

Firs Primary School

Reception knowledge progression

2024-2025

Curriculum intent.

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.

'The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning - prime and specific. It is linked to our EYFS Long term curriculum plan. At Firs we recognise that learning is not always linear, and children learn at different rates and in different ways. Each area of development is implemented through planned, purposeful play and a mix of adult and child led activities. Practitioners respond to each child's needs and interests, guiding their development through warm, positive relationships to move their learning forward. We believe all children can succeed and ensure that our teaching is adaptive to the needs of all pupils.

Communication and Language

ELG Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG 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

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding.	<p>To understand how to listen carefully and its importance.</p> <p>To be able to follow simple instructions and directions.</p> <p>To listen to stories with increasing attention.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p> <p>To respond to instructions with more than one step.</p>	<p>To retell a story using the correct story language that has been taught.</p> <p>To follow a story without pictures of props.</p>	<p>To understand questions such as who, what, where, when, why and how and respond appropriately.</p> <p>To respond with relevant comments and questions when being read to.</p>	<p>To have conversations with adults and peers with back and forth interactions.</p> <p>To make comments about what they have heard and ask questions to clarify understanding.</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking	<p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary linked to their learning.</p> <p>To talk in sentences using a conjunction e.g. and or because.</p>	<p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout their learning and play.</p> <p>To begin to use some story language when retelling stories eg Once upon a time, one day, the end.</p> <p>Develop social phrases eg good morning, how are you, please, thank you, good bye.</p>	<p>To develop confidence to talk to other adults they know at school.</p> <p>To share their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea with another using a range of connectives.</p> <p>To engage in non-fiction books.</p>	<p>To share their work with others.</p> <p>To use new vocabulary in a range of contexts.</p> <p>To use talk to help work out problems and organise thinking.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p>	<p>To talk to a range of adults around the school.</p> <p>To offer explanations as to why things happen.</p> <p>To talk in sentences using a range of tenses.</p>

Primary School

Personal, Social and Emotional Development

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.

ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG 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.

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>To recognise different emotions.</p> <p>To maintain focus on self-chosen learning and in small groups</p> <p>To follow one-step instructions.</p>	<p>To begin to talk about how they are feeling.</p> <p>To develop appropriate ways of being assertive</p> <p>To change their behaviour to a range of situations.</p> <p>To begin to bounce back from challenges with support.</p>	<p>To maintain their focus during longer whole class/group/ independent sessions.</p> <p>To follow 2 step instructions.</p> <p>To consider how their behaviour affects others.</p> <p>To consider the feelings of others.</p>	<p>To identify and control their emotions in a range of ways.</p> <p>Tolerate delay and show patience.</p> <p>Show pride in achievements.</p>	<p>To follow 3 step instructions.</p> <p>View themselves as a valued individual recognising their strengths.</p> <p>To understand their own and others feelings and regulate their behaviour independently</p>	<p>Maintain focus during extended whole class teaching/independent learning.</p> <p>To set a goal and reflect on progress throughout.</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self	<p>To independently be able to</p> <ul style="list-style-type: none"> - Use the toilet - Wash hands - Put coat on - Change shoes into wellington boots - put on waterproof trousers <p>To explore the Reception environment.</p> <p>To begin to understand the rules of a classroom – R,R,S.</p>	<p>To have confidence to try new activities.</p> <p>To develop the ability to follow the rules of the classroom – R, R, S.</p> <p>To get changed for PE with support.</p>	<p>To begin to show resilience and perseverance when faced with a challenge.</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To develop independence when dressing and undressing for PE.</p>	<p>To practice doing buttons/buckles.</p> <p>To explain wrong from right.</p>	<p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices.</p> <p>To show a good level of independence in their ability to manage their own basic needs.</p>	<p>To show perseverance in the face of a challenge.</p> <p>To show a 'You can do it attitude'.</p> <p>Explain the reason for rules.</p>
Building relationships	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To play with children who are playing with the same activity.</p>	<p>To begin to work as a group with support from adults.</p> <p>To begin to develop friendships.</p> <p>To begin to develop positive relationships with Reception staff.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>To take turns during group work and when playing games together using taught strategies.</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition.</p> <p>To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships.</p>

