



## Early Years Foundation Stage Curriculum Progression Map

Term/ topic	Autumn All About Me	Spring My World	Summer The Big Wide World and Beyond
<b>Communication and Language</b>			
<b>Nursery Knowledge and Skills</b>	<p><b>Listening, Attention and Understanding</b>            Listens to simple stories and rhymes.            Listens to other people speaking to me            Beginning to listen to instructions given.            Understands simple concepts such as 'big/small'.            Understands 1 key word instructions e.g. stop, drink.            Recognises and points to objects that are spoken to me and points to objects upon request.            Focuses on an activity of own choice for a short period of time.            Beginning to show attention to the adults in my setting.            Beginning to join in with adult guided activities with support from an adult.            Shows an understanding of text being read using the pictures.</p> <p style="text-align: center;"><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b>            Listens to others speaking and continues the conversation following on from what has been said.            Enjoying listening to longer stories.            Pays more attention to what is happening in the stories being read.            Joins in stories with repetition.            Switches attention between listening to others and completing a task.            Sits and listens during quieter or adult led activities when appropriate.            Recalls what happens in a story I have read.            Beginning to understand one step instructions and questions.</p> <p style="text-align: center;"><b>Speaking</b>            Responds to simple questions.            Follow a three key word sentence/instruction.            Talks and responds to other children during play.</p>	<p><b>Listening, Attention and Understanding</b>            Listen to traditional stories and retain key vocabulary.            Knows they sometimes have to wait their turn when speaking.            Understands prepositional language e.g. on, under.            Asks why things are happening.            Listens attentively and respond to what they hear with relevant questions, comments, or actions.            Maintains attention in whole class and small group contexts for a short time.            Engages in story times and joins in with repeated refrains and anticipates key events and phases in stories or rhymes.            Respond appropriately when asked e.g. 'good sitting on the carpet'.            Understand 'why' questions.</p> <p style="text-align: center;"><b>Speaking</b></p>

	<p>Links words together when speaking. Develops more speech sounds and pronunciation of sounds. Uses words to begin to communicate needs and make myself understood. Begin to talk to my friends and familiar adults. Story Dough/ Poetry Basket and Drawing Club vocabulary.</p>	<p>Recites some Nursery Rhymes from memory. Beginning to speak simple sentences. Beginning to link sentences with 'and'. Recite or retell a past event in my life to someone else. Pose own simple questions. Story Dough/ Poetry Basket and Drawing Club vocabulary.</p>	<p>Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. Answer 'who, what, where' questions. Be able to talk about the setting, characters and structure of familiar stories with confidence. Develop a wide-ranging vocabulary- from their experiences and stories. Beginning to ask 'where' and 'who' questions. Story Dough/ Poetry Basket and Drawing Club vocabulary.</p>
<p><b>Reception Knowledge and Skills</b></p>	<p><b>Listening, Attention and Understanding</b> Children listen to stories, poems and rhymes responding to what they have heard. Maintain focus during class sessions for developing lengths of time.</p> <p><b>Speaking</b> Children are encouraged and supported to use back and forth conversations. Participate in group discussion sharing their thoughts. Use newly introduced vocabulary when speaking in sentences. Begin to ask questions.</p>	<p><b>Listening, Attention and Understanding</b> Listen to stories, poems and rhymes responding to what they have heard. Ask questions to find out more. Begin to answer questions to demonstrate that they have understood.</p> <p><b>Speaking</b> Articulate thoughts in well-spoken sentences. Use connectives when joining information in sentences together. Talk about and describe events in detail. Retell stories using known phrases as well as their own words. Use newly introduced vocabulary when speaking in sentences.</p>	<p><b>Listening, Attention and Understanding</b> Listen and respond to what they hear with comments and questions. Ask questions to show their understanding. Exchange in back and forth conversation.</p> <p><b>Speaking</b> Participate in group activity using new vocabulary and explain why things happen. Speak in full sentences when expressing their ideas and feelings. Use past, present and future tenses. Begin to use conjunctions when giving detail.</p>



