

# St Joseph's Catholic Primary School - EYFS Skills and Progression Map.

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Key Characteristics of learning	<u>Playing and exploring:</u> <ul style="list-style-type: none"> <li>● Plans and thinks ahead.</li> <li>● Is guided by their own thinking and actions.</li> <li>● Makes their own independent choices.</li> <li>● Responds to new experiences and has their own interests and fascinations.</li> </ul>	<u>Active learning:</u> <ul style="list-style-type: none"> <li>● Displays goal-directed behaviour.</li> <li>● Participates in routines and gets to know these routines well.</li> <li>● Begins to correct their mistakes and persevere even when they find something difficult.</li> </ul>	<u>Creating and thinking critically:</u> <ul style="list-style-type: none"> <li>● Takes part in pretend play.</li> <li>● Sorts materials.</li> <li>● Can review their own progress to achieve a goal.</li> <li>● Solve real problems.</li> <li>● Uses pretend play to think beyond the 'here and now'.</li> <li>● Feels more confident about their own ideas as their knowledge grows.</li> <li>● Makes links between ideas and concentrates on achieving things that are important to them.</li> </ul>
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## Curriculum Intent:

At St Joseph's, 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 Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### **Curriculum Implementation:**

At St Joseph's, 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 and experienced 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 through the Little Wandle programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, and garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to Tapestry which informs them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

### **Curriculum Impact:**

Our curriculum and its delivery ensure that children, from their own starting points make at least good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make at least 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.

# EYFS: Reception 2024

## Sequenced Curriculum - 2023 to

New EYFS Framework

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment  
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Me and My Family/Senses	Autumn (Remembrance/Guy Fawkes/Advent/Christmas)	Winter	Space Life Cycles/Spring	Now and Then (Healthy Me)	Summer
<b>Planning around a quality text:</b>  <i>To be chosen following children's interests</i>	  	  	  	  	 	 
<b>Linked texts</b> Non-fiction Fairy tales Poetry	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Hello Friends</li> <li>The Paper Dolls</li> <li>The Perfect Fit</li> <li>Meesha Makes Friends</li> <li>Different Families</li> </ul>	<ul style="list-style-type: none"> <li>Bear's Don't Share</li> <li>Fox's Favourite Autumn</li> <li>Hello Autumn</li> <li>The Christmas Story</li> <li>Luna Loves Christmas</li> <li>The Robin who stole Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Winter Sleep</li> <li>I definitely Don't Like Winter</li> <li>The Storm Whale</li> <li>The Great Storm</li> <li>Whale</li> <li>Grandad's Island</li> <li>Grandma Bird</li> </ul>	<ul style="list-style-type: none"> <li>How to catch a star</li> <li>Here we are</li> <li>Others in the series of Aliens Love Underpants</li> <li>Toys in Space</li> <li>Hello Spring</li> <li>That's my Flower</li> <li>Busy Spring</li> </ul>	<ul style="list-style-type: none"> <li>Monkey Puzzle</li> <li>My Small World Dinosaurs</li> <li>Dinosaurs – NG</li> <li>Caterpillar to Butterfly - NG</li> <li>Enormous Turnip</li> <li>Ugly Duckling</li> </ul>	<ul style="list-style-type: none"> <li>Supertato Veggies Assemble</li> <li>Sunny Side-up</li> <li>Hello Summer</li> <li>Clean up</li> <li>Little Turtle and the Sea</li> <li>Michael Recycle</li> </ul>

	<ul style="list-style-type: none"> <li>My Family, Your Family</li> <li>Let's be friends</li> <li>We are all Welcome</li> <li>We are all Neighbours</li> <li>Goldilocks and the three bears</li> <li>Red Riding Hood</li> <li>Three little pigs</li> <li>A Great Big Cuddle by Michael Rosen</li> <li>People Need People by Benjamin Zephaniah</li> </ul>	<ul style="list-style-type: none"> <li>Owls in the Night</li> <li>Leaf Man</li> <li>The Enormous Turnip</li> <li>Pumpkin Soup</li> <li>Little Red Hen</li> <li>Out and About: A First Book of Poems by Shirley Hughes</li> </ul>	<ul style="list-style-type: none"> <li>I Love Chinese New Year</li> <li>Little Glow</li> <li>Chinese new year non fiction Lanterns and Firecrackers: A Chinese New Year Story (Festival Time)</li> <li>W is for Whale</li> <li>Fantastic Fish</li> <li>Down the River</li> <li>Journey to Antarctica</li> <li>Gingerbread Man</li> <li>Three Billy Goats gruff</li> <li>A Whale of a Time</li> <li>Nonsense Nursery Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Christopher Nibble</li> <li>Everything Space – NG</li> <li>Neil Armstrong</li> <li>Mae Jemison</li> <li>Planets – NG</li> <li>Life Cycles - NG</li> <li>Hare and the Tortoise</li> <li>Puss in Boots</li> <li>Town Mouse and Country Mouse</li> <li>Zim, Zam, Zoom</li> <li>Nature Trail by Benjamin Zephaniah</li> </ul>	<ul style="list-style-type: none"> <li>Dragons of the Prime: Poems about Dragons</li> </ul>	<ul style="list-style-type: none"> <li>Plastic Pollution</li> <li>A Planet Full of Plastic</li> <li>A Story of Climate Change</li> <li>Jack and the Beanstalk</li> <li>Sleeping Beauty</li> <li>Poems Aloud</li> </ul> <p>Transition books:</p> <ul style="list-style-type: none"> <li>-The Mega Magic Teacher Swap</li> <li>-We are Together</li> <li>-Stuck</li> <li>-Our Class in a Family</li> <li>-Thunder Boots</li> <li>-Find your Happy</li> </ul>	
<b>Enrichments</b> Visitors / trips	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Autumn Walk with family</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Penketh Library visit</li> <li>Visit to Church</li> </ul>	<p><b>Visitors/Experience</b></p> <ul style="list-style-type: none"> <li>People who help us - Fire Brigade/PCSO</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Local area walk to post Father Christmas letters</li> <li>Penketh Library</li> <li>Visit to Church</li> </ul>	<p><b>Visitors/Experience</b></p> <ul style="list-style-type: none"> <li>Mystery Visitor</li> <li>See how we learn</li> <li>Children's Mental Health Week</li> <li>Chinese banquet meal</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Penketh Library visit</li> <li>Visit to Church</li> <li>Pantomime – Parr Hall</li> </ul>	<p><b>Visitors/Experience</b></p> <ul style="list-style-type: none"> <li>Mystery Visitor</li> <li>See how we learn</li> <li>Chicks/Caterpillars</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Visit to Church</li> <li>Penketh Library visit</li> <li>Local walks around the area and to the park.</li> </ul>	<p><b>Visitors/Experience</b></p> <ul style="list-style-type: none"> <li>Caterpillars</li> <li>Mini first aid</li> <li>Dentist</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Penketh Library visit</li> <li>Visit to Church</li> <li>External school trip</li> <li>May Procession</li> <li>Local walks around the area and to the park.</li> </ul>	<p><b>Visitors/Experience</b></p> <ul style="list-style-type: none"> <li>Grandparents</li> <li>Transition activities</li> </ul> <p><b>Trip:</b></p> <ul style="list-style-type: none"> <li>Penketh Library visit</li> <li>Visit to Church</li> </ul>	
<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Nursery Rhyme week</li> <li>Black history month Alma Thomas/Rosa Parks</li> <li>Harvest Festival</li> <li>Welcome assembly</li> <li>Special Friends</li> </ul>	<ul style="list-style-type: none"> <li>People who help us</li> <li>Anti-bullying week</li> <li>Hannukah / Diwali</li> <li>Halloween</li> <li>Bonfire Night</li> <li>Remembrance Day</li> <li>Christmas around the world</li> <li>Nativity performance</li> </ul>	<ul style="list-style-type: none"> <li>Epiphany</li> <li>Ash Wednesday</li> <li>Lent</li> <li>Valentine's Day</li> <li>Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Mother's Day</li> <li>British Science Week</li> <li>World Book Day</li> <li>Lent</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>Wimbledon</li> <li>Sports Day</li> <li>Class assembly</li> </ul>	

<b>RE</b>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter	
<b>PSHE</b>	Relationships		Living in the Wider World		Health and Wellbeing		
<b>My Happy Mind</b>	My Happy Mind Meet your brain	My Happy Mind Celebrate	My Happy Mind Appreciate	My Happy Mind Relate	My Happy Mind Engage		

## Communication and Language – Prime Area.

*The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

### ELG

#### Listening and Understanding.

\*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.

\*Make comments about what they have heard and ask questions to clarify their understanding.

\*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking.

