





EYFS Long Term Planning Progression Map 2023-24

Area of Learning	Autumn 1 Long Ago	Autumn 2 Winter Wonderland	Spring 1 Let's Explore Signs of Spring	Spring 2 Let's Explore Puddles and Rainbows	Summer 1 Castles	Summer 2 Sunshine and Sunflowers
Possible Themes/Interests/Lines of Enquiry	Settling in to a new school Growing up Senses Autumn Halloween Family Harvest	Winter Arctic Penguins/Polar animals Diwali Bonfire Night Christmas/Father Christmas story Remembrance day Children in Need	Spring New life Maps Weather	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Tadpoles Beegu	Fairy Tales Castles	Summer holidays Hot places Planting and Growing Life cycles – Butterfly/plant/sunflowers
Key texts (Select book texts from these lists based on interests of the class in the build up)	The Naughty Bus Traction Man Harry and the Dinosaurs go to School Room on a Broom Wordless books to encourage language rich classroom	The Gruffalo's Child by Julia Donaldson Stick Man by Julia Donaldson The Big Freeze by Pippa Curnick Kipper's Snowy Day by Mick Inkpen Snow is my Favourite and my Best (Charlie and Lola) by Lauren Child Penguins by Fiona Watt Little Polar Bear: Where are You Going Lars? by Hans de Beer One Snowy Night (A Percy the Park Keeper Story) by Nick Butterworth Lost and Found by Oliver Jeffers The Snow Beast by Chris Judge The Emperor's Egg by Martin Jenkins Wordless books to encourage language rich classroom	<i>We're Going on a Bear Hunt</i> <i>The Robot and the Bluebird</i> <i>Anno's Counting Book</i> <i>Mix it</i> <i>What's the time Mr Wolf</i> <i>Weather non-fiction texts</i> Wordless books to encourage language rich classroom	Beegu The very hungry caterpillar Superworm The bad-tempered ladybird The incredible lifecycle of a butterfly What the ladybird heard. Tadpole promise Wordless books to encourage language rich classroom <i>Easter – The Easter story (Brian Wildsmith), The Odd Egg (Emily Gravett), The Night before Easter</i>	Rapunzel A range of Fairy Tales – Three Little Pigs, Red Riding Hood, Goldilocks, Cinderella etc Castle Books Wordless books to encourage language rich classroom	Oliver's vegetables Oliver's salad The Tiny Seed Farmer Duck Hairy Maclary The Enormous Turnip The Little Red Hen What the Ladybird Heard Superworm Wordless books to encourage language rich classroom
Key experiences	Meeting our new friends and teachers Learning way around the school and familiarising with routines Circus Skills Harvest festival Trip to the Amelia Museum	Igloo role play Pantomime Celebrations of different festivals in class	Campervan Role Play Area Building junk model robots Weather Station	Map of the area – Where is your house? Walk round Shipbourne Spring Walk Tadpoles World Book Day Red Nose Day Easter Church Service	Farm visit - lambing Father's Day Church visit	Tonbridge Castle visit Caterpillars/butterflies in class
Parents	Phonics workshop/lesson	Open Morning – share the children's learning DT lesson – Polar habitats shoe box	Parents consultation evening PTA social event	Open Morning – share the children's learning	Parents consultation evening	New Parents induction evening Teddy Bears Picnic
Communication and Language 	Understand how to listen carefully and why listening is important. Engage in story times , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i> Sharing 'all about me' items including baby/toddler photos Use Plan/Do/Review vocabulary Mini-teacher to lead session Responding to oral questions about stories.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases Role play the festivals and use of food sets Answering the questions in planning using full sentences Responding to oral questions about stories.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Puppet shows Asking and answering the questions in planning using what the other person has said Responding to oral questions about stories.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of conjunctions. Describe events in some detail. Predict what would happen to the tadpoles and how we look after them	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Building up group responses to stories Offering explanations as to why – e.g. why have these seeds grown better? Considering questions to clarify their understanding.

