

St Bartholomew's Church of England First School – EYFS Progression Map.

Intent: At St Bartholomew's Church of England First School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At St Bartholomew's Church of England First School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. Guided reading is introduced as soon as the children are ready. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Registration time is a key to our children's mathematical understanding. Recognition, composition, calculations, problem solving are just some of the concepts covered daily as part of the register.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and our Friday Welly walks. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through themes which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We also have our 'key read' texts that are planned for each term. Our aim is that the children know these text inside and out!

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive termly class letters each half term to inform them of what their child is learning and to explain how they can support this at home. In addition to this weekly phonics and number home learning is set via evidence me.

Parents enjoy using Evidence me to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Theme		Amazing Me! (Baseline) Wicked Weather and sensational Seasons	The wonders of why!	Marvellous Materials.	Materials.	I am an explorer!	Claws, paws and whiskers.	
Suggested Story/ Stimuli.		Harry and the bucketful of dinosaurs go to school. Nursery Rhymes. Percy the Park Keeper. Farmer Duck The Little Red Hen	The Christmas Story Owl Babies Nocturnal animals (non-fiction). Cbeebies Remembrance animation. Rama and Sita	The Tin Forest. The Chinese New Year. British birds (non-fiction).	My Mum Three Little pigs	My Dad Minibeasts (non-fiction).	Sea creatures Non-fiction. Where the forest meets the sea.	
Literacy	Reception Skills	Phase 1 and 2 Listening to and identifying sounds in the environments. (Au1) Listening to and hearing initial sounds in familiar words. (Au1) To identify sounds on a sound mat. (Au1) Listens to familiar stories and able to	Phase 2 Listening to and hearing sounds in CVC words. (Au2) To identify sounds on a sound mat and to use this when writing. (Au2) Listens to familiar stories and able to recall facts. (Au2) Recognises their name. (Au2)	Phase 3 To think of and write a short, simple sentence. (Sp1) Listening to and hearing sounds in CVC and CVCC words. (Sp1) Identifying sounds on a sound mat. (Sp1) Listens to stories and is beginning to anticipate what may happen next. (Sp1)	Phase 3 To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)	Phase 4 To think of and write a short, simple sentence. (Su1) Listening to and hearing sounds in CVC and CVCC words. (Su1) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1) Checking written work and making	Phase 4 To think of and write a short, simple sentence. (Su2) Listening to and hearing sounds in CVC and CVCC words. (Su2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)	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.

		<p>recall some facts. (Au1)</p> <p>Recognises their name (Au1)</p>			<p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>Checking written work and making any changes where necessary. (Su2)</p>	<p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
	<p>Reception Knowledge</p>	<p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> <p>Knows their name. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p> <p>Begins to know how to spell some familiar words. (Au2)</p> <p>Can write their name. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar</p>	

						Knows how to spell some familiar words. (Su1)	stories or during role play. (Su2)	
Maths	Reception Skills	<p>To count up to 10 objects with 1:1 correspondence. (Au1)</p> <p>To match quantities to numeral. (Au1)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au1)</p>	<p>To find the total of 2 groups of objects. To order numbers to 10. (Au2)</p> <p>To identify 2D shapes and talk about their properties. (Au2)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au2)</p> <p>To be able to count to 10 independently. (Au2)</p>	<p>To use non-standard units to measure length, weight and capacity. (Sp1)</p> <p>To use money during role play activities to buy items. (Sp1)</p> <p>To begin to explore number bonds to 5. (Sp1)</p> <p>To be able to count to 20 independently. (Sp1)</p>	<p>To use objects to solve addition and subtraction problems. (Sp2)</p> <p>To share objects between a group of people equally. (Sp2)</p> <p>To explore number bonds to 5. (Sp2)</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1)</p> <p>To read the time to O'Clock on a digital and analogue clock. (Su1)</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2)</p> <p>To make observations of and compare length, weight and capacity. (Su2)</p>	<p>Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p>Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Reception Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p>	<p>To know the names of basic 2D shapes. (Sp1)</p> <p>To know the names of basic 3D shapes. (Sp1)</p> <p>To know that 2D shapes can have corners and side. (Sp1)</p> <p>To know that length, capacity and weight can all be measured. (Sp1)</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p> <p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p> <p>To know that addition involves combining groups of objects.</p>	