\*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

\*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

\*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Autumn	Spring	Summer	KS1 ready
<b>EYFS</b> St Joseph's Listening, Attention and Understanding	Listening to stories and rhymes. Joining in with stories and rhymes. Learn new vocabulary related to topics, school, routines and resources. Talk about stories that they like. Show good listening in different situations. Understand questions and instructions.	Listen in a range of situations – assembly, stories, Church. Talk about stories reflecting an increasing understanding. Engage with non fiction books and learn new vocabulary related to them. Learn new vocabulary related to topics.	Sustain listening when involved in a range of scenarios. Show good listening when sharing stories, non fiction texts and poems. Talk appropriately about what they have heard. Respond appropriately to others when in a conversation. Learn new vocabulary related to topics. Show enjoyment in story time.	<ul style="list-style-type: none"> <li>Be able to listen for a sustained period of time.</li> <li>To respond appropriately.</li> <li>To use vocabulary learned so far to support learning in KS1.</li> <li>To speak in full sentences.</li> <li>To talk confidently to peers.</li> <li>To hold a back and forth conversation.</li> <li>To participate in small groups and whole class situations.</li> <li>To offer explanations.</li> </ul>
<b>Speaking</b>	Speak in clear, simple sentences. Look at people you are talking too.	Speak in clear sentences, adding detail when appropriate.	Speak confidently in clear sentences, adding detail when appropriate.	

	<p>Use social phrases – please and thank you to both adults and other children.</p> <p>Talk about experiences they have had both at home and in school.</p> <p>Retell known stories simply.</p> <p>Use questions to find out more information.</p> <p>Practise using new vocabulary taught.</p>	<p>Use social phrases such as I am sorry, Please can you pass me...?</p> <p>Talk about experiences with detail that they have had both at home and in school.</p> <p>Retell known stories using taught vocabulary.</p> <p>Clearly explain how or why they have done/made something.</p> <p>Use questions with other children to find out more information.</p> <p>Practise using new vocabulary taught.</p>	<p>Sequence sentences to make thoughts, ideas and opinions clear.</p> <p>Talk confidently in a variety of contexts.</p> <p>Use new vocabulary taught with confidence in a range of contexts.</p>	
Development Matters 2021: Listening, Attention and Understanding	<p><i>*Understand a question or instruction that has two parts.</i></p> <p><i>*Understand 'why' questions when involved in discussions about stories.</i></p> <p>*Understand how to listen carefully and why listening is important – modelling good listening, circle time activities.</p> <p>*Learn new vocabulary – through new routines, school surroundings and resources.</p> <p>*Begin to engage in story time – joining in with repeated refrains, vote for book of the week, comments about stories in reading area.</p> <p>*Listen to and begin to talk about stories to build familiarity and understanding – reading sessions, circle time and story time.</p> <p>*Listen carefully to rhymes and songs and begin to pay attention to how they sound – learning nursery rhymes.</p>	<p>*Listen carefully to and learn rhymes, poems and songs.</p> <p>*Listen to and talk about stories with increasing attention, demonstrated through good understanding.</p> <p>*Increasingly engage in non-fiction books and learn new vocabulary linked e.g. non fiction texts – label, caption, contents, photo.</p> <p>*Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>*Learn and use new vocabulary.</p>	<p>*Sustain listening when involved in a range of scenarios e.g. whole class, group.</p> <p>* Listen to a selection of fiction, non fiction, rhymes and poems with increasing attention and understanding.</p> <p>* Respond appropriately to what has been heard – questions, comment, action.</p> <p>* Continue to learn new vocabulary linked to topics.</p> <p>* Confidently engage in story time.</p>	
Development Matters 2021: Speaking	<p>*Use new vocabulary throughout the day - through new routines, school surroundings and resources.</p> <p>*Begin to ask questions to find out more and to check they understand what has been said to them.</p> <p>*Begin to articulate their ideas and thoughts in well-formed sentence.</p> <p>*Begin to connect one idea or action to another e.g. because, and.</p> <p>*Begin to describe events in some detail – sharing of ideas about families and past experiences.</p> <p>*Develop social phrases e.g. good morning, good afternoon, thank you, please can I have...?</p> <p>*Begin to retell a simple story using some vocabulary learnt from the story.</p>	<p>*Use new vocabulary in different contexts.</p> <p>*Ask questions to find out more and to check they understand what has been said to them – how and why questions.</p> <p>*Articulate their ideas &amp; thoughts in well-formed sentences.</p> <p>*Connect one idea or action to another using a range of connectives e.g. because, and, then, so.</p> <p>*Describe events in some detail using some sequencing vocabulary (before, after, yesterday) – sharing of holiday and weekend experiences.</p> <p>*Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen.</p> <p>*Develop and use social phrases with confidence e.g. I am sorry, Please can you pass me...?</p> <p>*Retell a simple story that they are familiar with.</p>	<p>*Articulate their thoughts and ideas in clear full sentences when involved in a range of talking opportunities e.g. class, group, pair.</p> <p>*Confidently use new vocabulary when talking to others.</p> <p>* Confidently engage with stories, non fiction and rhymes, making appropriate comments about.</p>	
Skills	<p>*Listen to other. *Follow instructions. *Listen to stories, rhymes and poems. *Talk about what has been heard. *Engage with non fiction texts. *Ask questions. *Answer questions. *Retell a story using taught vocabulary. *Describe simple events. *Speak in clear sentences.</p>			
Vocabulary	Listen, join in, story, rhyme, poem, non fiction, question, answer, who, what, why, where, how question, retell, describe, vocabulary, sentence, event.			



# Personal, Social and Emotional Development – Prime Area.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## ELG

### Self-Regulation.

\*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

\*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

\*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self.

\*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.

\*Explain the reasons for rules, know right from wrong and try to behave accordingly.

\*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Building Relationships.

\*Work and play cooperatively and take turns with others.

\*Form positive attachments to adults and friendships with peers.

\*Show sensitivity to their own and to others' needs.

	Autumn	Spring	Summer	Ksl ready
EYFS St Joseph's	<u>Self Regulation</u> Express their feelings and give simple reasons, Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset. Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried <u>Managing Self</u> Use the toilet independently and wash their hands well, knowing why this is important. Take their coat off and put it on. Follow a simple instruction as part of a group, Join in an activity when invited by an adult. <u>Building Relationships</u> Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play	<u>Self Regulation</u> Explain to an adult what has happened when they are upset. Follow familiar, routine instructions independently. Link events (in books, real life etc) with feelings and discuss them, e.g. He is angry that he snatched the toy. <u>Managing Self</u> Dress and undress independently for P.E., with help for buttons. Fasten up their coat. Abide by most of the rules of the classroom. Discuss sensible choices. Try new activities independently or with peers. Can say and sort which are healthy and unhealthy food choices. <u>Building Relationships</u> Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game. Show empathy in simple ways, e.g. finding an adult for a child who is hurt.	<u>Self Regulation</u> Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. <u>Managing Self</u> Begins to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset through social stories. Persevere when something is challenging. Works on short activities independently. <u>Building Relationships</u> Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place.	<ul style="list-style-type: none"> <li>Knows right from wrong and can explain why it is important to have boundaries and routines</li> <li>Working and play co-operatively and taking turns with others</li> <li>Recognise and show sensitivity to their own and others needs</li> <li>Recognise similarities and differences between themselves and others</li> <li>Managing their own personal hygiene and basic needs</li> <li>Shows an understanding of their own feelings; and those of others</li> <li>Being to regulate their behaviour</li> <li>Shows an understanding of how to stay safe in a range of common situations.</li> <li>Shows care and concern for living things.</li> <li>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</li> </ul>
Development Matters	*Talk with others to solve conflicts. *Help to find solutions to conflicts and rivalries.	*Express feelings and consider the feelings of others.	*Express own feelings in an appropriate way and know how to deal with those feelings.	

