



# Bathwick St. Mary Church School

## EYFS Progression Document

**Ongoing Working Document** – This Progression mapping of the EYFS curriculum will continue to be edited and updated as the EYFS reforms are embedded. This will happen alongside Subject leaders in the school.

<b>Characteristics of Effective Teaching and Learning</b>	<b>All three characteristics of effective teaching and learning are considered during planning, teaching and assessment through all areas of the Curriculum.</b>							
	<b>Playing and Exploring</b> Explore their environment Plan and think as they explore Make independent choices Bring their own interests to their learning Respond to new experiences with engagement			<b>Active Learning</b> Participate in routines Show goal-directed behaviour Begin to notice and correct their mistakes Persevere when things get difficult			<b>Creating and thinking critically</b> Take part in pretend play Concentrate and aim towards a goal and review their progress Solve real problems Feel confident to initiate their own ideas Make links between ideas	
<b>Colour Code for links for Subject Leaders:</b>		<b>Bathwick Curriculum Questions \ Science \ PHSE (Including British Values) \ Computing \ PE \ Art \ English          Maths \ History \ RE \ DT \ Geography \ Languages \ Music</b>						
<b>Area of Learning And Development</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>	<b>ELG for Profile</b>	<b>Arriving in Year 1:</b>
<b>PSED Skills</b> <b>How can I look After myself and others?</b>  <b>Linked to Science</b>  <b>Linked to PHSE</b>	To separate from career independently.  To use names of adults and peers in the classroom.  To learn the daily routines of the classroom. (Link to BV Rule of Law)  To join in with whole class and group activities.	To understand how to be a good friend. (Link to BV Mutual respect and Tolerance)  To demonstrate friendly behaviour.  To begin taking turns with their friends. (Link to BV Democracy)  To debate my point of view and	To express a range of emotions and be able to name these emotions.  To respond appropriately to emotions they see in others – offering comfort or help when appropriate.  To suggest when we might feel different feelings.	To talk about the effect my behaviour has on others. (Link to BV Mutual respect)  To understand how to make the right choices and the consequences of not making the right ones. (Link to BV Rule of Law)	To play a game with rules in a small group of peers. (Link to BV Rule of Law)  To find resolution without conflict.  To set themselves a goal and talk about how they might achieve it. (Link to BV Individual Liberty)	To organise and cooperate with other children.  To think about the perspectives of others. (Link to tolerance BV)  To be able to empathise with others.  To play sustained cooperative games. (Link to BV Democracy)	<b>Self-Regulation.</b> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  <b>Managing Self</b>	<b>Arriving in Year 1:</b>  -Able to talk about their own feelings and others feelings knowing how to act accordingly -Understanding the importance of healthy lifestyles and how to keep healthy -Able to talk about the rules of the school and why they are in place

	<p>To play alongside others.</p> <p>To begin to self-regulate my feelings whilst working through problems I encounter.</p> <p>To know the areas of the classroom and be able to choose independently.</p>	<p>begin to accept others point of view</p> <p>I can talk about my emotions and talk about ways to stay regulated</p> <p>To begin to set goals, talk about mistakes and take steps to resolve them</p> <p>To know the class rules. (Link to BV Rule of Law)</p> <p>To know why we have rules in place. (link to 'Rule of Law' BV)</p> <p>To know the Christian values of our school. (Link to all BVs)</p> <p>To independently put on coats and use the toilet including washing hands.</p>	<p>To be able to follow simple instructions independently.</p> <p>To understand the need for healthy food choices.</p> <p>To talk about how to look after their body.</p> <p>To begin to understand how to keep personal details safe on the internet (E-Safety)- Link to Internet Safety Day (February)</p>	<p>To show preferences for activities and to be able to say why. (Link to BV Individual Liberty)</p> <p>To be able to independently change for PE.</p> <p>To understand why it is important to keep personal details safe on the internet (E-Safety)</p>	<p>To show perseverance in the face of challenge. (Link to BV Individual Liberty)</p> <p>To follow instructions including several ideas or actions.</p> <p>To identify keys on a keyboard.</p> <p>To understand the rules of the computer suite.</p>	<p>To start to understand what a username and a password is.</p> <p>To understand the rules of the computer suite.</p>	<p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b><u>Building Relationships.</u></b></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>	<p>-Having formed positive relationships with peers, able to take turns and resolve conflicts</p> <p>-Able to talk about the Christian values of the school and the British values</p> <p>-Understanding how to keep safe using technology</p>