			<p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> <p>To know the difference between odd and even. (Sp1)</p>	<p>object from a group. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems . (Sp2)</p>	<p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>(Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 20. (Su2)</p>	
Real PE/ Intervention/ Challenge.		<p>Dough Disco. Trikes and cars</p> <p>Real PE: Unit 1 Coordination and Static Balance</p>	<p>Dough Disco. Scooters Real</p> <p>PE: Unit 2 Dynamic Balance to Agility and Static Balance</p>	<p>Dough Disco. Scooters</p> <p>Real PE: Unit 3 Dynamic Balance and Static Agility</p>	<p>Dough Disco. Balance bikes</p> <p>Real PE: Unit 4 Coordination and Counterbalance</p>	<p>Dough Disco. Balance Bikes</p> <p>Real PE: Unit 5 Coordination and Agility</p>	<p>Dough Disco. Bikes with pedals</p> <p>Real PE: Unit 6 Agility and Static Balance</p>	
	Reception Skills	<p>To use a dominant hand. (Au1)</p>	<p>To begin to use anticlockwise movement and</p>	<p>To show good practice with regard to exercise, eating,</p>	<p>To handle tools, objects, construction and malleable</p>	<p>To use a pencil effectively to form recognisable letters, most of</p>	<p>To show good control and co-ordination in large and small</p>	<p>Gross Motor Skills. *Negotiate space and obstacles safely, with</p>

Physical Development		To begin to form recognisable letters which are formed mostly correctly. (Au1) To use climbing equipment safely and competently. (Au1) To begin to negotiate space effectively. (Au1)	retrace vertical lines. (Au2) To use climbing equipment safely and competently. (Au2) To negotiate space effectively. (Au2)	sleeping and hygiene. (Sp1) To be able to balance and coordinate safely. (Sp1) To negotiate space effectively. (Sp1)	materials safely and with increasing control. (Sp2)	which are formed correctly. (Su1)	movements. (Su2)	consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills. *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Reception Knowledge	To know which hand to write with. (Au1) To know how to use the logs, planks and climbing frame safely. (Au1) To know how to use scissors safely (Au1)	To know how to make anticlockwise movement and retrace vertical lines. (Au2) To know how to use the logs, planks and climbing frame safely (Au2) To know how to use scissors safely (Au2) Begins to know how to form letters correctly. (Au2)	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) To know how to use scissors effectively. (Sp1) To know how to form letters correctly and join digraphs when taught. (Sp1)	To know why it is important to handle different apparatus safely. (Sp2) To know how to use scissors effectively. (Sp2) To know how to form letters correctly and join digraphs and trigraphs. (Sp2)	To know how to form letters correctly and join digraphs and trigraphs. (Su1) To know how to use scissors effectively. (Su1)	To know how to handle a range of equipment and tools effectively. (Su2) To know how to use scissors effectively. (Su2) To know how to form letters correctly and begin to join to write words. (Su2)	*Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.
Themes/ links/ Interventions.		Learn to Listen NELI assessment Getting to know. All about me.	Speech and language intervention Weather Boxes	Learn to Listen NELI Speech and language intervention	Time to Talk NELI Speech and language intervention	Time to talk NELI Speech and language intervention	Time to Talk NELI Speech and language intervention	NELI Speech and language intervention

		Sharing their special object.	Presenting the weather.					
Communication and Language.	Reception Skills	To talk about themselves and others. (Au1) To sing songs. (Au1) To speak about a range of texts. (Au1) To speak about the weather and make observations. (Au1)	To compare different festivals. (Au2) To make comments about their observations. (Au2) To use 'weather vocabulary' to present and share the weather. (Au2)	To describe features of traditional stories. (Sp1) To talk about the role of healthy food and exercise in staying healthy. (Sp1)	To describe familiar texts with detail and using full sentences. (Sp2) To begin to ask questions about familiar aspects of their environment and their learning. (Sp2)	To label and sort living things. (Su1) To be able to order a range of life cycles. (Su1) To begin to research using a search engine. (Su1) To describe habitats. (Su1)	To be able to give facts about a specified subject. (Su2)	Listening and Understanding. *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Reception Knowledge	To know about others. (Au1) To know familiar songs. (Au1) To describe different story and non-fiction texts. (Au1)	To know about different festivals. (Au2) To be able to talk about how different people help us. (Au2) To begin to talk about why things happen using new vocabulary learnt. (Au2) To talk in clear, simple sentences. (Au2)	To know different traditional stories. (Sp1) To know a range of healthy food and exercise. (Sp1) Express their ideas and feelings about their experiences. (Sp1)	To know different features of texts. (Sp2) To talk confidently about why things happen using new vocabulary learnt. (Sp2) To engage in meaningful conversations with others. (Sp2)	To name and sort a range of living things. (Su1) To be able to talk about different habitats. (Su1) To engage in meaningful conversations with others. (Su1)	To know different life cycles. (Su2) To know a range of facts. (Su2) To engage in meaningful conversations with others. (Su2)	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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Themes/ links/ Interventions.		Getting to know. School expectations. Golden rules.	Learn to Listen	Learn to Listen	Time to Talk	Time to Talk	Time to Talk Transition/ moving on.	