2021: Self-Regulation	<ul style="list-style-type: none"><li>*Begin to express feelings and consider the feelings of others.</li><li>*Begin to set own goals and show resilience and perseverance in the face of challenge</li><li>*Begin to identify and moderate own feelings socially and emotionally</li></ul>	<ul style="list-style-type: none"><li>*Set own goals and show resilience and perseverance in the face of challenge.</li><li>*Identify and moderate own feelings socially and emotionally.</li><li>* Think about the perspectives of others.</li></ul>	<ul style="list-style-type: none"><li>*Work towards own goals and develop a have a go attitude.</li><li>*Confidently follow instructions involving several ideas or actions, responding to them appropriately.</li></ul>	<ul style="list-style-type: none"><li>● To recognise different foods as either healthy or unhealthy</li><li>● To know how to use basic cutlery and utensils to make and eat food</li><li>● To follow simple instructions to make different foods</li></ul>
Development Matters 2021: Managing Self	<ul style="list-style-type: none"><li>*Manage own self-care needs – hand washing, organising belongings.</li><li>*Develop confidence to try new activities and show independence.</li><li>*Begin to talk about the different factors that support their overall health and wellbeing: - regular physical activity, being a safe pedestrian.</li></ul>	<ul style="list-style-type: none"><li>*Manage own self-care needs – own coats (fasten), accessories.</li><li>* Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – tooth brushing, screen time.</li></ul>	<ul style="list-style-type: none"><li>*Show independence in making own choices and organising own resources.</li><li>*Follow the rules and know why we follow them and know what happens when we don't.</li><li>*Manage own basic hygiene and personal needs e.g. toileting, choices, clothing.</li></ul>	
Development Matters 2021: Building Relationship	<ul style="list-style-type: none"><li>*Begin to see self as a valuable individual.</li><li>*Begin to build constructive and respectful relationships.</li></ul>	<ul style="list-style-type: none"><li>*See self as a valuable individual.</li><li>*Build constructive and respectful relationships.</li></ul>	<ul style="list-style-type: none"><li>*Share with others and attempt to solve problems when they occur.</li><li>*Have confidence in building friendships.</li><li>* Be sensitive to the feelings of others.</li></ul>	
Skills	<ul style="list-style-type: none"><li>*Talk about themselves. *Listen to other people. *Follow instructions. *Talk about own feelings using learnt vocabulary. *Try new things. *Practise safety when taking part in activities. *Talk about how to be safe. *Be independent. *Make own choices. *Practise good hygiene. *Talk about and practise healthy eating. *Practise own self care needs. *Behave appropriately in different situations. *Follow rules. *Taking turns and sharing.</li></ul>			
Vocabulary	behaviour, feelings, angry, upset, tired, scared, hurt, excited, worried, resilience, feelings, emotions, words, actions, goal, challenge, rules, behaviour, real, danger, safe, unsafe, healthy, unhealthy, exercise, hygiene, clean, germs, choices, diet, friends, help, like, dislike, ask, play, game, kind, helpful, share, problem, same, different			

## Physical Development – Prime Area.

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

### ELG

#### Self-Regulation.

- \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self.

- \*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- \*Explain the reasons for rules, know right from wrong and try to behave accordingly.



\*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

**Building Relationships.**

\*Work and play cooperatively and take turns with others.

\*Form positive attachments to adults and friendships with peers.

\*Show sensitivity to their own and to others' needs.

	Autumn Baseline/Spatial Awareness Real Foundations	Spring Real Gym EYFS Real Dance EYFS	Summer Athletics EYFS Fun and Games (PE Planning)	KSI ready
EYFS St Joseph's	<p>To use a dominant hand. <b>(also has a Computing Link)</b> To begin to form recognisable letters which are formed mostly correctly. To negotiate space safely. To use tools with safety and increasing control. To know which hand to write with. To know how to use space safely To know how to use scissors effectively. To use a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To use scissors to cut.</p> <p><b><u>Real PE – Unit 1</u></b> March on the spot, lifting your knees high. Stand on the spot, drive your arms forwards and backwards, keeping your body still and straight. March on the spot and move your arms at the same time (opposite arm and leg). Run on the spot, lifting your knees up. Run on the spot, touching your heels to your bottom. Stand on the spot, touch your left toe forward and then your right toe. Repeat but this time touch to the side. Bounce on 1 leg on the spot and then the other leg. Stand on the spot facing north and spin (pivot) on 1 foot to face east, south and west (or 12, 3, 6 and 9 o'clock). Spin on either foot, forwards and backwards. Explore moving forwards, backwards and sideways in different ways.</p> <p><b><u>Real PE – Unit 3</u></b> To swing your arms and bend your knees on the spot. To hold onto something and jump. To jump up, first bending your knees to take off and then bending your knees to land.</p>	<p>To be able to balance and coordinate safely. To negotiate space effectively. To link movements together. To know how to link movements and to perform a sequence. To know how to navigate around a space safely. To handle tools, objects, construction and malleable materials safely and with increasing control. To negotiate space effectively. To know how to use scissors effectively.</p> <p><b><u>Real Gym – Unit 1</u></b> To perform an accurate shape. To use good body tension to hold a shape. To perform a repeatable shape. To move with good posture. To move with light and quiet steps. To perform accurate movement patterns. Swing arms back and bend. To swing arms back and bend knees to prepare. To swing arms up and push from legs in take off. To keep good body position. To land through balls of feet with soft knees to absorb impact.</p> <p><b><u>REAL PE Dance</u></b> To perform with balance and control when holding a shape and when moving between shapes / landing. To perform a wide range of standing and floor shapes. To move smoothly and fluently when moving between shapes. To perform a diverse range of different standing and floor shapes with partners. To perform with balance and control when holding shapes and when moving between shapes.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements. <b>(Computing Link)</b> To know how to form letters correctly. To know how to use scissors effectively. To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively.</p> <p><b><u>Athletics</u></b> Begin to apply basic movements in a range of activities and in combination. Begin to explore different running, jumping, and throwing techniques Develop coordination in a range of activities. Show understanding of correct running technique. Develop jumping and throwing technique.</p> <p><b><u>Fun and Games</u></b> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Plays alongside other children who are engaged in the same theme. Respond to simple instructions. Shows increasing control over and object, pushing, patting, throwing, catching or kicking it. Can describe self in positive terms and talk about abilities. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Understands that equipment and tools must be used safely. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling,</p>	<ul style="list-style-type: none"> <li>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>To use their core muscle strength to achieve a good posture.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>To combine different movements with ease and fluency.</li> <li>To use a more fluent style of moving, developing control and grace.</li> <li>To combine different movements with ease and fluency.</li> </ul>

	<p>To jump up and down on the spot in time with a beat.</p> <p>To jump from side to side.</p> <p>To jump up and land first using 1 foot and then 2 feet.</p> <p>To jump in time with a partner.</p> <p>To jump off a low platform.</p>		<p>crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Observes the effects of activity on their body.</p>	
<b>EYFS Development Matters 2021: Gross Motor Skills</b>	<p>*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>*Begin to develop overall body-strength, balance, coordination and agility – developing upper body strength, balance, upper arm movements, crossing the midline. bilateral coordination.</p> <p>*Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Begin to combine different movements with ease and fluency.</p> <p>*Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Develop and control a range of skills including: throwing, catching, kicking – developing upper arm movements, crossing the midline, bilateral coordination using an object e.g. bean bag, large ball.</p> <p>*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>*Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>*Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Continue to develop overall body-strength, balance, coordination and agility - developing upper body strength, balance, upper arm movements, crossing the midline. bilateral coordination.</p> <p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Further develop and refine a range of ball skills including: passing, batting and aiming.</p>	<p>*Confidently control a ball in a variety of ways when engaged in ball games and activities.</p> <p>*Negotiate space and obstacles safely when playing games and moving around a space.</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>*Move in a range of ways with competence and control e.g. running, jumping, dancing, hopping, skipping and climbing.</p>	
<b>Development Matters 2021: Fine Motor Skills</b>	<p>*Use a comfortable grip with good control when holding pens and pencils.</p> <p>*Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>* Show preference to a dominant hand.</p> <p>*Develop fine motor skills so that they can use a range of tools safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>* Use a pencil and hold it effectively with correct pencil grip – pincer grip – strength in grip.</p> <p>*Begin to form lower case letters correctly using formation rhyme.</p>	<p>*Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>*Begin to develop a handwriting style - lower case and upper case letters – using formation rhymes, developing speed and accuracy.</p>	<p>*Hold a pencil with control and write or draw with confidence.</p> <p>*Use a range of small tools – scissors, cutlery, paintbrushes, small construction.</p>	
<b>Skills</b>	<p><b>Gross:</b> *Observe others. *Copy others. * Hop. *Run safely. *Negotiate space. *Perform a movement with some control. *Link two movements together. *Jump and land. *Climb apparatus using upper arm strength to pull up. *Throw equipment under arm and over arm with some control. *Catch an object. *Play collaboratively as a group. *Follow simple instructions.</p>			

	<b>Fine:</b> *Cut along a continuous line. Copy simple shapes and letters. *Colour a picture inside the lines. *Write name. *Trace lines. * Thread. *Build block models. *Dress/undress independently. *Open containers. *Use a dominant hand. *Use pencils, scissors, cutlery, paintbrushes and malleable tools. *Mould malleable materials.			
Vocabulary	move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, climb, run, jog, sprint, hop, gallop, skip, slide, change direction,, throw, over, under, catch, aim, pass, apparatus, cut, slice, mould, brush, roll, mark, grip, write, thread, copy, trace, follow, push, fit, attach, twist, turn, flip, press			
Literacy – Specific Area.				
<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p> <p style="text-align: center;"><b><u>ELG</u></b></p> <p style="text-align: center;"><b><u>Comprehension</u></b></p> <p style="text-align: center;">*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="text-align: center;">*Anticipate – where appropriate – key events in stories.</p> <p style="text-align: center;">*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p style="text-align: center;"><b><u>Word Reading.</u></b></p> <p style="text-align: center;">*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p style="text-align: center;">*Read words consistent with their phonic knowledge by sound-blending.</p> <p style="text-align: center;">*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p style="text-align: center;"><b><u>Writing.</u></b></p> <p style="text-align: center;">*Write recognisable letters, most of which are correctly formed.</p> <p style="text-align: center;">*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p style="text-align: center;">*Write simple phrases and sentences that can be read by others.</p>				
	Autumn  (See appendix for sounds and tricky words)	Spring	Summer	KSI ready

