

Bathwick St.Mary Church School

EYFS Progression Document

<u>Ongoing Working Document</u> – 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.

Characteri stics of	All three chara	cteristics of effect	ive teaching and lea	rning are consider	ed during planning	, teaching and asso	essment through all areas of	the Curriculum.	
Effective		l aying and Explorir lore their environm	•	Ра	Active Learning rticipate in routine	s	Creating and thinking critically Take part in pretend play		
and		and think as they ex	•	Show goal-directed behaviour			Concentrate and aim tow	•	
Learning		e independent cho		-	ice and correct the		review their pro	-	
	Ũ	own interests to th w experiences with	U U	Persever	e when things get o	Solve real prot Feel confident to initiate			
		wexperiences with	rengagement			Make links betwe			
	ode for links for								
Subje	ect Leaders:		Bathwick Curricul		nce \ PHSE (Including ory \ RE \ DT \ Geogr		mputing \ PE \ Art \ English		
						apiry (Languages (IVI	usic		
Area of									
Learning And	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG for Profile	Arriving in	
Developm								Year 1:	
ent									
PSED	To separate from	To understand	To express a range	To talk about the	To play a game	To organise and	Self-Regulation.	Arriving in Year 1:	
Skills	career	how to be a good	of emotions and be	effect my	with rules in a	cooperate with	*Show an understanding of their own feelings and those of		
How can I look After	independently.	friend. (Link to BV	able to name these	behaviour has on	small group of	other children.	others, and begin to regulate	-Able to talk about	
myself	To use names of	Mutual respect and Tolerance)	emotions.	others. (Link to BV Mutual	peers. (Link to BV Rule of Law)	To think about	their behaviour accordingly.	their own feelings and others	
and	adults and peers	and rolerance)	To respond	respect)	Rule of Lawy	the perspectives	*Set and work towards simple	feelings knowing	
others?	in the classroom.	To demonstrate	appropriately to	,	To find resolution	of others. (Link to	goals,being able to wait for what they want and control	how to act	
		friendly	emotions they see	To understand	without conflict.	tolerance BV)	their immediate impulses when	accordingly	
Linked to	To learn the daily	behaviour.	in others – offering	how to make the			appropriate.	-Understanding	
Science	routines of the		comfort or help	right choices and	To set	To be able to	*Give focused attention to what	the importance of	
	classroom. (Link	To begin taking	when appropriate.	the	themselves a goal	empathise with	the teacher says, responding appropriately even when	healthy lifestyles	
Linked to	to BV Rule of	turns with their	To construction	consequences of	and talk about	others.	engaged in activity, and show an	and how to keep	
PHSE	Law)	friends. (Link to BV Democracy)	To suggest when we might feel	not making the right ones.(Link	how they might achieve it. (Link	Ta alau avataira ai	ability to follow instructions	healthy -Able to talk about	
	To join in with	by Democracy)	different feelings.	to BV Rule of	to BV Individual	To play sustained cooperative	involvingseveral ideas or	the rules of the	
	whole class and	To debate my	anterent reemigs.	Law)	Liberty)	games. (Link to	actions. Managing Self	school and why	
	group activities.	point of view and		,		BV Democracy)	managing sen	they are in place	

