

Cuckney C of E Primary School's Early Years Curriculum and Progression Document

	Superheroes	Let's celebrate	Around the world	Fairytales	Come outside!	I'm an explorer
	Autumn		Spring		Summer	
Possible lines of enquiry	All about Me My family and Friends Where I live What I enjoy/dislike It's good to be different Looking after ourselves Our community	Autumn – seasonal changes Halloween Bonfire Night Remembrance Sunday Diwali Christmas Advent Birthdays Visits to theatre (panto)	Similarities and differences between other countries and our own	Traditional Tales Traditional tales from around the world	Plants and Flowers Life cycles Seasons Native animals and minibeasts Looking after our environment Weather Habitats	Where do we live in the world? Animals from different countries Habitats Weather around the world Famous people from the past Famous discoveries Holidays Fossils and Dinosaurs
Enriching our curriculum	TRIP; Number walk around Cuckney VISITOR; Guide Dogs UK Charity work for Guide Dogs UK TRIP; Tuxford windmill Photos/baby belongings from home Weird & Wonderful disco Harvest festival	TRIP; Panto Xmas play Xmas party	VISITOR; Science Tots Chinese new year party Indian food tasting VISITOR; Bollywood dancing Valentines disco	Easter egg raffle Easter egg design competition Pancake races Lamb visit	VISITOR; Happy Egg Company Sunflower growing competition TRIP; Clumber	TRIP; Harley Gallery VISITOR; Disney Dance PE sessions Sports day

Book of the week; The following list of books is a starting point. Books will be added to themes according to children's preference and as new literature is discovered. See topic specific book progression

The colour Monster
 The Worry Monster
 Polar Bear Saves Christmas, Fiona Boon The
 Large Family
 Owl Babies
 What's in the Witches Kitchen
 The very helpful hedgehog
 We're going on a Pumpkin Hunt
 The Owl who is afraid of the Dark
 The Squirrels who squabble
 The leaf thief
 Collection of Non-Fiction (Bonfire Night,
 Diwali, Changing Seasons)
 Christmas Collection
 Hetty's Hanukkah, Twinkl
 Rameena's Ramadan, Twinkl
 Dipal's Diwali, Twinkl
 A Festive Feast, Twinkl
 Nativity

Traditional Tale selection
 The Elephant and the Bad Baby
 Giant Jam sandwich
 Each Peach Pear Plum
 Aesop's Fables
 Handa's surprise
 Tinga Tinga Tales
 Penguin Fact Files (non-fiction)
 The Runaway Iceberg, Twinkl
 To Market, To Market
 Chinese Zodiac Race
 The Magic Paintbrush
 'This is indeed India!' (poem) by Mark Twain
 Yeh-Shen – A Cinderella story from China
 Whatever Next
 Collection of Non-Fiction (People who help
 us)

Giraffes can't Dance
 Neon Leon
 The Cave
 The Enormous Turnip
 Jasper's Beanstalk
 I love my garden (Poem) Rumble in the
 Jungle
 The Very Hungry Caterpillar
 The Tadpoles Promise
 Panda Bear, Panda Bear, What do
 you see?
 The Big Book of Blue
 Collection of 'Little People, Big
 Ideas'
 Mad about Minibeasts
 The Big book of Bugs
 Norman the Slug with the Silly Shell
 Cyril the lonely cloud
 Under the same Sky