<p><b>EYFS</b> <b>St Joseph's</b></p>	<ul style="list-style-type: none"> <li>• Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words.</li> <li>• To identify sounds on a sound mat.</li> <li>• Listens to familiar stories and able to recall some facts.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Knows how to sequence familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and hearing sounds in CVC words.</li> <li>• To identify sounds on a sound mat and to use this when writing.</li> <li>• Listens to familiar stories and able to recall facts.</li> <li>• To use adjectives to describe.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters look like.</li> <li>• To know what an adjective is.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught tricky words in a text.</li> <li>• Knows how to sequence familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• To think of and write a short, simple sentence.</li> <li>• Listening to and hearing sounds in CVC and CVCC words.</li> <li>• Identifying sounds on a sound mat.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught tricky words in text.</li> <li>• Knows how to spell some familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• To think of and write a short, simple sentence.</li> <li>• Listening to and hearing sounds in CVC and CVCC words.</li> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught tricky words in text.</li> <li>• To know that a sentence starts with a capital letter and ends with a full stop.</li> <li>• Knows how to spell some familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• To think of and write a short, simple sentence.</li> <li>• Listening to and hearing sounds in CVC and CVCC words.</li> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Checking written work and making any changes where necessary.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught tricky words in text.</li> <li>• To know that a sentence starts with a capital letter and ends with a full stop.</li> <li>• Knowing that sentences can be extended by using a connective.</li> <li>• Uses learnt words and phrases to discuss familiar stories or during role play.</li> <li>• Knows how to spell some familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• To think of and write a short, simple sentence.</li> <li>• Listening to and hearing sounds in CVC and CVCC words.</li> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Checking written work and making any changes where necessary.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught tricky words in text.</li> <li>• To know that a sentence starts with a capital letter and ends with a full stop.</li> <li>• Knowing that sentences can be extended by using a connective.</li> <li>• Uses learnt words and phrases to discuss familiar stories or during role play.</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Developing phonemic knowledge through Little Wandle and other phonic opportunities.</li> <li>• Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>• Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> <li>• Developing their skills and abilities in retelling familiar stories.</li> <li>• Recognising that books have information that helps them to learn.</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.</li> <li>• To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> <li>• Write independently to communicate their thoughts and ideas about their lived experiences.</li> <li>• Write words and sentences to help them to remember what they have done</li> </ul>
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<p>EYFS Development Matters 2021: Reading: Word Reading and Comprehension</p>	<p>*Understand the key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - left to right and from top to bottom. * Continue to develop phonological awareness - rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Begin to read a few common exception words – Phase 2 (e.g. I, the).</p>	<p>* Continue to develop phonological awareness - rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting. * To develop one to one correspondence when reading-tracking. * To be aware of when to continue to read onto a new line – return sweep. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Blend sounds into words, so that they can read short words made up of known GPCs – Phase 2 VC and CVC. *Begin to read a few common exception words – Phase 2 (e.g. go, she). *Begin to read simple phrases/sentences – Phase 2 graphemes.</p>	<p>* Continue to develop phonological awareness - rhythm &amp; rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. * To know where the beginning and of a sentence is. *To become aware of full stops at the end of sentences when reading. * To know when sentences do not make sense. *Know the names of letters of the alphabet. *Begin to match lower case letter and capital letters. * Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3 (e.g. was, you). *Read simple phrases / sentences – known Phase 3. .</p>	<p>* Continue to develop phonological awareness - rhythm &amp; rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. *Begin to anticipate some key events in stories. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * To know when sentences do not make sense. *Know the names of letters of the alphabet. * Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3. *Read aloud sentences containing known Phase 3 sounds and common exception words.</p>	<p>*Retell stories and narratives using taught vocabulary. *Predict events in stories. *Use taught vocabulary (stories, poems, non fiction) during talk and play. * Recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and begin to apply them to Phase 4 words. * Securely know the names of most letters of the alphabet. *Read by sound-blending words (in line with phonics – see below). *Read aloud simple sentences and books that contain words linked with Phonic teaching (see below). * Begin to recognise some Phase 4 common exception words.</p>	<p>*Anticipate key events in stories. *Use taught vocabulary (stories, poems, non fiction) during talk and play. *Confidently recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and apply all to Phase 4 words. * Securely know the names of most letters of the alphabet. *Read by sound-blending words (in line with phonics – see below). *Read aloud simple sentences and books that contain words linked with Phonic teaching (see below). * Read some Phase 4 common exception words.</p>	
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EYFS Development Matters 2021: Writing	<p>*Understand directionality of print - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words.</p> <p>*Write name correctly using a capital letter to start.</p> <p>* Use some of their print and letter knowledge in their early writing – letters from name, squiggles, shapes.</p> <p>* Begin to form lower-case letters correctly.</p> <p>* Hear and say the initial sound in words.</p> <p>*Write the initial letter sound in simple words (based on taught sounds).</p>	<p>*Understand directionality of print - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep).</p> <p>* Begin to form lower-case letters correctly.</p> <p>* Continue a rhyming string e.g. at, en.</p> <p>* Begin to spell some Phase 2 common exception words e.g. I, the.</p> <p>* Orally segment CVC words.</p> <p>* Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs.</p> <p>* Orally rehearse what is to be written.</p> <p>* Begin to leave spaces between words.</p> <p>* Begin to write labels, lists and captions.</p> <p>* Begin to reread what they have written.</p>	<p>* Form most lowercase letters with the correct formation.</p> <p>* Begin to form capital letters correctly.</p> <p>* Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants.</p> <p>* Spell Phase 2 common exception words.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Phase 2 and some Phase 3.</p> <p>*Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing).</p> <p>* Orally rehearse caption or sentence before writing.</p> <p>* Begin to write a variety of fiction and non-fiction captions or sentences e.g. message, speech bubbles, instructions, factual captions.</p>	<p>* Form lowercase and capital letters correctly.</p> <p>* Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants.</p> <p>* Continue a rhyming string e.g. ng, ow.</p> <p>* Begin to spell Phase 3 common exception words.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3.</p> <p>*Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing).</p> <p>* Orally rehearse caption or sentence before writing.</p> <p>* Re-read what they have written to make sure it makes sense.</p>	<p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed.</p> <p>*Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3.</p> <p>*Develop oral rehearsal of sentences – hold sentence in memory.</p> <p>* Spell Phases 2 and 3 common exception words.</p> <p>*Write short sentences using a capital letter at the beginning of a sentence and full stop at the end of the sentence.</p> <p>*Write sentences for a range of purposes (e.g. letters, stories, instructions, leaflet) that can be read by themselves and others.</p>	<p>*Write recognisable letters (lower case letters and capital letters) most of which are correctly formed.</p> <p>*Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4.</p> <p>*Develop oral rehearsal of sentences – hold sentence in memory.</p> <p>* Securely spell Phases 2 and 3 common exception words.</p> <p>*Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>*Write sentences for a range of purposes (e.g. postcards, recipes, stories) that can be read by themselves and others.</p>	
Skills	<p>*Choose a book. * Retell. *Find information. *Talk about characters. * Talk about pictures. * Predict. *Handle a book. * Orally segment and blend. * Match phoneme to grapheme. * Grip pencil securely. * Form letters correctly. * Write words, applying phonic knowledge. *Use spaces between words. *Write sentences starting with a capital letter and ending with a full stop.</p>						
Writing Expectations	<p>Name writing</p> <p>Labels</p> <p>Initial sounds</p> <p>Letter formation</p> <p>CVC words</p>	<p>CVC words</p> <p>Simple two and three word sentences</p> <p>lists</p> <p>Captions and labels</p> <p>Letters</p>	<p>As previous plus;</p> <p>Simple stories</p> <p>Recounts</p>	<p>Instructions</p> <p>Captions and labels</p> <p>Simple stories</p>	<p>Stories</p> <p>Extended sentences using conjunctions</p>	<p>Recounts</p> <p>Previous learning consolidation</p> <p>Punctuation- . ! ?</p>	
Vocabulary	<p>phoneme, sound, grapheme, sound talk, segment, blend, read, pages, page numbers, title, beginning, middle, end, events, characters, setting, letters, words, sentence, retell, non-fiction, story, rhyme, poem, describe, where, what, when, who, write, form, spell, spaces, lower case, capital letter, full stop</p>						



