


Reception Progression of Skills & Curriculum Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, Social and Emotional Development</p> 	<p>Making Relationships Children will be able to seek support from their class teacher and the adults within the classroom, building relationships throughout the half term.</p> <p>Children will be able to play alongside each other whilst engaging in the same area of provision.</p> <p>Sense of Self As children become familiar with the group they will feel confident to share their thoughts and ideas with adults and their peers in play and group sessions.</p> <p>Children will be able to identify their own peg/tray and begin to organise their personal belongings.</p> <p>Children will be able to attend to toileting needs with minimal adult support.</p> <p>Understanding Emotions Children will be able to identify the emotions of happy, sad, angry, scared, loved and calm through the story of the colour monster.</p> <p>The children will be able to seek and accept support from the adults within the class when faced with new or challenging situations.</p> <p>Children can manage their behaviour and attention for short periods of time to participate in group and short whole class sessions.</p>	<p>Making Relationships Children will form friendships with others and will play with each other during continuous provision.</p> <p>Children will begin to understand that other children may have different views and opinions to themselves.</p> <p>Sense of Self Children are beginning to talk about their own abilities. For example, they may say 'I am good at catching' or 'I can't write d yet'</p> <p>Children develop a clear thought about how they want to guide their play. They enter play with an idea and with support begin to follow it through. E.g. 'I'm going to make this my princess café' or 'I am going to make a spooky castle'.</p> <p>Children will be able to attend to toileting needs independently but may need reminders to wash their hands.</p> <p>Children can zip up their own coats.</p> <p>Understanding Emotions Children will be able to manage their behaviour and attention for group sessions and longer whole class lessons.</p> <p>Children understand the need for class rules and with support are accepting of these.</p> <p>Children can manage their behaviour during group and whole class lessons with support and encouragement.</p>	<p>Making Relationships Children are able to begin to work with others during continuous provision with an understanding that other children have different ideas, wants and needs. E.g. They understand that another child may prefer the red car.</p> <p>Sense of Self Children will be able to identify that they are part of different social context (home life, school, class). They will be able to talk about their experiences in a range of social contexts. E.g. sharing their Christmas experiences, talking about their football team, talking about their Phonics group etc</p> <p>Children confidently choose an area of provision and will engage in prolonged periods of play showing perseverance and stamina.</p> <p>Children will remember to wash their hands throughout the day with some reminders.</p> <p>Understanding Emotions With support children are able to use self regulation techniques to manage their own feelings and emotions.</p> <p>Children can talk about their own feelings and behaviour with a developing understanding of consequences.</p>	<p>Making Relationships Children are beginning to resolve conflicts with other children, finding a compromise and waiting their turn seeking adult support if necessary.</p> <p>Sense of Self Children show curiosity and intrigue with regards to a range of social groups. They will ask questions and be interested in others. E.g. Easter, Ramadan etc or Dance class, football, swimming.</p> <p>Children will begin to show resilience when faced with new challenges but may need some support to persevere.</p> <p>Understanding Emotions Children begin to understand others emotions and will offer some comfort of support to their friends.</p> <p>Children are able to use self regulation strategies with increased independence to manage their feelings and emotions</p>	<p>Making Relationships Children are able to play with other children, sharing resources and enthusiastically encouraging others into their play.</p> <p>Children will be able to discuss their friendships, sharing positive messages and can talk about shared experiences.</p> <p>Sense of Self Children are confident with class rules and routines and begin to engage in whole school routines. E.g. celebration assembly.</p> <p>Children will begin to develop an understanding of their own health and fitness. E.g. identifying healthy food choices and healthy habits.</p> <p>Understanding Emotions Children will be able to recognise when their words or actions have upset someone else and with support will be able to attempt to repair the situation E.g. apologise, give back a toy or help re-build a tower.</p>	<p>Making Relationships Children play collaboratively with others, sharing ideas, thoughts and opinions through explorative and imaginative play.</p> <p>Sense of Self Children are confident with class rules and routines and understand the whole school values, rules and routines. E.g. ready, respectful, safe etc</p> <p>Children will further their understanding of their own health and fitness. E.g. understanding the impacts of exercise on their body.</p> <p>Understanding Emotions Children can manage their own feelings and behaviour in an appropriate manner.</p> <p>Children can share, take turns and show patience.</p> <p>Children can behave appropriately during lessons, whole class and whole school activities. E.g. assembly</p>
	<p>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.</p> <p>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.</p> <p>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>					