Communication and Language

Listening, attention & understanding ELG: 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 interaction, 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 ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Follows listening rules during whole class inputs</p> <p>Using learnt vocabulary during hands on experiences</p> <p>Asks functional what/where e.g. where is my peg?</p> <p>Contributes to circle time expressing ideas/thoughts</p> <p>Speak confidently in sentences to make themselves clear</p> <p>Confidently answers the register, makes choice for lunches and asks for help</p> <p>Listens attentively to Stories</p> <p>Joins in with weekly singing session and shows enjoyment</p> <p>Engages with non-fiction books during carpet times</p>	<p>Follows listening rules and can talk about what they have been told</p> <p>Using learnt vocabulary in discussions</p> <p>Asks what/where questions linked to learning focus</p> <p>Expresses ideas/thoughts to others in play</p> <p>Speaks confidently in sentences connecting two ideas</p> <p>Tell others about experiences outside of school e.g. Halloween, birthdays, Christmas</p> <p>Uses manners e.g. please, thankyou, excuse me</p> <p>Talks about stories we have read</p> <p>Accurately sings rhymes we have learnt this term</p> <p>Engages in non-fiction books during provision</p>	<p>Completes rhymes when reading poetry or rhyming books</p> <p>Looks at non-fiction books linked to learning and can talk about their knowledge</p> <p>Ask functional who/when/why questions e.g. why is outside closed?</p> <p>Discusses new vocabulary from our key text during focused times</p> <p>Can recall an experience in sequence adding details or answering others questions</p> <p>Can organise thinking and play using talk</p> <p>Talk about how things work</p> <p>Uses a story map to retell a familiar story</p>	<p>Accurately sings/recites poems, rhymes and songs we have learnt this term</p> <p>Knows to look in nonfiction books to find out new knowledge</p> <p>Asks who/when/why questions to find out more</p> <p>Uses new vocabulary in different contexts</p> <p>Can solve problems with peers using talk</p> <p>Makes predictions about what will happen</p> <p>Adapts story map to retell a familiar story</p>	<p>Listens attentively during whole class inputs</p> <p>Contributes to group discussions with their own ideas</p> <p>Holds structured conversations in a small group with an adult</p> <p>Can talk about new vocabulary and what it means</p> <p>Talks about why things happen</p> <p>Can correct use of tense when modelled by a teacher</p>	<p>Listens attentively outside the classroom environment e.g. visitors, assembly</p> <p>Contributes to whole class discussions expressing their views/feelings</p> <p>Ask relevant questions about what they have heard</p> <p>Holds conversations with peers during play</p> <p>New vocabulary and knowledge of books and rhymes are evident in discussions</p> <p>Is beginning to use tense correctly when discussion past/present/future events</p>
	<p>Refer to our listening rules during carpet times</p> <p>Weekly 'talk time' – time for children to ask questions</p> <p>Circle times to share experiences outside school</p> <p>Daily story time</p> <p>Weekly book journal time where the child who has taken the journal home tells us about their page</p> <p>Non-fiction books carefully planned to cover festivals in Autumn</p> <p>Non-fiction books available in provision</p> <p>Daily rhyme and singing sessions</p> <p>English lessons that have a heavy focus on language</p>		<p>Daily rhyme and singing sessions</p> <p>Weekly 'talk time' – time for children to ask</p> <p>Weekly Science tots – replicating experiences in play</p> <p>Non-fiction books studied and in provision</p> <p>Use of Talk for Writing – storymaps and storytelling actions</p> <p>English lessons that have a heavy focus on language</p>		<p>Opportunities for class discussions and circle time</p> <p>Planned experiences outside of carpet times with familiar adults e.g. trips, visitors, assemblies</p> <p>New vocabulary modelled</p> <p>Floor books and Tapestry used to recall past experiences</p> <p>English lessons that have a heavy focus on language</p>	