## Maths – Specific Area

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

### ELG 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.

	Autumn	Spring	Summer	KSI ready
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## Areas of Learning Covered

White Rose at St Joseph's							<b>Number:</b> <ul style="list-style-type: none"> <li>To count confidently</li> <li>To show a deep understanding of numbers up to 10</li> <li>To match numerals with a group of objects to show how many there are (up to 10)</li> <li>To be able to identify relationships and patterns between numbers up to 10</li> <li>To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</li> <li>To add and subtract one in practical activities</li> </ul> <b>Shape, Space and Measures:</b>
	*Match, sort and compare. *Talk about measure and patterns. *It's me 1,2,3.	*Circles and triangles. *1,2,3,4,5. *Shapes with four sides.	*Alive in five. *Mass and capacity. *Growing 6,7,8. *Time.	*Length and height. *Building 9 and 10. *Explore 3D shapes.	*To 20 and beyond. *How many now? *Manipulate, compose and decompose.	*Sharing and grouping, *Visualise, build and map. *Make connections.	
Number and Numerical Patterns	*Recite numbers to 10 in order and starting from any number. *Count objects, actions and sounds up to 5 with 1:1 correspondence.	*Recite numbers to and from 10 in order and starting from any number and begin to count back from 10. *Count objects, actions and sounds up to 5 with 1:1	*Recite numbers to 20. *Count objects, actions and sounds up to 10 with 1:1 correspondence e.g. irregular amounts, count from larger group.	*Recite numbers to 20 in order and starting from any number and begin to count back from 20. *Count objects, actions and sounds up to 10.	*Recite numbers to and from 20 with confidence, in order and starting from any number. *Begin to recite numbers beyond 20, following the number patterns.	*Recite numbers beyond 20, following the number patterns. *Consolidation of subitising, counting, comparing, sorting and matching skills.	

	<p>* Compare amounts up to 5 and use the language of more and fewer to describe.</p> <p>*Find and match objects that are the same.</p> <p>*Sort objects into sets based on their shape, colour, size for example.</p>	<p>correspondence e.g. irregular amounts, objects that cannot be moved.</p> <p>* Subitise amounts up to 3 in different arrangements.</p> <p>* Compare amounts up to 5 and use the language of more and fewer to describe.</p> <p>*Link numerals with correct amounts to 5.</p> <p>*Explore the composition of numbers to 5.</p> <p>* Begin to explore number bonds to 5.</p> <p>*Double small amounts.</p> <p>* Use own mark making to record amounts to 5.</p> <p>*Begin to form numbers 1-5.</p>	<p>* Subitise 5 objects (quick recall without counting).</p> <p>* Link the numerals with correct amounts to 10.</p> <p>*Compare quantities up to 10 using the language of fewer, more than.</p> <p>*Sort quantities into pairs, spotting when there is an odd amount.</p> <p>*Understand 'one more/less than' to 10.</p> <p>* Recall number bonds to 5.</p> <p>* Use addition vocabulary when combining two amounts to find a total.</p> <p>* Use own mark making to record amounts to 8.</p> <p>*Form numbers 1-5.</p>	<p>* Subitise 5 objects (quick recall without counting).</p> <p>*Link the numerals with correct amounts to 10.</p> <p>*Place numbers 1-10 in order.</p> <p>*Understand 'one more/less than' to 10.</p> <p>* Explore the composition of numbers to 10.</p> <p>*Explore number bonds to 10.</p> <p>*Begin to use the vocabulary involved in subtraction.</p> <p>*Double numbers to 5.</p> <p>*Write numbers 0-9 with increasing confidence.</p>	<p>*Consolidation of subitising, counting, comparing, sorting and matching skills.</p> <p>*Begin to count reliably with numbers 11-20.</p> <p>*Build amounts 11-20</p> <p>*Count an irregular arrangement of objects, larger than 10.</p> <p>*Recognise numerals to 10 confidently and begin to recognise numerals beyond 10.</p> <p>*Begin to subitise numbers to 10 and see familiar patterns e.g. 5 and 3 is 8.</p> <p>* Halve numbers to 10.</p> <p>* Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>*Use vocabulary involved in adding and subtracting confidently.</p> <p>*Record some number sentences using calculation symbols within practical activities.</p>	<p>* Understand 'one more/less than' to 20.</p> <p>*Subitise numbers to 10 and see familiar patterns.</p> <p>*Recognise odd and even numbers.</p> <p>*Use vocabulary involved in doubling, halving and sharing confidently.</p> <p>* Solve problems, including doubling, halving and sharing.</p> <p>*Write number 1 – 9 using correct formation.</p> <p>*Record some number sentences using calculation symbols within practical activities.</p>	<ul style="list-style-type: none"> <li>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</li> <li>To use spatial language, including following and giving directions, using relative terms</li> <li>To develop spatial reasoning with shape and space</li> <li>To compose and decompose shapes, and understanding which shapes can combine together to make another shape</li> <li>To measure themselves and everyday objects using a mixture of non-standard and standard measurements</li> <li>To develop spatial reasoning using measures</li> <li>To begin to order and sequence events using everyday language related to time</li> <li>To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars</li> <li>To explore the use of different measuring tools in everyday experiences and play.</li> </ul>
Shape, Space and Measures	<p>*Continue, copy and create AB repeating patterns involving colour, shape, size and position.</p> <p>* 2D shape recognition and manipulation to create new shapes.</p> <p>* Compare and order objects according to their size using new vocabulary.</p> <p>*Compare the mass and capacity of objects using new vocabulary.</p>	<p>* Investigate 2D shapes – rotation of circles and triangles, and combining rectangles and squares.</p> <p>* 3D shape recognition.</p> <p>* Follow instructions and describe an objects position using positional language.</p> <p>* Use appropriate language to describe events in a day.</p>	<p>*Measure, describe and compare the capacity of objects.</p> <p>*Measure, describe and compare the mass of objects.</p> <p>*Use time related language to describe when things happen.</p> <p>*Begin to measure short periods of time.</p>	<p>*Explore similarities and differences between 3D shapes.</p> <p>*Describe, copy and continue more complex patterns (AAB, AABB).</p> <p>*Measure, describe and compare the length and height of objects.</p>	<p>*Manipulate shapes to create new arrangements.</p> <p>*Use shapes to create new shapes (breaking apart, sticking together).</p>	<p>*Solve problems involving measures – predict and test ideas.</p> <p>* Describe objects using positional language to create a model.</p>	
Skills	<p>*Count actions, amounts and sounds. *Compare numbers. *Match. *Sort. *Label. *Subitise. *Describe. *Calculate.</p> <p>*Understand more and less. *Recall number bonds. *Rotate shapes. *Compose and decompose shapes. *Continue, create, repeat patterns. *Compare length, weight and capacity.</p>						

Vocabulary	number, how many, count, more, less, most, fewest odd, even, order, sequence, estimate, same, too many/few, not enough, the same number, amounts, larger, bigger less, fewer, smaller, number bonds, add, total, altogether, double, how many more? take away, how many are left? pattern, answer, sort group, same, different, half, halve, share, group, money, coin, pence, price, cost, buy, spend, spent, pay, change, record, measure, size, compare, length, height, long, short, tall, longer, shorter, taller, higher, longest, shortest, tallest, highest, weigh, balances, heavy/light, heavier/lighter, heaviest/lightest, full, half full, empty, holds, container, time, day, week, morning, afternoon, evening, night, today, yesterday, tomorrow before, after, next, last, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly, shape, pattern, flat, curved, straight, corner, face, side, edge, sort, make, build, draw, symmetry, pattern repeating pattern, position, over, under above, below, top, on, in, in front, behind, before, after, next to, between, direction, left, right, up, down, forwards, backwards.
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## Understanding of the World – Specific Area.