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<p><b>CL Skills</b> <b>How can I express myself?</b></p> <p><b>Link to Computing</b></p> <p><b>Link to Languages</b></p>	<p>To begin to answer questions by giving an explanation</p> <p>To begin to ask questions to clarify and find out.</p> <p>To project their voice within a group</p> <p>To know how to listen and what parts of their body helps them to listen</p> <p>To use social phrases in the classroom such as 'Hello' 'Good Morning'</p> <p>To join in and sing songs.</p> <p>To understand simple humour.</p>	<p>To speak in full sentences to express my ideas and thoughts.</p> <p>To use connectives in conversation</p> <p>To ask who and what questions.</p> <p>To use new vocabulary learnt through the day and from stories</p> <p>To use language to recreate roles and experiences in my play</p> <p>To follow a two-part instruction</p> <p>To listen and focus in familiar adult led routines</p> <p>To know familiar songs, stories and non-fiction texts including books shared on the IWB.</p> <p>To be able to use languages represented in the class to say 'Hello'.</p>	<p>To articulate their ideas in sentences.</p> <p>To speak about a range of subjects using vocabulary learnt.</p> <p>To clearly pronounce all of the Set 1 sounds within words.</p> <p>To follow an instruction using sequencing words, first, next, then</p> <p>To be able to listen and do at the same time</p> <p>To listen and make comments about their observations in a discussion.</p> <p>To initiate conversation alongside others with others in the classroom.</p>	<p>To describe and re-tell familiar texts with detail and using full sentences.</p> <p>To begin to use a wider vocabulary in their discussions based on what is learnt from experiences such as stories and role play.</p> <p>To ask and answer an 'All the w's' question with detail</p> <p>To listen and respond with relevant comments and questions.</p> <p>To be able to recall and join in with poems and rhymes.</p> <p>To listen to familiar and new stories in different languages.</p>	<p>To clearly pronounce all of the Set 2 sounds within words.</p> <p>To begin to use prepositions and adjectives within a sentence.</p> <p>To listen and ask questions to clarify.</p> <p>To use vocabulary learn in fiction and non-fiction texts, rhymes and songs in conversations including those shared on the IWB.</p> <p>To speak in full sentences, using correct tenses and joining sentences with connectives</p> <p>To use spoken 'List sentences' sentences.</p> <p>To engage in meaningful conversations with others listening to</p>	<p>To be able to comment, question and discuss using sentences including recently learnt vocabulary from stories and non-fiction books.</p> <p>To know range of texts and stories being able to ret-tell, describe and explain them, including recently learnt vocabulary.</p> <p>To listen and do in a range of contexts.</p> <p>To show awareness of the listener when speaking presenting formally with people beyond my class</p> <p>To engage in reciprocal conversations with others.</p> <p>To begin to understand simple French instruction words</p>	<p><b><u>Listening, Attention and Understanding</u></b></p> <p>*Listen attentively and respond to whatthey hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they haveheard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with theirteacher and peers.</p> <p><b><u>Speaking.</u></b></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past,present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b><u>Arriving in Year 1:</u></b></p> <p>-Able to listen attentively and express themselves in a range of situations</p> <p>-Demonstrate their understanding by asking questions, commenting and joining discussions</p> <p>-Able to join in with conversations with a variety of people</p> <p>-Joining in with familiar stories and repeated patterns in stories and rhyme.</p> <p>-Using the VIPERS skills to show their understanding of stories and texts</p> <p>- To use spoken 'List sentences' and 'All the W' sentences.</p> <p>-Using vocabulary they have learnt in their own conversations and discussions</p> <p>-Appreciating different global languages</p> <p>-Beginning to have a understanding of simple greetings</p>
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					others opinions and responding			and instructions in French