Personal, Social and Emotional Development

Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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 ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Self-Regulation ELG: Shows 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 focussed 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression	Knows they are part of F2 (Littles group)	Knows they are different to other people	Will attempt a new activity or challenge	Tries multiple times to achieve something despite challenges, with encouragement	Manages their emotions in different situations independently	Is happy and calm most of the time and can self regulate when required
	Talks about themselves	Plays with a wider range of children	Shows adults when they have achieved something	Regulate emotions when solving a problem with friends	Inhibits negative behaviour choices	Shows care and concern for others
	Talks about their own likes/dislikes	Speaks to others kindly	Can calm down quickly after being upset	Makes decisions to gain praise	Can wait for what they want in different situations, this may be over a span of a week.	Listens to what the teacher says, responds appropriately even when engaged in an activity
	Can name members of the class who they were not with in nursery	Can talk about how others feel and discuss why	Enjoys positive praise	Cuts up most food with cutlery and eat with minimal spillage	Explains what they are trying to achieve	Can follows instructions involving several ideas and actions
	Maintains friendship groups from nursery (where applicable)	Will try something first before asking for help	Can cut up softer food with cutlery	Follows the class rules Independently	Listens to what the teacher says and responds appropriately	Perseveres with a challenge until it is achieved
	Is respectful to adults	Recognises Take 5 breathing as a strategy to calm down	Knows the importance of exercise to keep fit, can name some forms of exercise	Can follows instructions involving two-three ideas and actions	Keeps calm and tries again when they find something tricky	Can talk about our rules and why we have rules
	Can talk about how they feel	Can follows instructions involving one-two ideas and actions	Know how important sleep is and how being tired makes you feel	Plays in a group of children and can compromise	Explain our school rules to others	Changes clothes for different weathers and look after belongings
	Will attempt something independently when prompted	Can talk about how they feel and why	Follows class rules with little support	Listens to others feelings and wishes and will sometimes put others first	Knows when they need to blow their nose	Can manage hygiene needs independently
	Joins in with Take 5 breathing and recognises feeling of calm	Attempts to use words to sort out a problem before seeking help or using actions	Will play in a group of children and is beginning to compromise	Happily waits for their turn with a short delay	Works as a team to achieve a goal, listening to friends	Talks about how to stay healthy and safe
	Seeks a grownups help if there is a problem	Uses cutlery independently to eat their dinner (with help to cut up food)	Considers other's feeling before saying/doing		Has certain friends they return to play with but will happily play with others	Plays cooperatively with peers, listening and responding to ideas
	Uses cutlery to eat, with support and modelling	Follows rules and uses equipment safely	Zips/fastens coat independently			A warm response is evident towards peers and familiar adults
	Washes hands after using the toilet		Takes off and puts on shoes/socks			
	Toilets self independently	Shares some knowledge of healthy foods				
	Understands and follows behaviour system	Can choose it, use it and put it away independently most of the time				
	Can choose it, use it and put it away with support	Understands their needs cannot always be immediately met				
		Zips coat up with a little support				

<p style="text-align: center;">How</p>	<p style="text-align: center;">Well planned transition weeks Clear and modelled rules and routines All about me topic: opportunities to talk about family, likes/dislikes, how to keep healthy and safe Learning about other cultures and communities Stories around starting school, worries, separation Daily take 5 breathing Older children (Bigs) modelling eating and use of cutlery at lunchtime</p>	<p style="text-align: center;">‘Invisible disabilities week’ to celebrate how we are all different ‘People who help us week’ - Visits from people who helps us to gain understanding of how to keep safe in the community and prevent illness. Internet safety week Modelling how to compromise and solve problems using words</p>	<p style="text-align: center;">Modelling use of timers Encouraging children to set goals and targets Quality provision opportunities for collaborative play Adults modelling collaborative play Carpet and listening expectations Provide opportunity for collaboration during carpet times</p>
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Physical Development

Gross motor skills ELG: 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 skills ELG: 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, paintbrushes, and cutlery, begin to show accuracy and care when drawing.


