



*'Roots to Grow and Wings to Fly'*

Curriculum Progression  
Document

**EYFS**

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## **Curriculum Intent**

At St Bartholomew's Primary School, we recognise the fundamental role a child's early years has in shaping the person and learner they become.

Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum.

We provide pupils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

# Programme of Study

## Year A (2024-2025)

| YEAR A<br>(2024-25)                           | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   | Early Learning Goal  |
|---|---|---|---|---|--|--|--|
| THEME   | <b>Everyone Needs Good Neighbours</b>   | <b>Battle, Blitz and Victory</b>  | <b>We Are United</b>  | <b>Heroes and Heroines</b>  | <b>Our extreme wild world</b>  | <b>On the March!</b>   |  |
| <b>Listening, Attention and Understanding</b> | <p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> | <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p> | <p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> | <p>To retell a story</p> <p>To follow a story without pictures or props</p> | <p>To understand questions such as who, what, where, when, why and how</p> | <p>To have conversations with adults and peers with back and forth exchanges</p> | <p>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> |

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| <p><b>Speaking</b></p>        | <p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p> | <p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>                    | <p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p> | <p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p> | <p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> | <p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |
| <p><b>Self-Regulation</b></p> | <p>To recognise different emotions</p> <p>To understand how people show emotions</p>                             | <p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour</p> | <p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p>   | <p>To identify and moderate their own feelings socially and emotionally</p>   | <p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>                        | <p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>                              | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p>  |

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|                             | <p>To focus during short whole class activities</p> <p>To follow one- step instructions</p>  | <p>to a range of situations</p>  |  | <p>To consider the feelings and needs of others</p>   |  |   | <p>accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>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.</p> |
| <p><b>Managing Self</b></p> | <p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p> | <p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> | <p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p> | <p>To develop independence when dressing and undressing for activities such as P.E and Forest Fridays</p> | <p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p> | <p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</p>                      |

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|                               |   |  |   |   |   |   | the importance of healthy food choices.  |
| <b>Building Relationships</b> | <p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>   | <p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all staff that they work closely with.</p> | <p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>  | <p>To listen to the ideas of other children and agree on a solution and compromise</p>  | <p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>  | <p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>  | <p>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>   |
| <b>Gross Motor Skills</b>     | <p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p> | <p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump and to hop</p> <p>To explore different ways to travel using equipment</p>                                     | <p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p> | <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together</p> | <p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas through movement</p> | <p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a</p> | <p>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> |

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|                          |   |  |  | and including apparatus   | To move with control and co-ordination, copying, linking and repeating actions<br><br>To remember and repeat actions, exploring pathways and shapes       | team   |  |
| <b>Fine Motor Skills</b> | <p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use large tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> | <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support To use tap</p> | <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p> | <p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p> | <p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p> | <p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> | <p>Hold a pencil effectively in preparations 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.</p> |



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|----------------------|--|--|--|--|--|--|---|
|                      | To hold a fork and spoon correctly   | and pin  |  |  |  |  |   |
| <b>Comprehension</b> | <p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>  | <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>  | <p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>  | <p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>  | <p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>  | <p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>   | <p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> |
| <b>Word Reading</b>  | <p>To recognise their name</p> <p>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 f 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)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p> | <p>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 f 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)</p> <p>To recognise taught Phase 2 and 3 common exception words (the l is p u t p u l l f u l l a s a n d h a s h i s h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e w a s y o u t h e y m y b y a l l a r e s u r e)</p> | <p>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 f 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)</p> <p>To recognise taught Phase 2 and 3 common exception words (the l is p u t p u l l f u l l a s a n d h a s h i s h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e w a s y o u t h e y m y b y a l l a r e s u r e)</p> | <p>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 f 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)</p> <p>To recognise taught Phase 2 and 3 Common exception words (the l is p u t p u l l f u l l a s a n d h a s h i s h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e w a s y o u t h e y m y b y a l l a r e s u r e)</p> | <p>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 f 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)</p> <p>To use and apply taught phase 4 sounds</p> <p>To recognise taught Phase 2, 3 and 4 common</p> | <p>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 f 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)</p> <p>To use and apply taught phase 4 sounds</p> <p>To recognise taught Phase 2, 3 and 4 Common</p> | <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>   |