	To play alongside others. To begin to self- regulte my feelings whilst working through problems I encounter. To know the areas of the classroom and be able to choose independently.	begin to accept others point of view I can talk about my emotions and talk about ways to stay regulated To begin to set goals, talk about mistakes and take steps to resolve them To know the class rules. (Link to BV Rule of Law) To know why we have rules in place. (link to 'Rule of Law' BV) To know the Christian values of our school. (Link to all BVs) To independently put on coats and use the toilet including washing hands.	To be able to follow simple instructions independently. To understand the need for healthy food choices. To talk about how to look after their body. To begin to understand how to keep personal details safe on the internet (E-Safety)- Link to Internet Safety Day (February)	To show preferences for activities and to be able to say why. (Link to BV Individual Liberty) To be able to independently change for PE. To understand why it is important to keep personal details safe on the internet (E- Safety)	To show perseverance in the face of challenge. (Link to BV Individual Liberty) To follow instructions including several ideas or actions. To identify keys on a keyboard. To understand the rules of the computer suite.	To start to understand what a username and a password is. To understand the rules of the computer suite.	*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges *Explain the reasons for rules, know right from wrong and try tobehave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet andunderstanding the importance of healthyfood choices Building Relationships. *Work and play cooperatively andtake turns with others. *Form positive attachments to adultsand friendships with peers. *Show sensitivity totheir own and to others' needs.	-Having formed positive relationships with peers, able to take turns and resolve conflicts -Able to talk about the Christian values of the school and the British values -Understanding how to keep safe using technology
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CL Skills	To begin to	To speak in full	To articulate their	To describe and	To clearly	To be able to	Listening, Attention and	Arriving in Year 1:
How can I	answer questions	sentences to	ideas in sentences.	re-tell	pronounce all of	comment,	Understanding	Arriving in real 1.
express	by giving an	express my ideas	ideas in sentences.	familiar texts	the Set 2 sounds	guestion and	*Listen attentively and respond	-Able to listen
	explanation	and thoughts.	To speak about a	with detail and	within words.	discuss using	to whatthey hear with relevant	attentively and
myself?	explanation	and thoughts.	range of subjects	using full	within words.	sentences	questions, comments and	express
Link to	To begin to ask	To use	using vocabulary	-	To begin to use	including recently	actions when being read to and	themselves in a
Computing	questions to	connectives in	learnt.	sentences.	prepositions and	learnt vocabulary	during whole class discussions	range of situations
computing	•		ledint.	To begin to use a	adjectives within	from stories and	and small group interaction.	-Demonstrate
Link to	clarify and find	conversation	Ta alaarku	-	-	non-fiction	*Make comments about what	
Languages	out.	To ask who and	To clearly	wider vocabulary	a sentence.	books.	they haveheard and ask questions to clarify their	their
Languages	To project their	To ask who and	pronounce all of	in their	To liston and oak	DOOKS.	understanding.	understanding by
	To project their	what questions.	the Set 1 sounds	discussions based	To listen and ask	To lun our moment of	*Hold conversation when	asking questions,
	voice within a	τ	within words.	on what is learnt	questions to	To know range of	engaged in back-and-forth	commenting and
	group	To use new	To follow on	from experiences	clarify.	texts and stories	exchanges with theirteacher	joining discussions
	T. I	vocabulary learnt	To follow an	such as stories	T	being able to ret-	and peers.	-Able to join in
	To know how to	through the day and	instruction using	and role play.	To use	tell, describe and	Speaking.	with conversations
	listen and what	from stories	sequencing words,	To only and	vocabulary learn	explain them,	*Participate in small group,	with a variety of
	parts of their		first, next, then	To ask and	in fiction and	including recently	class and one-to-one	people
	body helps them	To use language to	To be able to Baten	answer an 'All	non-fiction texts,	learnt vocabulary.	discussions, offering their own	-Joining in with
	to listen	recreate roles and	To be able to listen	the w's' question	rhymes and		ideas, using recently introduced vocabulary.	familiar stories
	Ta waa aa dal	experiences in my	and do at the same	with detail	songs in	To listen and do	*Offer explanations for why	and repeated
	To use social	play	time	- - - -	conversations	in a range of	things might happen, making	patterns in stories
	phrases in the	To follow the most	To Koton and make	To listen and	including those	contexts.	use of recently introduced	and rhyme.
	classroom such as	To follow a two-part	To listen and make	respond with	shared on the	Talahari	vocabulary from stories, non-	-Using the VIPERS
	'Hello' 'Good	instruction	comments about	relevant	IWB.	To show	fiction, rhymes and poems	skills to show their
	Morning'	To Koton and	their observations	comments and	To success to the facility	awareness of the	when appropriate.	understanding of
	To isin in and	To listen and	in a discussion.	questions.	To speak in full	listener when	же	stories and texts
	To join in and	focus in familiar	To initiate	To be able to	sentences, using	speaking	*Express their ideas and feelings	- To use spoken
	sing songs.	adult led routines	To initiate	To be able to	correct tenses	presenting	about their experiences using full sentences, including use of	'List sentences'
	To supplementary d	Ta lua averta natilian	conversation	recall and join in	and joining	formally with	past, present and future tenses	and 'All the W'
	To understand	To know familiar	alongside others	with poems and	sentences with	people beyond	and making use of conjunctions,	sentences.
	simple humour.	songs, stories and	with others in the	rhymes.	connectives	my class	with modelling and support	-Using vocabulary
		non-fiction texts	classroom.	T 10 1 1		_ .	from their teacher.	they have learnt in
		including books		To listen to	To use spoken	To engage in		their own
		shared on the		familiar and new	'List sentences'	reciprocal		conversations and
		IWB.		stories in different	sentences.	conversations with		discussions
		To be able to use		languages.	T	others.		-Appreciating
		To be able to use			To engage in	- · · ·		different global
		languages			meaningful	To begin to		languages
		represented in			conversations	understand		-Beginning to have
		the class to say			with others	simple French		a understanding of
		'Hello'.			listening to	instruction words		simple greetings