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression	<p>Able to walk, jump, roll, crawl, run and climb</p> <p>Sits on the floor with a good posture</p> <p>Uses pencils and paintbrushes with some control</p> <p>Moves with strength and balance</p> <p>Shows coordination when kicking a ball</p> <p>Forms some letters from name correctly</p> <p>Lines up for transition times</p>	<p>Able to hop and skip</p> <p>Combines different movements when performing the Nativity play</p> <p>Uses cutlery to cut up some foods</p> <p>Uses scissors to follow a straight line</p> <p>Safely uses large and small apparatus when playing outside in provision</p> <p>Moves with coordination and agility times</p> <p>Shows coordination with throwing and catching</p> <p>Forms some letters correctly</p> <p>Forms some numbers correctly</p> <p>Beginning to manage toileting needs at lunchtime</p>	<p>Uses pencils, paintbrushes, scissors and cutlery safely</p> <p>Travels across and climbs onto equipment confidently, demonstrating balance</p> <p>Moves at speed and avoids obstacles</p> <p>Sits on a chair at a desk with a good seated posture</p> <p>Finds a safe space in PE without support</p> <p>Confidently engages in activities which involve a ball</p>	<p>Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability</p> <p>Uses scissors and cutlery competently and confidently</p> <p>Follows handwriting families in order to write letters and numbers accurately</p> <p>Jumps off equipment with control</p> <p>Rolls with control</p> <p>Moves with increasing Fluency & coordination when following a sequence of moves</p>	<p>Holds a pencil effectively using a comfortable grip and the correct pressure</p> <p>Uses a range of one handed small tools effectively</p> <p>Draws identifiable pictures</p> <p>Negotiates space avoiding obstacles</p> <p>Moves energetically – running, hopping, skipping, dancing and climbing</p> <p>Can kick, catch and throw using a ball</p>	<p>Holds a pencil effectively and can form most letters accurately</p> <p>Uses cutlery, scissors and paintbrushes for a variety of activities</p> <p>Draws with accuracy and care, including details</p> <p>Negotiates space avoiding moving objects or people</p> <p>Demonstrates strength, balance and coordination when playing</p> <p>Can pass, bat and aim using a ball</p>
How	<p>Name writing opportunities</p> <p>Using tools in provision: Cutlery, pencils, paintbrushes, scissors</p> <p>Dough disco</p> <p>Guided Drawing and Painting</p> <p>Phonics sessions</p> <p>Writing for a purpose: Cards, Lists for Santa, Spooky Register, Labels for people, places and presents</p> <p>PE Focus: Gymnastics</p> <p>Listening games: Traffic lights, Bean games, Stuck in the mud</p> <p>Warm up activities: Jumping, hopping, skipping, running, crawling</p> <p>Learning set moves, balances and holds</p> <p>Learning a sequence of moves</p> <p>Creating own sequence of moves individually or with a partner</p> <p>Introducing gymnastic large apparatus and how to safely put equipment away</p> <p>Christmas Dance, Firework Dance, Bollywood Dancing</p> <p>Noticing effect of activity on our body</p>		<p>Name writing opportunities (full name)</p> <p>Using tools in provision: Cutlery, pencils, paintbrushes, scissors</p> <p>Dough disco</p> <p>Guided drawing and painting</p> <p>Phonics sessions</p> <p>Writing for a purpose: Maps, signs for community, shopping lists, Story maps, Writing captions, Recipes, Warning posters, Instructions, Thankyou cards</p> <p>PE Focus: Yoga & ball skills</p> <p>Yoga flows - developing Core strength</p> <p>Rolling</p> <p>Balancing</p> <p>Climbing</p> <p>Jumping</p> <p>Ball skills: throwing, catching, kicking, passing, batting, aiming.</p> <p>Noticing effect of activity on our body</p> <p>VISITOR: dance. Exploring different forms of dance – Bollywood dancing to link with Diwali</p>		<p>Using tools in provision. Cutlery, pencils, paintbrushes, scissors</p> <p>Daily handwriting</p> <p>Dough disco</p> <p>Guided drawing and painting</p> <p>Phonics sessions</p> <p>Writing for a purpose. Non-fiction writing, diagram labelling. Map labelling, inst4ructions, flip-flap books, story maps.</p> <p>VISITOR: Disney Dance</p> <p>Sports Day</p> <p>Noticing effect of activity on our body</p>	

Literacy

Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Reading ELG: 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 phonics knowledge, including some common exception words.