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 and Attention
Children can show an awareness of good listening and with encouragement can sit, listen and engage appropriately to a group session and short whole class lessons (Story time, Phonics etc).

Children can join in with repeated refrains and anticipate key events in songs and stories.

The children will be able to use 'My turn, your turn' during lessons.

Understanding
Children will be able to respond to directional instructions in order to complete daily routines.

Speaking
Children will be able to talk about their home life and past experiences.

Children will feel confident to talk in front of a small group and begin to share their thoughts and ideas in front of the class.

Listening and Attention
Children are developing their listening and attention skills and are able to engage with increased attention and with support, participating in class discussions.

Understanding
Children will be able to understand more complex sentences. E.g. Tidy up your area then sit on your spot.

Children will be able to understand prepositions (on, under, next to, in front, behind, between)

With support the children are beginning to understand how and why questions during their play E.g. How are we going to get over the mud? Why did the blocks fall down?

Speaking
Begins to ask questions (who, what, when, how).
Begins to use a range of tenses.

Children will be able to communicate with confidence and coherence. E.g. When communicating, the children stick to a main theme/intention.

Use a range of new vocabulary related to our current topics.

Listening and Attention
Children are developing their listening and attention skills and are able to share appropriate thoughts and ideas with a talk partner.

Understanding
Children understand a range of complex sentences including plurals and tense markers.

Children are able to follow a story without pictures of prompts.

Speaking
Talks extensively and confidently about things that are important to them or ideas in their play using a range of tenses

Use a range of new vocabulary related to our current topics.

Listening and Attention
Children can engage in a back and forth conversation with their friends and peers when talking about an area of interest.

Understanding
With support the children are able to understand how and why questions.

Speaking
Children will introduce a simple narrative into their play recreating stories and experiences.

Use a range of new vocabulary related to our current topics.

Listening and Attention
Children are developing their active listening and attention skills and are able to take into account what others say. E.g. They are beginning to recall the main element of their friend's idea

Understanding
Children are able to respond appropriately to questions with appropriate comments and actions during lessons and stories.

Speaking
Children will introduce a storylines into their play using their imagination to recreate stories, roles and experiences.

Use a range of new vocabulary related to our current topics.

Listening and Attention
Children listen attentively during whole class lessons and respond to discussion appropriately.

Understanding
Children are able to ask questions during group and whole class lessons and talk partner time to clarify their understanding.

Speaking
Children will be able to communicate with confidence and clarity with both peers and adults.

They will be able to hold back and forth conversations to connect with others to describe, explain and share their thoughts, ideas and experiences

Use a range of new vocabulary related to our current topics.

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.

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.

Physical Development



Children improve their gross and fine motor skills daily both indoor and outdoor.

Gross Motor
Children will freely explore the outdoor area, confidently experimenting with a range of ways to move, climb, jump, stretch and balance.

Children will be able to put their own coat, jacket or jumper on and manage their clothing to access the toilet. (pulling trousers up and down independently).

Children will be able to participate in 'squiggle whilst you wiggle' actions.

Gross Motor
Children will be able to adapt their movements to negotiate space and reduce/manage risk. E.g. they will develop a safer landing technique or dodge out of the way when running in a group.

Children will be able to participate in 'squiggle whilst you wiggle' actions with confidence and form.

Fine Motor
Children can zip up their own coat.

Gross Motor
Children are showing increasing control when throwing, catching and kicking.

Children will be able to participate in 'squiggle me into a writer' actions.

