


**Progression of Skills & Curriculum Overview 2023-24**

Area of Learning	Autumn 1 - <u>Marvellous Me!</u>	Autumn 2 - <u>Colours of the Rainbow</u>	Spring 1 – <u>Animal Kingdom</u>	Spring 2 - <u>The Great Outdoors</u>	Summer 1 – <u>On Our Doorstep</u>	Summer 2 – <u>Turrets &amp; Tiaras</u>	
<b>Other Possible Themes</b>	- Pets - Looking after ourselves	-People Who Help Us -Our Local Area -Our Families	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year Journeys Transport David Attenborough	Pancake Day Fairtrade Easter International Women's Day	Around the World Transport Space The Naughty Bus	Knights and dragons - Quests – Fantasy Worlds – castles – traditional tales
<b>Enrichment Activities</b>	Wild Woods Play Day Dress up as your favourite character Walk around our School/Local Area Visit from a Vet/Doctor/Well being/dentist	Nursery Rhyme Week/ Dress Up Visit from a FireFighter Rainbow Day - dress up as favourite colour Nativity Performance Christmas Jumper/Dinner Day Walk to post box to post letter to Santa	<i>Chinese New Year Celebration</i> Trip to local library Stay and Play session for Parents Eco Day Visit to transport museum Animal Cam/ Virtual Zoo Trip Bird Watching Tiger Tea Party	Barefoot Sensory Walk Trip to Local Shop Growing flowers (sunflowers, daisies) Cress Heads Creepy Crawlies Visit to school <i>World Book Day</i> Stay and Play session for parents	Stay and Play Session for Parents Trip to the local park <i>National Storytelling Week</i> <i>Trip to Little Lancashire village</i>	Virtual tour of castle Family Royal Picnic Stay and Play – Castle making Science Day Water Day  <i>World Music Day</i>	
<b>Communication and Language</b>  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b></p> <p>Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will begin to understand how and why questions.</p> <p><b>Speaking</b></p> <p>Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will learn to ask questions to find out more.</p> <p><b>Speaking</b></p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b></p> <p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b></p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b></p> <p>Children will use talk in sentences using a range of tenses.</p>	
<p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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.</p>							
<b>Personal, Social and Emotional Development</b> 	<p><b>Self-Regulation</b></p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p>	<p><b>Self-Regulation</b></p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b></p> <p>Children will understand the need to have rules.</p> <p><b>Building Relationships</b></p>	<p><b>Self-Regulation</b></p> <p>Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b></p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b></p>	<p><b>Self-Regulation</b></p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b></p> <p>Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b></p>	<p><b>Self-Regulation</b></p> <p>Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b></p> <p>Children will manage their own basic needs independently.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b></p> <p>Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p>	

<p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p>	<p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Children will begin to develop friendships.</p>	<p>Children will be able to use taught strategies to support in turn taking.</p>	<p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<p><b>Self-Regulation:</b> 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.</p> <p><b>Managing Self:</b> 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.</p> <p><b>Building Relationships:</b> 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.</p>						
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p>	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.</p> <p><b>Fine Motor</b> Children will use cutlery appropriately.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>
<p><b>Gross Motor:</b> 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.</p> <p><b>Fine Motor:</b> 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.</p>						
<p>Literacy</p> 	<p><b>Comprehension</b></p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p>	<p><b>Comprehension</b></p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p>

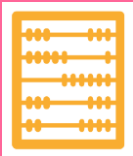
<p>Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will form letters correctly.</p>	<p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p>	<p>Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b> Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b> Children will write words which are spelt phonetically.</p>	<p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>
--	--	---	---	---	---

**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.

**Mathematics**



<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p> <p><b>Shape, Space &amp; Measure:</b> Children will talk about measure and patterns</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p> <p><b>Shape, Space &amp; Measure:</b> Children will identify circles, triangles and 4 sided shapes.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p> <p><b>Shape, Space &amp; Measure:</b> Children will begin to understand mass and capacity.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p> <p><b>Shape, Space &amp; Measure:</b> Children will explore 3d shapes</p>	<p><b>Number</b> Children will know number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally and group them.</p> <p>Children will be able to count beyond 20 and higher.</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to visualise, build, and map.</p> <p>Children will consolidate learning and begin to make connections.</p>
--	---	--	---	--	---

**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.

## Understanding the World



### **History: Past and Present – Civilisation**

Children will know about their own life story and how they have changed.