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<b>Personal, Social and Emotional Development</b>			
<b>Nursery Knowledge and Skills</b>	<p><b>Life Skills - Good to be Me!</b></p> <p>Separate from main carer and learn to adapt to the Nursery environment.</p> <p>Learn about daily routines and classroom rules.</p> <p>Be aware of behavioural expectations in the Nursery and increasingly follow rules.</p> <p>Express my own feelings when I feel happy, sad, tired or upset.</p> <p>Find out about emotions through stories and discussions.</p> <p>Show interest in other children's play and play alongside other children in Nursery.</p> <p>Play simple turn taking games in adult guided groups.</p> <p>Show confidence in new social situations and have a go at new things.</p> <p>Select and use activities and resources.</p> <p>Starting to share and take turns with others. (with support)</p> <p>Plays alongside other children who are engaged in similar activities.</p> <p>Enjoys the company of other children.</p>	<p><b>Life Skills - Working Together</b></p> <p>Shows a sense of responsibility and membership of our community. (Waiting my turn, tidying up the resources that I have used, look after resources within the class and following the behaviour expectations of my nursery.)</p> <p>Select resources and activities to achieve an end goal.</p> <p>Listen to, and follow rules set.</p> <p>Show independence in accessing and exploring the environment.</p> <p>Use the toilet independently.</p> <p>Know what 'good' choices are and try my best to make the right choice.</p> <p>Talk about feelings and explore why I might be feeling this way.</p> <p>Talk about healthy food choices and the importance of oral health.</p>	<p><b>Life Skills - Global Neighbours</b></p> <p>Confident with new experiences in the Nursery environment or on a school visit.</p> <p>Manage my feelings in most situations.</p> <p>Talk about my feelings and the feelings of others.</p> <p>Know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>Show control with my emotions and begin to think about how others may feel.</p> <p>Help others who are upset.</p> <p>Independently put on my coat.</p> <p>Talk about why we need to wash our hands and brush our teeth.</p>

	<p><b>Life Skills - Being Healthy</b>  I can use the toilet with adult support.  I am washing my hands after using the toilet with some reminders to do so.</p>	<p><b>Life Skills - Good Relationships</b>  Becoming more confident with unfamiliar people and in social situations.  Identify feelings in themselves and others.  Understand actions and behaviour can affect others.  Starting to talk to others to try to resolve conflicts as they arise.  Take turns whilst playing and waiting patiently to have a go using a sand-timer.  Form friendships with some children in class.</p>	<p><b>Life Skills - The Future is Bright!</b>  Calm myself down using a strategy that works for me.  Play co-operatively with others, share and solve conflicts by offering solutions.  Initiate play with peers and keeps play going by giving ideas.  Begin to be assertive towards others where necessary.  Becoming more independent in looking after myself, ready to start school.</p>
<p><b>Reception Knowledge and Skills</b></p>	<p><b>Life Skills - Good to be Me!</b>  Separate from main carer and learn to adapt to the Reception environment.  To learn about daily routines and classroom rules.  To be aware of behavioural expectations in Reception and increasingly follow rules.  Express and consider feelings of themselves and others.  See themselves as a valuable individual.  Work towards personal goals.  Form positive relationships.  Make healthy choices about personal care.</p> <p><b>Life Skills - Being Healthy</b>  Identify factors that promote good health.  Understand the importance of healthy food choices.  Manage their own basic hygiene and personal needs (personal care and oral health).  Express and consider feelings of themselves and others.</p>	<p><b>Life Skills - Working Together</b>  Know about members of their family and people who help us within our community.  Know some similarities and differences between religious and cultural communities in this country.  Explore feelings and behaviour of themselves and towards others.  Moderate their own feelings socially and emotionally.  Set and work towards personal goals.</p> <p><b>Life Skills - Good Relationships</b>  Talk about members of their immediate family and community.  Build constructive and respectful relationships.  See themselves as a valuable individual.  Identify and moderate their own feelings emotionally.  To think about and understand the perspective of others.</p>	<p><b>Life Skills - Global Neighbours</b>  Work and play cooperatively and take turns with others.  Understand why we have rules, know right from wrong and behave accordingly.  Show sensitivity to their own needs and to others' needs.</p> <p><b>Life Skills - The Future is Bright!</b>  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>



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<b>Physical Development</b>			
<b>Nursery Knowledge and Skills</b>  (PE - getset4PE)	<p style="text-align: center;"><b>Fine Motor</b></p> <p>Explore and use mark making resources/tools with increasing independence. Carry out simple tasks e.g. pouring Begin to show a preference for a dominant hand.</p> <p>Begin to show confidence in dressing up and self-care activities.</p> <p>Use a palm grip when using mark making tools. Use spring loaded scissors to make snips into paper with adult support. Mark make by scribbling and colouring. Explore a range of fine motor activities and implements, Use a spoon and a fork to feed themselves. Story Dough</p> <p style="text-align: center;"><b>Gross Motor-Getset4PE</b> <b>Intro P.E and Fundamental skills</b></p> <p>Explore the movement skills of running, jumping, throwing, catching and following a path. Negotiate space safely.</p>	<p style="text-align: center;"><b>Fine Motor</b></p> <p>Develop skills of threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. Begin to put on their coats, with some support to manage zips etc. Use jugs and containers to pour from one container into another.</p> <p>Mark make using a comfortable grip using pencils and pens, beginning to use a four-finger grip. Begin to form familiar letters, letters in their name.</p> <p>Negotiate large and small objects with dexterity e.g. construction materials Use construction equipment correctly to build. Develop more independence when using spring loaded scissors.</p> <p>Make more controlled marks when drawing and mark making. (Drawing club) Manipulate dough through rolling, squeezing, balling and patting. (Story dough)</p> <p style="text-align: center;"><b>Gross Motor-Getset4P.E</b> <b>Dance</b></p>	<p style="text-align: center;"><b>Fine Motor</b></p> <p>Use pencils and other equipment comfortably (using a two finger and a thumb grip). Correctly form some letters. Write some or all of their name. Use cutlery.</p> <p>Use scissors confidently and safely to make straight, zig zag snips. Put on own coat and manage zip/buttons. Draw and paint clearer shapes and pictures. Turn pages in a book one at a time. Put on their own shoes. Story Dough</p> <p style="text-align: center;"><b>Gross Motor-Getset4P.E</b> <b>Ball Skills and Games</b></p> <p>Explore a range of ball skills such as kicking, throwing and catching. Developing the co-ordination to throw and catch a large ball Move confidently in different ways- run, jump, skip, climb Show strength, balance and co-ordination in movement.</p>