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

### ELG

#### 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.

	Autumn Me and My Family/Sense Autumn	Spring Winter/Spring Space Life Cycles	Summer Now and Then Healthy Me Summer	KSI ready
EYFS St Joseph's  Past and Present	To talk about members of their immediate family. To talk about how they have changed since they were a baby. To talk about recent past events in their own life. To compare similarities and differences with things from the past with nowadays.	To compare and contrast characters from stories, including figures from the past. To understand that time passes in order. To investigate famous Antarctic explorers. To learn about Easter as a past event.	To comment on objects and images of familiar situations with the past. To begin to understand that things happened a really long time ago. To explore dinosaurs as extinct and from the past	<ul style="list-style-type: none"> <li>Use words associated with the past including yesterday, last week, last year</li> <li>Use past tense when speaking about things that happened in the past</li> <li>Share their memories of significant events in their own lives.</li> </ul>

History	<p>To name people who are familiar to them in their community and to know who helps us.</p> <p>Talk, draw or write about aspects of the past - Guy Fawkes/Remembrance Day.</p> <p>To see Christmas as a past event - The first Christmas.</p>			<ul style="list-style-type: none"> <li>• Talk about things that have changed.</li> <li>• Begin to put these events in order</li> <li>• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li> <li>• Begin to put events in order.</li> <li>• Talk about the order of events in a range of familiar stories.</li> <li>• Recognise language in stories that shows the story happened in the past.</li> </ul>
<p>EYFS St Joseph's</p> <p>People, Culture and Communities Geog, PSHE, RE</p>	<p>To explore their classroom, including outdoor area and draw a pictorial map of the area.</p> <p>To look at a map of the school and map of the roads in our local community.</p> <p>To draw information from a simple map.</p> <p>To discuss daily weather conditions. (Rain, cloud, sun, snow, wind.)</p> <p>To talk about how Christians celebrate Christmas.</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).</p> <p>To know that people around the world have different religions.</p>	<p>To talk about the features of their own immediate environment and how environments might vary from one another – town, country, beach, forest.</p> <p>To begin to notice similarities and differences in places in my locality, my country and the world.</p> <p>Begin to understand about different places e.g. the seaside, countryside (farms) and towns and begin to explore the human and physical features there.</p> <p>To talk about places seen in books, videos and on the internet and to compare similarities and differences between life in this country and life in other countries.</p> <p>Discuss daily weather.</p> <p>To know that Christians celebrate Easter.</p> <p>To compare Warrington with the Antarctic.</p> <p>To find out about London.</p>	<p>To explore the school setting and local area through field trips.</p> <p>To talk about some features of the areas where I live.</p> <p>To talk about what was seen and tell you what somewhere is like.</p> <p>To make simple sketches and draw simple routes of familiar places (home and school.)</p> <p>To discuss daily weather conditions and begin to explore seasonal patterns.</p> <p>To fill in and use simple charts e.g. class daily weather chart.</p> <p>To know that there are many countries around the world.</p>	<ul style="list-style-type: none"> <li>• Know where they live</li> <li>• Know how they travel to school</li> <li>• Talk about some of the differences they notice when they are in different places</li> <li>• Talk about places when looking at books and watching tv/videos</li> <li>• Talking about places they have been to</li> <li>• Talk about places in stories</li> <li>• Using language that relates to place</li> <li>• Recognise elements of their environment that are manmade and natural</li> <li>• Make maps from stories</li> <li>• Follow simple maps in play</li> </ul>
<p>EYFS St Joseph's</p> <p>Natural World Science</p>	<p>To talk about the weather and to say what they can see, hear and feel.- Summer into Autumn, Autumn into Winter in their play.</p> <p>To know the changes to the environment due to the change in the season - Summer into Autumn, Autumn into Winter in their play.</p> <p>Planting seasonal plants.- bulbs, winter bedding plants.</p> <p>Explore different materials in relation to the weather and things they find in our environment..eg snow, soil and water.</p> <p>To be able to differentiate between nocturnal and diurnal animals.</p> <p>To describe self.</p>	<p>To talk about the weather and to say what they can see, hear and feel.- - winter into spring in their play.</p> <p>. To name some seasonal plants in their environment and animals local to the area. To plant vegetables eg potatoes and care for them to harvest in the summer.</p> <p>To know about changes to materials such as melting ice.</p> <p>To know that humans and other animals can grow.</p> <p>To talk about the life cycle of plants and animals and what they need to survive.</p> <p>To investigate space.</p> <p>To know about forces - floating and sinking.</p>	<p>To make observations of plants and animals and explains why some things occur, and talk about changes.</p> <p>To know about similarities and differences in relation to living things including insects such as ladybirds, butterflies, bees</p> <p>To talk about the weather and to say what they can see, hear and feel.- Spring into Summer in their play.</p> <p>To know how to care for season vegetables and harvest in the summer.</p> <p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods.</p> <p>To name and identify a range of different materials and to know how they are used.</p> <p>To select appropriate materials according to their properties. environments.</p>	<ul style="list-style-type: none"> <li>• To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</li> <li>• To compare objects in their environment and talk about similarities and differences</li> <li>• To ask questions about the world around them, and seek to find their own answers.</li> <li>• To know what a plant is</li> <li>• To know what a flower is</li> <li>• To know where you see plants</li> <li>• To describe different plants and flowers</li> <li>• To recognise and name a variety of different animals</li> <li>• To know the names of different body parts of humans and animals they have experience of</li> <li>• To recognise that different everyday objects are made from different materials</li> </ul>

							<ul style="list-style-type: none"> <li>To describe how different objects look and feel</li> <li>To know about different types of weather</li> <li>To observe changes in trees and plants as the seasons progress</li> </ul>
Development Matters Links: Past and Present (History)	<ul style="list-style-type: none"> <li>*Begin to make sense of their own life-story and family's history.</li> <li>*Begin to comment on images of familiar situations in the past.</li> <li>*Talk about members of their immediate family and community.</li> <li>*Begin to understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to comment on images of familiar situations in the past.</li> <li>*Talk about members of their immediate family and community.</li> <li>*Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>*Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>*Comment on and order images of familiar situations in the past.</li> <li>*Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about similarities and differences in the past.</li> <li>*Compare and contrast characters from stories, including figures from the past.</li> <li>*Talk about people familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about similarities and differences over their life time.</li> <li>*Explore holidays from the past.</li> <li>*Talk about people familiar to them.</li> </ul>	
Development Matters Links: People, Culture & Communities (Geography, PSHE, RE)	<ul style="list-style-type: none"> <li>*Begin to recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to understand that some places are special to members of their community.</li> <li>*Begin to recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that some places are special to members of their community.</li> <li>*Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>*Recognise some similarities and differences between life in this country and other countries.</li> <li>*Recognise some environments that are different to the one in which they live.</li> <li>*Draw information from a simple map.</li> <li>*Explore a country and some similarities and differences between life there and here.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise some similarities and differences between life in this country and other countries.</li> <li>*Recognise some environments that are different to the one in which they live.</li> <li>*Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>* Explore faiths and recognise that people have different beliefs and celebrate special times in different ways.</li> <li>*Describe a fictional environment that is different to own, creating own map to represent it.</li> </ul>	<ul style="list-style-type: none"> <li>* Explore some similarities and differences between life in this country and other countries.</li> </ul>	
Development Matters Links: Natural World (Science)	<ul style="list-style-type: none"> <li>* Explore the natural world around them,</li> <li>*Describe what they see, hear and feel whilst outside.</li> <li>*Understand the effect of changing seasons</li> </ul>	<ul style="list-style-type: none"> <li>*Describe what they see, hear and feel whilst outside.</li> <li>*Draw information from a simple map.</li> <li>*Understand the effect of changing seasons</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the natural world around them.</li> <li>*Describe what they see, hear and feel whilst outside.</li> <li>*Understand the effect of changing seasons on</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the natural world around them.</li> <li>*Describe what they see, hear and feel whilst outside.</li> <li>*Understand the effect of changing seasons on</li> </ul>	<ul style="list-style-type: none"> <li>*Explore the natural world by making observations.</li> <li>*Observe and interact investigations about materials.</li> </ul>	<ul style="list-style-type: none"> <li>*Observe and interact with natural processes.</li> <li>*Explore the natural world.</li> </ul>	

	on the natural world around them.	on the natural world around them.	the natural world around them. *Recognise some environments that are different to the one in which they live. *Observe and interact with natural processes.	the natural world around them. *Observe and interact with natural processes.			
Skills	<p><b>History:</b> *Recognise that some events happened in the past. *Describe things that happened to themselves and other people in the past. * Describe what is similar/different (places, images and people). *Look at books, recordings, photographs, pictures and artefacts. *Talk about the past. *Talk to people in the community. *Ask questions about the past. *Order historical content. *Draw things from the past.</p> <p><b>Geography:</b> *Ask questions. *Respond to questions. *Draw simple picture maps and plans. *Use the senses to observe places. *Identify simple types of buildings and places. *Follow directions. *Identify simple features on an aerial photograph. *Draw round objects to get a plan view. *Play games with globes and maps. *Use photos, stories and recordings. *Listen to information. *Compare the UK and another country. *Use simple geographical vocabulary. *Show awareness of other cultures. *Talk about other people's lives.</p> <p><b>Science:</b> *Recognise some similarities and differences between locations they know well and locations that are unfamiliar. *Explore the natural world around them, using their senses to fully experience them. *Recognise and describe ways in which we can care for the natural world around us. *Name and describe some animals that they are likely to see in their environment with support. *Record pictorially based on their observations. *Ask questions to enhance enquiry skills. *Name and recognise that different types of animals live in different habitats. *Use vocabulary to describe and name different habitats. *Observe and understand the life cycle processes of animals including human development (baby/cub, young/child, adult). *Classify different objects into groups based on what they are made from. *Gather different materials for a purpose, predicting and testing their suitability. *Observe and interact with natural processes. *Name and recognise the four different seasons of the year. *Observe the different weather at different times of the year.</p>						
Vocabulary	<p><b>History:</b> old, new, past, ago, family, before, after, first, next, retell, event, image, same, different, Head Teacher, teacher, caretaker cleaner, police officer, firefighter, doctor, vet, jobs, postal worker, dentist, war, remembrance - History • Historian • After • Before • New • Old • Now • Past • Present • Time</p> <p><b>Geography:</b> street, road, lane, school, church, field, house, shop, woodland, bridge, railway, roundabout, beach, building, town, farm, traffic lights, pedestrian crossing, left, right, forward, backwards. zebra crossing, animals, birds, globe, maps, journey, park, path, place, countryside, desert, country, hill, forest, river, sea, water, weather, wildlife, world, belief, special places - Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth</p> <p><b>Science:</b> Exercise • Healthy • Wash • Toothbrush • Tooth / Teeth • Body • Head • Bones • Skeleton • Family • Animal • Human • Mammal • Bird • Fish • Amphibian • Insect • Lifecycle • Nocturnal Lifecycle • Plant • seed • grow • roots • Flower • Seasons • Autumn • Winter • Spring • Summer • Change • Weather - Material • Wood • Plastic • Glass • Float • Sink • Liquid • Solid</p>						
Expressive Arts and Design – Specific Area.							
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.							