		Learning Routines. Learn to listen.						
Personal, Social and Emotional Development.	Reception Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p> <p>To learn about the sacrifice the military personnel made as part of remembrance. (Au2)</p>	<p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p>Self-Regulation.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
	Reception Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p> <p>To describe their likes and dislikes. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p> <p>To be able to share that they are thankful for the efforts of the military personnel. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p> <p>To be able to talk about how the character could have made a better choice. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p>Managing Self.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships.</p> <p>Work and play cooperatively and</p>

								<p>take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
RE Units AMV and UC		Who is in my family? What makes me happy? Unit 1: Special me – Who are we?	Unit 2: Special Times UC F2 Incarnation: Why do Christians perform nativity plays at Christmas?	Unit 3: Special Places – the local church building	Unit 4: Special Times UC F3 Salvation: Why do Christians put a cross in an Easter garden?	Unit 5: Special stories – God/Creation UC F1 God/Creation: Why is the word God so important to Christians?	Unit 6: Special stories - Jesus	
Themes/ links/ Interventions linked to science, History and Geography		<p>I am unique. Observing eye colour, hair colour, skin colour height etc Who is in my family? Oldest youngest. Where do I live? Why do we have seasons?</p> <p>What are the trees in our local area? How do we know? Extreme Weather events.</p> <p>Farms in the past/ farms now. Seasonal change.</p> <p>Farms and their location.</p>	<p>Light and Dark.</p> <p>Why do we Remember?</p> <p>Why do we have bonfire night?</p> <p>What is it like to celebrate Diwali?</p>	<p>Hot and cold. Freezing and melting.</p> <p>Bird Species.</p> <p>The Great Fire of London.</p> <p>Chinese New Year. Where in the World?</p> <p>Birds eye view (maps)</p>	<p>Sorting and grouping materials.</p> <p>Naming Materials</p> <p>Glue Making</p> <p>Exploring states of matter (soft glue, hard glue etc).</p> <p>Which material would be the best to make a roof for...?</p> <p>Who was Harry Wesley Coover? inventor of superglue Different homes across the world (linked to three little pigs)</p>	<p>Living Things</p> <p>Exploring Habitats</p> <p>Grouping minibeasts</p> <p>Who were the greatest explorers? Contrasting explorer climates? Desert, Iceland.</p> <p>Life near the equator.</p>	<p>Sea Life and Animals.</p> <p>Seaside Holidays in the past What is sand?</p> <p>Beaches in the UK.</p> <p>Plastic pollution and how to protect the environment.</p>	
	Reception Skills	To talk about how they have changed since	To talk about how Hindus celebrate Diwali. (Au2)	To identify and name 4 British bird species. (Sp1)	To name different materials. (Sp2)	Talking about the life cycle of plants and animals and	Making treasure maps to direct friends to a 'goal'.	Past and Present. Talk about the lives of the people around

Understanding of the World.