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|--|--|---|--|---|--|---|--|
|  |  | <p>you they my by all are sure pure) To read words with double letters</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing common exception words and digraphs</p> <p>To read books matching their phonics ability</p> | <p>pure) To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Common exception and digraphs</p> <p>To read books matching their phonics ability</p> | <p>push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p> | <p>exception words (the I 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)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their</p> | <p>exception words. (the I 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)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books</p> |  |
|--|--|---|--|---|--|---|--|

|                |   |  |  |  | phonics ability  | matching their phonics ability   |   |
|----------------|---|--|--|--|--|--|---|
| <b>Writing</b> | <p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>  | <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p> | <p>To form lower- case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> | <p>To form lower- case letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>       | <p>To form lower- case and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> | <p>To form lower- case and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>   |
| <b>Number</b>  | <p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p> | <p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>      | <p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>         | <p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> | <p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>  | <p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>  | <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubling</p> |

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|                                 |   |  |  | To estimate a number of objects  |  |   | facts.  |
| <b>Numerical Patterns</b>       | <p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>  | <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>                   | <p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p> | <p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p> | <p>To count to 25 To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p> | <p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p> | <p>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> |
| <b>Shape, Space and Measure</b> | <p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and</p> | <p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p> | <p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p>           | <p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>   | <p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>  | <p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D</p>   | <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>  |

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|--|---|---|--|--|---|--|--|
|  | <p>name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>  |   | <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>  |  |   | <p>shapes</p>  |  |
| <b>Past and Present</b>                | <p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To know that the fire service exists and what they do. Visit from fire service.</p> | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>                 | <p>To talk about the lives of the people around us.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> | <p>To know about figures from the past (Kings and Queens)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>To know about the past through settings, characters and events encountered in books read in class and story telling</p>                                | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To observe how transport has changed throughout the years.</p> | <p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |
| <b>People, Culture and Communities</b> | <p>AMV: Special Me. To know what makes them special.</p> <p>To share what is special to them and explain why.</p> <p>To explain why God is special to</p>       | <p>AMV: Special Times Explore special times in the Christian and Jewish Faith (Birthdays, Christmas and Hannukah).</p> <p>To talk about how Hindus celebrate Diwali</p> | <p>AMV: Special Places To know that the Church is a special place for Christians.</p> <p>To know about Baptism.</p> <p>To be able to name key features from within</p>                               | <p>AMV: Special Times To know about Pesah and its origins in the narrative in the Torah.</p> <p>To know that Christians celebrate</p>  | <p>AMV: Special Stories God. To retell the story of creation.</p> <p>To know how communities can work together to make our world a beautiful place to</p> | <p>AMV: Special Stories Jesus. To retell some stories from the bible (house on the rock, healing the man with leprosy etc)</p> <p>To know that people in other countries</p>                                   | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and</p>   |

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|                          | <p>Christians.</p> <p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> | <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To know that people in other countries may speak different languages (French)</p> | <p>the Church.</p> <p>To comment on similarities and differences between a Church and a Synagogue.</p> <p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p> <p>To know that people in other countries may speak different languages (French)</p> | <p>Easter.</p> <p>To know that people in other countries may speak different languages (French)</p>   | <p>live.</p> <p>To know that people in other countries may speak different languages (French)</p>  | <p>may speak different languages (French)</p>  | <p>differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p> |
| <b>The Natural World</b> | <p>Science Link: Seasonal Change.</p> <p>To know about and recognise the signs of Autumn</p> <p>I know the features of the four seasons.</p> <p>To know that some animals</p>  | <p>Science link: Materials and their Properties.</p> <p>To name common materials such as wood, plastic, metal, glass.</p> <p>To ask questions about the natural environment.</p>  | <p>Science Link: Living things and their habitats.</p> <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including</p>   | <p>Science Link: Seasonal Change.</p> <p>To know about and recognise the signs of Spring</p> <p>To know about and recognise the signs of Summer</p> <p>To explore how</p> | <p>Science link: Plants.</p> <p>To observe the growth of seeds and talk about changes</p> <p>To plant seeds (to harvest in the summer term).</p> <p>To know what plants need to stay</p> | <p>Science Link: Animals including humans.</p> <p>To learn about lifecycles of plants and animals</p> <p>To harvest grown fruit and vegetables</p> <p>To know about different habitats</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>   |