Fine Motor
Children will use pencils, scissors and one handed tools and equipment with some control. e.g Will attempt to cut strips or sections of a paper.

Children are able to form some letters correctly using the RWI

Gross Motor
Children can travel with confidence and skill over, under and through equipment.

Children will be able to participate in 'squiggle me into a writer' actions with confidence and form.

Fine Motor
Children will use pencils, scissors and one handed tools and equipment with increased control. E.g. begin to attempt to cut simple shapes out of paper but it may not be the shape they intended.

Gross Motor
Children can show increased skill and coordination when playing. This may include, hopping, skipping, jumping and using a balance bike.


Fine Motor
Children will begin to show accuracy and care when drawing, painting, glueing and cutting.

Children will be able to form most letters correctly using the RWI letter rhymes as support.

Gross Motor
Children negotiate around obstacles and other children safely when running, using the balance bikes and trikes and when moving equipment. They will begin to consider the movements of the younger children during shared outdoor provision.

Fine Motor
Children will show accuracy and care when drawing, painting, glueing and cutting.

	<p>Fine Motor With support children can attempt to zip up their own coat.</p> <p>Children will experiment with using one handed tools in a range of ways.</p> <p>Children will use simple pre-writing shapes to draw simple representations of people and objects E.g. a person with a head and face, body, arms and legs.</p> <p>Children will use lines and symbols to introduce mark making into their play.</p> <p>Children will begin to make recognisable attempts to write the all Set 1 single letters using the RWI letter rhymes as support (RWI expectation)</p> <p>With adult support and supervision children will use a tripod grip.</p> <p>Children will attempt to write the first 16 Set 1 sounds using the RWI letter rhymes as support (RWI expectation)</p> <p>Children will use a fork to eat during lunch.</p>	<p>Children will use pencils, scissors and one handed tools and equipment with purpose.</p> <p>Children will use recognisable letters during their early writing and mark making.</p> <p>Children will make recognisable attempts to write the all Set 1 single letters using the RWI letter rhymes as support (RWI expectation)</p> <p>Children will use a tripod grip with supervision and with reminders can use it independently.</p> <p>Children will use a fork with increased control to eat during lunch.</p>	<p>letter rhymes as support (Letters that do not re-trace lines e.g. t,i,l,f,s)</p> <p>Begin to use a knife to cut soft foods with support.</p>	<p>Children are developing an effective and comfortable pencil grip for writing.</p> <p>Children are beginning to form anti-clockwise movements and begin to retrace vertical lines to form letters, using the RWI letter rhymes as support.</p> <p>Children are able to cut soft foods such as fish fingers independently.</p>	<p>Children will be able to use their cutlery to cut and eat their lunch with some support. They may need some additional support when cutting their food.</p>	<p>Children can hold their pencil effectively and comfortably when writing.</p> <p>Children will begin to consider the size and location of their writing with regards to writing on the line.</p> <p>Children will be able to use their cutlery to cut and eat their lunch with minimal support.</p>
	<p>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.</p> <p>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>					

