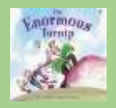
EYFS

Reception Progression of Skills & Curriculum Overview 2026-27

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poems from poetry basket (as well as nursery rhymes) introduced weekly. See weekly planning	**All about me**   **Main Performance Poems: Chop Chop, wise old owl, five little pumpkins,**	**Celebrations**   **Main Performance Poems: leaves are falling. Breezy weather, falling apples**	**People who help us**   **Main Performance Poems: popcorn, mittens, I can build a snowman**	**Growing**   **Main Performance Poems: carrot nose, spring wind, hungry birdies**	**Habitats**   **Main Performance Poems: Thunderstorm, a fox, If I were so very small**	**Under the sea**   **Main Performance Poems: welly boots* (poetry day), Seashells, a grain of sand, holiday, icecream**
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, RWI phonics program, poetry basket activities, drawing club and class assemblies. Oracy progression map* promotes different areas of communication and introduces sentence stems	***Listening, Attention and Understanding*** Enjoy listening to longer stories and remember much of what happens. ***Speaking*** Use a wide range of vocabulary. Use talk to organise themselves and their play. Begin to use correct tenses and plurals	***Listening, Attention and Understanding*** Follow a two - part instruction. Answer why questions. ***Speaking*** Begin to discuss and explain their ideas. Talk about stories.	***Listening, Attention and Understanding*** Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. ***Speaking*** Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. Develop social phrases. Engage in story times	***Listening, Attention and Understanding*** Engage in non-fiction books Ask questions to find out more. ***Speaking*** Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	***Listening, Attention and Understanding*** Listen attentively, respond, and ask relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ***Speaking*** Use new vocabulary in different contexts. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	***Listening, Attention and Understanding*** Make comments on what they have heard and ask questions to clarify understanding. Children will be able to follow instructions of three steps or more. ***Speaking*** Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	ELGs ***Listening, Attention 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 interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ***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.					
	Year 1:- The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.					

Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through our ten ten PSHE programme and circle times They are introduced in Aut 1 to colour monsters, strategies for self-regulation etc. that is then supported by adults within setting.	***Self-Regulation*** Begin to follow rules without being prompted. ***Managing Self*** Select and use activities and resources with help when needed. ***Building Relationships*** Seek support from adults and gain confidence to speak to peers and adults. Discuss differences, such as skin colour, types of hair, gender, special needs and disabilities.	***Self-Regulation*** Understand why rules are important. Develop appropriate ways of being assertive ***Managing Self*** Show more confidence in new social situations ***Building Relationships*** Begin to understand how others might be feeling. Help to find solutions to conflicts.	***Self-Regulation*** Show resilience and perseverance in the face of challenge. ***Managing Self*** Identify and moderate their own feelings socially and emotionally. ***Building Relationships*** Express their feelings and consider the feelings of others.	***Self-Regulation*** Show resilience and perseverance in the face of challenge. ***Managing Self*** Children will develop independence when dressing and undressing. ***Building Relationships*** Build constructive and respectful relationships.	***Self-Regulation*** Identify and moderate their own feelings socially and emotionally ***Managing Self*** Manage their own needs. Children will learn to dress themselves independently. ***Building Relationships*** Think about the perspectives of others.	***Self-Regulation*** ***Managing Self*** See themselves as a valuable individual Children will understand the importance of healthy food choices. ***Building Relationships*** Children will have the confidence to communicate with adults around the school.
	ELGs ***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. ***Managing Self:*** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ***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.					
	Year 1- Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study The National Curriculum. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be —whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED plays a part in all lifelong kills.					
Physical Development Children improve their gross and fine motor skills daily by engaging in different activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco etc. Weekly challenge in Finger gym area. Planned morning activities – 1 will be on FM skills SK teaches YR for 2 hours each week (see separate plan) with a	***Gross Motor*** Develop skills in performing movements such as running and use simple techniques when playing games; stopping. Use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent in meeting their own care needs. ***Fine Motor*** Use one-handed tools and equipment, for example, making snips in paper with scissors. Tweezers, bull dog clips, pegs etc… **Hand writing** Focus on finger gym, manipulation of fingers, hands and wrist. Introduce RWI rhyme for sitting and pencil grip. Holding a pencil and other tools effectively Teach pre-writing patterns	***Gross Motor*** Develop skills in performing movements such as hopping, jumping, balancing and climbing. Use simple techniques when playing games; changing direction, moving into a space. Continue to use and remember sequences and patterns of movements. Start taking part in some group activities. Begin to recognise healthy choices. ***Fine Motor*** Continue to use one-handed tools and equipment, Use a comfortable grip with good control when holding pens and pencils. **Hand writing** Embed RWi routines for handwriting. Opportunities within phonics for teaching formation then carried into literacy. Holding a pencil and other tools effectively	***Gross Motor*** Revise and refine the fundamental movement skills; rolling, crawling, skipping, climbing. Confidently and safely use a range of large and small apparatus indoors and outside on own. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ***Fine Motor*** Develop small motor skills so that they can use a range of tools competently, safely. Suggested tools include: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Hand writing** Children will begin to correctly form some letters through phonics and daily input during literacy.	***Gross Motor*** Confidently and safely use a range of large and small apparatus indoors and outside in a group. Progress towards a more fluent style of moving, with developing control and grace. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. ***Fine Motor*** Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is legible. **Hand writing** Daily input on letter formation to continue with focus on letter size and orientation on a line.	***Gross Motor*** Develop confidence and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully including dance, gymnastics and games. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. ***Fine Motor*** Develop the foundations of a handwriting style which is fast and accurate. Begin to show accuracy and care when drawing. Children will begin to correctly form most letters. **Hand writing**	***Gross Motor*** Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combine different movements with ease and fluency. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. ***Fine Motor*** Develop the foundations of a handwriting style which is fast. accurate and efficient. Children will begin to correctly form all letters. **Hand writing** Daily input on letter formation to continue with focus on letter size and orientation on a line.

different focus each half term. Children who require more receive one further session during the week as decided between SK/GC					Daily input on letter formation to continue with focus on letter size and orientation on a line.	
	ELGs ***Gross Motor:*** 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:*** 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.					
	Year 1: The National Curriculum (2014) states that Children should 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. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns. *All schools must provide swimming instruction either in key stage 1 or key stage 2.* In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					
Literacy Children improve their Comprehension, word reading and writing daily by engaging in directed activities as well as supporting and continuous provision. Oral composition is promoted through each lesson across the curriculum with additional opportunities created for performance and oral rehearsal, parter talk etc. (see oracy progression map)	***Comprehension*** Develop play around favourite stories using props. ***Word Reading*** Understand key concepts about print- print has meaning, letters make words, phonics is how we read. ***Writing*** Use some print and letter knowledge in early writing. And making marks. Writing 4 key writing shapes correctly Correct sitting position, pencil grip (rhyme) taught in phonics and writing sessions daily	***Comprehension*** Repeat words and phrases from familiar stories and rhymes. ***Word Reading*** Listen for the sounds that can be heard in words and orally blend. Recognise some initial sounds and begin to know their corresponding grapheme. Begin to learn digraphs (in line with RWI assessment and stage) ***Writing*** Writing taught phonics sounds with a focus on sitting position pencil grip and formation when developmentally ready. Spell words by identifying the sounds and then writing the sound with letter/s Name writing	***Comprehension*** Re-read books to build up their confidence in word reading and their fluency. Re-read what they have written to check that it makes sense. ***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 RWI programme. ***Writing*** Writing taught phonics sounds with a focus on sitting position pencil grip and formation when developmentally ready. Spell words by identifying the sounds and then writing the sound with letter/s.	***Comprehension*** Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ***Word Reading*** Read individual letters by saying the sounds for them. Children to read the sounds speedily to support blending. Read some letter groups that each represent one sound and say sounds for them. Begin to know letter names. ***Writing*** Transcribe a sentence. Write (compose) short sentences with words with known sound-letter correspondences using spaces.	***Comprehension*** Re-read these books to build up their confidence in word reading and enjoyment Re-read what they have written to check that it makes sense. ***Word Reading*** Read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. ***Writing*** Write (compose) short simple sentences/phrases with words with known sound-letter correspondences. Develop transcription skills in line with phonics.	***Comprehension*** Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Re-read what they have written to check that it makes sense. ***Word Reading*** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ***Writing*** Write short sentences with words with known sound-letter correspondences. To know that a sentence starts with a capital letter and ends with a full stop.

Transcription is an important part of RWI lessons and literacy sessions. Use of dictation and hold a sentence used to improve these skills			To begin to recognise that writing needs spaces in between.			

Composition is promoted orally in order to verbally organise thinking into sentences. Hold your sentence is often used as a tool for beginning writers.

ELGs

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.

Daily RWI lessons are taught from Aut 1 in small groups with a focus on decoding skills. See Ruth Miskin website for more information on the sequence of teaching

Year 1:

Year 1 – Reading (Word Reading) :

-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -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 and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books 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 their fluency and confidence in word reading

Year 1 – Reading (Comprehension):

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read 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 -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (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 -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.

Year 1 – Writing (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' and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)

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 a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Mathematics Children improve their Mathematics daily by engaging in different activities within the continuous provision. Maths lessons follow the NCETM planning scheme for a mastery approach that uses a short daily adult led taught session (use of number blocks, songs, practical resources and games and manipulatives) followed by small group work and carefully planned maths activities for children to freely access in order to embed the skills taught (or revisit prior learning).	***Number*** Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: · identify when a set can be subitised and when counting is needed · subitise different arrangements, both unstructured and structured, including using the Hungarian number frame · make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills · spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers · hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number · develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds · compare sets of objects by matching · begin to develop the language of 'whole' when talking about objects which have parts ***Numerical Patterns*** Explore 2D shapes. Discuss and describe position. Talk about, copy and create simple patterns. Compare objects (size, length.	***Number*** Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: · identify when a set can be subitised and when counting is needed · subitise different arrangements, both unstructured and structured, including using the Hungarian number frame · make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills · spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers · hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number · develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds · compare sets of objects by matching · begin to develop the language of 'whole' when talking about objects which have parts ***Numerical Patterns*** Explore 2D shapes. Discuss and describe position. Talk about, copy and create simple patterns. Compare objects (size, length.	***Number*** Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: · continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals · begin to identify missing parts for numbers within 5 · explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame · focus on equal and unequal groups when comparing numbers · understand that two equal groups can be called a 'double' and connect this to finger patterns · sort odd and even numbers according to their 'shape' · continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern · order numbers and play track games · join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers ***Numerical Patterns*** Select, rotate and manipulate shapes. Compose shapes so that children recognise a shape can have other shapes within it. Compare length and height.	***Number*** Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: · continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals · begin to identify missing parts for numbers within 5 · explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame · focus on equal and unequal groups when comparing numbers · understand that two equal groups can be called a 'double' and connect this to finger patterns · sort odd and even numbers according to their 'shape' · continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern · order numbers and play track games · join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers ***Numerical Patterns*** Manipulate shapes in order 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. Compare weight and capacity.	***Number*** Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: · continue to develop their counting skills, counting larger sets as well as counting actions and sounds · explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame · compare quantities and numbers, including sets of objects which have different attributes · continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 · begin to generalise about 'one more than' and 'one less than' numbers within 10 · continue to identify when sets can be subitised and when counting is necessary · develop conceptual subitising skills including when using a rekenrek ***Numerical Patterns*** Continue to develop spatial reasoning skills. Explore numbers identifying numbers within numbers. Explore sharing an amount equally Compare length, weight and capacity.	***Number*** Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: · continue to develop their counting skills, counting larger sets as well as counting actions and sounds · explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame · compare quantities and numbers, including sets of objects which have different attributes · continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 · begin to generalise about 'one more than' and 'one less than' numbers within 10 · continue to identify when sets can be subitised and when counting is necessary · develop conceptual subitising skills including when using a rekenrek ***Numerical Patterns*** Explore numbers identifying numbers within numbers. Explore patterns of numbers and discuss reasoning. Explore sharing an amount with a remainder; link with odd and even numbers Give reasons and explanations when comparing length, weight and capacity.

	ELGs ***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.					
	Year 1: **Comparing & Estimating:** compare, describe and solve practical problems for: lengths and heights , mass/weight, time **Number Bonds**: Represent and use number bonds and related subtraction facts within 20 **Number Bonds**: Represent and use number bonds and related subtraction facts within 20 **Positional Language:** Describe position, direction and movement, including half, quarter and three-quarter turns **Money:** Recognise and know the value of different denominations of coins and notes **Time:** Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years					
Understanding the World Our UTW sessions are based around our topic headings that will naturally develop along with the children in each cohort as well as their interests. Some aspects may be incidental and happen with an event or opportunity such as a snow day	***Past and Present*** Understand their own history (personal/family). Talk about members of their immediate family and community ***People, Culture and Communities*** Develop a positive attitude towards differences between people (ethnicity, culture.) Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map Understand our role in looking after the world (linked to CST and Creation aut) ***The Natural World*** Explore materials and their properties; make observations and give explanations.	***Past and Present*** *Recognise how changes have occurred over time.* Comment on images of familiar situations in the past. ***People, Culture and Communities*** Develop a positive attitude towards differences between people (occupation, gender, culture.) Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. ***The Natural World*** *S*how an interest in caring for the environment and living things.	***Past and Present*** Compare and contrast characters from stories. ***People, Culture and Communities*** Develop a positive attitude towards differences between people (occupation, gender, culture.) Recognise some similarities and differences between life in this country and life in other countries. ***The Natural World*** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	***Past and Present*** Understand the effect of changing seasons on the natural world around them. Understand how things change and grow (planting, seasons, us) Change over a short period of time. ***People, Culture and Communities.*** Understand the importance of community (linked to farming and other cultures). Begin to understand where our food comes from and how. ***The Natural World*** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	***Past and Present*** Understand the effect of changing seasons on the natural world around them. ***People, Culture and Communities*** ***Past and Present*** Recognise that people have different beliefs and celebrate special times in different ways. Understand our role in looking after the world (linked to CST and Creation aut) ***The Natural World*** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Begin to understand the importance of looking after work world and protecting changing habitats. (recycling, saving energy)	***Past and Present*** Understand the effect of changing seasons on the natural world around them. Understand the impact we have and will have on the planet. ***People, Culture and Communities*** Develop a positive attitude towards differences between people (ethnicity, culture.) Understand our role in looking after the world (linked to CST and Creation aut) ***The Natural World*** Recognise some environments that are different to the one in which they live. Understand the importance of looking after work world (recycling, saving energy etc)
	ELGs ***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.					
	Year 1: The Science National Curriculum (2014) … Working Scientifically: 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 a variety 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 Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. The Geography National Curriculum (2014) states that… Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 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 of a small area in a contrasting non-European country, Human and Physical Geography, 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, use basic geographical vocabulary. 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 studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language 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. The History National Curriculum (2014) states that... 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 e.g. 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 e.g. 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 and Edith Cavell . Significant historical events, people and places in their own locality.					
Expressive Arts and Design Children receive 1 hour of music taught by Rockit music (LScoines) each week. They learn all of the basic skills in order to be able to play different musical instruments.	***Being Imaginative*** Develop and play around small world resources. Sing songs & use instruments. ***Creating with Materials*** Explore and create using different materials.	***Being Imaginative*** Develop and extend play around small world resources. Sing songs & use instruments with increasing control to create sounds. ***Creating with Materials*** Draw and create with increasing detail. Explore the use of colours and what happens when colours are mixed together.	***Being Imaginative*** Listen attentively and move to music. Sing in a group. Develop storylines in their pretend play. Explore and engage in music making and dance. ***Creating with Materials*** Explore and use a variety of artistic effects. Return to and build on their previous learning. Create collaboratively sharing ideas.	***Being Imaginative*** Listen attentively and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. ***Creating with Materials*** Explore, use and refine a variety of artistic effects to express their ideas. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas and resources.	***Being Imaginative*** Move to and talk about music. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play and extend stories further. Explore and engage in music making and dance, performing solo or in groups. ***Creating with Materials*** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	***Being Imaginative*** Move to and talk about music. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play and extend stories further. Explore and engage in music making and dance, performing solo or in groups. ***Creating with Materials*** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.
	ELGs ***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:*** 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.					
	Year 1: **Art and Design – Year 1 National Curriculum** 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 differences and similarities between different practices and disciplines, and making links to their own work **Design and Technology – KS1 National Curriculum** **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 range 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 **Music – KS1 National Curriculum** Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned 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 inter-related dimensions of music					
Religious Education	Creation and covenant Children explore God as Creator and Father,	Prophecy and Promise Pupils focus on expectant waiting, hope,	Galilee to Jerusalem Young children journey alongside the life and ministry of Jesus,	Desert to Garden Children reflect on the changing seasons of the Church year,	To the Ends of the Earth Pupils learn about the early community of believers, the	Dialogue and Encounter Children explore how people live and work together with respect,

