

Duxford C of E Community Primary School – EYFS Progression Map.

Intent: At Duxford C of E Community Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Duxford C of E Community Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. High quality staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in outdoor learning sessions which includes our wild area. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through high quality key texts and the children's fascinations which are enriched with classroom enhancements, trips and visitors. Key texts are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive weekly newsletters to inform them of what their child has been learning each week and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
		Am I a Superhero? Who am I?	Who is afraid of the Big Bad Wolf?	What happens in other worlds?	Do I want to be a knight? How did people from the past get around?	Where do animals live? Are Minibeasts like me? Are Plants Alive?	Where would you bury your treasure?	
Literacy Phonics to be taught using Twinkl Phonics	Reception Skills	Revisit Phase 1 skills. Listening to and identifying sounds in the environment. (Au1) Listening to and hearing initial sounds in familiar words. (Au1) To identify sounds on a sound mat. (Au1) Listens to familiar stories and able to recall some facts. (Au1) Writes name. (Au1)	Phase 2 phonics Listening to and hearing sounds in CVC words. (Au2) To identify sounds on a sound mat and to use this when writing. (Au2) Listens to familiar stories and able to recall facts and predict events (join in). (Au2) Writing initial sounds and basic CVC labels (Au2) Retell stories through small world and role play (Au2)	Phase 2/3 phonics Listening to and hearing sounds in CVC and CVCC words. (Sp1) Identifying sounds on a sound mat. (Sp1) Listens to stories and is beginning to anticipate what may happen next. (Sp1) Initial sounds and CVC labels (extend to captions) (Sp1) Draws vocabulary and knowledge from non fiction books and stories (Sp1)	Phase 3 phonics Write a short, simple sentence /caption. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2) Listens to stories and is beginning to anticipate what may happen next. (Sp2) Talks about finger spaces, full stops and capital letters (Sp2) Draw vocabulary and	Phase 3/4 phonics To think of and write a short, simple sentence/caption. (Su1) Listening to and hearing sounds in CVC and CVCC words. (Su1) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1) Checking written work and making any changes where necessary. (Su1) Listens to stories and is beginning to anticipate what may happen next. (Su1) Uses and understands new vocabulary from	Phase 3/4 phonics To think of and write a short, simple sentence. (Su2) Listening to and hearing sounds in CVC and CVCC words. (Su2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2) Checking written work and making any changes where necessary. (Su2) Uses finger spaces, caps letter, full stops when writing a sentence. (Su2) Use and understand new vocabulary from	<u>Comprehension</u> *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 <u>Word Reading.</u> *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. <u>Writing.</u> Write recognisable letters, most of which are correctly formed.

					<p>knowledge from non fiction and use throughout the day in different contexts (Sp2)</p>	<p>stories, poems and non fiction (Su1)</p> <p>Discuss what they know/ have found out (Su1)</p> <p>Sequence and retell stories (Su1)</p> <p>Talks about finger spaces, full stops and capital letters (Su1)</p>	<p>songs and stories (Su2)</p> <p>Sequence and retell stories (Su2)</p> <p>Adapt narratives (Su2)</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>
	Reception Knowledge	<p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by</p>	

					familiar words. (Sp2)	. (Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1)	using a connective. (Su2) Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)	
Maths Using WRM And Numberblocks	Areas of learning covered.	Settling in – Exploring maths (CP) Positional language Routines Just like me Match and sort Making comparisons – amounts, mass, size and capacity Exploring pattern Consolidation	It's me 1 2 3 Representing, comparing, composition 1, 2, 3 Circles, triangles, positional language Light and Dark Representing numbers to 5 One more & one less Shapes with 4 sides Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass Compare Capacity Growing 6, 7, 8 6,7 & 8 Making pairs Combining 2 groups Length & Height Time	Building 9 and 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern Consolidation	To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate First, then, now Adding more, taking away Spatial reasoning 2 Compose and decompose	Find my pattern Doubling, sharing & grouping Even and odd Spatial reasoning 3 Visualise and build On the move Deepening understanding Patterns and relationships Spatial reasoning 4 Mapping	<u>Number</u> *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. <u>Numerical Patterns.</u> *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.

Physical Development	Reception Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space and obstacles effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving-bikes/ scooters etc. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>Demonstrate different ways of moving (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p> <p>Use a range of small tools effectively (Su2)</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
	Reception Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	<p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>

Communication and Language.	Reception Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p> <p>Listen and respond to stories (Au2)</p> <p>Make comments about what they have heard (Au2)</p>	<p>To describe features of traditional stories. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p> <p>Acquire and use new vocabulary (Sp1)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To begin to ask questions about familiar aspects of their environment and their learning. (Sp2)</p> <p>Respond to non-fiction texts and stories (Sp2)</p> <p>Ask questions and respond appropriately (Sp2)</p>	<p>To label and sort living things. (Su1)</p> <p>To begin to research using a search engine. (Su1)</p> <p>To describe habitats. (Su1)</p> <p>Offer explanations for why things happen (Su1)</p> <p>Ask questions and respond appropriately (Su1)</p>	<p>To be able to order a range of life cycles. (Su2)</p> <p>To be able to give facts about a specified subject. (Su2)</p> <p>Offer explanations and responses to stories and experiences (Su2)</p> <p>Speak audibly and in full sentences (Su2)</p>	<p><u>Listening and Understanding.</u></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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
	Reception Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>To know different traditional stories. (Sp1)</p> <p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p>	<p>To know different features of texts. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p>	<p>To know different life cycles. (Su2)</p> <p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>	<p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*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>