		<p>they were a baby. (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p> <p>To talk about how weather affect people and landscapes. (Au1)</p>	<p>. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).Link to fire and road Safety. (Au2)</p>	<p>To be able to locate different parts of the school on a map. (Sp1)</p> <p>To know that the world is divided into continents and locate China and Europe. (Sp1)</p> <p>To talk about how Chinese new year is celebrated. (Sp1)</p> <p>To compare different materials and name them. (Sp1)</p> <p>To categorise and hot and cold states. (Sp1)</p> <p>To explain that happens to things when they get hot or cold. (Sp1)</p>	<p>To choose different materials for different things and explain why they have chosen it. (Sp2)</p> <p>To make glue by following a recipe. (Sp2)</p> <p>To talk about why Harry Wesley Coover was famous. (sp2)</p>	<p>what they need to survive. (Su1)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1)</p> <p>To name the continents of the world. (Su1)</p> <p>To understand the term climate and be able to link this with the continents. (Su1)</p>	<p>Exploring maps of the world. (Su2)</p> <p>To use a map of the uk to identify where the beaches are. (Su2)</p> <p>To understand that plastic is polluting the oceans. (Su2)</p>	<p>them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p>
	<p>Reception Knowledge</p>	<p>To know the names of different body parts. (Au1)</p> <p>To know that we are all unique and that is why we are so special. (Au1)</p> <p>To know that farmers grow our vegetables. (Au 1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that some animals are nocturnal. (Au2)</p>	<p>To understand and use positional language. (Sp1)</p> <p>To know that Christians celebrate Easter. (Sp1)</p>	<p>To know that materials have different properties and are used for different things for a reason. (Sp2)</p> <p>To understand how to follow a recipe. (Sp2)</p> <p>To know that Harry Wesley Coover was</p>	<p>To know the lifecycle of a caterpillar and tadpole. (Su1)</p> <p>To know what animals get from their habitat in order to survive. (Su1)</p> <p>To use a map of the world to find the UK. (Su1)</p>	<p>To present to the school ways that we can help keep the oceans clean. (Su2)</p> <p>To name ways that we can make a difference to the pollution in the oceans. (Su2).</p>	<p>*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.</p> <p><u>The Natural World.</u></p> <p>Explore the natural world around them, making observations</p>

		<p>To know the names of the trees they walk past on welly walks and in the school. (Au1)</p>	<p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p>		<p>famous for inventing glue. (Sp2)</p> <p>To know that names of different materials. (Sp2)</p> <p>To group materials according to properties. (Sp2)</p> <p>To select appropriate materials according to their properties. (Sp2)</p>	<p>To know that the world is split into seven continents. (Su1)</p> <p>To name the continents. (Su2)</p>	<p>To name some sea creatures and know facts about them. (Su2)</p>	<p>and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Themes/ links/ Interventions.		<p>(Using a pencil) Drawing a picture of themselves.</p> <p>Picasso Play dough faces.</p> <p>(Using a pencil) Drawing a weather scene.</p> <p>Making a kite</p> <p>(Joining techniques) Making a rain maker (3D art)</p>	<p>(Using a paintbrush) Painting a bonfire night picture.</p> <p>Rangoli patterns.</p> <p>Diva lamp (clay) 3D art</p> <p>Van gogh Starynight.</p>	<p>Textiles</p> <p>What would be the best material to make a ????? from (linked to English Stimulus) (joining techniques).</p> <p>3D art: I can make a Tudor house.</p> <p>(Using a paintbrush) Chinese writing.</p>	<p>Who was Pier Modrian? Linked with Glue art.</p> <p>Design and build a home for the pig.</p> <p>Observational drawing of spring flowers.</p>	<p>Frida Kahlo Flower pot craft.</p> <p>Creation art.</p> <p>Vincent van gough sunflower art.</p>	<p>Andy Goldsworthy stones sculptures.</p> <p>Sand sculptures.</p> <p>Make a sand buggy to take the dolly over the sand.</p>	
Expressive Arts and Design.	Reception Skills	<p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks</p>	<p>To design a Rangoli pattern. (Au2)</p> <p>To use role play to show how 'People who Help Us'.</p>	<p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits. (Sp1)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</p>	<p>Creating with Materials.</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</p>

		that are made. (Au1) To control a pencil to draw a picture of themselves. (Au 1)	(Au2) Uses simple tools and techniques competently and appropriately. (Au2)	To use resources to create own props. (Sp1) Constructs with a purpose in mind, using a variety of resources. (Sp1)	To plan, carry out and evaluate and change where necessary. (Sp2) Manipulates materials to achieve a planned effect. (Sp2)	Selects appropriate resources and adapts work where necessary. (Su1)	form and function. (Su2)	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.
	Reception Knowledge	To know that when drawing a face you need two eyes a nose and a mouth. (Au1) For children to be able to safely construct with a purpose and evaluate their designs. (Au1)	To learn the names of different tools and techniques that can be used to create Art. (Au2) To experiment with creating different things and to be able to talk about their uses. (Au2)	To understand that pictures can be created by making observations or by using imagination. (Sp1) To use paints, pastels and other resources to create observational drawings. (Sp1) For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)	To use a range of props to support and enhance role play. (Sp2) To identify and select resources and tools to achieve a particular outcome. (Sp2)	To know the different uses and purposes of a range of media and materials. (Su1) For children to be able to safely construct with a purpose and evaluate their designs. (Su1)	To describe ways of safely using and exploring a variety of materials. (Su2) Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)	<u>Being Imaginative and Expressive</u> *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.

Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.