

Oare EYFS Skills and Progression Map



Every child progresses at their own rate; while this progression map outlines the typical skills we seek to support in pupils as they go through their first year in school, we adapt to meet the needs of each pupil developing their skills and knowledge to meet the ELGs at the end of the year. These skills and knowledge also feed into the National Curriculum objectives for Year 1, ensuring a smooth transition to KS1.

Communication and Language

ELG: Listening, Attention and Understanding

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

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

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

ELG: Speaking

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

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

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

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges
Speaking	To talk in a small group To speak to class teacher and other familiar adults in school To learn new vocabulary	To answer questions in front of whole class To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work with the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses

Links to Year 1

Spoken Language (Years 1 to 6):

Pupils should be taught to:

To listen and respond appropriately to adults and their peers

To ask relevant questions to extend their understanding and build vocabulary and knowledge

To articulate and justify answers, arguments and opinions To give well-structured descriptions and explanations

To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 To speak audibly and fluently with an increasing command of Standard English
 To participate in discussions, presentations, performances and debates
 To gain, maintain and monitor the interest of the listener(s)
 To consider and evaluate different viewpoints, attending to and building on the contributions of others
 To select and use appropriate registers for effective communication.

Personal Social and Emotional Development

ELG: Self-Regulation

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

ELG: Managing Self

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

ELG: Building Relationships

Work and play cooperatively and take turns with others.
 Form positive attachments to adults and friendships with peers.
 Show sensitivity to their own and to others' needs.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Self-regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole-class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more
Managing Self	To wash hands independently To put coat and socks on independently To change with support if needed To explore different areas within the Reception environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships

	To develop positive relationship with Year 6 buddy	To have positive relationships with familiar adults				
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Links to Year 1

<p>PSHE/personal development across KS1 and KS2 is delivered using the Jigsaw PSHE program with added opportunities for personal development linked to children's interests and skills.</p> <p>Being Me:</p> <ul style="list-style-type: none"> • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the choices I make and understand the consequences • I know my views are valued • I recognise the range of feelings when I face certain consequences <p>Celebrating Difference:</p> <ul style="list-style-type: none"> • I can identify similarities and differences between people in my class • I understand these differences make us all special and unique • I can tell you what bullying is and understand how being bullied might feel • I know some people who I could talk to if I was feeling unhappy • I know how to make new friends <p>Relationships:</p> <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and how to ask for it • I can recognise my qualities as a friend and know ways to praise myself 	<p>Healthy Me:</p> <ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe <p>Dreams and Goals:</p> <p>I can set simple goals and work out how to achieve them</p> <ul style="list-style-type: none"> • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge <p>Changing Me:</p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for: penis, testicles, vagina, vulva and anus • I can tell you about changes that have happened in my life
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Physical Development

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

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

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment	To balance To run and stop To change direction To jump	To create short sequences using shapes, balances and travelling actions	To use counting to help to stay in time with the music when copying and creating actions	To roll and track a ball To develop accuracy when throwing to a target	To develop accuracy when throwing and practise keeping score

	To follow a path and take turns To work cooperatively with a partner	To hop To explore different ways to travel using equipment	To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways	To dribble a ball using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team
Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver To develop greater independence in cutting up lunch	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals

Links to Year 1

Physical Education:

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.
 Read words consistent with their phonic knowledge by sound-blending.
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
ELG: Writing
 Write recognisable letters, most of which are correctly formed.
 Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 Write simple phrases and sentences that can be read by others.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To use visual timetable to predict what happens next in the day	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books
Word Reading	To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Phase 2 Tricky Words (the l is) To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est) To read longer sentences

					To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	containing Phase 4 words and Tricky Words To read books matching their phonics ability
Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name independently To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense

Links to Year 1

<p>Reading – comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them <p>Reading – word reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<p>Writing – transcription: Pupils should be taught to:</p> <ul style="list-style-type: none"> spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week name the letters of the alphabet add prefixes and suffixes apply simple spelling rules write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Writing – handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ <p>Writing – composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher
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<ul style="list-style-type: none"> • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading 	
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Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5 To begin to use acquired skills in child-initiated play	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts
Numerical Patterns	To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare quantities to 5 To compare equal and unequal groups To count to 10 To begin to use acquired skills in child-initiated play	To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the difference between odd and even numbers up to 8 To combine two groups of objects	To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects	To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction number sentence problem	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10