## ELG

### Creating with Materials.

\*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

\*Share their creations, explaining the process they have used.

\*Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

\*Invent, adapt and recount narratives and stories with peers and their teacher.

\*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	KSI ready
	Kandinsky - Circles/Maths	Monet - Poppies/ Remembrance Day	Yayoi Kusama	Van Gogh - Starry Night/ Sunflowers	Henri Matisse - Collage	Cath Kidston - Textiles	
EYFS St Joseph's Creating with Materials  Art	<u>Drawing and Painting</u> To draw on a range of surfaces i.e. paper, whiteboards, chalk boards using a range of drawing media to draw shapes and different lines. To draw from their imagination. To draw using a range of media i.e. chalk, charcoal, oil pastels, pencils, pencil colours. To draw from observations of pictures and objects.	<u>Drawing and printing</u> To use a variety of tools when painting from their imagination, including different sizes of brushes and tools i.e. sponge brushes, fingers, twigs, leaves, and string. To paint using different scales of paper painting small pictures using smaller detail brushes and larger brushes for larger spaces. To explore colour mixing. To experiment with creating different things and to be able to talk about their uses.	<u>Printing</u> To know what basic printing is the process of pressing down and lifting off to print. To print using everyday materials, hands, fingers, shapes, bubble wrap, sticks, card, and sponges, tinfoil. To print simple patterns using shapes, colours and lines.	<u>3D Sculpture</u> To use a variety of malleable media such as clay, playdough, plasticine. To impress and apply simple decorations. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	<u>Collage</u> To cut and stick different materials to create representations of objects. To choose different materials. i.e. string, cardboard, paper, leaves, flower petals, buttons, cotton wool etc. to create pictures.	<u>Textiles</u> To use a range of materials and fabrics to create pictures i.e. fabric, felt, ribbon, string, pipe cleaners. To begin to draw and paint on different fabrics and observe what happens to different paints and marks they make. To draw and print simple repeating patterns using shapes and lines on fabric.	<ul style="list-style-type: none"> <li>To make / build / construct objects using a variety of materials</li> <li>To join materials together when making / building / constructing</li> <li>Hold tools like pencils, paint brushes, scissors with increasing precision</li> <li>Experiment with using different everyday and art materials to explore colour, texture and form</li> <li>To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>To explore creating designs and art work on a range of scales.</li> <li>Recognising and exploring the colour, patterns and shapes in other artist's work.</li> <li>Expressing opinions and feelings in response to their own art work and other artist's work.</li> <li>Sharing their work with other people, talking about what they have created it.</li> </ul>
DT	Use loose construction materials including junk modelling. For children to be able to safely construct with a purpose and evaluate their designs.		Constructs with a purpose in mind, using a variety of resources.	To plan, carry out and evaluate and change where necessary.	Manipulates materials to achieve a planned effect.	Selects tools and techniques needed to shape, assemble and join materials they are using.	
EYFS St Joseph's Music	To sing a welcome song as a group To add actions and movement to a song To share responses to songs and music To experiment with using different voices To sing songs as a group and suggest simple actions		To match movements to music and follow musical cues To begin to recognize the structure of a song To follow simple notation To begin to recognize the structure of a song To explore different ways of playing instruments		To sing simple songs, spotting simple features (e.g. song lyrics) To experiment with voice sounds To recognize simple pitch patterns To compose a sound sequence, choosing sounds to match characters or objects		<ul style="list-style-type: none"> <li>To join in with singing familiar songs and rhymes.</li> <li>To make up songs and rhymes of their own.</li> <li>To match the pitch of their voice to the pitch of the song they are</li> </ul>

	<p>To respond to simple musical instructions          To copy simple sound and movement patterns          To experiment with using different voices          To respond to musical cues.          To explore creative movement when singing and playing          To move to the pulse of the music          To respond to musical instructions To discriminate between sounds          To play musical patterns using sound and silence          To match movements to music          To listen to and follow musical instructions, responding through movement          To take turns in a simple call-and- response chant          To investigate the timbre of instruments and sound-makers          To explore timbre of instruments          To create simple sound imagery inspired by a song          To explore ways of sorting instruments          To name some classroom percussion instruments          To handle instruments with control          To tap rhythms of words          To tap a rhythm using instruments and body percussion          To sing songs with simple structures          To respond to simple rhythmic structures          To compose simple rhyming lyrics          To create and follow a simple graphic score          To respond to music with creative movement          To create and follow simple notation          To learn about musical traditions</p>	<p>To follow simple notation          To recall simple sound sequences          To begin to recognize the structure of a song          To explore creative movement          To recognize loud and quiet sounds          To describe simple sounds and sequences.          To respond to musical cues          To move in time with the music          To play instruments to a steady pulse          To name classroom percussion instruments          To play untuned percussion to a steady pulse          To follow a simple graphic score          To use songs and music for creative movement          To move to the pulse of a song          To perform simple musical accompaniments          To play simple rhythms          To create simple sound effects to accompany a song          To follow simple notation          To create descriptive sounds          To respond to changes in tempo          To explore tempo, dynamics and duration when composing          To create and follow simple notation          To compose and describe simple descriptive sounds          To explore tempo and dynamics when composing          To control instruments, exploring different ways of playing          To recognize the structure of a song          To devise a movement sequence          To perform a song and dance to an audience          To devise a sound-and- movement sequence          To perform a song and dance to an audience          To devise a movement sequence          To teach others a singing game          To compare singing games</p>	<p>To experiment with voice sounds          To follow musical instructions (loud, quiet, spiky, smooth, fast, slow) To sing short songs and melodies in small groups with growing confidence          To recognize high and low sounds          To explore changes in pitch To sing short songs and melodies in small groups with growing confidence To recognize high and low sounds          To compose and play simple pitch patterns using tuned percussion          To follow a simple musical score          To create music inspired by the natural world          To organize musical ideas into a structure          To talk about instruments, comparing sounds          To recognize musical patterns To compose simple musical patterns, exploring duration and pitch          To follow simple notation          To talk about instruments, comparing sounds          To recognize musical patterns          To experiment with ways to change sounds          To use music to represent patterns in nature          To follow notation          To select instrumental sounds          To explore the effects of combining sounds          To follow directions, knowing when to start and stop To spot simple features of music and dance performances          To select instrumental sounds          To order and combine simple sounds          To follow directions, knowing when to start, stop or change sounds          To order and layer musical sounds          To follow directions, knowing when to start, stop or change sounds          To use simple sound effects to tell a story          To perform a story as a group To sing songs with expression          To use simple sound effects to tell a story          To create musical scores To experiment with musical structure          To improvise movement in response to sounds          To create and perform simple sound effects To create and follow musical scores.</p>	<p>singing. To listen to live and recorded music, hearing lyrics, rhymes and instruments.</p> <ul style="list-style-type: none"> <li>• To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> <li>• To explore the range of sounds made by different instruments.</li> <li>• To use a range of percussive instruments to enhance songs and rhymes.</li> <li>• To know the names of instruments that they have explored and used.</li> </ul>
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Development Matters: Creating with Materials (Art and DT)	<ul style="list-style-type: none"> <li>*Draw with increasing complexity and detail.</li> <li>* Develop their own ideas and then decide which materials to use to express them.</li> <li>*Continue to explore colour and colour mixing.</li> <li>*Safely use and explore a variety of materials and tools.</li> <li>*Talk about new creations with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>* Develop their own ideas and then decide which materials to use to express them.</li> <li>*Safely use and explore a variety of materials and tools.</li> <li>*Explore new techniques when creating firework paintings, decorations.</li> <li>*Talk about new creations.</li> <li>*Begin to return to and build upon previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore and use a variety of artistic effects to express their ideas.</li> <li>*Build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>*Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore and use a variety of artistic effects to express their ideas.</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>*Create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore tools and techniques, using them safely.</li> <li>*Experiment with colour and design when creating – butterflies.</li> <li>*Continue to explore colour and colour mixing.</li> <li>*Talk about creations.</li> <li>* Create props for story telling and role play.</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with colour, design and texture when creating.</li> <li>*Make props using a variety of resources for role play.</li> <li>*Talk about creations, explaining how model has been created.</li> </ul>	
Development Matters: Being Imaginative & Expressive (Music, Dance, Drama)	<ul style="list-style-type: none"> <li>*Take part in simple pretend play based on familiar stories.</li> <li>*Begin to develop complex stories using small world equipment.</li> <li>*Begin to listen carefully, move to and talk about music, expressing their feelings and responses.</li> <li>*Sing in a group or on their own when learning new rhymes and songs.</li> <li>*Begin to explore and engage in music making using instruments to accompany songs.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to develop complex stories using small world equipment.</li> <li>*Begin to develop storylines in their pretend play based on familiar stories.</li> <li>*Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>*Begin to watch and talk about dance and performance art.</li> <li>*Sing in a group or on their own.</li> <li>*Begin to explore and engage in music making and dance.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>*Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>*Explore and engage in music making and group dance e.g. Dragon dance.</li> <li>*Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about music, expressing their feelings and responses.</li> <li>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>*Develop storylines in their pretend play by recounting known stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Adapt narratives and stories through role play.</li> <li>*Sing a range of well-known nursery rhymes and songs alone or in a pair.</li> <li>*Invent songs and add movements.</li> </ul>	<ul style="list-style-type: none"> <li>*Invent own role play narratives based on journeys and perform them.</li> <li>*Sing a range of well-known nursery rhymes and songs, adding movement and musical instruments when appropriate.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>*Begin to use a variety of drawing tools.</li> <li>*Use drawings to tell a story and investigate different lines.</li> <li>* Explore different textures.</li> <li>*Make accurate drawings of people.</li> <li>* Name the different tools that bring colour.</li> <li>*Name colours</li> <li>*Mix colours.</li> <li>*Use a range of tools to make coloured marks.</li> <li>*Use a variety of different brushes.</li> <li>*Use a range of materials and printmaking techniques and materials.</li> <li>*Generate ideas by exploring other artist's work.</li> <li>*Explore ideas, patterns and designs through practical activities.</li> <li>*Handle, feel and manipulate materials.</li> <li>*Create repeating patterns</li> <li>*Use shape to create patterns.</li> <li>*Invent and adapt orally for a purpose.</li> <li>*Begin to create personal preference in design.</li> <li>*Explain how to adapt a mechanism for movement.</li> <li>*Draw and/or describe a design.</li> <li>* Make structures from card, tape and glue</li> <li>*Follow instructions to cut and assemble different structures.</li> <li>*Mix ingredients.</li> <li>*Name different fruits.</li> <li>*Use tools safely and with control.</li> <li>*Talk about their creation and evaluate their success.</li> <li>*Test a finished product.</li> <li>*Share creations and explain the processes used</li> <li>*Share</li> </ul>						