	learning about the beauty of the world around them and that every person is made in God's image and likeness.	and trust in God's faithfulness, particularly through the season of Advent and stories leading to the birth of Jesus.	discovering His teachings, love for others, and how He welcomed everyone through simple Gospel encounters.	looking at the period of Lent and moving toward the joyful new life and hope found in Easter.	coming of the Holy Spirit, and how the church family shares friendship and goodness with others.	kindness, and understanding, appreciating the dignity of all human beings.
Other Key Texts	It's My Birthday (O.A) More People to Love me – Mo O'Hara The Lion & The Mouse A Hat for Mr. Mountain- Soojin Kwak Teim's First Day (OA) Chocolate Milk Por Favor- Maria Dismondy Nog's First Autumn (OA)	The Gunpowder plot The story of Diwali Blwyd's Birthday (OA) Snowball – Sue Hendra O Christmas Tree – Sue Hendra Nativity Story	Sal is sick (OA) Hedd saves the day (OA) The dream team (OA) Vera Jewel is late for school – Nicola Kent Wow Vehicles, a book of extraordinary facts. The hundred decker bus – Mike Smith	Lulu reads to Zeki – Rosalind Beardshaw The Enormous Turnip Haul's Sunflower (OA) What a mix up! (OA) I don't like vegetables (OA) Easter story	Tidy – Emily Gravett Hoot Owl, Master of Disguise – Sean Taylor Little Monkey – Marta Altes Fatima's Ramadan (OA) Where snowflakes fall - Claire Freedman Greta & the Giants – Zoe Tucker	I'm bored –(OA) Fidgety Fish – Ruth Galloway Sally & the limpet – Simon James Brilliant Boats – Tony Mitten Polly Plastic (OA) How to Catch a Star – Oliver Jeffers
Cultural Capital	Owl visit to school Harvest Festival Nurse visit Priest – welcome liturgy	Firework safety EYFS Nativity Christmas Trip	Visits from Doctors, nurses, police, firefighters, Guide dog visit	Farm on wheels visit Hatching ducklings Caterpillars to butterflies Easter bonnet parade	Bug hotel making Minibeast handling workshop Minibeast hunt outside May procession	Sea Life Centre Visit Sports Day Music performance for parents