				To take away objects and count how many are left To find the missing number		To share quantities equally To combine groups of 2s, 5s and 10s
Space, Shape and Measure **The early learning goal does not directly relate to shape, space and measure. However, children should have opportunities to develop their spatial reasoning skills in shape, space and measure.	To match objects To sort objects To compare capacity, length, height, size To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock	To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock To begin to use acquired skills in child-initiated play	To order objects by height and length To order the days of the week To measure height using cubes To understand what capacity is To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes	To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shapes	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements	To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes

Links to Year 1

<p>Number and place value: Pupils should be taught to:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words <p>Number - addition and subtraction: Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. <p>Number - multiplication and division: Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Number – fractions: Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	<p>Measurement: Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: - lengths and heights - mass/weight - capacity and volume - time • measure and begin to record the above • recognise and know the value of different denominations of coins and notes • sequence events in chronological order using language • recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <p>Geometry – properties of shapes: Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Geometry – position and direction: Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns
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Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: 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.

ELG: 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.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Past and Present	To know about my own life story To know how I have changed over time	To know about figures from the past To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas, Traditional Tales)	To know about the past through settings, characters and events encountered in books read in class and storytelling (knights, castles, events from long ago)	To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning Palaeontologist)	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (People who help us)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (the world outside our gate, how Oare village has changed)
People, Culture and Communities	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers To know the name of Oare village that the school is in as well as other places known to us To know about features of the immediate environment To know that there are many countries around the world	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To share our Nativity story with friends and family To know that people around the world have different religions	To talk about Chinese New Year and learn some of the important traditions for people who celebrate To learn about Persian New Year To understand about the festival of Holi	To know that Christians celebrate Easter To understand some of the important days in the Christian calendar leading up to Easter To take part in the Easter parade and sharing daffodils with people in our local community	To know that people in other countries may speak different languages (making connections to children and families within our school and others that we may know) To know about people who help us within our local community To give thanks to the volunteers who take time to help in school	To know that people in other countries may speak different languages (learn simple greetings in a range of languages from around the world, including BSL) To know that simple symbols are used to identify features on a map To look at maps of our school and the local area
The Natural World	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of autumn To know about features of the world and Earth	To know about and recognise the signs of winter To know some important processes and changes in	To know about and recognise the signs of spring To know about features of my own immediate	To observe the growth of seeds and talk about changes To know how to care for growing plants	To know about and recognise the signs of summer To know that some things in the world are man-made

	To begin to notice changes in the natural environment around us		the natural world including states of matter (freezing), begin to investigate some of these changes	environment and how they might vary from another To plant seeds To know the difference between herbivores and carnivores (linked to dinosaurs, spring animals)	To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats	and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)
Technology **The early learning goal does not directly relate to computing, however it is still expected that children will be introduced to appropriate technology and use it within their provision.	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety Introduction to Purple Mash activities	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures To learn about QR codes and use the iPad to make use of these for games/stories	To access, understand and interact with a range of technology within Reception To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes effectively To use apps linked to learning on the iPad	To explore how a Bee-Bot works To understand that the internet can be used with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the BeeBots and program them to go forwards and backwards To type their name

Links to Year 1

<p>Science: Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>History: Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<p>Geography: Pupils should be taught to:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features and key human features • use world maps, atlases and globes • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • devise a simple map and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Computing/Technology: Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
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<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; • identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
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Expressive Arts and Design

ELG: Creating with Materials

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

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

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

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

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creating with Materials	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting) To use different construction materials	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring)	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) To use tools to cut and join wood To know the names of tools	To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) To use tools to cut and join wood using different nails and screws To know the names of tools	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary
Being Imaginative and Expressive	To sing and perform nursery rhymes To experiment with different instruments and their sounds	To perform in the Christmas Nativity To join in with whole school assemblies/singing	To join in with whole school assemblies To learn about a range of percussion instruments	To join in with whole school assemblies To associate genres of music with characters and stories	To move in time to music To learn dance routines To join in with whole school assemblies	To listen to poems and create their own/share a favourite with familiar adults To join in with whole school assemblies

	To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To create musical patterns using percussion instruments To begin to create costumes and resources for role play	To create costumes and resources for role play	To act out well know stories To follow a musical pattern To create narratives based around stores	To create own compositions To invent their own narratives, making costumes and resources
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Links to Year 1

<p>Art and Design: Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Design and Technology: When designing and making, pupils should be taught to:</p> <p><i>Design</i></p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>Make</i></p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Music: Pupils should be taught:</p> <ul style="list-style-type: none"> • to use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
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