### **Geography: People, Culture and Communities**

Children will know about features of the immediate environment.

### **Science: The Natural World – Animals including Humans**

- Children will know the name of body parts, their 5 senses and this time of year is Autumn

### **RE: People, Culture and Communities**

- Children will understand that they are unique and special and know that Christians believe that they are loved, valued, and made by God. (EYFS1 – I am Special)
- Children will know how we make friends and why friends are important and learn about Jesus making friends. (EYFS 8 - Friendship)

### **History: Past and Present**

Children will know some similarities and differences between things in our country and other countries.

### **Geography: People, Culture and Communities**

Children will know that there are many countries around the world.

### **Science: The Natural World – Animals including Humans**

Children will explore and ask questions about the natural world around them.

They will talk about a variety of animals and identify similarities and differences.

### **RE: People, Culture and Communities**

Children will explore the nativity story in a variety of ways and know that Christmas is the celebration of Jesus' birth. (EYFS 4- Christmas)

### **History: Past and Present - Migration**

Children will know the term migration and know who David Attenborough is and why he is important.

### **Geography: People, Culture and Communities**

Children will know that people around the world have different religions.

### **Science: The Natural World – Living Things & Their Habitats**

Children will know the term habitat and this time of year is Winter.

### **RE: People, Culture and Communities**

- Children will begin to develop an understanding of a place being considered as a special/holy place where believers go to worship. (EYFS 9 – Special Places)
- Children will have an understanding of a place being considered special/holy (EYFS 11 – Special Times)

### **History: Past and Present**

Children will understand the concept of time.

### **Geography: People, Culture and Communities**

Children will know about people who help us within the community.

### **Science: The Natural World - Plants**

Children will make observations about plants discussing similarities and differences.

### **RE: People, Culture and Communities**

- Children will know that Easter for Christians it is a celebration of Jesus' death and resurrection. Children will begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God (EYFS 7 – Easter)

### **History: Past and Present**

Children will learn about changes in their local environment and look at how transport has changed over time.

### **Geography: People, Culture and Communities**

Children will know that people in other countries may speak different languages.

### **Science: The Natural World - Materials**

Children will identify various materials and talk about their properties. Children will know that this time of year is Spring

### **RE: People, Culture and Communities**

- Children will know what a bible is and be introduced to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. (EYFS 5: Stories Jesus heard)

### **History: Past and Present – Power Kings & Queen's**

Children will know about the past through settings, characters and events.

### **Geography: People, Culture and Communities**

Children will know that simple symbols are used to identify features on a map.

### **Science: The Natural World - Materials**

Children will explore and build with various materials and know this time of year is Summer..

### **RE: People, Culture and Communities**

- Children will start on on their journey towards understanding what prayer is and the different ways people of faith talk to God. (EYFS 10 – Prayer)

**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.

Expressive Arts and Design



**Music: Being Imaginative**  
 Children will sing and perform nursery rhymes.

**Art & Design: Creating with Materials**  
 Children will experiment mixing with colours.

Children will know the flange join

**Music: Being Imaginative**  
 Children will experiment with different instruments and their sounds.

**Art & Design: Creating with Materials**  
 Children will experiment with different textures.

Children will know how to use glue to join

**Music: Being Imaginative**  
 Children will create narratives based around stories.

**Art & Design: Creating with Materials**  
 Children will safely explore different techniques for joining materials.

Children will know the L-Brace Join

**Music: Being Imaginative**  
 Children will move in time to the music.

**Art & Design: Creating with Materials**  
 Children will make props and costumes for different role play scenarios.

Children will know a slot join

**Music: Being Imaginative**  
 Children will play an instrument following a musical pattern.

**Art & Design: Creating with Materials**  
 Children will explore and use a variety of artistic effects to express their ideas and feelings.

Children will know a tab join

**Music: Being Imaginative**  
 Children will invent their own narratives, stories and poems.

**Art & Design: Creating with Materials**  
 Children will share creations, talk about process and evaluate their work.

Children will learn to join through sewing and using a split pin

**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.