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<p><b>PD Skills</b> <b>How can I look after myself and Others?</b></p> <p>Linked to PE</p> <p>Linked to DT</p> <p>Linked to ICT</p>	<p>To use a dominant hand.</p> <p>To begin to form recognisable letter shapes.</p> <p>To use climbing equipment safely and competently.</p> <p>To know the order of clothes when getting dressed.</p> <p>To begin to talk about making healthy choices when eating.</p> <p>To begin to use tools (eg scissors) with modeling.</p> <p>To be able to line up, manage mealtimes, toileting with support.</p> <p>To move around safely in space.</p> <p>To follow instructions and stop safely.</p> <p>To stop safely and develop</p>	<p>To use a pencil tripod grip.</p> <p>To begin to use anticlockwise movement and retrace vertical lines in drawing shapes and letter formation.</p> <p>To use scissors correctly for a purpose</p> <p>To be able to dress with increasing independence.</p> <p>To know how to use clambertown and other large equipment safely.</p> <p>To know how to travel safety in the local environment eg when out on wellington walks.</p> <p>To use counting to help to stay in time with the music.</p> <p>To copy and create different actions.</p>	<p>To form taught letters correctly and draw using a range of shapes and marks.</p> <p>To know how to use a range of tools with modeling including scissors, mark making tools and knives and forks.</p> <p>To know how good practice with regard to exercise, eating, sleeping and hygiene can support good health including oral hygiene.</p> <p>To be able to line up, manage mealtimes and toileting with increasing independence.</p> <p>To move objects on a screen using an interactive pen or finger on an Ipad.</p> <p>To create shapes and text on a screen using an interactive pen, finger on an Ipad.</p>	<p>To form taught letters correctly independently.</p> <p>To use a range of tools independently and with increasing accuracy.</p> <p>To sit with good posture at the tables or on the floor.</p> <p>To use a mouse/pad to complete a simple ICT program.</p> <p>To use a safe part of the Internet to play and learn.</p> <p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p>	<p>To use a pencil effectively in a tripod grip to form taught letters and for drawing.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know how to use a mouse effectively on a computer.</p> <p>To move a mouse and press buttons accurately using the correct fingers.</p> <p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p>	<p>To form all taught letters correctly and show accuracy in drawing.</p> <p>To know how to handle a range of equipment and tools effectively such as using a knife and fork independently.</p> <p>To show good control and co-ordination in large and small movements and use these skills in games.</p> <p>To be able to work with others to play team games.</p> <p>To begin to type in details on a computer.</p> <p>To work safely and develop running and stopping.</p> <p>To develop throwing and</p>	<p><b>Gross Motor Skills.</b> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.</p>	<p><b>Arriving in Year 1:</b></p> <p>-Negotiating space effectively showing awareness of others and their environment</p> <p>-To move with increasing control and co-ordination in games, movements and dance</p> <p>-Confidently being able to throw, catch, bounce and kick a ball.</p> <p>-Using a strong tripod grip and have correct writing posture.</p> <p>-Able to use a variety of small tools with control and accuracy including scissors and a knife and fork</p> <p>-Beginning to use a mouse and keyboard to access a computer.</p>
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	<p>control when using equipment.</p> <p>To follow instructions and play safely as a group.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p>	<p>To be able to move safely with confidence and imagination.</p> <p>To explore movement using a prop.</p> <p>To move with control and coordination.</p> <p>To express and communicate ideas through movement.</p> <p>To copy and repeat actions, linking them together.</p> <p>To remember and repeat actions.</p> <p>To explore body actions, pathways and shapes.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely using apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To develop hopping.</p> <p>To explore different ways to travel using equipment.</p>	<p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p>learn how to keep score</p> <p>To be able to play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p>		