Writing ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression 	<p>Hears initial sound consistently</p> <p>Writes initial sounds</p> <p>Confidently orally blends and segments</p> <p>Reads 'tricky words' in line with the Twinkl phonics program</p> <p>Points 1:1 to words when reading phonics reading book</p>	<p>Reads all level 2 graphemes</p> <p>Blends CVC words using known GPCs</p> <p>Segments CVC words to write</p> <p>Reads 'tricky words' inline with Twinkl phonics program</p> <p>Reads Rhino Reader phonics reading book using blending as their first strategy</p> <p>Writes first name accurately</p> <p>Can say what they want to write and orally rehearse it</p>	<p>Continues to learn graphemes in level 3</p> <p>Reads simple words containing level 3 graphemes, digraphs, trigraphs.</p> <p>Recall digraphs and trigraphs taught</p> <p>Reads 'tricky words' in line with Twinkl phonics program</p> <p>Talks in full sentences about a key character from a text</p> <p>Writes 3 – 4 word sentences that themselves and others can read, with support.</p> <p>Writes both names using good letter formation</p>	<p>Reads most level 3 digraphs and trigraphs</p> <p>Reads 'tricky words' in line with Twinkl phonics program</p> <p>Reads simple phonetically decodable phrases and sentences</p> <p>Re-read books to develop fluency and understanding</p> <p>Talks in full sentences about key events from a text</p> <p>Writes 3 – 4 word sentences that themselves and others can read</p> <p>Sometimes uses a full stop at the end of their sentences</p> <p>Forms some letters correctly</p>	<p>Say a sound for each letter of the alphabet</p> <p>Read words consistent with their phonics knowledge using blending</p> <p>Anticipates key events in stories</p> <p>Use and understand vocabulary during discussions about books we have read, rhymes and poems</p> <p>Spells words consistent with their phonics knowledge using segmenting</p> <p>Sometimes uses a capital letter at the beginning of sentences</p>	<p>Say at least 10 digraphs</p> <p>Reads simple sentences and books consistent with phonics knowledge</p> <p>Reads a range of 'tricky words' by sight</p> <p>Retell stories and narrative using their own words and recently introduced vocabulary</p> <p>Use and understand vocabulary during role play</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Writes simple phrases and sentences that can be read by others</p>
How	<p>Rhyme of the week</p> <p>Book of the week</p> <p>Name recognition</p> <p>Name tracing</p> <p>First letter tracing</p> <p>Mark making using paintbrushes and water, pens, chalks, etc</p> <p>Fine motor activities</p> <p>Guided drawing</p> <p>High quality mark making opportunities</p> <p>Dough Disco</p> <p>Daily name writing intervention</p> <p>Daily Storytime</p> <p>1:1 reading</p> <p>Shared and guided writing</p> <p>Shared and guided reading</p> <p>High quality writing opportunities in provision</p>		<p>Fine motor activities</p> <p>Dough Disco</p> <p>Shared writing in meaningful contexts</p> <p>Focused drawing in meaningful contexts</p> <p>High quality mark making opportunities</p> <p>Daily name writing intervention</p> <p>Writing challenge</p> <p>1:1 reading</p> <p>Shared and guided writing</p> <p>Shared and guided reading</p> <p>High quality writing opportunities in provision</p> <p>Story mapping</p> <p>Story suitcase with props</p>		<p>Rhyme of the week</p> <p>Book of the week</p> <p>Fine motor activities</p> <p>Shared writing in meaningful contexts</p> <p>Book votes</p> <p>Focused drawing in meaningful contexts</p>	

