

Literacy Progression of Knowledge and Skills

Areas of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F1 Progression of Knowledge and Skills	Sound Recognition	To recognise familiar logos and labels within the environment.	To recognise familiar logos and labels within the environment.	To find and identify familiar letters, e.g. letters in their names. To know that each letter makes a sound – focussing on sounds in their names.	To find and identify familiar letters, e.g. letters in their names. To know that each letter makes a sound – focussing on sounds in their names.	To identify phase 2 GPCs	To identify phase 2 GPCs		
	Writing Skills			Adults will consistently model correct formation.	To begin to form some letters correctly, e.g. letters in their name.	To begin to form some letters correctly.	To begin to attempt writing CVC words, supported and using learnt sounds. To be able to segment sounds in CVC words. To write learnt sounds supported		
	Blending Skills		To know that sounds are used to make up words. To identify the dominant sounds in words – focussing on sounds in their names.	To begin to explore initial sounds in familiar words	To begin to explore initial sounds in familiar words. To play lots of games focusing on oral blending To know that blending sounds makes words.	To identify dominant sounds during oral blending games.	To identify initial sounds and blend CVC words. To orally blend sounds in CVC words.		
	Word reading and comprehension skills	To learn a range of Nursery Rhymes.							
		To talk about and retell a range of familiar stories.	To talk about and retell a range of familiar stories.	To talk about and retell a range of familiar stories.	To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	To make predictions about a story using the relevant vocabulary with independence.		
		To know that text has a meaning.	To learn that stories have a sequence; beginning, middle and end.	To join in with repetition within stories and rhymes.	To join in with repetition within stories.	To join in with repetition within stories.	To join in with repetition within stories.		
		To know that text is read from left to right and top to bottom in English.							
		To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To be able to talk about different sequence of a story.	To be able to talk about the sequence of a story.	To be able to talk about the sequence of a story.	To engage in extended conversations about stories.		
	Nursery – Phonics	Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme			Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting Identifying initial sounds in words.		Phase 2 - Introduce two sounds a week. Introduce writing sounds. Introduce individual readers.		

Literacy Progression of Knowledge and Skills

Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F2 Progression of Knowledge and Skills	Sound Recognition	To identify taught sounds on a sound mat and use this when writing – phase 2. (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f)	To identify taught sounds on a sound mat and use this when writing – phase 2. (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk)	To identify sounds, including phonemes and other digraphs on a sound mat and use this when writing – phase 3. (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)	(Review Phase 3)	Short vowels with adjacent consonants.	Phase 3 long vowel graphemes with adjacent consonants.	Word Reading. Say a sound for each letter in the alphabet and at least 10 digraphs.
	Spelling rules		Writing words with –s /s/ added at the end (hats sits)	Writing words with double letters	Writing longer words, including those with double letters	Writing CVCC CCVC CCVCC CCCVC CCCVCC words	Writing CVCC CCVC CCCVC CCV CCVCC words	Writing. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
			Writing words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Writing longer words	Writing words with –s /z/ in the middle	Writing longer words and compound words	Writing words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est	
					Writing words with –es /z/ at the end	Writing longer words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –est	Writing longer words and compound words	
					Writing words with –s /s/ and /z/ at the end			
	Writing skills	To give meaning to the marks they make.	To apply taught phonics to write labels and simple phrases.	To apply taught phonics to write simple phrases and short sentences.	To apply taught phonics to write simple phrases and short sentences. (Orally and count the words)	To write a short sentence correctly demarcated.	To write a short sentence correctly demarcated.	Word Reading. 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. Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
		To write labels and simple phrases.						
		To write learnt sounds (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f)	To write leant sounds (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk)	To write leant sounds (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)	To write simple sentences.	To write simple sentences independently.		
				To know how to spell some familiar words.	Knows how to spell some familiar words.			
	Word reading and comprehension skills	To recognise taught tricky words in text. -is, l, the	To recognise taught tricky words in text. -as, and, has, his, her, go, no, to, into, she, he, of, we, me, be.	To recognise taught tricky words in text. - was, you, they, my, by, all, are, sure, pure.	<i>Review tricky words learnt so far.</i>	To recognise taught tricky words in text. - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	<i>Review tricky words learnt so far.</i>	
To listen to familiar stories and able to recall some facts.		To listen to stories and is beginning to anticipate what may happen next.						
To know how to sequence familiar stories.				To use learnt words and phrases to discuss familiar stories or during role play.				

Maths – Progression of Knowledge and Skills

Areas of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals		
		Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. Show finger numbers to 5.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.				
F1 Progression of Knowledge and Skills	<u>Number</u>	To sing a range of number songs.								
		To rote count up to 10.		To rote count up to 10 forwards/ backwards.		To rote count up to 15 forwards and backwards.				
		To show an understanding of 1:1 counting to 5.		To count out a group of up to 5 objects	To count out a group of up to 10 objects and match to numeral	To count out a group of up to 10 objects and match to numeral				
		To know that the last number you count represents the total number of objects								
		To know that each object should only be counted once.								
						To use the language of more to compare amounts.		To use the language of more, less and equal to compare amounts.		
				To develop fast recognition of numerals to 5	To develop fast recognition of numerals to 5 and order		To develop fast recognition of numerals to 10 and order	To count, order and recognise numerals to 10, in and out of sequence.		
						To say more/less using a number line to 5	To say more/less using a number line to 10			
							To problem solve practically with numbers up to 5.	To problem solve practically with numbers up to 5.		
						To develop fast recognition of up to 3 objects (subitise)	To develop fast recognition of up to 6 objects (subitise)			
	<u>Shape, Space, Measure</u>	To select and use shapes appropriately in play, combining them to make models and enclosures.	To show an awareness and name some 2D shapes in the environment.		To talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners	To show an awareness and name some 3D shapes in the environment.				
		To know that some shapes more appropriate than others when building	To select and use shapes appropriately in play, combining them to make models and enclosures.							
						To compare and order objects according to their weight and distance.	To begin to make sensible comparisons between objects relating to size, length, weight and capacity.	To compare and order objects according to their size and distance.		
		To know that time can be measured using days.	To begin to describe a sequence of events accurately.	To recall simple facts about a familiar journey.	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To begin to accurately describe a sequence of events, real world or fictional, using words such as first and then.				
						To show an awareness of positional language such as under/behind/ next to/over/ on top of.				

							To be able to demonstrate through games and role play an understanding of positional language	
			To talk about and explore patterns in the environment	To notice and correct errors in patterns.	To independently create and talk about own patterns using a range of objects and resources.			

Maths – Progression of Knowledge and Skills

Areas of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
		1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. Number bonds to 10.		
F2 Progression of Knowledge and Skills	Number	To count up to 10 objects with 1:1 correspondence	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 15, in and out of sequence.	To count, order and recognise numerals to 20, in and out of sequence.	To count, order and recognise numerals to 20, in and out of sequence.	<p>Number Have a deep understanding of number to 10, including the composition of each number; - 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 double facts.</p> <p>Numerical Patterns. Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
		To match quantities to numerals to 10	To match quantities to numerals to 10					
		To write numbers to 5, forming them correctly.	To write numbers to 5, forming them correctly.	To write numbers to 10, forming them correctly.	To write numbers to 10, forming them correctly	To write numbers to 15, forming them correctly	To write numbers to 15, forming them correctly.	
		To say one more/less than a given number to 5	To say one more/less than a given number to 5	To say one more/less than a given number to 10	To say one more/less than a given number to 10	To say one more/less than a given number to 15	To say one more/less than a given number to 15	
		To have a deep understanding of number to 3 – composition and subitising	To have a deep understanding of number to 5 – composition and subitising	To have a deep understanding number to 6,7,8 – composition and subitising	To have a deep understanding of number to 6,7,8 – composition and subitising	To have a deep understanding of number to 9 – composition and subitising	To have a deep understanding of number to 10 – composition and subitising	
			To know the difference between odd and even.	To begin to explore number bonds to 5.	To explore number bonds to 5.	To begin to explore number bonds to 10.	To explore number bonds to 10.	
			To know that sharing equally means everyone has the same amount of an object.	To know that addition involves combining two or more groups of objects.		To know that subtraction involves removing an object from a group.	To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.	
				To begin to read addition number sentences.	To read addition number sentences.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.		

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<p>Shape, Space, Measure</p>		To know the names of 2D shapes.	To know the names of basic 2D shapes.	To know the names of some 3D shapes.		To know that 3D shapes can have faces, vertices and edges.	
		To know that 2D shapes can have sides and corners.	To know that 2D shapes can have corners and side.	To know the names of basic 3D shapes			To know that 3D shapes have faces, vertices and edges.
			To select, rotate and manipulate shapes in order to develop spatial reasoning skills				To compare and decompose shapes – recognition that a shape can have shapes within it (like a number).
			To know that length, capacity and weight can all be measured		To make observations of and compare length, weight and capacity. Use non-standard units to measure.		
			To use non-standard units to measure length, weight and capacity.		To be aware that length, weight and capacity can be measured using standard units.		
	To say the days of the week in order.	To know that patterns are repeated designs.	To use money during role play activities to buy items.	To understand and use a range of prepositions in everyday contexts.	To read the time to O'Clock on a digital and analogue clock.		
	To begin to say the months of the year in order	To continue, copy and recreate patterns.	To know that money can be used to buy items.		To know that the long hand represents the minutes and the short hand represents hours		

Physical Progression of Knowledge and Skills

	Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
F1 Progression of Knowledge and Skills	<u>Health and self – care skills</u>	To take care of toileting needs most of the time.	To show confidence in dressing up and self-care activities.	To independently put on their coats, with some support for the zipper and buttons.	To show full independence in self help skills such as toileting and dressing.	To know what making right food choices looks like.	To show awareness of healthy food choices and impact on our body.	
		To know about personal hygiene and the importance of being clean and tidy.	To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.			To make good choices in terms of tooth brushing.		
		To know that washing hands is important after using the toilet and before we eat.						
	<u>Fine motor skills</u>	To mark make in sensory trays and also copy different patterns.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.	To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.	To use mark making resources with increasing independence and with a comfortable grip.	To confidently use scissors and other tools safely	
			To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	To show a preference for a dominant hand				
					To know the correct ways of forming letters	To begin to form numbers and familiar letters, e.g. letters in their name.	To independently write their name.	
	<u>Gross motor skills</u>	To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.	Skip, hop, stand on one leg – games.	To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.	To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	To run skilfully and be able to negotiate space.	To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.	
		To begin to show awareness of moving equipment safely with peers.	To use alternate feet when climbing apparatus.					
		To copy dance moves and to move to different kinds of rhythms. Using large movements eg shoulder pivot	To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats	To be able to follow a simple sequence of movements to music and rhythm.				
						To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. Pour from one container to another confidently.	To look at books independently whilst turning pages one at a time.	

Physical Progression of Knowledge and Skills

	Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<u>Early Learning Goals</u>
F2 Progression of Knowledge and Skills	<u>Health and self – care skills</u>		To show good practice with regard to exercise, eating, sleeping and hygiene.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health, including tooth brushing, screen time, road safety and sleep routine				
	<u>Fine motor skills</u>	To use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines	To handle tools, objects, construction and malleable materials safely and with increasing control.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	<p>Fine Motor Skills. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</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>
		To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).				
	<u>Gross motor skills</u>	To use climbing equipment safely and competently and know why it is important.	To show good control and co-ordination in large and small movements	To negotiate space effectively.	To develop movement fluency.	To develop ball skills. Throwing, catching, kicking, passing, patting etc	To be able to balance and coordinate safely.	
		Revise and use fundamental movement skills – run, crawl, walk, jump, run, hop, skip, climb.	To develop core muscles for good posture.					

Communication and Language Progression of Knowledge and Skills

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
F1 Progression of Knowledge and Skills	<u>Listening and Understanding</u>	To listen to longer stories and know what happens.	To know that stories have a beginning, middle and an end	To talk about the different characters and what they are doing.	To be able to talk about the setting, characters and the structure of the story and answer questions about the story.	To know many rhymes, be able to talk about familiar books and be able to tell a long story.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.	
					To listen to traditional stories and retain key vocabulary.			
	<u>Both areas</u>	To be able to understand simple instructions.	To be able to understand simple instructions, questions and commands.	To listen to, and follow simple instructions (including a 2-part question or instruction)	To listen to and follow simple instructions and respond to questions appropriately.	To be able to answer questions related to the story.	To be able to answer questions and share opinions using the relevant vocabulary.	
	<u>Speaking</u>	To remember new words I am learning when talking to others.		To begin to use a wide range of vocabulary in the correct context.	To be able to use vocabulary learnt to have a conversation with others.	To begin to use a wide range of vocabulary in the correct context.	To be able to answer questions and share opinions using the relevant vocabulary.	
		Develop communication that can be understood by others.	Can start a conversation and take it in turns.	To be able to express a point of view.	To talk in short sentences that others can understand (using 4-6 words)	To be able to use connectives e.g. Once upon a time and then.	To use the words, they know appropriately to organise themselves and their play.	
	To sing rhymes and look at picture books.			Listens to and sings a large repertoire of songs and rhymes and responds by joining in.		To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.		

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F2 Progression of Knowledge and Skills	<u>Listening and Understanding</u>	To listen attentively and know different traditional stories.	To listen attentively and describe different stories and non-fiction texts.	To listen attentively and know different features of texts.	To listen attentively and know a range of facts.	To listen attentively and respond to what they hear with relevant questions, comments and actions		<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>	
		To confidently use their new learnt vocabulary in different contexts (whole class, small group and independent learning time) and ask questions to clarify understanding							
	<u>Speaking</u>	To begin to talk about why things happen using new vocabulary learnt.		To use talk to help work out and problem solve.		To talk confidently about why things happen using new vocabulary learnt.		<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.</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</p>	
		Participate in whole class/small group discussions.		Participate in whole class/small group discussions offering own ideas.		Respond with relevant questions, comments and actions when being read to and during whole class/group discussions.			
				Express their ideas and feelings about their experiences.	Express their ideas and feelings about their experiences using full sentences	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions		
	To engage in conversations with friendship group and familiar adults.				To engage in back-and-forth meaningful conversations with others.				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.

PSED Progression of Knowledge and Skills

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F1 Progression of Knowledge and Skills		To separate from main carer and learn to adapt to the Nursery environment.							
		To build confidence in new social situations.	To show more confidence in new social situations.	To gain enough confidence to talk to adults and peers.		To become more outgoing with unfamiliar people.			
		To learn about daily routines and classroom rules and follow them.	Do not always need reminding of a rule.	To listen to, and follow rules set.		To begin to find solutions to conflicts.	To begin to be assertive towards others where necessary.		
		To be aware of behavioural expectations in the Nursery.	To know that there are boundaries set.	To know how to adapt behaviour to suit classroom routines.		To know that it is OK to challenge others, but they must remember to always be kind.			
		To select and use activities and resources to achieve a goal with some support if needed.	To know that to play nicely it's important to share and take turns.	To learn how to share resources and play in a group	To take turns whilst playing and waiting patiently to have a go.	To be able to initiate play with peers and keep play going by giving ideas and taking turns.			
		To know that they can approach adults in Nursery when needed.		To show confidence in asking adults for support.					
		To learn to look after resources within the class							
		To know that we must respect our resources and out them back when we have finished with them.							
		To show independence in accessing and exploring the environment safely.							
		To use the toilet with growing independence, washing hands and re-dressing independently afterwards.		To independently put on coats and use the toilet.		To show an awareness of the importance of oral health.	To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.		
	To develop a sense of community.	To develop a sense of responsibility.	To be aware they have different feelings.	To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried' and how to manage them in different situations.	To show an awareness of how others may be feeling.	To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.			

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F2 Progression of Knowledge and Skills	<u>Self-regulation</u>	To identify their feelings.	To express their feelings.	To moderate their own feelings socially and emotionally.	To consider the feelings of others.	To understand that people need help.	To identify ways of being helpful to others and how this will make them feel.	<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>	
	<u>Managing self</u>	To see themselves as valuable individuals.				To solve rivalries and conflicts.	To be able to talk about why a character has made a poor choice and what the consequences are.	To be able to talk about how the character could have made a better choice	<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>
		To choose an activity independently.							
		To learn right from wrong.	To understand how to make the right choices and the consequences of not making the right ones.						
		To show confidence in the school environment.	To show resilience and perseverance in the face of challenge.						
		To develop skills needed to manage the school day eg toileting.					To be able to talk about health and wellbeing – physical activity, tooth brushing, screen time, road safety, sleep routine etc		
	<u>Building relationships</u>	To learn to join in with whole group activities.		To begin taking turns with their friends.	To confidently take turns with their friendship group.	To confidently take turns with their friendship group and other peers.			<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
		To know and demonstrate friendly behaviour.	To understand how to be a good friend.	To describe a friend.	To learn about the different family structures.			To be able to talk about the relationships they have at home with their family and friends.	

Understanding the World Progression of Knowledge and Skills

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals		
F1 Progression of Knowledge and Skills	Past and Present.	To know that adults do a variety of jobs and that they are not all the same.	To explore the different jobs that people in our families do. How do these people help us?	To show an awareness of the emergency services and how they can help us.	To learn about different modes of transportation and who operates them, how they travel to school, local area, holiday travel.					
		To be aware of own name and immediate family.	To make self-portraits.	To be able to talk about their basic body parts and what the function is of each part.	To draw simple silhouettes and orally label basic body parts.	To be able to identify similarities and differences between themselves and peers.	To develop positive attitudes about the differences between people.			
		To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.	To know about family structures and be able to talk about who is part of their family.	To make sense of their own life story and family history.						
	People, Culture and Communities.	To learn about the different stories related to Autumn festivals.	To know about who celebrates Christmas and what is its significance.		To know about who celebrates Easter and what is its significance.					
	The Natural World.	To use senses to explore the world around them.								
		To talk about forces they feel.								
		Explore collections of materials with similar or different properties.								
		To use a wide range of vocabulary to talk about what they see								
		To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.			To know the difference between farm animals and wild animals.	Make comparisons between habitats of farm animals and wild animals.	To know that every living beings/plants has a life cycle and they change in shape and size as they grow.		Confidently talk about the life cycle of a plant and animals.	
					To be able to categorise animals by their characteristics.	Make own habitats using a range of resources.	To know that living beings/plants follow a similar growth pattern and make comparisons.			
Listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.						To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.				
				To know there are different countries in the world and talk about the differences they have experienced and seen in photos.	Talk about where food comes from and bake a range of things.					
					To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket.					
					To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for.					

MEXBOROUGH ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals		
F2 Progression of Knowledge and Skills	Past and Present.	To talk about how they have changed since they were a baby.	To know and label body parts.	To talk about a special event in their life.	Talk about and compare first and second-hand sources of familiar situations from the past E.g., photographs, artifacts.			Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		
		Name and describe people familiar to them.	To talk about members of their family and community.							
			To talk about the jobs members of their family and community have.							
		Talk about significant people from the past (E.g., Neil Armstrong)								
	People, Culture and Communities.	To know that there are many countries around the world.		Recognise some environments are different to the one in which they live.	To recognise some similarities and differences between life in this country and others.		Draw information from a simple map		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	
		To know that people in other countries may speak different languages.					Making treasure maps to direct friends to a 'goal'.			
		Explore maps of the world.								
		To know that people around the world have different religions.	To know that Mendi and Rangoli patterns are created to celebrate Diwali.			To know that Christians celebrate Easter.				
			To know that Christians celebrate Christmas.			To know that Hindu's celebrate Holi.				
		Ensure church visits occur throughout the year.								
	The Natural World.	Exploring a range of habitats, looking at why the animal lives like that.		To know that some animals are nocturnal.	To know that humans and other animals and plants can grow.		Talking about the life cycle of plants and animals and what they need to survive.		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.	
							To plant seeds and care for growing plants.			
							To identify and group a range of fruits and vegetables.			
					To name and identify a range of different materials and to know how they are used in familiar environments.					
					To select appropriate materials according to their properties.					
Explore the natural world around them.										
To talk about the changes and explore the effect they observe in their environment – Seasons link.										
Describe what they see, hear and feel while outside.										

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F1 Progression of Knowledge and Skills		Sing familiar Nursery Rhymes.							
		Sing Nursery rhymes and use musical instruments to tap out a rhythm.							
		Sing familiar songs or make up own songs.		Sing familiar songs in the correct tone and changing melody if appropriate.		Sing songs clearly using correct words that have been learned.	To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.		
		To know that different musical instruments make different sounds and to differentiate between the sounds.	To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.	To play instruments with increasing control	To play instruments to express feelings and ideas.	To listen to music and create movements to the different beats.	To know that body movements can be changed depending on the rhythm to achieve a desired effect.		
			To begin to act out different real-life scenarios using props to enhance imaginative play.	To use puppets and props to act out different traditional stories.	Uses available resources to create props to support role-play.	To use available props to develop stories and make imaginative play more purposeful.	To use their knowledge of stories in acting them out with friends.		
		To make patterns with paint and different objects, exploring what happens when you mix colours.	To know how colours can be mixed to make a new colour.	To know how different colours and materials can be used to create things.	To use their imagination to create different works of art.	To create closed shapes with continuous lines which represent objects that can be spoken about or identified.	To draw with increasing control and complexity, representing features and detail clearly.		
		Uses various construction materials.	For children to be able to construct with a purpose and safely.	Joins construction pieces together to build and balance.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	To construct with bricks and blocks to make an enclosure.	To know that different construction toys can be used to make new things that can be used in pretend play.		
		To use scissors effectively.							
		To know about the different materials and what can be created with them.	Explore different materials freely, using them with a purpose.	To learn about different textures and talk about them.		To show confidence in choice of media when creating a model or picture.			

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F2 Progression of Knowledge and Skills		To sing in a group or alone.						Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
		To remember the words to a range of songs.	To learn a range of songs from around the world.	Explore and engage in music making and dance.		Listen attentively and move to music.			
		To develop storylines in their play.	To use role-play to tell stories.	To use a range of props to support and enhance role play.	To use a range of resources to create own props to aid role play.	To invent, adapt and recount narratives.			
		To retell stories, they are familiar with demonstrating understanding.							
		To experiment with colour, design, texture, form and function.		To use paints, pastels and other resources to create observational drawings.	To learn the names of different tools and techniques that can be used to create Art.	Uses simple tools and techniques competently and appropriately.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Creating with Materials. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
		Constructs with a purpose in mind, using a variety of resources.	To share creations and explain processes.	For children to be able to safely construct with a purpose and evaluate their designs.	To plan, carry out and evaluate and change where necessary.	To know the different uses and purposes of a range of media and materials.	Selects tools and techniques needed to shape, assemble and join materials they are using.		
	To experiment with creating different things and to be able to talk about their uses.								