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<p><b>Literacy Skills</b> <b>How can I express myself?</b></p>	<p>To listen and identifying sounds in the environment.</p> <p>To listening and saying initial sounds in familiar words.</p> <p>To orally blend using 'Fred Talk'.</p> <p>To give meaning to the marks they make.</p> <p>To recognise their own name.</p> <p>To write some letters from their own name.</p> <p>To listen to familiar stories and recall details from the story.</p>	<p>To read individual taught letters by saying the sounds for them.</p> <p>To blend sounds heard using 'Fred Talk' orally and beginning to read words using taught sounds.</p> <p>To segment sounds in words using 'Fred talk' orally and beginning to write words using magnetic letters or writing.</p> <p>To be able to write their name independently, using a capital letter at the start</p> <p>To use marks to describe my experiences and record information</p> <p>To listen to familiar stories and able to answer questions by recalling details of the story.</p>	<p>To read individual sounds including digraph 'special friends' by saying the sound for them.</p> <p>To be able to blend sounds in words to read them.</p> <p>To be able to segment words to write them.</p> <p>To be able to read and write taught red words.</p> <p>To write a short given word or caption.</p> <p>To listen to stories and begin to anticipate what may happen next.</p> <p>To re-tell a familiar story.</p>	<p>To read individual sounds including digraph 'special friends' by saying the sound for them.</p> <p>To read simple captions and sentences including taught red words.</p> <p>To write a list</p> <p>To write a short caption.</p> <p>To be forming lower and upper case letters mostly correctly.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>To experience both non-fiction texts. To use non-fiction texts to find out more.</p>	<p>To read individual sounds including digraph 'special friends' by saying the sound for them.</p> <p>To read simple captions and sentences including taught red words with increasing fluency.</p> <p>To think of and write a short, simple sentence beginning to use finger spaces, full stop and capital letters.</p> <p>To experience and begin to write simple recounts.</p> <p>To experience and begin to write simple instructions.</p> <p>To be able to re-read writing to check for sense.</p> <p>To be forming most lower case letters correctly.</p>	<p>To read simple sentences including taught red words with increasing fluency.</p> <p>To think of and write a short, simple sentence beginning to use finger spaces, full stop and a capital letter.</p> <p>To experience and begin to write letters.</p> <p>To experience and begin to write diary entries.</p> <p>To begin to write stories.</p> <p>To recognize speech marks, exclamation marks and question marks.</p> <p>To check written work and making changes where necessary.</p> <p>To be forming lower case letters correctly.</p>	<p><b>Comprehension</b> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>Word Reading.</b> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing.</b> Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.</p>	<p><b>Arriving in Year 1:</b></p> <ul style="list-style-type: none"> <li>-To have a love of books.</li> <li>-Enjoyed looking at fiction and non-fiction books.</li> <li>-Explored, experience and use a wide range of vocabulary.</li> <li>-Using phonic knowledge to read decodable words and sentences</li> <li>-To know and be able to read RWI taught red words</li> <li>-Knowing that a sentence begins with a capital letter and ends with a full stop.</li> <li>-To enjoy writing in a variety of contexts.</li> <li>-Able to apply phonic knowledge in writing so that it can be read by others.</li> <li>-To know how to use resources to support writing such as speed sound chart and fred talk fingers.</li> </ul>
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		To predict what might happen next in a story.			To listen to stories and demonstrate their understanding through discussion.	To listen to stories and demonstrate their understanding through discussion.		
<p><b>Maths Skills</b> <b>Where are we going?</b></p> <p>(Linked to White Rose Scheme of Work – new Sept 23 so ongoing editing)</p> <p>Linked to Computing</p> <p>Linked to History</p> <p>Linked to Geography</p>	<p>To join in number songs saying number names in order from 1 – 10.</p> <p>To match objects which are the same and different.</p> <p>To sort collections into sets and compare amounts in different sets.</p> <p>To compare and order objects according to size, mass and capacity – including explaining about objects which are the same</p> <p>To create a ABAB pattern.</p>	<p>To verbally count in sequence 0-20</p> <p>To be able to represent, compare and know the composition of 1, 2 and 3.</p> <p>To be able to accurately count and subitise to 3.</p> <p>To begin to develop their understanding of positional language.</p> <p>To name and recognize circles and triangles.</p> <p>To match and sort 2D shapes</p> <p>To be able to represent, compare and</p>	<p>To represent ‘nothing’ with 0. To compare and know the composition of numbers to 5.</p> <p>To compare the mass of objects.</p> <p>To use comparative language heavier and lighter.</p> <p>To use the language full, half full and empty to compare capacity.</p> <p>To represent, compare and order 6,7 and 8.</p> <p>To subitise numbers 6,7 and 8 using the components.