SCHOOL

Physical Development

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross motor skills	<p>To move safely within a given space</p> <p>To stop safely</p> <p>To begin to develop control when using equipment</p> <p>To follow a path to take turns.</p> <p>To show control when jumping, hopping and balancing on tiptoes and one foot.</p> <p>To develop accuracy when throwing at a target.</p> <p>To develop core muscle strength to support a good sitting position.</p>	<p>To move in a variety of ways with increasing control</p> <p>To jumps off an object and land appropriately using hands, arms and body to stabilise and balance</p> <p>To begin to make shapes with their body.</p> <p>To travel using different body shapes.</p> <p>To create short sequences using shapes, balances and travelling movements.</p> <p>To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p>	<p>To move in time to a piece of music, following the rhythm and use counting to help keep in time.</p> <p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement, demonstrating confidence and imagination.</p>	<p>To throw and catch a ball with a partner.</p> <p>To roll and track a ball.</p> <p>To dribble a ball using hands and then feet.</p> <p>To understand the effects of exercise on their body.</p>	<p>To develop control when using equipment.</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>To play by rules given and develop co-ordination.</p> <p>To learn to play as a team.</p> <p>To learn to play against an opponent.</p> <p>To follow instructions safely and carefully when playing team games.</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor skills	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools – birdie fingers.</p> <p>To begin to copy letters.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>To begin to use tools with the correct intention.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zagged line.</p> <p>To use a tripod grip when mark making.</p> <p>To accurately draw lines and circles to draw pictures.</p> <p>To write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To hold scissors and cut along a curved line.</p> <p>To thread with small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p> <p>To begin to use tools with the correct intention and increasing control.</p>	<p>To independently use a knife and fork for all appropriate meals.</p> <p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To use a range of small tools safely with increasing control.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the handwriting lines</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p>

Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> <p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p>	<p>To retell a story they have heard.</p> <p>To follow a story without pictures of props.</p> <p>To identify and talk about the characters in books.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word reading	<p>To recognise their written first name.</p> <p>To recognise taught Phase 2 sounds s a t p i n m d g o c k ck e u r h b f l</p> <p>To read taught 'red words' – is, I and the</p> <p>To hear general sound discrimination, identify rhythm, rhyme, alliteration</p> <p>To identify the initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p>	<p>To recognise taught Phase 2 sounds – ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>To read words with –s /s/ added at the end (hats sits)</p> <p>To read words ending –s /z/ (his) and with –s /z/ added at the end (bags)</p> <p>To read tricky words put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>To orally segment for VC and CVC words for spelling</p>	<p>To recognise taught Phase 3 graphemes ai ee igh oa oo or ar or ur ow oi ear air er</p> <p>To read words with double letters</p> <p>To read longer words</p> <p>To read tricky words was you they my by all are sure pure</p> <p>To read books matching their phonics ability.</p>	<p>To recognise their full name</p> <p>To review Phase 3</p> <p>To read longer words, including those with double letters.</p> <p>To read words with –s /z/ in the middle</p> <p>To read words with –es /z/ at the end</p> <p>To read words with –s /s/ and /z/ at the end</p> <p>To review all tricky words taught so far</p> <p>To read captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p>	<p>Phase 4</p> <p>To read short vowels with adjacent consonants</p> <p>To read CVCC CCVC CCVCC CCCVC CCCVCC words</p> <p>To read longer words and compound words</p> <p>To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ /id/ /ed/, –est</p> <p>To read tricky words said so have like some come love do were here little says there when what one out today</p> <p>To begin to read longer captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability</p>	<p>Phase 4</p> <p>To read Phase 3 long vowel graphemes with adjacent consonants</p> <p>To read CVCC CCVC CCCVC CCV CCVCC words</p> <p>To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p>To read longer words and compound words</p> <p>To read tricky words</p> <p>Review all taught so far</p> <p>To read longer captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability</p>
Writing	<p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To begin to write cvc words and labels using taught sounds.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To spell words using taught sounds, including diagraphs and trigraphs.</p>	<p>To begin to form capital letters correctly.</p> <p>To begin to understand that sentences start with a capital letter and end with a full stop.</p> <p>To begin to write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds, including special friends.</p>	<p>To form lower and capital letters correctly.</p> <p>To begin to write longer words phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to write red words</p> <p>To begin to read their written work back and check for meaning.</p>	<p>To form lower and capital letters correctly.</p> <p>To write sentences using a capital letter, finger spaces and a full stop.</p> <p>To write red words correctly</p> <p>To read their written work back and check for meaning</p>

Mathematics

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.

ELG 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.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and numerical patterns	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> · identify when a set can be subitised and when counting is needed · subitise different arrangements, both unstructured and structured, including using the Hungarian number frame · make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills · spot smaller numbers 'hiding' inside larger numbers · connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers · hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number · develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds · compare sets of objects by matching · begin to develop the language of 'whole' when talking about objects which have parts 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> · continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals · begin to identify missing parts for numbers within 5 · explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame · focus on equal and unequal groups when comparing numbers · understand that two equal groups can be called a 'double' and connect this to finger patterns · sort odd and even numbers according to their 'shape' · continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern · order numbers and play track games · join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> · continue to develop their counting skills, counting larger sets as well as counting actions and sounds · explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame · compare quantities and numbers, including sets of objects which have different attributes · continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 · begin to generalise about 'one more than' and 'one less than' numbers within 10 · continue to identify when sets can be subitised and when counting is necessary · develop conceptual subitising skills including when using a rekenrek 	

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shape, space and measures	<p>To match and sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle, triangle, square and rectangle</p> <p>To recognise 1p, 2p and 5p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock, 4 o'clock and 5 o'clock</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	