<p>Literacy</p> 	<p>Comprehension Children are able to answer simple questions when listening to a story at story time. E.g. How does Squirrel feel? What happened to the Alligator's picture?</p> <p>Word Reading Children can identify the first 16 Set 1 sounds. (RWI expectation)</p> <p>Writing Children can give meanings to their drawings and marks.</p>	<p>Comprehension With support of images in the text, children can talk about the main story settings, events and principal characters.</p> <p>Word Reading Children can read all single letter Set 1 sounds (RWI expectation).</p> <p>Children can orally blend/ Fred talk (RWI expectation).</p> <p>Writing Children can write a CVC words using the sounds they know with support.</p>	<p>Comprehension Children are able to anticipate what might happen next in the story with support and discussion.</p> <p>Word Reading Children can read all single letter Set 1 sounds speedily (RWI expectation).</p> <p>Children can read CVC words (1.1 - 1.5).</p> <p>Children can read some high frequency (red) words.</p>	<p>Comprehension Is able to recall and discuss stories or information that has been read to them and they have read.</p> <p>Word Reading Children can read all Set 1 sounds including Set 1 special friends (RWI expectation).</p> <p>Children can read 3 sound words including special friends and 4 sound words (1.1-1.7). (RWI expectation).</p> <p>Children can read simple sentences 'Red books' (RWI expectation).</p>	<p>Comprehension Children are able to retell familiar stories using their own words.</p> <p>Word Reading Children can read all Set 1 sounds including Set 1 special friends and double consonants (RWI expectation).</p> <p>Children can read 3 and 4 sound words and nonsense words using learnt sounds. (RWI expectation).</p> <p>Children can read simple sentences 'Green books' (RWI expectation).</p>	<p>Comprehension Children are able to answer questions about stories they have heard and books they have read.</p> <p>Word Reading Children can read the first 6 Set 2 sounds (RWI expectation).</p> <p>Children can read longer words and nonsense words using learnt sounds. (RWI expectation).</p> <p>Children can read simple sentences 'Green books' (RWI expectation).</p> <p>Writing</p>
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<p>Children can write the initial sound in words.</p> <p>Adults will be modelling how to write CVC words. Adults will be encouraging children to write their own name.</p>	<p>Children can write their name with recognisable attempts at forming the letters correctly. Adults will be modelling how to write CVC words and simple VC VC CVC captions.</p>	<p>Children can read simple phrases 'Ditty stories' (RWI expectation).</p> <p>Writing Children can write CVC words independently.</p> <p>During group work, children will be able to write simple phrases.</p> <p>Adults will be modelling how to write captions containing learnt red words.</p>	<p>Writing Children will be able to write simple phrases with the support of a sentence accuracy checker. They may need reminding of finger spaces.</p> <p>Adults will be modelling how to write simple sentences.</p>	<p>Writing Children will be able to write words using special friends.</p> <p>Children will make phonetically plausible attempts to write longer words with support.</p> <p>Children will be able to write a simple sentence with minimal support. They may need encouragement and reassurance to persevere.</p> <p>Adults will be modelling how to write simple sentences containing longer words which may contain set 2 sounds.</p>	<p>Children will be able to write words using special friends and some set 2 sounds.</p> <p>Children will make phonetically plausible attempts to write longer words.</p> <p>Children will be able to write simple sentences with finger spaces and some full stops. Adults will be modelling how to write multiple simple sentences using full stops and capital letters.</p>
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Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. 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.

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.