</p>	<p>To be able to represent, compare and know the composition of 9 and 10.</p> <p>To know numbers bonds to 10.</p> <p>To use the names of 3D shapes and talk about their properties in practical activities including sorting and matching</p> <p>To complete a more complex puzzle</p> <p>To create and recognize patterns with more than one repeat such as AAB AABB AABBB</p>	<p>To begin identify numbers beyond 10.</p> <p>To count verbally to 20 and beyond.</p> <p>To recognize the repeating pattern of the number system.</p> <p>To be able to find doubles in real life objects.</p> <p>To solve double number problems.</p> <p>To be able to complete a shape problem such as a jigsaw independently.</p> <p>To complete addition and</p>	<p>To be able to share objects out equally amongst groups.</p> <p>To be able to halve a group of objects between two groups.</p> <p>To be able to recognize and explain odd and even numbers.</p> <p>To use number knowledge to solve problems.</p> <p>To be able to use positional language to describe where are objects are in relation to other items.</p> <p>To be able to use maps to represent where</p>	<p><b>Number</b> *Have a deep understanding of number to 10, including the composition of each number</p> <p>*Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns.</b> *Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>Arriving in Year 1:</b></p> <ul style="list-style-type: none"> <li>-Confident using numbers to 10 and beginning to count and use numbers beyond 10</li> <li>-Able to subitise</li> <li>-Solving problems including doubling, halving and sharing</li> <li>-Confidently using resources to support understanding</li> <li>-Having automatic recall of number facts</li> <li>- Recognising and making simple patterns including number system patterns</li> <li>-Recognising simple 2D and 3D shapes and using them confidently in activities</li> <li>-To use Data handling in day to day activities</li> <li>-Using mathematical vocabulary</li> <li>-Having explored programable toys beginning to program for direction.</li> </ul>



		<p>know the composition of 4 and 5.</p> <p>To know the number bonds to 5.</p> <p>To be able to accurately count and subitise to 5.</p> <p>To know one more or one less than numbers to 5.</p> <p>To recognize numerals 0-5</p> <p>To be able to recognize and describe squares and rectangles.</p> <p>To be able to order a familiar event.</p> <p>To begin to use language related to time – night, day, morning, afternoon.</p> <p>To know the days of the week.</p> <p>To use their understanding of direction to make</p>	<p>To arrange objects into pairs.</p> <p>To combine two groups to find the total.</p> <p>To use language of height length and breadth in comparisons.</p> <p>To use language such as before, next, after that to order and sequence events in the day.</p>	<p>To begin identify numbers beyond 10.</p> <p>To count verbally to 20 and beyond.</p> <p>To recognize the repeating pattern of the number system.</p>	<p>subtraction problems.</p>	<p>things are in relation to other things.</p> <p>To draw simple information from a map.</p> <p>To build a ABBC pattern.</p>		
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		a floor robot move.							
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<p><b>UtW Skills</b></p> <p><b>Where have we come from? Where are we going?</b></p> <p><b>Linked to History</b></p> <p>Linked to Geography</p> <p><b>Linked to Science</b></p> <p><b>Linked to RE</b></p> <p><b>Linked to PHSE</b></p>	<p>To talk about their immediate family and what is important to them.</p> <p>To name and describe people who are familiar to them and their roles in society. (Link to BV Mutral respect and Tolerance)</p> <p>To be able to talk where they live.</p> <p>To use photos and pictures to locate places in the local environment.</p> <p>To explore the natural world, including the school and its grounds.</p> <p>To use senses to explore the natural world.</p> <p>To describe what can be seen, felt, heard, smelt and tasted.</p>	<p>To talk about how they have changed since they were a baby and their life story.</p> <p>To recognise and describe special times or events for family or friends. (Link to BV Mutral respect and Tolerance)</p> <p>To use the language of past and present</p> <p>To know the historical figures and significance of Guy Falwkes and Remembrance day</p> <p>To know that Christians believe God came to earth in human form as Jesus.</p> <p>To talk about the difference and similarities between traditions, beliefs and celebrations for different</p>	<p>To be able to talk about the different roles and occupations in society and how they help us. (Link to BV Rule of Law e.g. Police)</p> <p>To be able to talk about a place, story or person belonging to a faith community.(Link to BV Mutral respect and Tolerance)</p> <p>To know that Christians believe Jesus came to show God’s love and that they try to show love to others.