Primary
School

Understanding the World

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.
- 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.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>To talk about their own life.</p> <p>To know the similarities and differences between themselves and others. European day of languages, Black history month, Anti-Racism day.</p> <p>To talk about the lives of others. - Marie Curie, David Attenborough, Marcus Rashford and Nelson Mandela.</p>	<p>To talk about the lives of the people around us.</p> <p>To know about the past through events encountered in books read in class and storytelling - Remembrance day</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling – Anne Frank, Holocaust memorial day.</p>		<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. St George's day and VE day.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. – GRT History month</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. – Transport and holidays.</p> <p>To know about the past through events encountered in class and storytelling – Reflecting on our year:</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities	<p>To be able to talk about their life – family, school, the world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To know they belong to Firs Primary school in Derby and they are part of the class Bright Blossoms. – map work</p>	<p>To know about people who help us within the local community.</p> <p>To identify different celebrations and how people celebrate. – Sukkot, Diwali, Christmas</p> <p>To know that people have different religions around the world.</p>	<p>To talk about similarities and differences in religious stories.</p> <p>To talk about similarities and differences between life in this country and others – New Year, celebrations in our countries and others.</p> <p>To be sensitive to others likes and dislikes.</p>	<p>To talk about similarities and differences between life in this country and others – farming.</p>	<p>To talk about similarities and differences in religious places of worship.</p>	<p>To talk about similarities and differences in religious stories.</p>
The Natural World	<p>To know there are many countries around the world. – map work</p> <p>To know the name of the town where they live.</p> <p>To talk about the change in process when making soup/gingerbread man - heat</p> <p>To identify and recognise the features of Autumn and Winter</p>	<p>To identify and recognise the features of Spring.</p> <p>To talk about similarities and differences when comparing day and night.</p> <p>To talk about why things happen when exploring floating and sinking.</p>	<p>To know that simple symbols are used to identify features on a map.</p> <p>To know what animals live in different habitats – farm animals</p>	<p>To know and compare habitats.</p> <p>To know what animals live in different habitats - minibeasts</p>	<p>To identify and recognise the features of Summer.</p> <p>To talk about growth – life cycles</p> <p>To talk about the change in process when making ice-lollies- cooled</p>	

<p>Technology</p>	<p>To show an interest in technological toys such as IWB, tablets, toys with knobs, pulleys and buttons.</p> <p>To learn how to use the tablet safely.</p>	<p>To learn about E-safety.</p> <p>To draw pictures on the IWB and be able to select colours.</p> <p>To use a tablet to scan QR codes in the topic book.</p>	<p>To begin to give reasons why they need to be safe online.</p> <p>To draw pictures of the IWB and be able to select colours.</p> <p>To learn how to use the internet to gain information.</p>	<p>To use the IWB, changing games and programmes.</p> <p>To use the internet to explore maps.</p> <p>To use the internet to find pictures of animals</p> <p>To control a programmable toy.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>To use the IWB, changing games and programmes.</p> <p>To use technology to take pictures of each other.</p>
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Primary

School

Expressive Arts and Design

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

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Enjoy using a variety of malleable media such as playdough. Impress and apply simple decoration.</p> <p>To role play using given props and costumes</p>	<p>To use colours for a particular purpose</p> <p>Use and begin to control a range of media.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>To share creations and talk about the process</p> <p>To make props and costumes for different role play scenarios</p>	<p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>Enjoy using a variety of malleable media such as clay and salt dough. Impress and apply simple decoration.</p> <p>To plan what they are going to make</p> <p>To know how to work safely</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with Materials continued</p>	<p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely</p>		<p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>Enjoy using a variety of malleable media such as clay, foam clay and salt dough. Impress and apply simple decoration.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, split pins.)</p> <p>To know how to work safely</p>	<p>To learn how to weave with a range of fabrics.</p> <p>To know how to work safely</p>	<p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>To share creations, talk about process and evaluate their work</p>	

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive	<p>To sing and perform nursery rhymes.</p> <p>To talk about whether they like/dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To explore the pulse of a song</p>	<p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To explore rhythm of a song</p>	<p>To create musical patterns using untuned instruments.</p> <p>To begin to create costumes and resources for role play.</p> <p>To act out well-known stories.</p> <p>To move in time to music.</p> <p>To explore pitch of a song</p>	<p>To associate genres of music with characters and stories.</p> <p>To create costumes and resources for role play.</p> <p>To move in time to music and learn dance routines.</p> <p>To explore tempo of a song</p> <p>To talk about the interrelated dimensions of music when listening to music.</p>	<p>To act out well know stories.</p> <p>To follow a musical pattern to play tuned instruments.</p> <p>To create narratives based around stories.</p> <p>To explore dynamics of a song</p> <p>To talk about the interrelated dimensions of music when listening to music.</p>	<p>To listen to poems and create their own.</p> <p>To invent their own narratives, making costumes and resources.</p> <p>To create own compositions using xylophones.</p> <p>To explore timbre of a song</p> <p>To talk about the interrelated dimensions of music when listening to music.</p>

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