	<p>Begin to demonstrate balance and coordination when playing games. Begin to move slowly on a balance bike or trike. Begin to use a climbing frame with support from an adult. Use large muscle movements in making marks, waving flags and streamers- shoulder pivot. Know how to scoop and pour e.g. sand, mud. Walk and crawl confidently. Climb using two feet at a time. Run around the hall/outdoors with some control and direction. Clap and stamp to music.</p>	<p>Begin to use sequences and patterns of movement to music and rhythm. Dance with control using different parts of their body. <b>Gymnastics</b> Balance on one leg. Use a range of large and small apparatus with an increasing awareness of safety. To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. Use different wheeled balance equipment confidently e.g. bikes, scooters Go up and down stairs with control and balance. Use the available equipment to create an obstacle course to navigate.</p>	<p>Travel around space and obstacles safely Start taking part in some group activities which they make up themselves or in teams. Run with more confidence and skill. Independently use a climbing frame or similar resource. Make up own movements with their body.</p>
<p>Reception Knowledge and Skills  (PE - getset4PE)</p>	<p><b>Fine Motor</b> To use one handed tools and equipment (scissors, brushes, glue spreaders) To show a preference for a dominant hand. To mark make using a comfortable grip when using pencils and pens. To independently put on their coats, with some support for the zipper and buttons.  <b>Gross Motor-Getset4PE Intro P.E and Fundamental skills.</b> Develop overall body strength, coordination and balance. Revise the fundamental movement skills previously acquired in nursery. Negotiate space safely with consideration and others.</p>	<p><b>Fine Motor</b> To handle tools, objects, construction and malleable materials safely and with increasing control. To use a pencil effectively to form recognisable letters, most of which are formed correctly.  <b>Gross Motor-Getset4PE Dance</b> Develop overall body strength, coordination, balance and agility in dance. Combine movement fluently, selecting actions in response to the task.  <b>Gymnastics</b> Confidently and safely use a range of large and small apparatus. Combine movement fluently, selecting actions in response to the task and apparatus. Use movement skills with developing strength, balance and coordination showing increasing control and grace.</p>	<p><b>Fine Motor</b> To hold a pencil effectively in preparation for fluent writing. Begin to use a tripod grip. Begin to show accuracy and care when drawing. To use a range of small tools competently.  <b>Gross Motor-Getset4PE Ball Skills and Games.</b> Use a range of balls skills to develop competence and accuracy such as kicking, throwing, catching, rolling, tracking, bouncing and dribbling. Negotiate space safely with consideration and others.</p>