Mathematics




<p>Number Children can compare two groups of objects, using the language of more, fewer, most, least and same.</p> <p>Shape, Space and Measure Children are able to match an sort objects in a range of ways. E.g. shape, size, colour, pattern</p> <p>Children are able to identify a pattern or 'rule' for a group of objects. E.g. all of the buttons are red.</p> <p>Children will explore weight, length and capacity</p> <p>Children will be able to make a simple A,B pattern</p>	<p>Number Children can represent numbers 1-5 using images or objects, matching numeral to quantity.</p> <p>Children can begin to subitise up to 5 objects.</p> <p>Children are able to recognise that each number is 1 more than the number before.</p> <p>Children can use practical resources to show 1 more and 1 less than a quantity.</p> <p>Children are beginning to practically separate a group of up to 5 objects in different ways. E.g. children can split 5 ducks across 2 ponds.</p> <p>Children will have a deep understanding of numbers 1-5</p> <p>Shape, Space and Measure Children can identify, name and compare circles,triangles, squares and rectangles.</p> <p>Children can recognise learnt shapes in the environment.</p>	<p>Number Children will develop an understanding of zero through songs and in practical terms. E.g. there are zero frogs on the log.</p> <p>Children can compare representations of numbers 1-5 using the language of more, less, equal, same, most and least.</p> <p>Children develop their understanding of partitioning numbers 1-5 in a range of ways. E.g they are able to show numbers 1-5 using bunny ears</p> <p>Children develop their ability to subitise up to 5 objects. With support children are beginning to see 2 dots and 3 dots to subitise 5.</p> <p>Children can represent numbers 6-8 using images or objects, matching numeral to quantity.</p> <p>Children can find 1 more and 1 less than numbers 6-8.</p> <p>Children are able to make and find pairs.</p>	<p>Number Children will have a deep understanding of numbers 1-10</p> <p>Children will be able to find and make doubles to 10 and begin to identify number bonds to 10.</p> <p>Shape, Space and Measure Children can compare 2 objects in relation to length and height.</p> <p>Children will be able to identify a range of 3D shapes including cube, cuboid, cylinder, sphere, cone, pyramid.</p> <p>Children will be able to make an A,A,B, or A,B,B pattern</p>	<p>Number Children will begin to develop their understanding of numbers 11-20, recognising the pattern in number.</p> <p>Children will begin to add single digits together with the use of manipulatives and some adult support.</p> <p>Shape, Space and Measure Children will be able to select shapes for a particular purpose, manipulating them to fit their purpose.</p> <p>Children will be able to compass and decompose shapes to fit their purpose. E.g. cutting a square in half if they need a rectangle.</p>	<p>Number Children are able to identify odd and even numbers including sharing and doubling.</p> <p>Shape, Space and Measure children can create their own patterns, identifying a rule for themselves and others.</p> <p>Children can create models and maps, exploring different perspectives and giving instructions.</p>
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		<p>Children can use the words, on, under, in front and behind to describe the position of an object.</p> <p>Children are able to sequence events in their day using language related to time. E.g morning, night, first, next.</p>	<p>With support children can find and make doubles to 8.</p> <p>Children will have a deep understanding of numbers 1-8 including doubles.</p> <p>Children will begin to practically combine 2 groups to find the total</p> <p>Shape, Space and Measure Children can compare 2 objects in relation to weight and capacity.</p>			
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Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.