	<p>their opinions about the appearance of others' creations. *Explain likes and dislikes *Know some similarities and differences between materials. *Explore and describe different movements. *Observe and copy others. *Perform a single skill or movement with some control. *Perform a small range of skills and link two movements together. *Move confidently in different ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *Perform a single skill or movement with some control with or without apparatus safely. *Perform a single skill or movement with some control with or without music. *Sing some nursery rhymes off by heart. *Listen to music. *Talk about how music or performance art makes you feel. *Enjoy moving to music. *Move with the pulse of the music. *Explore high and low using voices and sounds of characters in the songs. *Keep the pulse throughout a section of a song. *Sing along with music and add your own actions. *Perform nursery rhymes by singing and adding actions or dance. *Perform songs adding a simple instrumental part. *Talk about a performance. *Retell taught stories using props for support. *Invent own narratives to tell a story using props when required.</p>	
Vocabulary	<p>straight, curved, long, short, wavy, thick, thin, zigzag, repeat, colour, primary, light, dark, colour mixing, shade, rough, smooth, soft, hard, flat, curve, artist, print, materials, ingredients, tools, similar, different, creation, build, block, stick, stack, space, balance, model, fold, bend, fasten, construct, join, rip, scrunch, link, slot. move, movement, travel, action, space, shape, turn, perform, copy, follow, sequence, balance, jump, land, tilt, roll, balance, run, jog, sprint, hop, gallop, skip, slide, change direction, sing, listen, high, low, pitch, rhythm, pulse, instrument, backing track, actions, lyrics, perform, retell, invent, prop.</p>	
Here are a list of songs that the children in Reception should know fluently by the end of the year.	<ul style="list-style-type: none"> <li>- Incy Wincy Spider</li> <li>- 1,2,3,4,5 once I caught a fish alive.</li> <li>- 5 little ducks</li> <li>- Row row row your boat</li> <li>- Old MacDonald</li> <li>- Humpty dumpty</li> <li>- 5 little monkeys</li> </ul>	

### Foundation Subjects

<u>Subject</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<u>Science</u>	Ourselfs and our Senses.	Seasons - Autumn Hibernation - Bear Snores On Plants	Seasons - Winter Materials - changes in state. Plant vegetables	Space Seasons - Spring Habitats - Focus on chicks.	Lifecycles - Caterpillar. -Healthy Eating Plants	Seasons - Summer
	Floating and sinking and changes in the weather taught continually throughout the year. Investigation skills taught throughout the year on the 'Investigation Table'.					
<u>Outdoors/Growing</u>	Tulips Daffodils		Carrots Broad beans		Pumpkins	

			Sweet peas			
<b><u>Geography</u></b>  <b><u>Paddington Bear</u></b>	-School - Explore indoor and outdoor area - looking for signs of autumn. -Autumn walk -Simple maps	-People who help us - Where they are based within our community?	-Seasons - Winter -Compare Warrington to Antarctica. -Chinese New Year	-Seasons - Spring -Uk and London -Simple maps	-Continents	-Seasons -Summer -Oceans - Somebody swallowed Stanley -Simple maps
	Warrington		Great Britain		The World	
<b><u>History</u></b>	-Explore self and family members - share past memories. Look at objects and how they have changed over time.	-Guy Fawkes - The Gunpowder Plot -Remembrance Day -Share past family photos of children's first Christmas.	-Investigate famous Antarctic explorers - Robert Scott -Chinese Year - Past years.	-Life Cycles -The Easter Story -Space - Neil Armstrong	-Explore dinosaurs and when they lived. -David Attenborough -Houses - Now and Then/Household objects	-Pollution - Climate Change -Transition - changes in year group
<b><u>Art and DT</u></b>  <b><u>Artist Study</u></b>	Drawing and Painting -Observations -Self portraits -Paint mixing Offer a variety of <input type="checkbox"/> mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) <input type="checkbox"/> surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps <input type="checkbox"/> inside and outside experiences on a large and small scale <input type="checkbox"/> collaborative projects		Printing Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).	3D sculpture Include malleable, construction and loose parts model-making <input type="checkbox"/> Explore skills such as joining, stacking, re-shaping and using simple tools <input type="checkbox"/> Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells)	Collage Offer a variety of: <input type="checkbox"/> materials e.g. textured papers, recycled materials, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) <input type="checkbox"/> tools e.g. scissors, glue sticks	Textiles (Weaving and Threading)
	Kandinsky - Circles/Maths Monet - Poppies/ Remembrance Day		Yayoi Kusama	Van Gogh - Starry Night/sunflowers	Henri Matisse - Collage	Cath Kidston - Textiles
<b><u>Computing</u></b>	To begin to use a mouse/pad to navigate a computer. To use the interactive whiteboard – phonic play. To use I pads – White Rose Maths – 1 minute game.		To use a CD player to play and listen to Nursery Rhymes. To use an iPad for a purpose – eg taking photo of the learning, recording of voice. To use a mouse/pad to complete a simple ICT programme.		To use an i-pad to explore various programmes within provision. To use directional language to describe a sequence (beebots) To know how to use a keyboard effectively.	
<b><u>Music</u></b>	<b><u>My Musical Classroom</u></b> Hear my voice What's the music saying Instruments everywhere Playing with songs		<b><u>Musical Patterns and Performing</u></b> What's the pattern? Playing Musical Patterns And Accompaniments Exploring Descriptive Sounds Let's Perform		<b><u>Sound Stories</u></b> Pitch Play And Changing Sounds Patterns And Sequences Meet The Characters Perform a story	

#### **Appendix 1 – Little Wandle**



## Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

## Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with –s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

## Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

## Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

## Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	