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<b>Literacy</b>			
<b>Nursery Knowledge and Skills</b>  <b>(Little Wandle Letters and Sounds Revised)</b>	<p><b>Comprehension</b></p> <p>Know what 'good listening' looks like and why it is important.</p> <p>Handle books with care, turning pages and holding the book the right way up.</p> <p>Shows awareness that print carries meaning.</p> <p>Talk about the pictures in a book with support.</p> <p>Join in with stories, songs and rhymes as they become familiar.</p> <p>Sing some Nursery Rhymes.</p> <p>Hear new vocabulary from stories, rhymes, poems, Story Dough/ Poetry Basket and Drawing Club and non-fiction books.</p> <p>Enjoy books and seek it them out to share with an adult or look at alone.</p> <p><b>Word Reading</b></p> <p>Hear different environmental sounds.</p> <p>Begin to recognise some environmental print such as supermarket logos.</p> <p><b>Writing</b></p> <p>Emergent mark making.</p>	<p><b>Comprehension</b></p> <p>Enjoy singing a range of rhymes and songs.</p> <p>Enjoy listening to longer stories.</p> <p>Join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Using story language in play</p> <p>Starting to sequence and retell stories and describe in simple terms the characters/setting in a story.</p> <p>Know a variety of Nursery Rhymes and songs.</p> <p>Story Dough/ Poetry Basket and Drawing Club vocabulary development.</p> <p>Begin to understand we read from left to right and top to bottom.</p> <p>Begin to name the parts of a book e.g., front cover, title, author.</p> <p><b>Word Reading</b></p> <p>Recognise some familiar print e.g. logos/signs/symbols and recall what they mean.</p> <p>Know the difference between words and pictures on a page.</p>	<p><b>Comprehension</b></p> <p>Acquire and use a range of new vocabulary from experiences, books, Story Dough, Poetry Basket and Drawing Club.</p> <p>Use simple story language 'once upon a time' 'next' 'after that.'</p> <p>Sequencing and retelling events and stories-using props and story maps.</p> <p>Predict what will happen next in a story they are listening to.</p> <p>Show a simple understanding of parts of a book such as the cover and pages.</p> <p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Answer simple questions about stories.</p> <p>Know and say how the story might end.</p> <p>Listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p><b>Word Reading</b></p> <p>Begin recognising some words that start with the same initial sound.</p> <p>Recognise my own name independently.</p>

Develop an interest in making marks.  
Gross/fine motor skills development.  
Make controlled marks using tools or finger in sand, glitter etc.  
Draw marks that are not always distinguishable.  
Follow large patterns from templates.  
Make controlled marks e.g. dots, circles, scribbles.  
Copy shapes/patterns with some accuracy.

### Phonics

Tune into the sounds around them and become a 'good listener'.  
Listen to the differences between sounds and describe the sounds that they hear.  
Explore the concept of rhyme through listening to a variety of stories, poems, songs and nursery rhymes.  
Explore sounds they can make using voice or body percussion.  
Discriminate between instrument sounds.  
Sing and perform actions to a familiar nursery rhyme and poetry basket.

### Little Wandle

#### Autumn 2- s a t p i n

Hear the same initial sound for words and names of objects. s a t p i n  
Blend CVC words using oral blending and objects.  
Find their name using their picture.

Show some interest in letters- particularly those from their own name.  
Begin to recognise my own name with support.

### Writing

Developing emergent writing.  
Write some letters from own name.  
Understand that writing has different purposes.  
Gain better pencil control and begin to use a more comfortable pencil grip.  
Continue to access activities to develop gross and fine motor skills.  
Add some marks to drawings.  
Add marks that to them symbolises their name.  
Makes smaller controlled lines.  
Beginning to give meaning to the marks I make.  
Holds a pencil or tool with a preferred hand.

### Phonics

Continue to explore the concept of rhyme through listening to a variety of stories, poems, songs, poetry basket and nursery rhymes.  
Recognise rhythm by clapping syllables.  
Develop awareness of alliteration.  
Say the rhyming word at the end of a familiar rhyme.

### Little Wandle

#### Spring 1- m d g o c k e Spring 2- u r h b f l j

Identify initial sounds of words and objects.  
Distinguish between different sounds.  
Blend a wider range of CVC and other words using oral blending.  
Recognise the initial sound of their name  
Articulate sounds correctly - including playing with voice sounds.

Recognise some words with the same initial sound.  
Orally blend a simple word.  
Spot or suggest rhymes.

### Writing

Produce letter-like shapes, sometimes using letters from their name.  
Name writing daily and children label their own artwork with their names if able.  
If ready- graphemes in small group phonics sessions and the formation modelled.  
Write/draw for a given purpose.  
Gives meanings to the marks made.  
Pretend to write in a range of contexts.  
Becoming more confident with name writing - write some or all of my name.  
Can use the basis of a three-finger pencil grip.  
Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).

### Phonics

Oral blending skills, rhyme, alliteration and syllables.

### Little Wandle

#### Summer 1- v w y z qu ch

#### Summer 2- ck x sh th ng nk

Identify initial sounds of words and objects.  
Identify the final sounds of words and objects.  
Blend a wider range of words using oral blending.  
Blend a wide range of words using oral blending when playing.  
Match their name to their picture.