Maths

Number ELG: Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Numerical Patterns ELG: Verbally count beyond 20, recognising the patterns 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression	Rote counts 0 – 10 Counts actions and sounds Links numeral and amount 0 – 5 Compares quantities Compares length	Subitises amounts to 5 Explores composition of 5 Selects, rotates and manipulates shape tiles Names 2D shapes and some properties Copies and continues repeating patterns	Rote counts beyond 10 Counts objects with accuracy Subitises to 5 and talks about arrangements Compose and decomposes shapes when using shape tiles Compare weight	Links numeral and amount 0 – 10 and beyond Understands one more and one less Recalls number bonds to 5 and some to 10 Explore composition of 10 Compares capacity Creates own repeating patterns using different combinations	Subitises to 5 Automatically recall number bonds to 5 Compare quantities up to 10 Recall double facts	Talks about the composition of 10 Count beyond 20 Explore and talk about odds and evens Distribute quantities equally
 How; White Rose Maths blocks	<p>Getting to know me: Baselineing</p> <p>Just like me: Matching, Sorting, Comparing Amounts, Comparing Mass and Capacity, Making Patterns</p> <p>It's me 1,2,3: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3, Circles and Triangles, Spatial Awareness</p> <p>Light and Dark: Four and Five, One more and One less, Squares & Rectangles, Night and Day</p>		<p>Alive in 5: Composition of 4 and 5, Comparing 5, Comparing Mass and Capacity</p> <p>Growing 6,7,8: One more and One less, Combining two groups, Length and Height</p> <p>Building 9 and 10: Number bonds to 10, 3d shape, Pattern</p>		<p>To 20 and beyond: Building numbers beyond 10, Counting Patterns beyond 10, Spatial Reasoning</p> <p>First, then and now: Adding more, Taking away, Spatial Reasoning</p> <p>Find my Pattern: Doubling, Sharing and Grouping, Odd and Even, Spatial Reasoning</p> <p>On the move: Patterns and Relationships, Spatial Reasoning</p>	

Understanding the World ; Past & present

Past & Present ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Progression	<p>Talks about own family history</p> <p>Identifies themselves in the past</p> <p>Talks about how they have changed</p> <p>Names a person from the past</p>		<p>Compares and contrasts characters from stories including figures from the past</p> <p>Knows about lives of the people around them and roles in society</p> <p>Comments on images of familiar situations in the past</p>		<p>Knows some similarities and differences between the past and now, drawing on experiences and what has been read in class</p> <p>Understands the past through settings, characters and events through books read in class</p>	
	How	<p>Look at family celebration photos from the past e.g. Mum and Dad's birthdays when they were small</p> <p>Make family trees</p> <p>Make a 'Guess who?' book of baby photos</p> <p>Discussions about things we can do now and things we could do in the past.</p> <p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>Remembrance Day – Why do we wear poppies?</p> <p>Who was Captain Tom Moore?</p>		<p>Look at old photos and maps of our local community</p> <p>Learn about Amelia Earheart</p> <p>Explore her experience as the first female pilot.</p> <p>Compare vehicles from the past and today</p> <p>Learn about Cpt James Cook</p> <p>Explore his adventures around the world.</p> <p>Compare maps today with those from the past</p>		<p>Learn who Robin Hood is what is was like to live in the past.</p> <p>Why was he a hero?</p> <p>Compare communities in the past and our community today</p> <p>Learn about Mary Anning</p> <p>Explore her discovery of fossils. Discuss difference between her life and ours</p>	

