texts with detail and using full sentences. **(Sp2)**  To being to ask questions about familiar aspects of their environment and their learning.  **(Sp2)** | To label and sort living things.  **(Su1)**  To begin to research using a search engine. **(Su1)**  To describe habitats.  **(Su1)** | To be able to order a range of life cycles. **(Su2)**  To be able to give facts about a specified subject.  **(Su2)** | **Listening and Understanding.**  \*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.  \*Make comments about what they have heard and ask questions to clarify their understanding.  \*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking.**  \*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  \*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  \*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Reception Knowledge | To know about others.  **(Au1)**  To know familiar songs.  **(Au1)**  To describe different story and non-fiction texts.  **(Au1)** | To know about different festivals. **(Au2)**  To be able to talk about how different people help us.  **(Au2)**  To begin to talk about why things happen using new vocabulary learnt. **(Au2)** | To know different traditional stories. **(Sp1)**  To know a range of healthy food and exercise.  **(Sp1)**  Express their ideas and feelings about their experiences. **(Sp1)** | To know different features of texts.  **(Sp2)**  To talk confidently about why things happen using new vocabulary learnt.  **(Sp2)**  To engage in meaningful conversations with others. **(Sp2)** | To name and sort a range of living things.  **(Su1)**  To be able to talk about different habitats.  **(Su1)**  To engage in meaningful conversations with others.  **(Su1)** | To know different life cycles.  **(Su2)**  To know a range of facts. **(Su2)**  To engage in meaningful conversations with others. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | Literacy | **Spoken Language**  Listen and respond appropriately to adults and peers.  • Ask relevant questions to extend their understanding and knowledge.  • Use relevant strategies to build their vocabulary.  • Articulate and justify answers, arguments and opinions.  • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  • Maintain attention and participate actively in collaborative  conversations, staying on topic and initiating and responding  to comments.  • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.  • Speak audibly and fluently with an increasing command of  standard English.  • Participate in discussion, presentations, performances, role play, improvisations and debates.  • Gain, maintain and monitor the interest of the listener(s).  • Consider and evaluate different viewpoints, attending to and building on the contributions of others.  • Select and use appropriate registers for effective communication. | | | | | | |
| **Personal, Social and Emotional Development.** | Reception Skills | To describe a friend. **(Au1)**  To know and demonstrate friendly behaviour. **(Au1)**  To understand how to be a good friend. **(Au1)**  To learn to join in with whole group activities. **(Au1)**  To choose an activity independently. **(Au1)** | To learn about a range of different festivals. **(Au2)**  To learn about important dates in their lives. **(Au2)** | To learn right from wrong. **(Sp1)**  To understand how to make the right choices and the consequences of not making the right ones. **(Sp1)** | To understand that people need help. **(Sp2)**  To identify ways of being helpful to others and how this will make them feel. **(Sp2)** | To describe a range of different habitats around the world. **(Su1)** | To learn about the different family structures. **(Su2)** | **Self-Regulation.**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self.**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.  \*Explain the reasons for rules, know right from wrong and try to behave accordingly.  \*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices  **Building Relationships.**  Work and play cooperatively and take turns with others.  \*Form positive attachments to adults and friendships with peers.  \*Show sensitivity to their own and to others’ needs. |
| Reception Knowledge | To describe and show friendly behaviour. **(Au1)**  To begin taking turns with their friends. **(Au1)** | To be able to talk about different festivals. **(Au2)**  To understand why different people celebrate different things. **(Au2)** | To be able to talk about why a character has made a poor choice and what the consequences are. **(Sp1)**  To be able to talk about how the character could have made a better choice. **(Sp1)** | To talk about the effect my behaviour has on others. **(Sp2)** | To talk about the world that we live in and how there are similarities and differences when looking at different aspects. **(Su1)** | To be able to talk about the relationships they have at home with their family and friends. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | PSHE | **Relationships**  • what they like/dislike and are good at  • what makes them special and how everyone has different strengths  • how their personal features or qualities are unique to them  • how they are similar or different to others, and what they have in common  • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private  • that family is one of the groups they belong to, as well as, for example, school, friends, clubs  • about the different people in their family / those that love and care for them  • what their family members, or people that are special to them, do to make them feel loved and cared for  • how families are all different but share common features – what is the same and different about them  • about different features of family life, including what families do / enjoy together  • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried  **Health and Wellbeing**  • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)  • that things people put into or onto their bodies can affect how they feel  • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy  • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people  • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say  • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support  until they are heard  • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say  **Living in the Wider World**  • what money is - that money comes in different forms  • how money is obtained (e.g. earned, won, borrowed, presents)  • how people make choices about what to do with money, including spending and saving  • the difference between needs and wants - that people may not always be able to have the things they want  • how to keep money safe and the different ways of doing this  • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively  • the responsibilities they have in and out of the classroom  • how people and animals need to be looked after and cared for  • what can harm the local and global environment; how they and others can help care for it  • how people grow and change and how people’s needs change as they grow from young to old  • how to manage change when moving to a new class/year group | | | | | | |
| **Understanding of the**  **World.** | Reception Skills |  | | | | | | **Past and Present.**  Talk about the lives of the people around them and their roles in society.  \*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  \*Understand the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities.**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  \*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  \*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **The Natural World.**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  \*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  \*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| To talk about how they have changed since they were a baby.  **(Au1)**  To talk about the changes they observe in their environment – Seasons link. **(Au1)** | To talk about how Hindus celebrate Diwali.  **(Au2)**  . To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).  **(Au2)** | To identify and sort healthy/unhealthy foods.  **(Sp1/2)**  To identify and group a range of fruits and vegetables.  **(Sp1/2)**  To talk about a special event in their life.  **(Sp1/2)** | | Making treasure maps to direct friends to a ‘goal’. Exploring maps of the world.  **(Su1/2)**  Talking about the life cycle of plants and animals and what they need to survive.  **(Su1/2)**  Exploring a range of habitats, looking at why the animal lives like that. **(Su1/2)** | |