<p>Reception Knowledge and Skills</p> <p>(Little Wandle Letters and Sounds Revised)</p>	<p><b>Comprehension</b></p> <p>Learn new vocabulary linked to class topics through story dough/drawing club. Create their own stories and act out. Enjoy listening to stories read aloud and discuss events in the story. Develop a personal interest in books and an enjoyment for reading for pleasure.</p> <p><b>Writing</b></p> <p>Develop fine motor skills for writing. Write letters a-z linked to phonics. Write first name. Write vc/cvc words. Begin to spell simple everyday words.</p> <p><b>Word Reading</b></p> <p>Read individual letters by saying the sounds for them. Read and say digraphs when reading words. Orally blend vc and cvc words. Read everyday words and tricky words from the school phonics programme (LW phase 2).</p>	<p>Recognise the capital letter of their name.</p> <p><b>Comprehension</b></p> <p>Learn new vocabulary linked to class topics through story dough/drawing club. Create their own stories and act out. Retell stories using story maps. Answer questions about what they have heard. Develop a personal interest in books and an enjoyment for reading for pleasure.</p> <p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>Word Reading</b></p> <p>Read and say digraphs when reading words. Read words containing two syllables. Read sentences containing every day and tricky words from the school phonics programme (phase 3).</p>	<p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary through story dough/drawing club. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Create their own stories and act out.</p> <p><b>Writing</b></p> <p>Form lower-case and capital letters correctly. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write simple phrases and sentences that can be read by others.</p> <p><b>Word Reading</b></p> <p>Read and say digraphs when reading words. Read words containing ed/ing/id/t/d. Read words containing two syllables. Read sentences containing every day and tricky words from the school phonics programme (phase 4)</p>



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<b>Mathematics</b>			
<b>Nursery Knowledge and Skills</b>  <b>(White Rose Maths)</b>	<p style="text-align: center;"><b>Geometry</b></p> <p>Recognising, naming and matching colours. Colours • Red • Blue • Yellow • Green • Purple • Mix of colours. Sorting and matching by various attributes colour/shape/size Match • Buttons and colours • Matching towers • Matching shoes. Play with shapes and begin to make pictures with these. Build a simple jigsaw. Continuing AB patterns Extend ABC Colour/outdoor patterns.</p> <p style="text-align: center;"><b>Number &amp; Place Value</b></p> <p>Grasping the Counting Principles (One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle)  Show an interest in counting aloud</p>	<p style="text-align: center;"><b>Number &amp; Place Value</b></p> <p>Begin to verbally count to 10 with developing accuracy. 1:1 counting. Consolidate 1 - 5 Compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p style="text-align: center;"><b>Number 3</b></p> <p>Counting to 3, finding 3 objects, position on a number line, ordinal numbers, Numicon, dice, subitising Representing 3 (5 frame) numeral/formation of 3 Representing 3 using marks, pictures and finger. Matching numeral to quantity What 3 is made of (2 is a part of me, 1 is a part of me and the whole of me is 3). Exploring different varieties/orientations of triangles. Understanding of '3' e.g. giving 3 items or noticing 3 in the environment. 3 Little pigs.</p> <p style="text-align: center;"><b>Number 4</b></p> <p>Counting to 4, finding 4 objects, position on a number line, ordinal numbers. Numicon, dice, subitising 4. Representing 4 on a 5 frame</p>	<p style="text-align: center;"><b>Measurement</b></p> <p>My day- Ordering the events of our day-sequencing. <b>Length/height</b> Comparing lengths Describe weight using 'heavy, light.'</p> <p style="text-align: center;"><b>Geometry</b></p> <p>Begin to describe and name some 2d simple shapes - circle, square, triangle. Naming properties - sides/corners. Begin to understand what a pattern is and follow a 2-part simple pattern. Shape - 2D Revisit pattern from Autumn. Shape - 3D Revisit pattern from Autumn. Understand and use a range of prepositional language.</p> <p style="text-align: center;"><b>Number &amp; Place Value</b></p> <p>To accurately count to 10. Play simple dice and track games developing subitising skills. To count to 10 and beyond.</p>

	<p>verbally to 5. Be able to 'give 1' when asked. Verbally count to 5 with developing accuracy.</p> <p><b>Number 1</b> Counting to 1, finding 1 object, position on a number line, ordinal numbers, Numicon, dice, subitising Representing 1/formation/in the environment.</p> <p>A circle - 1 sides shape (including in the environment) Representing 1 using marks, pictures and fingers. Matching numeral to quantity.</p> <p><b>Number 2</b> Counting to 2, finding 2 objects, position on a number line, ordinal numbers, Numicon, dice, subitising Representing 2 (5 frame) Numeral/formation of 2, representing 2 using marks, pictures and finger, Matching numeral to quantity. What 2 is made of (1 is a part of me, 1 is a part of me and the whole of me is 2. Understanding of '2' e.g. giving 2 items or noticing 2 in the environment. Subitising dice pattern. Subitising random pattern Subitising - different sizes</p> <p>Consolidation</p>	<p>Squares/rectangles and in the environment. Numeral/formation of 4 Representing 4 using marks, pictures and fingers. Matching numeral to quantity. Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4) Understanding of '4' e.g. giving 4 items or noticing 4 in the environment.</p> <p><b>Number 5</b> Counting to 5, finding 5 objects, position on a number line, ordinal numbers, Numicon, dice, subitising, numeral, formation, Pentagon. Representing 5 on a 5 and 10 frame. Representing 5 using marks/pictures/fingers. Matching numeral to quantity Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5. Understanding of '5' e.g. giving 5 items or noticing 5 in the environment.</p> <p><b>Positional Language</b> Use positional language 'in', 'out', 'on' Describe familiar routes. Understand and follow instructions 'forwards' and 'backwards'.</p> <p><b>Measurement</b> Use the terms 'long' 'tall' and 'short' when describing height, size and length. Capacity/Mass Related to books 3 little pigs goldilocks.</p> <p><b>Geometry</b> Find shapes in the environment. Use 3D shapes to build models.</p> <p>Consolidation</p>	<p>Consolidation: More than/fewer one more and one less. What comes after? What comes before? Consolidation / Activity weeks Summer.</p>
Reception	Number and Place Value	Number and Place Value	Number and Place Value