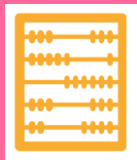
	<p>Regular snack time stories with key vocab highlighted and definitions explored.</p> <p><i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Making comments about what they have heard.</i></p>	<p>Communicating similarities and differences noted between own and other cultures/lifestyles Sharing ideas and feelings about experiences.</p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i> <i>Expressing ideas in full sentences.</i></p>		<p>Ask appropriate questions to professionals and discuss what we have learned. Building up group responses to stories Hold a conversation with a peer about someone that is important to/has helped them</p> <p><i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i></p>		<p>Building up oral story telling through familiarity with traditional tales and using the structure of stories.</p>
<p>Personal, Social and Emotional Development Self-regulation</p> 	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p> <p>'Tools' for listening shared Settling in Getting to know buddies/Leaving parents Routines Assembly routine Golden rules – understanding the reason for these rules Lockdown and fire bell practise Sharing photos or experiences of celebrations and special times</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p> <p>Introducing zones of regulation as a support for regulating behaviour and building up understanding of feelings.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p> <p>What would you like to be when you grow up? Think about occupations.</p> <p>Building up zones of regulation toolbox.</p> <p>Understanding of school values</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Thinking about how people have overcome struggles/difficulties. Challenging stereotypes. Keeping safe</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p> <p>Discuss looking after guinea pigs and tadpoles and showing care and concern for living things Understanding the importance of healthy food choices – talking about diet and keeping healthy. Considering how to look after oral health.</p> <p>Negotiating and sharing ideas to develop fairy tale narratives</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p>Prepare for transition into year 1. Considering achievements and successes from the year and how they wish to challenge themselves as they move into year 1.</p>
<p>SCARF</p>	<p>All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p>What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe</p>	<p>Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p>Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>
<p>Religious Education</p>	<p>Where do we belong? Christians, Hindus, Muslims</p>	<p>Which times are special and why? Christian, Hindus and Jewish people</p>	<p>What is special about our world? Christians, Muslims and Jewish people</p>	<p>Which people are special and why? Christians, Muslims and Jewish people</p>	<p>Which places are special and why? Christians, Hindus, Muslims</p>	
<p>British Values (School Values)</p>	<p>Democracy (Unity) We are all special Deciding on role play Voting on activities</p>	<p>Tolerance (Kindness) Begin to learn how 'change' makes us feel. How I can help myself deal with change Noticing other children's emotions and how I can help them. Falling out How to be a good friend</p>	<p>Respect (Appreciation) What to do when things do not go our way Right/wrong Resolutions Listening to others and asking questions (show and tell)</p>	<p>Rule of Law (Honesty) Reflect on positive skills we have Recognise we like different things and that is ok. Respect other people's ideas. Right/wrong</p>	<p>Individual Liberty (Ambition, Curiosity) Think about how we want to improve – reflect on our targets with knowledge about how we learn. Asking good questions</p>	<p>Revisit School Values: Kindness Ambition Unity Curiosity Honesty Appreciation</p>
<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, sitting on carpet and in assembly, mealtimes, personal hygiene Moving with confidence in different ways. Negotiating space and adjusting speed (stuck in the mud, follow the leader) Developing ball skills – rolling, throwing, catching, bean bags into hoops/buckets</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing – experimenting ways of moving. Travelling on/over/round/under and in different ways Dance – developing control with large and small movements. Joining movements together and growing own ideas</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, rolling and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Gymnastics - Small/large apparatus, balance and rolls</p> <p>Whole class BEAM 3 x week sessions</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Developing ball skills – Throwing underarm and at a target. Hitting with a racket.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Bat and ball skills – rolling, throwing, catching. Striking ball/beanbag with a bat. Catching.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Hop confidently and skip in time to music. Running, hurdles. Sports day activities preparation – beanbags in hoop, baton relay races, ball skills dribbling, sprint races etc.</p> <p>Handwriting /finger skills. Write on lines and control size. Some may start cursive.</p>

<p>Introduce fine motor skills activities – daily am session.</p> <p>Baseline for finger grip - Develop fine motor skills and start letter formation (some in gross motor) Baseline for scissor skills</p> <p>Ongoing access to outdoor area and climbing frame– building up confidence with these creating obstacle courses etc.</p> <p>Introduce to Balance bikes</p>	<p>Handwriting /fine motor skills</p> <p>Whole class BEAM weekly sessions – stretching and rolling in different ways, standing balances. Fine motor skills activities – daily am session. Ongoing access to outdoor area and climbing frame– building up confidence with these creating obstacle courses etc.</p> <p>Use of Balance bikes and scooters</p>	<p>Handwriting /finger skills. Finger skills activities – daily am session.</p> <p>Ongoing access to outside area and climbing frame and tunnel– building up confidence with these creating obstacle courses etc.</p>	<p>Balancing - equipment and beanbags on bats and hitting beans bags with bats.</p> <p>Whole class BEAM 3 x week sessions Handwriting /finger skills. Additional control on lines for some. Finger skills activities – daily am session.</p> <p>Ongoing access to outside area and climbing frame and tunnel– building up confidence with these creating obstacle courses etc.</p>	<p>Handwriting /finger skills. Additional control on lines. Finger skills activities – daily am session.</p> <p>Ongoing access to outside area and climbing frame and tunnel– building up confidence with these creating obstacle courses etc.</p>	<p>Finger skills activities – daily am session. Ongoing access to outside area and climbing frame and tunnel– building up confidence with these creating obstacle courses etc.</p>	<p>Finger skills activities – daily am session. Ongoing access to outside area and climbing frame and tunnel– building up confidence with these creating obstacle courses etc.</p>
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- 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.
 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
 - Use a range of small tools, including scissors, paintbrushes and cutlery.
 - Begin to show accuracy and care when drawing.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, co-ordination, and agility.