</p> <p>To explore natural processes such as light, melting floating and magnetism.</p> <p>To make simple predictions within discussion, test ideas and make a conclusion.</p> <p>To know the names of the four seasons.</p>	<p>To know the story of Easter.</p> <p>To know that Christians believe Jesus came to show all people are precious to God.</p> <p>To be able to talk about a religious symbol (e.g. cross, star)</p> <p>To talk about and describe the features of the local area and where they live.</p> <p>To be able to talk about different countries in the world.</p> <p>To be able to talk about difference and similarities in these countries based on experiences.</p> <p>To use photos and pictures to locate places in the local environment and wider world.</p>	<p>To talk about similarities and differences between things in the past and now.</p> <p>To know that the word God is a name and that Christians believe his is the creator of the universe.</p> <p>Use simple geographical words to describe physical features e.g. river and human features e.g. city.</p> <p>To know the similarities and differences between materials.</p> <p>To begin to identify uses for materials.</p>	<p>To speaks about events in the past, present and future in their own life and experience.</p> <p>To have awe and wonder at the natural world around them.</p> <p>To describe how they can help care for the world around them.</p> <p>To observe changes in plants over time.</p> <p>To know what plants need to grow.</p> <p>To observe changes in their own life e.g. baby to adult.</p> <p>To make close observations of animals including humans.</p>	<p><b>Past and Present.</b> *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past andnow, drawing on their experiences and what has been read in class. *Understand the pastthrough settings, characters and events encountered in books read in classand storytelling.</p> <p><b>People, Cultureand Communities.</b> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between different religious andcultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The NaturalWorld.</b> * Explore the natural world around them, making observationsand drawing pictures of animals and plants *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read</p>	<p><b>Arriving in Year 1:</b></p> <p>-Able to uee language of past, present and future with an understanding of chronology.</p> <p>-With an understanding of their own history and life story.</p> <p>-Able to talk about a significant historic event in British history (Guy Fawkes and Remembrance Sunday)</p> <p>-Having appreciation of ancient history and cultures through books, stories and discussions.</p> <p>-Appreciating that different communities celebrate different events in different ways.</p> <p>-Knowing that the bible and church area special for Christians</p> <p>-Knowing the basic Christmas and Easter Story for Christians</p> <p>-Being curious about the natural environment and the processes which occur around them.</p> <p>-Asking questions and joining discussions about their observations and predictions.</p> <p>-Being confident to explore the world around them using simple scientific equipment.</p>
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	<p>To use simple equipment to explore the natural world e.g. Magnifying glasses and visualiser.</p>	<p>members of the community.</p> <p>Be able to describe how people celebrate some religious festivals.</p> <p>To know the story of Christmas.</p> <p>To make close observations and drawings of a variety of wild and garden plants and the natural world including animals.</p> <p>To experiment with things that change (eg hot, cold, melt, freeze) and describe the changes.</p> <p>To observe the effect of the change in seasons on the world around them.</p>	<p>To use technology to show my learning</p>	<p>To understand that animals live in different habitats.</p> <p>To discuss the similarities and differences between different habitats.</p> <p>To talk about technology that is used at home and in school.</p>			<p>in class.  *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>-Using scientific vocabulary related to learning in EYFS such as life cycles and processes such as melting and freezing.</p> <p>-Using and having had experiences of a variety of maps</p> <p>-Being able to ask and answer simple enquiry questions using geographical language</p> <p>Begin to compare</p> <p>-Able to compare countries and places</p> <p>-Beginning to understand the key human and physical features of their local area</p> <p>-Knowing that technology can support their curiosity and using it to find out more.</p>
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To create a simple map and local places which are familiar to me on maps or photos I see.

To recognise technology in their home and school.