**Knowledge and Skills**

(White Rose Maths)

Find, subitise and represent 1, 2 and 3.  
Understanding composition of numbers, specifically 1, 2 and 3.

Find, subitise and represent 4 and 5.  
Apply composition rules to 4 and 5.

**Addition and Subtraction**

Understand one more and one less.

**Measurement**

Talk about measure and pattern.  
Compare mass and capacity.  
Explore continue and create simple patterns.

**Geometry**

Matching, sorting and comparing based on shape, type and colour.  
Identifying sets. Sort objects by type.  
Explore sorting techniques. Create sorting rules.  
  
Identify, name and compare circles and triangles.  
Describe shapes in the environment, including positional language.

Introduce zero.  
Comparing numbers to 10.  
Recall number bonds to 5  
Counting and subitising 6,7,8,9,10.

**Addition and Subtraction**

Combining two groups - how many altogether?

**Measurement**

Compare mass, length and height and use comparative vocabulary.  
Time - yesterday, today and tomorrow

**Geometry**

Explore, sort and name 3D shapes.

Counting beyond 10.  
Counting patterns of numbers beyond 10.

**Addition and Subtraction**

Adding more and taking away.

**Multiplication and Division**

Doubling to 5.  
Sharing and grouping.  
Explore odd and even numbers to 10.

**Measurement**

Compare length, height, distance, weight and capacity.

**Geometry**

Spatial reasoning - rotate and manipulate shapes.  
Positional language.  
Continue and create pattern ABBC



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<b>Understanding the World</b>			
<b>Nursery Knowledge and Skills</b>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Talk about self and immediate family, who they live with and any pets. Using words 'now' and 'next'.</p> <p>Talking about their past life experiences e.g. birthdays, Christmas.</p> <p>Using the words 'then' 'now' 'next' 'before'.</p> <p style="text-align: center;"><b>People and Communities</b></p> <p>Notice and show positivity to differences between themselves and others. Identify similarities and differences between themselves and peers. Know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>Children talking about their families. Talking about who is special to them and why. Talking about how we look after our friends and families. Talking about homes and what they have inside their homes.</p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Talk about how they changed since they were a baby.</p> <p>Discussing own past experiences e.g. Easter. Beginning to understand the terms 'old' and 'new' and recognising old/new objects. Showing curiosity about objects from the past. (Charity Shop visit).</p> <p style="text-align: center;"><b>People and Communities</b></p> <p>Show interest in different occupations. Explore the different jobs that people in our families and communities do. How do these people help us? (paramedics/nurses/ doctors/firefighters/postman/ shop etc). Develop positive attitudes to people and their differences.</p> <p>Talk about the similarities and differences between own celebrations and in other countries e.g. Christmas, Diwali, Holi and CNY.</p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Confidently sharing who they are/who they live with. Sequencing family e.g. baby, mum, grandma. Talking about objects from the past. (Charity Shop visit)</p> <p style="text-align: center;"><b>People and Communities</b></p> <p>Talk about the differences I have seen in people, countries and communities. Know there are other countries than England and that they look different to ours (link with holidays and cohort on map). World Music Day Speaking positively about differences between people and ways of life. Developing an idea of 'belonging'. Beginning to understand what the 'wider world' is, how we all play a part and get along together.</p>