<p>Literacy</p> 	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Using vocabulary introduced in stories.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Building up repertoire of traditional tales demonstrating an understanding of what has been read, e.g. through retelling. Creating own versions of stories, using familiar vocabulary that has been introduced.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support. Using vocabulary in discussions about a range of texts including poetry, stories, non-fiction, rhymes and role play. Identifying non-fiction texts, remembering facts.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. Anticipate key events in stories (where appropriate).</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p>Literacy</p>	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment. Clapping name syllables. Instruments to match body sounds Pass the clap etc.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Say a sound for each letter in the alphabet – alphabet chant</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences.</p>	<p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Phonics (FFT)</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Choose books to take home and read for pleasure. Read books consistent with their phonic knowledge.</p> <p>S, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l</p> <p>Tricky words: ls, l, the</p> <p>Guided reading groups ongoing</p>	<p>Ff, ll, ss, j, v, w, x, y, z, zz, qu, words with /s/ added, ch, sh, th, ng, nk, words ending with /s/, /z/ (e.g. bags)</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, in, into, she, push, he, of, we, me, be</p> <p>Guided reading ongoing</p>	<p>Phase 3: Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p> <p>Guided reading ongoing</p>	<p>Review phase 3 sounds. Revising words with double letters and longer words. Words with 2 or more diagraphs</p> <p>Words ending in 'ing'</p> <p>Compound words</p> <p>Words ending in 'ing'</p> <p>Words with /s/ in the middle /z/</p> <p>Words ending in -s</p> <p>Words with -es at the end /z/</p>	<p>Short vowels CVCC and CCVC</p> <p>Short vowels CCVCC, CCCVC and CCCVCC</p> <p>Compound words</p> <p>Longer words</p> <p>Root words ending in ing, ed, /t/, ed, id, est</p> <p>Tricky words: said, so, have, like, some, come, love, do, were, here,</p>	<p>Long vowel sounds CVCC and CCVC, CCV and CCVCC</p> <p>Phase 4 words ending 's' ('s' and 'z' sound)</p> <p>Longer words</p> <p>Root words ending in ing, ed, /t/, id, d</p> <p>Root word ending in er/est</p> <p>Longer words</p> <p>Review all tricky words learnt so far. Review spellings.</p>

				Review tricky words focused on so far and explore spelling	little, says, there, when, what, one, out, today	Guided reading ongoing						
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Literacy	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <p>Mark making Practising name writing. Exploring writing opportunities in the environment. Simple labels of drawings, e.g. pictures of family.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Using a range of tools confidently, e.g. scissors, paint brushes, cutlery.</p> <p>Christmas cards Simple letter to F.C Captions for images.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using learnt graphemes</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Using a range of tools confidently, e.g. scissors, paint brushes, cutlery.</p> <p>Story maps, sequencing stories with visual aids, bossy words for instructions, describing a character. Make and label maps.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Building up use of finger spaces.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively, using a tripod grip, to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Responding to an illustration Letter writing Story mapping Postcards Labelling and describing life cycles.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop. Sentences and phrases that can be read by others. Sharing ideas and offering thoughts in discussions about writing. Consistency of use of finger spaces.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Write labels for shop and castle. Creating shopping lists. Story mapping Creating alternate end to a well-known story Recount of a trip</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Sentences and phrases that can be read by others.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>Describing an animal. Recounts of trip visit – expressing ideas and experiences. Complete transition book.</p>						
Mathematics (WRM)	<p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple comparisons.</p> <p>1:1 correspondence when counting. Matching, sorting and grouping (e.g., socks and buttons) Comparing size, amounts, length. Building patterns using natural world objects, home corner objects etc.</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 'It's me; 1, 2, 3'</p> <table border="0"> <tr> <td>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</td> <td>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides.</td> </tr> </table>	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides.	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <table border="0"> <tr> <td>Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity</td> <td>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</td> </tr> </table>	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Numbers 7, 8, 9 Building 9,10 Making pairs. Combining groups Number bonds 3D shapes Pattern. Comparing quantities (e.g. greater than, less than)</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Counting beyond 20, recognising patterns. Sharing equally – initial foundations. Time</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <table border="0"> <tr> <td>Adding more Taking away Number bonds Shape – spatial reasoning</td> <td>Doubling Sharing and grouping Even and odd Patterns and relationships</td> </tr> </table>	Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships
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Ongoing throughout the year	<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p>	<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns. Shape recognition and exploration</p>										