<p><b>EAD Skills</b></p> <p><b>How can I express myself?</b></p> <p><b>Linked to Art</b></p> <p><b>Linked to DT</b></p> <p><b>Linked to PE</b></p> <p><b>Linked to Music</b></p>	<p>To draw creating closed shapes with continuous lines.</p> <p>To give meaning to the marks and shapes they make.</p> <p>Use ready made stencils to create pictures</p> <p>To recognise and name the primary colours</p> <p>To explore simple joining techniques: tape and glue sticks</p> <p>Enjoy listening to the music and respond through dancing or other movement.</p> <p>To find the pulse in a piece of music by jumping, tapping etc.</p> <p>To copy-clap the rhythm of names.</p>	<p>To draw on a range of surfaces including IWB or touchscreen.</p> <p>To draw observational pictures of the world around them.</p> <p>To take rubbings: Leaf, brick and bark</p> <p>To use malleable materials such as playdough and clay</p> <p>To share their creations with others and talk about what they have made</p> <p>To build and construct using a range of materials such as recycled, man made and found</p> <p>To explore different musical instruments.</p>	<p>To draw from their imagination</p> <p>To draw and show details such as emotions</p> <p>To explore mixing colours</p> <p>To explore printing with block colours</p> <p>To creating simple pictures by printing from an object</p> <p>To explore simple joining techniques competently and begin to use sellotape, PVA glue</p> <p>To find the pulse in different ways and show this through actions eg marching, jumping, moving</p> <p>To copy back the rhythms of</p>	<p>To use a range of media for drawing including pencils, pens, pastels and chalk</p> <p>To use a variety of tools for painting including brushes, sponges, fingers and twigs</p> <p>To be able to explain the process used in construction</p> <p>To discuss the process involved in making – describing simple techniques</p> <p>To invent ways to find the pulse.</p> <p>To hear and clap the rhythm of phases from songs.</p> <p>To explore and create using voice and musical instruments.</p>	<p>To draw with increasing complexity and detail</p> <p>To create collaboratively using a range of techniques and resources</p> <p>To begin to explore a range of joining techniques including split pins and hole punches</p> <p>To explore weaving with a range of natural and man made products</p> <p>To find the pulse and show others the ideas.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p>	<p>To use drawing to represent ideas</p> <p>To review what they have produced – discussing the process and evaluating its success</p> <p>To follow instructions to create a model</p> <p>To find the pulse and show others the ideas.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>To play patterns using combinations of notes C,D and E</p> <p>To sustain a role play narrative and role with peers.</p>	<p><b><u>Creating with Materials.</u></b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p><b><u>Arriving in Year 1:</u></b></p> <p>-Drawing with detail to represent their ideas and observations using a range of mark making tools</p> <p>-Painting using a variety of tools and techniques including printing, naming the primary colours and having experience colour mixing</p> <p>-Able to talk about a named Artist and their work</p> <p>-Able to construct using a variety of material using a range of joining techniques and tools</p> <p>-Able to talk about a range of fruit and vegetables and their likes and dislikes</p> <p>-Able to talk about their designs and processes used in their creating</p> <p>-Able to find and keep the pulse in a piece of music</p>
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	<p>To learn that music can touch your feelings.</p> <p>To sing along with the backing track.</p> <p>To perform nursery rhymes by singing and adding actions or dance.</p> <p>To join in with pretend play.</p>	<p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds</p> <p>To learn and perform familiar songs from the nativity play.</p> <p>To sing along with the backing track.</p> <p>To make and perform dances by copying, repeating and linking chosen and copied actions.</p> <p>To perform nursery rhymes or songs adding a simple instrumental part.</p> <p>To develop simple narratives in role play alongside peers including real-life and imaginary experiences.</p>	<p>phrases in the song.</p> <p>To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>To explore high sounds and low sounds using voices and glockenspiels</p> <p>To play a 1-note pattern in time with the pulse.</p> <p>Learn to sing or rap the songs in unison with support.</p> <p>To listen and respond to music exploring feelings and responses.</p> <p>To use props to support role play including technology.</p>	<p>To explore high sounds and low sounds using voices and glockenspiels</p> <p>To play a 1-note pattern in time with the pulse.</p> <p>To make and use props to support and extend role play including the making of 'technological' props.</p>	<p>To develop and sustain narratives in play with a group of peers.</p>			<p>using instruments or moving in time</p> <ul style="list-style-type: none"> <li>-Performing a variety of songs from memory</li> <li>-Able to play patterns using combinations of notes</li> </ul>
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