Understanding the world: People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural differences in this country. Draw on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	Progression	<p>Talks about members of immediate family e.g. occupation and appearances</p> <p>Name and describe people who are familiar to me e.g. friends, wider families</p> <p>Knows people have different beliefs and celebrate in different ways</p>		<p>Talks about members of the community</p> <p>Understands some places are special to members of the community</p>		<p>Knows some similarities and difference between different religious and cultural communities in this country</p>	
	How; Nottinghamshires Agreed RE Syllabus	<p>F5 Belonging. Friends and Family. I can explore how I belong to a family unit at home and school</p> <p>F5 Belonging. I can show how babies are welcomed at a baptism using role play. Link to Christmas – discuss how Christians welcome a new baby</p> <p>F4 What times are special and why? Celebrating different festivals</p> <p>F1 Which stories are special and why? Link to Christmas and the Nativity story</p> <p>F3 What places are special and why? Visit to church/Angela to visit school</p>		<p>F1 Which stories are special and why? Story of Easter</p> <p>F2 Which people are special and why? Discuss local heroes/link to miracle bible stories</p> <p>F3 What places are special and why? Visit to church/Angela to visit school. Why are our homes special to us? Explore special places in the Community</p> <p>Share bible stories: The wise and foolish builder, Blind man healed, Water into wine</p>		<p>F6 Our wonderful world. How can we care for living things and the Earth?</p> <p>F1 Which stories are special and why? The creation story</p>	
Geography	Progression	<p>Is aware of where places around the classroom and school are</p>		<p>Draws information from a simple map</p> <p>Describes immediate environment</p> <p>Recognise similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments are different to the one I live</p> <p>Explain some similarities and difference between life in this country and life in other countries</p>		<p>Explain more similarities and difference between life in this country and life in other countries</p>	
	How	<p>Display family photos in the home corner</p> <p>Encourage parents to share special times on Tapestry</p> <p>Making family trees – what jobs do our grown ups do?</p> <p>Celebrating new friendships built in our cohort – making cards for each other at special times.</p> <p>Visit Church at Christmas time – discuss it's importance and why it is a special place for people to visit</p> <p>Comparing differences and similarities between celebrations (Birthdays, Christmas, Diwali, Halloween, Bonfire night, Harvest festival)</p> <p>Use of non-fiction books to explore how people celebrate</p>		<p>Visits from the local community and local heroes (Police, Nurses, Dentists) children to reflect on how they help people and aspirations for their future</p> <p>Use non-Fiction Books to explore people's roles in the community</p> <p>Explore a world map. Where do we live? What is our capital city?</p> <p>Learn about a contrasting country (Australia)</p> <p>Explore animals from the contrasting country and their different habitats</p> <p>Look closely at those countries and their weather, environment and culture</p> <p>Explore similarities and differences in culture and religion – what festivals are celebrated?</p> <p>Visit to the church to celebrate Easter</p>		<p>Look closely at other countries and their weather, environment and culture</p>	

Computing		Currently under review		
Progression	How			

Understanding the world: The natural world


The Natural World ELG: 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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Progression	<p>Understands the change in seasons between Autumn and Winter</p> <p>Talks about how the natural world looks during these seasons</p>		<p>Explores the natural world around them</p> <p>Describes what they see, feel and hear when outside</p> <p>Understand the change in seasons between winter and spring</p> <p>Talks about how the natural world looks during these seasons</p>		<p>Makes observations of the natural world around them</p> <p>Draws pictures of animals and plants</p> <p>Talks about similarities and differences between the natural world around them and contrasting environments</p> <p>Understands melting and freezing</p> <p>Talks about the seasons and changes they have observed</p> <p>Understands life cycle of a frog and a bean plant</p>	
	How	<p>To explore features of Autumn: Autumn treasure hunt, Autumn walk, Autumn crafts, Forest School, Sorting leaves, comparing features of our forest environment/school environment. Read Autumn and Winter non-Fiction to inform learning</p> <p>Sort celebrations into Autumn and winter – Halloween and Christmas</p> <p>Visit from a farmer/tractor at Harvest time – what do the vegetables look like when they are grown and picked?</p> <p>Observe natural changes between Summer into Autumn and Autumn into Winter. What happens to animals during Autumn? Explore hibernation and migration</p> <p>Observational drawing of how trees and plants change during Autumn and into winter</p>		<p>To explore features of Spring: Hunt for Spring clues, looking closely at Spring flowers and buds, Explore baby animals (Lamb visit), Spring crafts</p> <p>Look closely at those countries and their weather, environment and culture.</p> <p>Read Spring and baby animals Non-Fiction to inform learning.</p> <p>Follow journey of a hedgehog and swallow – what happens to them in spring after hibernation/migration?</p> <p>Science Tots begins: open ended exploration into changes, everyday science and how things work.</p> <p>Observation drawing of spring flowers/blossom at different stages.</p>		<p>Explore animals from the contrasting country and their different habitats.</p> <p>Plant beans, carrots and poppies</p> <p>Demonstrate pollination using poppies</p> <p>Observe roots, stems and leaves growing and purposes of them</p> <p>Observational drawings of plants and different stages of growing</p> <p>Making own fruit ice lollies. Leaving them to melt in different environments – which melts fastest?</p> <p>To explore features of Summer: Weather, Minibeasts, Planting and Growing, Observation of plants and animals</p> <p>Minibeasts and Summer Non-Fiction book to inform learning</p> <p>Observe life cycle of bean plant and introduce tadpoles into the environment.</p> <p>Recycling materials: sorting objects into materials, learning how to recycle.</p> <p>Introduce sea pollution – how can we help?</p>	