	<p>Talking about the celebration of Christmas</p> <p><b>Natural World</b></p> <p>Explore collections of materials. (Autumn). Use all their senses in hands-on exploration of their world and environment.</p> <p>Exploring the changing weather and seasons, Naming parts of the body.</p> <p>Exploring ice Changing materials melting chocolate (Christmas)</p>	<p><b>Natural World</b></p> <p>Explore and talk about different forces. Begin to understand and know about key features of animal life cycles.</p> <p>Understanding how and why we respect and care for animals.</p> <p>Exploring a range of materials and natural objects.</p> <p>Exploring the changing weather and seasons (Spring).</p> <p>Learning about new life and plants based around Spring time.</p>	<p><b>Natural World</b></p> <p>Talk about the key features of life cycles using key vocabulary.</p> <p>Talk about the world around me observing plants and animals.</p> <p>Growing plants from seeds and caring for them, exploring how these plants grow and change over time.</p> <p>Exploring the changing weather and seasons (Summer).</p> <p>Notice changes such as ice melting in the sun and offering a reason why.</p>
<p>Reception Knowledge and Skills</p>	<p><b>Past and Present</b></p> <p>Talk about how they have changed since they were a baby.</p> <p>Learn about significant people from the past and present such as Andy Goldsworthy linked to topics.</p> <p><b>People and Communities</b></p> <p>Talk about their immediate family, traditions and celebrations.</p> <p>Talk about a special event in their life - birthdays and Christmas.</p> <p>Learn about the Hindus festival of Diwali.</p> <p>Understand the past through stories - The Christmas Story.</p> <p>Explore countries around the world through story and maps.</p> <p><b>The Natural World</b></p> <p>Explore magnetism and the force they feel.</p> <p>Understand the effect of changing seasons on the natural world around them - autumn to winter.</p>	<p><b>Past and Present</b></p> <p>Learn about our school now and in the past through artefacts and photographs and draw simple maps.</p> <p>Learn about significant people from the past and present e.g. Ernest Shackleton linked to topics.</p> <p><b>People and Communities</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways- Chinese New Year, Easter.</p> <p>Understand the past through stories - The Easter Story.</p> <p>Talk about the roles of people in our society (paramedics/nurses/ doctors/ firefighters/postman/ shop assistant etc).</p> <p>Explore countries around the world. To know some similarities and differences between the UK and others e.g. weather, animals.</p> <p><b>The Natural World</b></p> <p>Learn about the life cycle of plants and animals</p>	<p><b>Past and Present</b></p> <p>Explore their local community and draw simple maps.</p> <p>Learn about significant people from the past and present e.g. David Attenborough linked to topics.</p> <p><b>People and Communities</b></p> <p>Understand the past through stories - The Story of Creation and Noah's Ark.</p> <p>Explore countries around the world.</p> <p>To know some similarities and differences between the UK and others e.g. weather, animals.</p> <p><b>The Natural World</b></p> <p>Explore materials and their properties.</p> <p>Explore floating and sinking.</p> <p>Learn about animals from different habitats e.g. land and sea and how they survive.</p> <p>Understand the effect of changing seasons on the natural world around them - spring to summer.</p>

Respond to the world around them through talking and drawing.

and what they need to survive.  
Explore ice and water (solids and liquids).  
Understand the effect of changing seasons on the natural world around them - winter to spring.  
Know some similarities and differences between contrasting environments - polar regions.  
Respond to the world around them through talking and drawing.

Respond to the world around them through talking and drawing.



## Early Years Foundation Stage Curriculum Progression Map

Term/ topic	Autumn All About Me	Spring My World	Summer The Big Wide World and Beyond
<b>Expressive Arts and Design</b>			
<b>Nursery Knowledge and Skills</b>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Explore and use art materials for small/large scale art.</p> <p style="text-align: center;">Transient art (Autumn)</p> <p>Use a range of different art materials e.g. paint, pens, chalk, thick paint brushes etc.</p> <p style="text-align: center;">Purposefully select art materials</p> <p style="text-align: center;">Explore colour mixing.</p> <p>Recognise colours and choose them for a purpose.</p> <p>Use playdough to roll, cut, ball, sausage.</p> <p style="text-align: center;">Builds towers with large construction equipment.</p> <p>Uses a glue stick to join materials together.</p> <p>Creates an independent craft using available materials e.g. An independent Christmas Card.</p> <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;">Make rhythmic sounds e.g. drumming</p> <p>Sing familiar songs e.g. nursery rhymes they have learnt or are learning.</p> <p>Explore the sounds musical instrument make.</p> <p style="text-align: center;">Dancing to music</p> <p style="text-align: center;">Exploring moving to music in different ways.</p>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Have own ideas and how I want to create them.</p> <p>Explore ways of joining materials glue/tape.</p> <p style="text-align: center;">Explore colours and colour mixing</p> <p>Continue to develop their drawing skill, gaining confident when drawing (drawing club)</p> <p>Name what they draw and draws from memory.</p> <p style="text-align: center;">Adds more detail to their pictures/creations</p> <p style="text-align: center;">Using spring loaded scissors to snip</p> <p>Use printing materials to paint such as sponges and shapes.</p> <p style="text-align: center;"><b>Music</b></p> <p>Exploring musical instruments, demonstrating control and learning to hold a beat.</p> <p style="text-align: center;">Using vocals and instruments to make music either together or separately.</p> <p>Talking about music (their favourite songs or songs they do not like)</p> <p style="text-align: center;">Knowing and singing along to more nursery rhymes</p> <p style="text-align: center;">Listening to songs from different cultures.</p>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Create and select materials to create.</p> <p>Use a range of art materials, joining and primary colour mixing purposefully.</p> <p>Draw with accuracy and increasing control, representing features/detail clearly.</p> <p style="text-align: center;">Exploring the use of textures.</p> <p>Build using small construction kits correctly.</p> <p>Use a range of painting and printing materials to explore form and function.</p> <p style="text-align: center;">Cut with more confidence.</p> <p>Independently create/make using ideas they have seen or come up with.</p> <p style="text-align: center;">Build for a purpose using a range of construction equipment.</p> <p>Use a range of 'sticking' tools to join art e.g. sellotape, masking tape, PVA glue, glue stick.</p> <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;">Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p> <p style="text-align: center;">Perform songs either vocally or with an instrument.</p>



	<p><b>Being Imaginative and Expressive</b> Express ideas through pretend play Showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences. Developing simple storylines in their play, using familiar props/characters in their play. Engage in play and role play pretending that objects stand for other things. Story Dough Drawing Club</p>	<p><b>Being Imaginative and Expressive</b> Develop own stories through role play and small world play including their experiences in their play. Linking stories into the small world and role-play, using props in their play and create more complex small world set ups. Story Dough Drawing Club</p>	<p><b>Being Imaginative and Expressive</b> Develop my own stories verbally linked to what I know through role &amp; small world play. Act out stories with the small world or in their play. Story Dough Drawing Club</p>
<p>Reception Knowledge and Skills  (Art -Kapow)  (DT - Kapow)  (Music - Charanga)</p>	<p><b>Creating with Materials- Art</b> Develop scissor skills. Develop threading skills. Learn about the different ways in which they can join materials together and to practise these techniques. Learn how to fold, curl and cut paper to achieve a desired effect. Create a design for a tissue paper flower. To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p><b>Creating with Materials- DT</b> To explore fruit and veg and the difference between them- describe how they look, feel, smell and taste. To design a fruit and veg soup recipe. Practise cutting with a knife safely. Observe and help with the preparation of ingredients. Describe the finished process and evaluate it. To design food packaging.</p> <p><b>Being Imaginative and Expressive</b> Build and create stories with small world toys. Express feelings and emotions through their</p>	<p><b>Creating with Materials- Art</b> Explore making marks with wax crayons. Investigate the marks and patterns made by different textures. Explore making marks with different tools. Create observational drawings.</p> <p><b>Creating with Materials- DT</b> To develop threading and weaving skills. Apply weaving skills to paper. Apply threading skills to hessian and wool. Use threading and weaving to design a product. Create a textiles product from their own design. To reflect on how they achieved their aims.</p> <p><b>Being Imaginative and Expressive</b> Build and create stories with small world toys. Express feelings and emotions through their creative work. Use a range of props to support and enhance role play. Develop storylines into their role play.</p> <p><b>Music</b> Learn new songs and sing familiar songs and</p>	<p><b>Creating with Materials- Art</b> Experiment with colour, design and painting techniques. Use natural paint brushes and mud paint to create artwork. Describe the texture and colours as they paint. Respond to music through the medium of paint. Use paint to express ideas and feelings. To talk about their work and decide whether it is abstract or figurative Use loose parts to create a piece of transient art. Create landscape collages inspired by the work of Megan Coyle.</p> <p><b>Creating with Materials- DT</b> To investigate tools and materials in the junk modelling area. Learn how to plan and select resources needed for a model. Verbally plan and make a junk model. Share a finished model and talk about its creation. Explore ways to temporarily join materials together.</p>

	<p>creative work.</p> <p>Use a range of props to support and enhance role play.</p> <p>Develop storylines into their role play.</p> <p><b>Music</b></p> <p>Learn new songs and sing familiar songs and rhymes.</p> <p>Explore the sounds that instruments make and learn how to use them.</p> <p>Explore music making and move to the pulse of music.</p> <p>Listen and respond to music from different genres and countries around the world.</p> <p>Sing new songs, matching the pitch and melody.</p>	<p>rhymes.</p> <p>Explore the sounds that instruments make and learn how to use them.</p> <p>Explore music making and move to the pulse of music.</p> <p>Listen and respond to music from different genres and countries around the world.</p> <p>Sing new songs, matching the pitch and melody.</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with their peers and teacher.</p> <p><b>Music</b></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with other children.</p> <p>Move in time to music.</p> <p>Play a steady pulse on an instrument and sing along to the melody of a song.</p>
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