Understanding the World



<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Enquiry: Show an interest in the lives of people familiar to you. What makes me 'me'? Getting to know your classmates Autumn Autumn walk – signs of Autumn Exploring using senses. Making observations and drawing pictures. Autumn colours Understanding how we change – looking at pictures. Things that are the same/different between us Celebrating diversity.</p>	<p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali, Bonfire night. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. Talk about celebrations and special times for themselves and their families. Exploring changes in matter - melting and freezing. Exploring different materials and properties, e.g. waterproof E-safety</p>	<p>Chronology: Visually represent their own day on a simple timeline</p> <p>Enquiry: Developing understanding of seasons – thinking about signs of winter. Considering cultures shared in traditional tales across the world – the same story told in different ways etc. Look at maps and aerial photos to recognise how environments are different.</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Explore the weather and understand that it changes with the season Make observations and use new vocabulary to describe it. What clothing or equipment is needed to protect them from it? Exploring differences in locations, e.g. Shipbourne with London and with Antarctica. Comparisons between own local environment and other places.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Exploring life cycles. Finding out about spring and the signs of spring. Making observations and drawings of what they notice. Show care and concern for living things. Start growing seeds for garden planting. Looking at the features of a plant. Thinking about how animals grow and change – identifying their features. Lambing Comparison between lifestyles e.g. living in a castle and in a house</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Observe and discuss change over time – caterpillars. Minibeasts Understand and use some language associated with animals, e.g. camouflage, predator, nocturnal, diurnal. Exploring floating and sinking – links to castle moats. Logging in on a computer</p>
<p>Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Look closely at and make comparisons between this country and the lives of people in other countries within the world</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets – links to our work on the butterflies but also thinking about our school guinea pigs.</p>
<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, a map to get to the office.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track. Draw a map of a bear hunt. Recognise a map of the UK as where they live.</p>	<p>Mapping: Recognise an aerial photo. Identify known places e.g school on a map. Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps or castle maps) Enquiry: Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: Use of giant map making – creating own features and own ways to represent this (e.g. the map from 'What the ladybird heard' and creating their own 'Superworm world' map). Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>

Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**
Observation: **Explore the natural world around them** by using the outdoor provision and nature garden. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

Progression through child led interests.

<p>Portrait skills – drawing themselves, Songs: Pat-a-cake</p>	<p>Artist study – Matisse, Piet Mondrian, Kandinsky, Seurat (Via yr1 computing)</p>	<p>Artist Study – James Rizzi Songs:</p>	<p>Songs:</p>	<p>Artist Study – Henri Rousseau Songs:</p>	<p>Portrait skills – drawing themselves (compare for progress)</p>
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1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks

Self-portraits – painting (for assessment of development)
Experimenting with tools for mark making.
Hold a drawing implement securely.

Exploring colour mixing

Art linked to seasonal themes e.g. leaf printing, scarecrows, pumpkin art
Mixing colours
Using rubbings to capture textures, e.g. leaf rubbings.

Introduction to the making area.
Develop storylines in their pretend play.
Instruments to match body sounds.
Pass the clap/copy the sound
Songs and rhymes
Colour sorting, links to Autumn colours

Songs:
Days of the week
Wind the Bobbin Up
Rock-a-bye Baby

Christmas songs – Away in a manger,
We wish you a Merry Christmas

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Bonfire night paintings

Christmas cards
Creating faces using collage

Creating for a purpose – exploring with materials. (Polar animal habitats)

Music from the Nutcracker

Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes

Return to and build on their previous learning, refining ideas and developing their ability to represent them. Talking about what they plan to create. Collecting materials with a design in mind.

Junk modelling Robots
combine materials and use simple tools
Using different materials and techniques for purpose.
Creating art in the style of Jamse Rizzi.
3D effects

**Using simple percussion to create a beat
Create a Samba with the group**

Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
Hot Cross Buns

**Create collaboratively sharing ideas, resources, and skills.
Using a range of tools.**

Create a weather symbol using different items.
Printing – collographs
Easter crafts

Play doh modelling.

**Body Percussion
Creating a short sequence of sound**

Heads, shoulders knees and toes
Mary, Mary, Quite Contrary
Hickory Dickory Dock
The Grand Old Duke of York
I Do Like to Be Beside the Seaside

**Listen attentively, move to, and talk about music, expressing their feelings and responses.
Share creations, explaining processes used.**

Make a life cycle of a chick/frog etc. – exploring textures and materials.

Seasonal art - Using rubbings to capture textures, e.g. leaf rubbings.

Watch and talk about music, dance, and performance art, expressing their feelings and responses.

Butterfly symmetrical art.
Line drawing of animals
Patterns using a range of materials.
Painting animals

Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.

Making up rhythms using indoor and outdoor musical resources and in music sessions. Exploring the sounds of different instruments. Explore how sounds can be changed. Tap out and repeat simple rhythms. Making up own tunes.

Experimenting with a range of junk modelling materials e.g. tearing, fixing, cutting, joining.

Share creations, explaining processes used.