| Reception Knowledge | To know the names of different body parts.  **(Au1)**  To know that there are many countries around the world.  **(Au1)**  To know that people in other countries may speak different languages. **(Au1)** | To know that people around the world have different religions. **(Au2)**  To know that Mendi and Rangoli patterns are created to celebrate Diwali. **(Au2)**  To know that some animals are nocturnal.  **(Au2)**  To know that adults do a variety of jobs.  **(Au2)**  To know that the emergency services exist and what they do. **(Au2)** | To know that some foods are unhealthy. Sorting healthy and unhealthy foods.  **(Sp1/2)**  To know the names of common fruits and vegetables.  **(Sp1/2)**  To know that humans and other animals can grow.  **(Sp1/2)**  To understand and use positional language.  **(Sp1/2)**  To know that Christians celebrate Easter.  **(Sp1/2)** | | To select appropriate materials according to their properties.  **(Su1/2)**  To name and identify a range of different materials and to know how they are used in familiar environments.  **(Su1/2)** | |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | Science | **Working Scientifically**  During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.  • Asking simple questions and recognising that they can be answered in different ways.  • Observing closely, using simple equipment.  • Performing simple tests.  • Identifying and classifying.  • Using their observations and ideas to suggest answers to questions.  • Gathering and recording data to help in answering questions.  **Plants**  • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals, Including Humans**  • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)  • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **Everyday Materials**  • Distinguish between an object and the material from which it is made.  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  • Describe the simple physical properties of a variety of everyday materials.  • Compare and group together a variety of everyday materials on the basis of their simple physical properties.  **Seasonal Change**  • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies. | | | | | | |
| History | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about -  • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).  • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)  • Significant historical events, people, places in their own locality | | | | | | |
| Geography | Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.  Pupils should be taught to:  **Locational Knowledge**  • Name and locate the world’s seven continents and five oceans.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  **Place Knowledge**  • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. **Human and Physical Knowledge**  • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.   * 1. • Use basic geographical vocabulary to refer to: o Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.   2. o Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.   **Geographical Skills and Fieldwork**  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key sage.  • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | | | | |
| **Expressive Arts and Design.** | Reception Skills | To remember the words to a range of songs. **(Au1)**  To give meaning to the marks that are made. **(Au1)** | To design a Rangoli pattern. **(Au2)**  To use role play to show how ‘People who Help Us’.  **(Au2)**  Uses simple tools and techniques competently and appropriately. **(Au2)** | To explore and recreate Aboriginal Art.  To draw a range of plants and fruits. **(Sp1)**  To use resources to create own props. **(Sp1)**  Constructs with a purpose in mind, using a variety of resources.  **(Sp1)** | To use a range of resources to create own props to aid role play.  **(Sp2)**  To plan, carry out and evaluate and change where necessary. **(Sp2)**  Manipulates materials to achieve a planned effect. **(Sp2)** | To use what they have learnt about media and materials in an original way and be able to explain their choices.  **(Su1)**  Selects appropriate resources and adapts work where necessary.  **(Su1)** | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **(Su2)** | **Creating with Materials.**  \*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  \*Share their creations, explaining the process they have used.  \*Make use of props and materials when role playing characters in narratives and stories.  **Being Imaginative and Expressive**  \*Invent, adapt and recount narratives and stories with peers and their teacher.  \*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
| Reception Knowledge | To learn a range of songs from around the world.  **(Au1)**  To know that people from different countries may have different traditions.  **(Au1)**  For children to be able to safely construct with a purpose and evaluate their designs.  **(Au1)** | To learn the names of different tools and techniques that can be used to create Art.  **(Au2)**  To experiment with creating different things and to be able to talk about their uses.  **(Au2)** | To understand that pictures can be created by making observations or by using imagination. **(Sp1)**  To use paints, pastels and other resources to create observational drawings.  **(Sp1)**  For children to be able to safely construct with a purpose and evaluate their designs.  **(Sp1)** | To use a range of props to support and enhance role play.  **(Sp2)**  To identify and select resources and tools to achieve a particular outcome.  **(Sp2)** | To know the different uses and purposes of a range of media and materials.  **(Su1)**  For children to be able to safely construct with a purpose and evaluate their designs.  **(Su1)** | To describe ways of safely using and exploring a variety of materials.  **(Su2)**  Selects tools and techniques needed to shape, assemble and join materials they are using. **(Su2)** |
| **Transition from Reception to Y1**  **KS1 National Curriculum Objectives** | **Art and Design** | Pupils should be taught  To use a range of materials creatively to design and make products.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. | | | | | | |
| **Music** | Pupils should be taught to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and unturned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select and combine sounds using the interrelated dimensions of music | | | | | | |
| **Design and Technology** | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.  **Design**  • Design purposeful, functional, appealing products for themselves and other users based on design criteria.  • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  **Make**  • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).  • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  **Evaluate**  • Explore and evaluate a range of existing products.  • Evaluate their ideas and products against design criteria.  **Technical Knowledge**  • Build structures, exploring how they can be made stronger, stiffer and more stable.  • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.  **Cooking and Nutrition**  • Use the basic principles of a healthy and | | | | | | |
| **Impact:**  Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.  Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.  We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment. | | | | | | | | |