Expressive arts and design

Being Imaginative & Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Creating with materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Progression	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place		
	How; Cheranga Music Scheme	 Me! My Stories	Everyone! Our World	Big Bear Funk Reflect, Rewind & Replay			
Dance & movement	Progression	Listens carefully to music Watches and talks about dancing Explores moving their body to music Joins in with dance moves when learning the new dances Performs dance in a group (performances)	Responds to different forms of dance, expressing feelings and responses	Responds to different forms of dance, expressing feelings and responses	Tries to move in time with music		
	How	Explore different Genres of music – talk about how they make us feel Learning Christmas performance	VISITOR: dance. Exploring different forms of dance – Bollywood dancing to link with Diwali Display songs we have learnt on stage outside alongside music. Encourage group and solo performances	VISITOR: dance. Exploring different forms of dance – Bollywood dancing to link with Diwali Display songs we have learnt on stage outside alongside music. Encourage group and solo performances	PE focus: dance VISITOR; Disney Dance sessions		
Design & Technology	Progression	Explores a variety of artistic effects to express ideas	Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling) Models represent planned intentions Uses previous learning to refine and develop ideas.	Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling) Models represent planned intentions Uses previous learning to refine and develop ideas.	Safely uses and explore a variety of tools, techniques and materials Enjoys sharing their creations Uses props and materials when role-playing characters in narratives or stories Explains processes they have used in creations		

	How	<p>Gradually open and introduce open ended EAD provision</p> <p>Christmas Crafts – children to focus on cutting skills and an artistic skill they have explored in free flow this term.</p>	<p>Guided junk modelling to introduce plan and create</p> <p>Junk modelling opportunities: emergency vehicles, 3 pigs houses, bridge for the Billy goats gruff</p>	<p>Role-Play Area: Jungle, Camping, Airport, Seaside, Pirates, Dinosaurs – for chd to make props for</p> <p>Ensure a range of tools are always on offer in junk modelling area</p> <p>Display photos of past creations and artistic forms for inspiration</p> <p>Ensure resources are available for children to use and apply techniques they have learnt this year in provision</p>
Art and design	Progression	<p>Explores a variety of artistic effects to express ideas</p>	<p>Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling)</p>	<p>Experiments with colour</p> <p>Enjoys sharing their artwork</p> <p>Experiments with design, texture, form and Function</p> <p>Explains processes they have used in creations</p>
	How	<p>Gradually open and introduce open ended EAD provision</p> <p>Line drawing of family pictures</p> <p>Colour mixing: Fireworks, Pumpkin painting</p>	<p>Guided drawing included in finger gym</p>	<p>Portraits of famous people from the past</p> <p>Ensure a range of tools are always on offer in EAD and dough area</p> <p>Colour mixing – under the sea picture. Adding white to create different shades</p> <p>Ensure resources are available for children to use and apply techniques they have learnt this year in provision</p>