

Progression of Skills & Curriculum Overview

Theme	Autumn 1- Marvellous Me!	Autumn 2- Traditional Tales	Spring 1 - Water	Spring 2- Dinosaurs	Summer 1 – Animals (Mini-beasts, pets and farm animals)	Summer 2- Animals (from around the world)
Core Texts	The Family book It's okay to be Different Goldilocks and the Three Bears	The Three Little Pigs The Gingerbread man Leafman Stickman	Flow with the Snow A little sailing Lesson	Tom and the Island of Dinosaurs If I had a dinosaur My First Book of Dinosaurs	Nature's Tiny Miracle BEE Little Kids First Big Book of Pets Look what I found on the farm Yes You Can Cow!	All the Animals Were Sleeping Fruits a Caribbean Counting Poem Handa's Surprise
Possible Themes/Concepts to cover	<ul style="list-style-type: none"> Starting School/Settling in Making Friends What makes me special? Learning characters Mood Metre Traditional Tales 	<ul style="list-style-type: none"> Traditional Tales Christmas Autumn (seasonal changes) 	<ul style="list-style-type: none"> Sea creatures Water safety Winter (seasonal changes) Freezing and melting 	<ul style="list-style-type: none"> People who help us Information books Spring (seasonal changes) Mother's Day Easter Dinosaurs 	<ul style="list-style-type: none"> Mini-beasts Pets Farm Animals School trip to Reddish Vale Farm Park Caring for animals 	<ul style="list-style-type: none"> Animal facts World Maps Caring for our world Transport Summer (seasonal changes) Transition to Year One
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will generate their own topic based questions and research to find answers.	Listening, Attention and Understanding Children will listen to learn to recite poems and songs Speaking Children will engage in nonfiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of connectives and tenses.
<p>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.</p> <p>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.</p>						

<p>Personal, Social and Emotional Development</p> <p>Children will develop their personal, social and emotional skills through daily carpet sessions and conversations, circle times, Think Equal lessons and using Restorative Approaches.</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions. (link to moodmeter) Children will focus during short whole class activities.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' / 'growth mind-set) attitude.</p>
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	<p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Building Relationships Children will begin to develop friendships.</p>	<p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>
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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.

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.

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.

<p>Physical Development</p> <p>The children will develop their gross and fine motor skills daily by engaging in fine motor activities (threading, cutting, tweezers, and playdough), mark making, construction, drawing, writing, PE Sessions and outdoor activities.</p>	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to hold tools effectively when mark making.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures and correctly form letters.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut more accurately.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form most letters correctly using a tripod grip.</p>
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Gross Motor: 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.

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

<p>Literacy</p> <p>The children will develop their literacy skills through daily carpet sessions, daily phonics sessions, guided reading, mark making opportunities in all areas, keep up interventions, weekly rainbow challenges and directed activities.</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend words orally.</p> <p>Children will hear and say initial sounds in words</p> <p>Writing Children will give meanings to the marks they make.</p> <p>Children will write their name</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will begin to form letters correctly.</p> <p>Children will write words representing the sounds with letters.</p> <p>Children will begin to write captions and simple sentences</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words</p> <p>Children will write captions and simple sentences</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs.</p> <p>Writing Children will write words which are spelt phonetically.</p> <p>Children will re-read what they have written to check that it makes sense.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing known phonemes and tricky words.</p> <p>Writing Children will write simple sentences using recognisable letters and sounds.</p> <p>Children will form most lower case and capital letters correctly.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
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	<p>Children will begin to represent sounds using a letters/ letter</p>					<p>Children will write simple phrases and sentences that can be read by others.</p>
<p>Phonics and Reading</p> <p>Rocket Phonics</p> <p>Daily Whole Class Phonics Input</p> <p>Target reading books</p> <p>Independent level reading books</p>	<p>Rocket Phonics <u>Autumn 1</u> Week 1- /s/ sun, /a/ apple Week 2- /t/ tap, /i/ insect Week 3- /p/ pan, /n/ net Week 4- /m/mouse, /d/ dog Week 5- /g/ goat, /o/ octopus</p> <p>Common Exception Words: l, the, go, to, no, into</p>	<p>Rocket Phonics <u>Autumn 2</u> Begin Pink A target reading books Week 1- /k/ cat, /k/ kite Week 2- /k/ duck, /e/ elephant Week 3- /u/ umbrella, /r/ rabbit Week 4- /h/ hat, /b/ bat Week 5- /f/ frog and cliff, /l/ ladder Week 6- /l/ shell, /s/ dress Begin Pink B target reading books Week 7- Double letters, two syllable words</p> <p>Common Exception Words: l, the, go, to, no, into</p>	<p>Rocket Phonics <u>Spring 1</u> Week 1- /j/ jug, /v/ van Week 2- /w/ web, /k+s/ fox Week 3- /y/ yellow, /z/zebra & fizzy Week 4- /z/ bugs, /k+w/ queen Begin Red A target reading books Week 5- Consolidate j,v,w,x</p> <p>Common Exception Words: He, she, we, me, be, was, my, you, her, they, all, are</p>	<p>Rocket Phonics <u>Spring 2</u> Week 1- Consolidate y,z,zz,s,qu Week 2- /ch/chick, /sh/ sheep Week 3- /th/ thumb and feather, /n+g/ ring Week 4- /ai/ train, /ee/ bee Week 5- /igh/ light, /oa/ boat Week 6- Short /oo/ book, long /oo/ moon Begin Red B target reading books</p> <p>Common Exception Words: He, she, we, me, be, was, my, you, her, they, all, are</p>	<p>Rocket Phonics <u>Summer 1</u> Week 1- Consolidate th, ng, ai, ch, sh, ee, igh, oa, oo, oo Week 2- /ar/ car, /or/ fork Week 3- /ur/ purse, /ou/ owl Week 4- /oi/ coin, /eer/ ear Week 5- /air/ chair, /y+oor/ manure Week 6- Schwa /uh/ as in hammer, consolidate ar, or, ur, ow Begin Yellow target reading books</p> <p>Common Exception Words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>Rocket Phonics <u>Summer 2</u> Week 1- Consolidate oi, ear, air, ure, er, ar, or, ur Week 2- /w/ wheel, /f/ dolphin Week 3- /ai/ as in crayon and cake Week 4- /ai/ as in acorn, /ee/ as in scene Week 5- /ee/ as in shield and peach Week 6- Consolidate wh, ph, ay, a-e Week 7- Consolidate a, e-e, ie, ea</p> <p>Common Exception Words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>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.</p> <p>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.</p>						

<p>Mathematics</p> <p>Mastery in Number</p> <p>Children will develop their mathematical skills through whole class carpet sessions, directed activities, incidental conversations, games, indoor and outdoor provision.</p>	<p>Baseline</p> <p>Counting songs</p> <p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p>	<p>Subitise objects and sounds</p> <p>Comparison of sets - 'just by looking'</p> <p>Use the language of comparison: more than and fewer than</p> <p>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Comparison of sets - by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p>Explore the concept of 'whole' and 'part'</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills</p> <p>Match numerals to quantities within 10 Verbal counting beyond 20</p> <p>Measure and pattern</p>	<p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p>Counting – focus on ordinality and the 'staircase' pattern</p> <p>See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>2D shape</p>	<p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8</p> <p>Use language of less than</p> <p>Focus on 7</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p> <p>Mass and Capacity</p> <p>Length, height and time</p>	<p>Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p> <p>Composition – '5 and a bit'</p> <p>Composition - of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p> <p>3D Shape</p>
<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>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.</p>						
<p>Understanding the World</p> <p>Children will develop their understanding the world skills through daily conversations, circle times, directed activities, whole class carpet sessions and stories.</p>	<p>History: Past and Present Children will talk about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of their immediate environment.</p> <p>Science: The Natural World Children will describe what they see, hear and feel outside.</p> <p>RE: People, Culture and Communities Children will talk about what is special to them.</p>	<p>History: Past and Present Children will comment on images of familiar situations in the past.</p> <p>Geography: People, Culture and Communities Children will identify and compare different environments</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Diwali, Christmas</p>	<p>History: Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will talk about some similarities and differences between life in this country and life in other countries,</p> <p>Science: The Natural World Children will recognise some environments are different where they live.</p> <p>RE: People, Culture and Communities Children will understand that some places are special to members of their community.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities- Creation stories and caring for our world</p>	<p>History: Past and Present Children can talk about the lives of the people and their roles in society.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>					
Expressive Arts and Design	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials Children will select the correct scissors and use them safely. Children will use scissors to cut out basic shapes. Children join materials together using glue.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours. Children will use a paintbrush accurately. Children will join materials together using split pins.</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials. Children will make props for different role play scenarios.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings Children will share their creations and talk about the process and evaluate their work.</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work. Children can safely use and explore a variety of materials, tools and techniques.</p>
<p>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.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						