Personal, Social and Emotional Development.	Reception Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p> <p>Think about the perspectives of others (Au2)</p>	<p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p> <p>Follow instructions-making models etc. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p> <p>Be confident to try new activities (Su1)</p> <p>Develop independence (Su1)</p>	<p>To learn about the different family structures. (Su2)</p> <p>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it. (Su2)</p>	<p>Self-Regulation.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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.</p> <p>Managing Self.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships.</p> <p>Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults</p>
	Reception Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p> <p>To be able to talk about how the character could have made a better choice. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	

								and friendships with peers. *Show sensitivity to their own and to others' needs.
Understanding the World.	Reception Skills	<p>To talk about how they have changed since they were a baby. (Au1)</p> <p>Talk about the lives of people familiar to them (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p>	<p>To talk about how Hindus celebrate Diwali. (Au2)</p> <p>Know some similarities and differences between religious and cultural communities (Au2)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2)</p>	<p>To identify and sort healthy/unhealthy foods. (Sp1/2)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2)</p> <p>To talk about a special event in their life. (Sp1/2)</p> <p>Know some similarities and differences between the world around them and contrasting environments (Sp1/2)</p> <p>Know some similarities and differences between religious and cultural communities (Sp1/2)</p> <p>Compare and contrast the past with the present day- use books, stories, characters and images (Sp1/2)</p> <p>Map work related to transport (Sp1/2)</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p> <p>Explore the natural world, observing and describing the world around them (Su1/2)</p> <p>Compare and contrast the past (Su1/2)</p> <p>Contrast environments (Su1/2)</p>	<p><u>Past and Present.</u> Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p>		
	Reception Knowledge	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2)</p> <p>To know the names of common fruits and vegetables. (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p>	<p>To select appropriate materials according to their properties. (Su1/2)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)</p>	<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>		

		<p>To know that people in other countries may speak different languages. (Au1)</p>	<p>To know that some animals are nocturnal. (Au2)</p> <p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p>	<p>To understand and use positional language. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp1/2)</p>		<p>texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></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 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 seasons and changing states of matter.</p>
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Expressive Arts and Design.	Reception Skills	<p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks that are made. (Au1)</p> <p>Explore the use of colour and design (Au1)</p> <p>Talk about designs (Au1)</p>	<p>To design a Rangoli pattern. (Au2)</p> <p>Uses simple tools and techniques competently and appropriately. (Au2)</p> <p>Make use of props and materials in the role play area to re create well known stories (Au2)</p> <p>Perform songs and stories (Au2)</p>	<p>To explore and recreate Aboriginal Art. To draw a range of plants and fruits. (Sp1)</p> <p>To use resources to create own props. (Sp1)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1)</p> <p>Explore the use of tools and materials (Sp1)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p> <p>Invent and adapt stories through their role play and small world play (Sp2)</p> <p>Create and adapt designs (Sp2)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1)</p> <p>Perform poems (Su1)</p> <p>Explore the use of tools and share designs etc. (Su1)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p> <p>Invent and adapt stories through their role play and small world play (Su2)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
	Reception Knowledge	<p>To learn a range of songs from around the world. (Au1)</p> <p>To know that people from different countries may have different traditions. (Au1)</p> <p>For children to be able to safely construct with a purpose and</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials. (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>	

		evaluate their designs. (Au1)		evaluate their designs. (Sp1)				
Possible Key Texts		Superworm Daisy, Eat your Peas! Tiger who came to tea Elmer Room on the Broom Elephant Me! Zog and the flying doctors	Trad Tales Nursery Rhymes The Jolly Christmas Postman Stickman	Frozen Smeds and Smoots Whatever Next! Tyrannosaurs Drip Stomp, Chomp, Big Roars, Here Come the Dinosaurs! Dinosaur Roar! How do dinosaurs say Good Night?	The Naughty Bus The Train Ride Mr Gumpy's Motor Car Mrs Armitage on wheels Zog Zog and the flying Doctors	Rumble in the Jungle Giraffes can't Dance Commotion in the Ocean The Snail and The Whale Elephant Me! The Very Hungry Caterpillar Mad about Minibeasts	The Night Pirates 10 little Pirates Pirates love Underpants Billy's Bucket Bear's Adventure	
Possible Themes to explore		Healthy me Superheroes Friendship Well-being	Traditional Tales Fireworks Christmas	Frozen Planet Space Dinosaurs Chinese New Year	Transport Up, up and away Castles, Knights and Dragons	Under the sea Jungles Garden	Pirates Seaside	

Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.