*'Roots to Grow and Wings to Fly'*

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|                                | <p>are nocturnal</p> <p>To know that some animals hibernate.</p> <p>To know some important processes and changes in the natural world including states of matter</p>  | <p>To respect and care for the natural environments</p> <p>To know about features of the world and Earth</p> <p>To know some important processes and changes in the natural world including states of matter (Melting and freezing)</p> | <p>states of matter (freezing)</p> <p>To know about features of my own immediate environment and how they might vary from another. (Crewkerne)</p>  | <p>they can use the light from the sun to make shadows.</p> <p>To know what to wear in the summer and explain their choices.</p> | <p>healthy.</p> <p>To name parts of a plant.</p> <p>To name some common flowers in the environment around them.</p> <p>To know how to care for growing plants</p> <p>To observe the growth of seeds and talk about changes</p> | <p>To know the different between herbivores and carnivores.</p> <p>To know how humans change as they grow (baby, toddler, child, teenager adult. Elderly).</p>   | <p>environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p> |
| <b>Technology</b>              | <p>To know who to talk to if they are not sure about something they have seen online.</p> <p>To know how to keep safe online.</p> <p>To show an interest in technological toys such as iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety</p> | <p>To know how to keep safe online.</p> <p>To know how to operate simple equipment</p> <p>To draw pictures on the IPADS and begin to change colours</p> <p>To use the iPad to take pictures</p>   | <p>To know how to keep safe online.</p> <p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on the IPADS, changing colour and pen size</p> | <p>To know how to keep safe online.</p> <p>To use the Ipads, changing games and programmes</p>                                   | <p>To know how to keep safe online.</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>   | <p>To know how to keep safe online.</p> <p>To explain why we need to stay safe online</p> <p>To use the Bee- Bots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p> | <p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>               |
| <b>Creating with Materials</b> | <p>Drawing<br/>To draw portraits of themselves.</p>   | <p>Mechanisms (DT)</p>  | <p>Painting and Printing</p>  | <p>Food (DT)</p>   | <p>Collage and Textiles</p>  | <p>Structures (DT)</p>   | <p>Safely use and explore a variety</p>  |

*'Roots to Grow and Wings to Fly'*

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|  | <p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> | <p>To use a needle and thread to make a Poppy.</p> <p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p> | <p>To use stylofoam to make a leaf print.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p> | <p>To follow a simple recipe to make a sweet treat.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures</p> | <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction,</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> | <p>To use junk modelling to create a structure.</p> <p>To know how to join materials together.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists ??????????</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary.</p> <p>To use non-statutory measures (spoons,</p> | <p>of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> |
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|  | <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>  |   |  | <p>(spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p> <p>Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p> |  | <p>cups)</p>  |   |
| <p><b>Being Imaginative and Expressive</b></p> | <p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> | <p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem/ song at the Christmas concert.</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a</p> | <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To join in with whole school singing workshops.</p> | <p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>  | <p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing workshops.</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> | <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p> <p>To join in with</p> | <p>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.</p> |

*'Roots to Grow and Wings to Fly'*

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|  | <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>To join in with whole school singing worships.</p> | <p>repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> <p>To join in with whole school singing worships.</p> |  | <p>To join in with whole school singing worships.</p> | <p>To create narratives based around stories</p> <p>To join in with whole school singing worships.</p> | <p>whole school singing worships.</p> |  |
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# EYFS Vocabulary

## Communication and Language

**Listening, Attention and Understanding** = question, answer, retell, sentence, vocabulary, conversation

**Speaking** = Retell, conjunctions, question, sentence, tense

## Personal, Social and Emotional Development

**Self-Regulation** = instruction, strengths, qualities, attention, distraction

**Managing Self** = respect, rules, perseverance, resilience, hygiene, feelings, independent

**Building Relationships** = Relationships, problems, cooperative, sensitive

## Physical Development

**Gross Motor Skills** = Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination

**Fine Motor Skills** = Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture

**Health and hygiene** = Relationships, problems, cooperative, sensitive

Literacy

**Comprehension** = Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction

**Word-Reading** = Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture

**Writing** = Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip

Mathematics

**Number** = Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond

**Numerical Patterns** = pattern, even, odd, less, more, same, equal

**Shape, Space, Measure** = Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices

Understanding the World

**Past and Present** = past, present, change, time, timeline

**People, Culture and Communities** = Similar, different, country, world, map, religion, belief, community, celebration, family

**The Natural World** = Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt

Expressive Arts and Design

**Creating with Materials** = Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat

**Being Imaginative and Expressive** = retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo