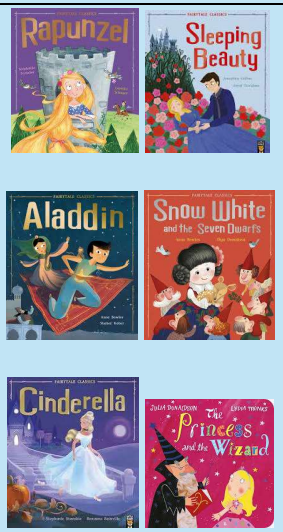
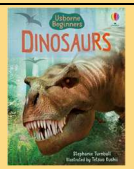
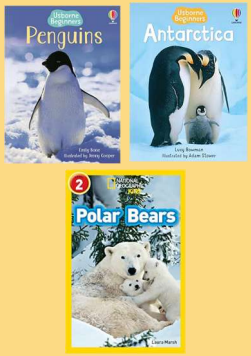
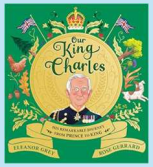
EYFS Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dinosaurs	Polar Regions	Royal Events	Storms (Pirates)	People Who Help Us	Farming
Enrichment & Experiences	Starting School, Halloween, Autumn	Diwali, Bonfire Night, Children in Need, Remembrance Day, Christingle, Christmas, Nativity	Valentine's Day, Chinese New Year, Safer Internet Day, Winter	Pancake Day, World Book Day, Comic Relief, Mother's Day, Odd Socks Day, Spring, Easter	Little City Role Play, Firefighter visit, Forest School and gardening	Father's Day, Sports Day, Summerfest Transition
Focus Texts (fiction)						
Focus Texts (non-fiction)						

Focus Songs and Rhymes	5 Little Ducks 5 Speckled Frogs Heads, Shoulders, Knees and Toes Tommy Thumb If You're Happy and you Know it/ If You're a Dinosaur and you Know it Days of the Week Wind the Bobbin' Up/ There's a Dinosaur	5 Little Men in a Flying Saucer 5 Little Monkeys Jumping on the Bed Sing a Song of Sixpence Old King Cole The Grand Old Duke of York The Queen of Hearts Pussy Cat, Pussy Cat	5 Little Snowmen ABC song I'm a Little Snowman Little Snowflake Did You Ever See a Penguin Penguin Dance Waddle Like a Penguin Polar Bear, Polar Bear, What Do You Hear?	I Hear Thunder Rain, Rain Go Away Sing a rainbow How's the Weather London Bridge 10 in the Bed 10 Green Bottles 10 Fat Sausages The Animals Went in 2 by 2 Over the Deep Blue Sea	The Wheels on the Bus Miss Polly had a Dolly Ring a Ring o' Roses London's Burning There Are Lots of People to Help Us Song I'm a Firefighter Song 999 Emergency Song I am the music Man Incy Winsy Spider	This Little Piggy went to Market Sleeping Bunnies Old MacDonald Had a Farm Little Bo-Peep Farmers in the Den Baa Baa Black Sheep BINGO Frere Jacques
Topic Vocabulary **Ambitious vocabulary in bold**	dinosaur, **fossil**, skeleton, **extinct,** habitat, herbivore, carnivore, omnivore, volcano, **prehistoric**, egg, claws, teeth, tail, roar	Arctic, Antarctic, iceberg, **glacier**, frozen, ice, snow, blizzard, penguin, polar bear, seal, habitat, **camouflage**, **survive**, temperature	king, queen, royal, crown, palace, castle, throne, prince, princess, celebration, **ceremony**, **kingdom**, **reign**, carriage, flag	storm, thunder, lightning, rain, wind, **flood**, weather, pirate, treasure, map, **compass**, ship, sail, island, **ocean**	doctor, nurse, dentist, firefighter, police officer, **paramedic**, **community, emergency,** rescue, hospital, medicine, safety, help, care, service	farm, farmer, tractor, field, crop, **harvest**, seed, plant, grow, animal, chick, piglet, lamb, **poultry, dairy**
	Introduce and model ambitious vocabulary while ensuring children understand and use the more familiar words first. Key topic vocabulary is explicitly taught, modelled through continuous provision, stories, discussion and play, and revisited throughout the half term. Children are encouraged to use new vocabulary in conversation, role play and adult-guided activities.					
Core Knowledge	• I know dinosaurs lived millions of years ago. • I know dinosaurs are now extinct. • I know fossils help us learn about the past. • I know some dinosaurs were herbivores and some were carnivores. • I know not all dinosaurs looked the same.	• I know polar regions are very cold places. • I know animals have adaptations that help them survive. • I know ice and snow are common features of polar regions. • I know the Arctic and Antarctica are different places. • I know some animals are adapted to live in cold environments.	• I know a king or queen rules a kingdom. • I know castles and palaces are special royal buildings. • I know a ceremony is a special event. • I know royal families have existed for a long time. • I know princes and princesses are members of a royal family.	• I know weather can change and sometimes causes storms. • I know pirates travelled on ships. • I know maps and compasses help people find their way. • I know oceans are large bodies of water. • I know people use maps to find places.	• I know different people help us in different ways. • I know emergencies require a quick response. • I know doctors, nurses, police officers and firefighters help keep us safe. • I know I am part of a community. • I know people have	• I know farmers grow crops and care for animals. • I know plants need water, light and air to grow. • I know food comes from farms. • I know harvest is when crops are collected. • I know farms provide food for people.

	• I know dinosaurs lived in different habitats.				different jobs and responsibilities.	

Personal, Social and Emotional Development

Statutory Guidance from the EYFS Framework for PSED:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Expressing Feelings (Self-Regulation) Expected development Key vocabulary How we support this	Children talk about their feelings to trusted adults or special friends. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidently or make someone else upset. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Emotion, feeling, happy, sad, frustration,

		conflict. Adults asking children to express their feelings.	children knowing they can talk to their teachers about the achievements they have made.	the adults in their classroom so they feel comfortable to talk about any concerns they may have.		explain, why, turn taking, my turn, your turn. Adults providing children with a range of strategies to deal with anger and other emotions.
Development of Managing behaviour (Self-Regulation) Expected development Key vocabulary How we support this	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectations and begin to follow them. Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults supporting children to share.	Children know and follow the behavioural expectations of the school. Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.	Children are beginning to understand why listening is important to help us learn and keep us safe. Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.	Children will without question follows instructions from their teachers or school adults. Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.	Children are developing in independence and can manage their behaviour in a range of situations in school. Independence, getting on, planning, changing, keeping on trying, reflecting, Challenges available to the class. A wide selection of provision available for children to choose between. Adults prompting children to explain their

						progress in their play.
Development of Self-awareness, keeping healthy (Managing Self) Expected development Key vocabulary How we support this	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.	Children are proud of who they are and what they can do. They talk about themselves positively. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.

Development of Independence (Managing Self) Expected development Key vocabulary How we support this	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening. Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food. Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around heathy and unhealthy foods.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.

Development of Social skills (Building Relationships) Expected development Key vocabulary How we support this	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to. Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and conserve to many of their peers. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.
Development of Communication (Building Relationships) Expected development Key	Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance. Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication. Teacher, peer, friends, class, nicely, turn taking, having a go. Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.					

vocabulary How we support this	
The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.	Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED play a part in all lifelong skills.

Communication and Language

Statutory Guidance from the EYFS Framework for Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	• Children will continue to learn new vocabulary and its meaning. • Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. • Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory					
Development of Listening skills Expected development Key vocabulary How we support this	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.

		and weekly songs, rhymes, music and stories shared.	and weekly songs, rhymes, music and stories shared.	such as fire alarms, road safety.		
Development of Attention skills Expected development Key vocabulary How we support this	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Development of Responding skills Expected development Key vocabulary How we support this	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'super sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how,	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction.	Children keep play going by conversing and extending conversation. Children ask and answer questions. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.

	about texts, verbal and pictorial reminders for sitting and listening.	fiction, why, how, questions. Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.	questions, predict, pretend. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.	Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.	conversing if needed, children encouraged to ask and answer question,	
Development of Understanding skills Expected development Key vocabulary How we support this	Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Children following clear instructions with 2 parts. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Development of Speaking skills	Children speaking in simple sentences. Children can say	Children using expression to communicate	Children using talk to pretend play. Children explaining	Children using talk to clarify their thinking and ideas. Children	Children explaining how things work, what has happened	Children creating an imaginary story of their own in play.

Expected development Key vocabulary How we support this	simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. Conversation, turn taking, why, because, and, cat, hat, good morning how are you. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	things through speech. Children describing things through speech. Children talking in the past tense. Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.
The Reception Year provides the foundation for communication and language skills	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their					

children will build upon in Year one.	thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.

Physical Development

Statutory Guidance from the EYFS Framework for Physical Development:

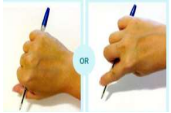
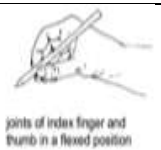
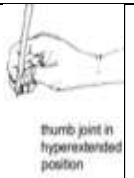
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General yearly Physical Development progression	• Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. • Children will develop their fine motor skills to use a range of tools safely and confidently. • Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. • Children will develop a good posture when sitting at a table (classroom and dinner times) • Develop a good pencil grip ready for Year 1 writing expectations.					
Development Matters (2021) Guidance Expected development Key vocabulary How we support this	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet. Adults supporting children to learn the school day and routines. Children going for dinner,	Children will revise and refine the fundamental movement skills they have already acquired. Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.	Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.	Children will know and talk about the different factors that support their overall health and wellbeing. Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety. Planned lessons, guided discussions and continuous provision based around keeping	Children will combine different movements with ease and fluency. Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks. Children having daily access to a range of large and small apparatus both indoors and outdoors.

	Children toileting independently.		P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	heathy through a range of factors.		
Gross Motor Development Expected development Key vocabulary How we support this	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.

Fine Motor development Expected development Key vocabulary How we support this	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc. Daiy handwriting lessons – children introduces to new formations to copy and then use during writing activities.	Developing an effective pencil grip. Developing skill when using tools including scissors. Pencil, grip, hand, fingers, skill, scissors, snips, control. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children forming recognisable letters with an effective pencil grip. Letters, trace, rhymes, pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.
The Reception Year provides the foundation for physical skills children will build upon in Year one.	The National Curriculum (2014) states that… Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns. *All schools must provide swimming instruction **either** in key stage 1 or key stage 2.* In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					

Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	**2-3 YEARS**	**3-4 YEARS**	**4-6 YEARS**								**6-7 YEARS**
											
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.

Literacy

Statutory Guidance from the EYFS Framework (2021) for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Reading Comprehension Expected development Key vocabulary How we support this	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end. Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Book, rhyme, join in, picture, illustration,	Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions. Texts, books, story, non-fiction, fiction, questions, who, what, where, why,	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Text, pictures, what, why, how, when,	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Story, order, sequence, retell, end, repeat.	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access

	words, text, follow, repeat, look, beginning, middle, end. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	when, pictures, illustrations. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.	where, like, dislike, rhyme, play. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.
Development of Reading Words Expected development Key vocabulary How we support this	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
	Children can discriminate sounds (Level 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Level 1 Phonics).	Level 2 reading books introduced (first word books). Begin to blend some simple words Children read a few common exception words matched to the phonic	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense.

	Level 1 reading books introduced. Phonics lessons introduced and children read graphemes (letter sounds) s,a,t, p, i, n Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?, letters, phonemes, sounds Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.	programme (Twinkl phonics). Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	school's phonic programme (Twinkl phonics). Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.
Development of Phonics Expected development	**Level 1/2:** Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Begin to	**Level 2:** Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for	**Level 2:** Consolidate learning. Recognise digraphs - ck + ff, ll, ss. Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading	**Level 2/3:** Consolidate Phase 2. Begin Phase 3. Know the grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the consonant	**Level 3:** Consolidate Phase 2 and 3 skills. Know trigraphs ear, air. Read tricky words they, her, all, are. Continue to apply knowledge of	**Level 3/4:** Consolidate Phase 2 and 3 skills. Beginning to learn Phase 4 Phonics if ready. Read tricky words do, when, out what, said, have, like,

Key vocabulary How we support this	Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees. Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.	VC and CVC words First tricky words (the, to, no, go). Grapheme, phoneme, blend, sound, say, segment During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	and spelling VC, CVC, CVCC. Grapheme, phoneme, blend, sound, say, segment, read, friendly sounds. During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	digraphs – sh, th, ch, ng. Know digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, ee Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.	blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence. During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.	so. Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs. Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence. Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.
Early Development in Writing	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that	Continuing to develop a phoneme / grapheme relationship. Now has increasing control	Children recording letters for initial sounds and end sounds. Children building and	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in	All children being exposed to caption writing and simple sentence writing and extended to copy or	Write a short sentence sometimes using finger spaces, capital letter and full stop.

Expected development Key vocabulary How we support this	writing communicates meaning. Gives meaning to marks they make. Listen, speak, speaking, writing, mean, explain, what. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book. Drawing Club introduced.	when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing. Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.	recording simple CVC words. Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.	their play. Some children moving onto caption writing if ready. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision.	Children write sentences independently in the provision. Sentence, letter sounds, capital letter, finger spaces and full stop. Modelling writing a sentence with the correct punctuation. children exposed to a wider range of literacy tasks and writing activities through group work or challenges during provision.
Development of Compositional skills Expected development	Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.	Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as	Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Oral, out loud, sentence, rehearse,	Orally compose a caption (3 words) and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse,	Write a simple sentence (4 words). Firstly focusing on including finger spaces. Oral, out loud, sentence, rehearse, repeat, check, re-	Write a sentence (longer than 4 words) with some finger spaces – working towards including a capital letter and full stop.

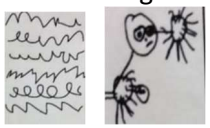
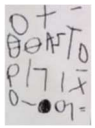
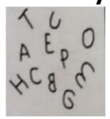
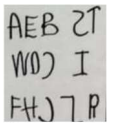
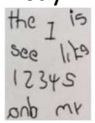
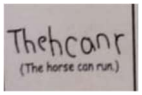
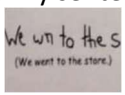
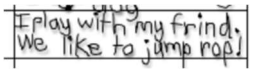
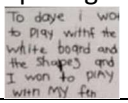
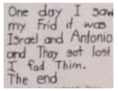
Key vocabulary How we support this	Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.	clarify their thinking and feelings. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.	repeat, check, re-read. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.	repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	read, writing, full stop, punctuate, end, finger space. Modelling composing simple sentecnes with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.
Development of Spelling Expected development Key vocabulary How we support this	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.	Orally spell VC and CVC words by identifying the sounds. Write their own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	Sounding out to write VC and CVC words independently using Level 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	Sounding out to write VC, CVC and CVCC words independently using Level 2 and Level 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Level 2 and 3 knowledge. Spelling Level 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities

				Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	writing words with known graphemes, Sentence writing including tricky words.
Development of Handwriting Expected development Key vocabulary How we support this	Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. Daily handwriting lessons based on shapes and lines, daily reminders and recaps	Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.	Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words. Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations. Daily handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.	Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly. Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing. Daily handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.

	on how to hold a pencil.					
The Year 1 expectations in Literacy/English from the National Curriculum. **Where are children going?**	**Phonics Level 3/4/5 Drawing Club**	**Phonics Level 3/4/5 Introduce Curious Quests**	**Phonics Level 4/5 Curious Quests**	**Phonics Level 5 Curious Quests**	**Phonics Level 5 Curious Quests**	**Phonics Level 5 Curious Quests (Y1 Phonics Screening)**
	Year 1 – Reading (Word Reading) : -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading **Year 1 – Reading (Comprehension):** -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. **Year 1 – Writing (Transcript):** Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. **Year 1 – Writing (Composition):**					

	Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher. **Year 1 – Writing (Handwriting):** Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these **Year 1 – Writing (vocabulary, grammar and punctuation)** Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

Typical Writing development across the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks **Attempts to write name** 	I write random letters with no connection between letters and sounds. I talk about my writing. **Writes name from memory** 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Developing Writing **Words**	I am beginning to hear initial sounds and attempt to write these down. **m - mum** **letter for name**	I can hear initial sounds in words and write the letters down to match. **c - cat** **d- dog** **p - pig**	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. **muy - mummy** **sbr - strawberry**	I can spell out and write down vc cvc words by matching letters and sounds. **at in up** **cat** **dog** **pig**	I can write High Frequency decodable and tricky words from memory. **mum dad. and can** **I go to the no into**	I can spell out words with consonant clusters, vowel digraphs and trigraphs. **buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.**	I write more challenging words with a sound knowledge of Level 2, 3 and 4 phonics. Plausible attempts **Level 2, 3 and 4 HF words** **Adjacent consonants**
Developing Writing **Sentences**	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. **Repeats & recalls**	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 

Mathematics

Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematical skills developed throughout the year	• Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					
Mathematical knowledge regularly revisited Expected development Key vocabulary How we support this	Routines, comparing measures, verbally counting including when singing rhymes. Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs	Count objects, actions, and sounds. Introduction of Subitising. Number names, count, without counting, how many. Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	Subitising to 5. 2D shapes, One more and one less. Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the	Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8. Number, number names, addition, count, without counting, how many, number bonds. Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon,	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon,

	daily including props and actions – fingers.		classroom for children to model one more and one less, starter activities to recap prior learning.	number – working systematically to find all the ways to make each number.	using Subitising dot plates and images, number bond songs and using fingers to find answers.	using Subitising dot plates and images, number bond songs and using fingers to find answers.
White Rose Maths EYFS Overview **Coverage for the Year:**	**Getting to Know you**: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. **Match, Sort and Compare :** -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts **Talk about Measures and Patterns:** Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	**It' me 1,2,3!:** Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 **Circles and Triangles** : -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position **1, 2, 3, 4, 5 :** Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 – 5 **Shapes with 4 sides :** Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night	**Alive in 5:** Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 **Mass and Capacity** Compare mass -Find a balance -Explore capacity -Compare capacity	**Growing 6,7,8 (Continued):** -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 **Length, Height and Time** : Explore Length -Compare Length -Explore Height -Compare Height **Building 9 and 10** Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 **Explore 3D shape** -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	**To 20 and Beyond:** - Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) **How Many Now?** -Add more -How many did I add? -Take away -How many did I take away? **Manipulate, compose and decompose** - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	**Sharing and grouping** - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints **Visualise, build and map** - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places

						- Create own maps and plans from story situations - Checkpoints Make connections - Deepen understanding - Patterns and relationships - Consolidation
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. **Where are they going?** **Y1 Expectations:**	**Number and place value (within 20):** use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	**Addition and subtraction (within 20)** (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	**Number and place value (within 100):** Begin to recognise the place value of each digit in a two-digit number (tens, ones)	**Fractions:** Recognise, find and name a half as one of two equal parts of an object, shape or quantity	**Fractions:** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**Multiplication and Division:** count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time	**Number Bonds**: Represent and use number bonds and related subtraction facts within 20	**Shape:** Recognise and name common 2-D and 3-D shapes,	**Positional Language:** Describe position, direction and movement, including half, quarter and threequarter turns	**Money:** Recognise and know the value of different denominations of coins and notes	**Time:** Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

Understanding the World

Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Characteristics of effective teaching and learning</td><td colspan="6">The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.
Three characteristics of effective teaching and learning are:
• playing and exploring - children investigate and experience things, and 'have a go'
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</td></tr>
<tr><td>R.E – Religious Education
Expected development
Key vocabulary
How we support this</td><td colspan="6">Throughout the year the children will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E' – Religious Education, links to the EYFS curriculum through PSED AND UTW.
Religion, special, people, books, places, church, synagogue, temple, worship, feelings, similar, different
Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</td></tr>
<tr><td rowspan="2">Development of Chronology

Expected</td><td colspan="6">Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.</td></tr>
<tr><td>Children talk about members of their family and the</td><td>Children use the language of time when talking about</td><td>Children visually represent their own</td><td>Children talk about and understand changes in their own</td><td>Children recount an event that has happened.</td><td>Children can order experiences that have happened to them</td></tr>
</table>

development Key vocabulary How we support this	relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.	past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, before I was born. Discussions around past and present – events such as celebrations, remembrance day (war).	day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.	Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.	and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.
Development of Enquiry Expected development Key vocabulary How we support this	Children know that you can find out information from different sources. Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali, Hannukah. History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.	Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having	Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Images, pictures, past, present, same, different, grow, change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading	Children talk about roles people have in society (both in the present and past). Children understand he need for these roles. Key worker, job, help, helpful, community, police, fire service, doctor, dentist. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.

			access to the technology to find information.	stories such as 'Peepo'.		Children provided with images to compare with past and present. Discussions around past and present.
Development of the understanding of 'Respect' Expected development Key vocabulary How we support this	Children respect special things in their own lives. Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different beliefs and special times for different people.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children know that different places are special to different people. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.	Children can compare and contrast different places. Children show respect to one another and to animals. Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Children taught about respect and caring for animals and pets.
Development of Mapping skills Expected development	Children can draw a simple map and listen to stories with maps. Children recognise some common signs.	Children use positional language. Maps, mapping, environment, bee-bot, left, right, under, beside, on top.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us	Children can draw information from a simple map and identify landmarks of our local area walk.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps).

Key vocabulary How we support this	Maps, mapping, environment, features, classroom map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.	Modelling how to use a bee-bot and positional language.	recognise some environments are different to the one in which they live. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.	direct ourselves – Google Maps. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps. Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.	Maps, mapping, environment, features, landmarks, local area. Children going on a walk together around the local area. To identify landmarks and create a map.	Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure. Children using the available materials to create their own maps as modelled by the adults in school.
Development of Scientific skills and Knowledge Expected development Key vocabulary How we support this	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow. Exploring seasons through stories, videos, books. Making a record of the seasons or	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny.	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.	Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do son. Children can compare animals and observe their changes (Lifecycles) Pond, garden, woodland, seaside,

	weather such as a weather chart, seasons booklet etc.	Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.	Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.	Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent. Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.	Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air. Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats. Identifying, observing and exploring British animals – in person, through books, videos etc.
The Reception Year provides the foundation skills that children will build upon in Year one.	The Science National Curriculum (2014) … Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made,		The Geography National Curriculum (2014) states that… Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial		The History National Curriculum (2014) states that… Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries,* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell .*	

	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.	photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Significant historical events, people and places in their own locality.

Expressive Arts and Design

Statutory Guidance from the EYFS Framework:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive (ELG) Creating with materials (ELG)	**ELG: Creating with Materials** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children at the expected level of development will: - 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.					
Development of Music Expected development Key vocabulary How we support this	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern,	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary,	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting,

	1 phonics lessons focusing on tuning in.	then perform the school Nativity production.	African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).
Artist Studies progression Intended Artists Key vocabulary How we support this	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Jackson Pollock (Collaborative work) Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick. Exploration of Jackson Pollock through texts, videos, discussions and	Yayoi Kusama Yayoi Kusama, dots, circles, colour, pattern, repeat Exploration of Yayoi Kusama through texts, videos, discussions and teacher demonstrations,	Eric Carle – Polar Bear, Polar Bear book Collage, tissue paper, texture, layer, tear, overlap Exploration of Eric Carle through texts, videos, discussions and teacher demonstrations,	Andy Goldsworthy - Circles English, photographer, sculpture, nature, natural, leaves, sand, ice, stone Exploration of Andy Goldsworthy through texts, videos, discussions and	Vincent van Gogh - Sunflowers Sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background. Exploration of Vincent van Gogh through texts, videos, discussions and	Claude Monet - Haystack Painting, landscape, brushstroke, layer, blend, texture, shade, light, dark, impressionist French Exploration of Claude Monet through texts, videos, discussions

	teacher demonstrations, children to recreate their artwork.	children to recreate their artwork.	children to recreate their artwork.	teacher demonstrations, children to recreate their artwork.	teacher demonstrations, children to recreate their artwork.	and teacher demonstrations, children to recreate their artwork.
Development of Children's Mark Making and Drawing Expected development Key vocabulary How we support this	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area and creativ e areas, modelling how to use equipment safely.	(Skill) Observational drawings linked to the current topic. Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.
Development of use of Colour Expected development	(Knowledge) Know the names of many colours and uses these in their work. Colours, colour names, change, lighter, darker, mix, primary colour,	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing. Colours, colour names, change, lighter, darker,	(Skill) Explore the colour work of the artist studied this term. Purposely choosing a colour when creating.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature. Colours, colour names, nature, outside, style, similar, Any	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.

Key vocabulary How we support this	secondary colours, light, dark. Discussing colour names during play and discussions.	mix, primary colour, secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.	Hot colours, cold colours, paint, light, dark, bold, faint, combine, mix. Modelling making a cold background, discussing use of colour and shape and light and dark colours.	Goldsworthy, leaves, grass, soil, mud. Using a colour chart and paint chart outside to identify colours.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.
Development of the use of Paint Expected development Key vocabulary How we support this	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Paint, painting, colour, choice Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of 's work, teacher modelling of work.	(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.

Development of Printing Expected development Key vocabulary How we support this	(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this. Print, paint, choice, hands, feet, fingers, smudge, clear print. Printing materials explored together as a class and on offer in provision.	(Skill) Children being introduced to larger printing tools to be used indoors and outdoors. Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours, Kandinsky. Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.	(Skill) Children exploring how patterns can be printed. Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print. Teaching of repeating patterns.	(Skill) Children printing using a range of media, independently printing patters including symmetrical patterns. Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.	(Skill) Children printing pictures using the skills and knowledge learnt throughout the year. Print, paint, choice, smudge, clear print, ideas, explain, reason, why. Printing materials in provision for children to use independently.
Development of the use of Textiles and Materials Expected development Key vocabulary How we support this	(Understanding) Children exploring the available materials within their new setting. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.	(Skill) Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.	(Knowledge) Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.	(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,	(Skill) Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.

Development of modelling and 3D work Expected development Key vocabulary How we support this	(Understanding) Children being shown the loose parts in the class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.	(Skill) Children being shown how to use simple joins when using different materials to create. Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.	(Skill) Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	(Skill) Children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of mateirals to access from.	(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.
Development of Cutting skills Expected development Key vocabulary How we support this	(Skill) Children being shown how to scissors to make snips safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Children using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	(Skill) Children using scissors to support them in their creations. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.

			follow a curved line, scissors in provision.			
Development of Imagination and Roleplay Expected development Key vocabulary How we support this	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination. Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.	
The Year 1 expectations in Literacy/English from the National Curriculum. **Where are children going?**	**<u>Art and Design – Year 1 National Curriculum</u>** Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		**<u>Design and Technology – KS1 National Curriculum</u>** **Design**- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		**<u>Music – KS1 National Curriculum</u>** Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music