<p>Understanding the World</p>  <p>Technology is used throughout the year to enhance and support learning both independently and with adult support. Children will develop an understanding of how to use technology safely to gain information, practise skills and play games.</p>	<p>People and Communities Children can talk about their likes, dislikes and what makes them special.</p> <p>Children can identify similarities and differences between themselves and others. E.g. They may say, you have plaits like me. Or I don't live in a flat, I live in a house.</p> <p>Children can talk confidently about their own life and personal history. E.g. I can ride a bike now but not when I was in Nursery. (History)</p> <p>The world Children make observations as the seasons change into Autumn. Children will be able to identify signs of Autumn and name some animals that hibernate. E.g. We need our raincoats on. Autumn is rainy. (Science)</p> <p>Children can talk about features of a farm in simple terms, field, pond, pig pen, chicken coop etc. (geography)</p> <p>Using images as reference, children will explore the features of a range of landscapes, identifying which is appropriate for a farm. (geography)</p>	<p>People and Communities Children can talk about their family and customs and routines with regards to Halloween, Bonfire Night and Christmas. (History)</p> <p>Children can think back into their own personal history, remembering previous annual events E.g. Halloween, Bonfire Night and Christmas. (History)</p> <p>The world Looks closely at similarities and differences in nature including seasonal and weather changes. (Science) (geography)</p> <p>With adult support children will begin to talk about why things happen and how things work. (Science)</p> <p>With support children will begin to identify the Earth as our planet, England as our country and Birkenhead as our town. (geography)</p> <p>Children will begin to recognise that some events happened in the past using images as a reference. E.g. The moon landing, Jesus' birth. (History)</p>	<p>People and Communities Children can compare and contrast their experiences with that of others. E.g. When talking about their experiences over Christmas, children will be curious to discuss the experiences of others. (geography)</p> <p>The world Children will be able to identify some features of the polar regions and compare these to the UK. (Science) (geography)</p> <p>With support they will begin to compare life and the native animals in the polar regions to life and native animals in the UK. (Science) (geography)</p> <p>Children will show awareness of changes in matter (ice melting/freezing) and the impact that humans have upon the ice caps. (Science) (geography)</p> <p>Through non-fiction texts, children will show an awareness that dinosaurs existed in the past, long before humans. (Science) (History)</p> <p>Through non-fiction texts, children will be able to identify features of a range of dinosaurs and begin to identify a carnivore and a herbivore. (Science) (History)</p>	<p>People and Communities Children are aware that others may have different opinions and viewpoints and are sensitive to this.</p> <p>Children can talk about the lives of people around them, identifying a range of different occupations and their impact upon society. E.g. Police help us when we're in trouble. Doctors help us when we are sick. (geography)</p> <p>Using stories and images, children can comment upon familiar occupations from the past. E.g. Florence Nightingale (History)</p> <p>The world Look closely at similarities and differences in nature including seasonal and weather changes. E.g. Signs of Spring (Science) (geography)</p> <p>With adult support children will begin to talk about why things happen and how things work with regards to Spring (Science)</p> <p>Children will begin to recognise that some events happened in the past using images as a reference. E.g. The Easter Story (History)</p>	<p>People and Communities Children can talk about how they have grown and changed over time. (Science) (History)</p> <p>The world Explore the natural world around them, making observations and drawing pictures of animals and plants E.g. life cycles of plants, animals and humans. (Science)</p> <p>With support they will begin to compare life and the native animals in the rainforest to life and native animals in the UK. (Science) (geography)</p> <p>Children will show awareness of the impact that humans have upon the rainforests. (Science) (geography)</p> <p>Children will be able to identify the equator on the globe and with support say why rainforests fall on/close to the equator. (Science) (geography)</p>	<p>People and Communities Children will begin to identify that some events happened in the past and can explain how they know. (History)</p> <p>The world Looks closely at similarities and differences in nature including seasonal and weather changes. (Science) (geography)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and sea life. (Science)</p> <p>Children will be able to create simple maps using positional language to direct others (forward, backwards, left, right, on, under, behind) (geography)</p> <p>Children will show awareness of the impact that humans have upon the oceans. (Science) (geography)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (Science)</p>
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Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



See Charanga progression of skills document for music development.

Creating with Materials
Children will begin to draw simple representations of everyday life. E.g. This is me at the farm.

Children can use various construction materials, make enclosures and create spaces.

Being imaginative
Children use available props to engage in imaginative role play and small world play.

Children will be able to play alongside each other whilst engaging in the same area of provision.

Creating with Materials
Children will experiment with colour, mixing colours to achieve their desired effect.

Children will explore a range of materials to achieve a range of effects. E.g. ripping, scrunching, wrapping with tissue paper

Being imaginative
Children will enjoy learning a range of nursery rhymes and songs with actions.

Children use available props to engage in imaginative role play and small world play.

Creating with Materials
Children will begin to experiment with junk modelling. With support they will be able to use resources for a purpose.

Being imaginative
Children will begin to create representations of real and imaginary events and people. They may draw, sculpt, or construct

Children can respond imaginatively to art work. E.g. This is a spooky song. That looks like a dinosaur's mouth!

Creating with Materials
Children develop their own ideas through experimentation with a range of materials, e.g. loose parts, watercolours, poster paint

Being imaginative
Children will introduce a simple narrative into their play recreating stories and experiences.

Creating with Materials
Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, and form

Being imaginative
Children will introduce a storyline into their play using their imagination to recreate stories, roles and experiences.

Children can sing and perform a range of well-known nursery rhymes and songs trying to move in time with music.

Creating with Materials
Children can share their creations, explaining the process they have used.

Children can use props and materials when role playing characters in narratives and stories.

Being imaginative
Children recount and reenact stories and narratives in their own manner using a form comfortable to them. E.g. role play, small world, drawing or writing.

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: 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.

Characteristics of learning will run through each area of learning. When commenting on children's work staff with comment on the process rather than the product.