		others opinions		and instructions in
		and responding		French

look after	dominant hand.	Auto a di auto		-	To use a pencil	To form all		Arriving in Year 1:
		tripod grip.	letters correctly	letters correctly	effectively in a	taught letters	*Negotiate space and obstacles	
myself			and draw using a	independently.	tripod grip to	correctly and	safely, withconsideration for	-Negotiating space
	To begin to form	To begin to use	range of shapes		form taught	show accuracy in	themselves and others. *Demonstrate strength, balance	effectively
and	recognisable	anticlockwise	and marks.	To use a range of	letters and for	drawing.	andcoordination when playing.	showing
Others?	letter shapes.	movement and		tools	drawing.		*Move energetically, such as	awareness of
		retrace vertical	To know how to	independently		To know how to	running, jumping, dancing,	others and their
Linked to	To use climbing	lines in drawing	use a range of	and with	To handle tools,	handle a range of	hopping, skipping and climbing.	environment
PE	equipment safely	shapes and letter	tools with	increasing	objects,	equipment		-To move with
	and competently.	formation.	modeling including	accuracy.	construction and	and tools	Fine Motor Skills.	increasing control
Linked to			scissors, mark		malleable	effectively such	*Hold a pencil effectively in	and co-ordination
DT	To know the	To use scissors	making tools and	To sit with good	materials safely	as using a knife	preparation for fluentwriting –	in games,
	order of clothes	correctly for a	knives and forks.	posture at the	and with	and fork	using the tripod grip in almost all cases.	movements and
Linked to	when getting	purpose		tables or on the	increasing	independently.	*Use a range of smalltools,	dance
ICT	dressed.		To know how good	floor.	control.		including scissors, paint brushes	-Confidently being
		To be able to	practice with			To show good	and cutlery.	able to throw,
	To begin to talk	dress with	regard to exercise,	To use a	To know how to	control and co-	*Begin to show accuracy and	catch, bounce and
	about making	increasing	eating, sleeping and	mouse/pad to	use a mouse	ordination in	carewhen drawing.	kick a ball.
	healthy choices	independence.	hygiene can	complete a	effectively on a	large and small		-Using a strong
	when eating.		support good	simple ICT	computer.	movements and		tripod grip and
		To know how to	health including	program.		use these skills in		have correct
	To begin to use	use clambertown	oral hygiene.		To move a mouse	games.		writing posture.
	tools (eg scissors)	and other large		To use a safe part	and press			-Able to use a
	with modeling.	equipment	To be able to line	of the Internet to	buttons	To be able to		variety of small
		safely.	up, manage	play and learn.	accurately using	work with others		tools with control
	To be able to line		mealtimes and		the correct	to play team		and accuracy
	up, manage	To know how to	toileting with		fingers.	games.		including scissors
	mealtimes,	travel safety in	increasing	To develop				and a knife and
	toileting with	the local	independence.	balancing.	To develop	To begin to type		fork
	support.	environment eg			rolling a ball to a	in details on a		-Beginning to use
		when out on	To move objects	To develop	target.	computer.		a mouse and
	To move around	wellington walks.	on a screen using	running and				keyboard to
	safely in space.		an interactive pen	stopping.	To develop	To work safely		access a
		To use counting	or finger on an	0,	stopping a rolling	and develop		computer.
	To follow	to help to stay in	Ipad.	To develop	ball.	running and		
	instructions and	time with the		changing	Dun.	stopping.		
	stop safely.	music.	To create shapes	direction.	To develop	Stopping.		
		To copy and	and text on a		accuracy when	To develop		
	To stop safely	create different	screen using an	To develop	· · · · · · · · · · · · · · · · · · ·			
	and develop	actions.	interactive pen,		throwing to a	throwing and		
			finger on an ipad.	jumping.	target.			

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control when	To be able to	To create short	To develop	To develop	learn how to	
using equipment.	move safely with	sequences using	hopping.	bouncing and	keep score	
— • • •	confidence and	shapes, balances		catching a ball.		
To follow	imagination.	and travelling	To explore		To be able to	
instructions and	To explore	actions.	different ways to	To develop	play games	
play safely as a	movement using		travel using	dribbling a ball	showing an	
group.	a prop.	To develop	equipment.	with your feet.	understanding of	
	a prop.	balancing and			the different	
To follow a path	To move with	safely using		To develop	roles within it.	
and take turns.	control and	apparatus.		kicking a ball.		
	coordination.				To follow	
To work co-		To develop			instructions and	
operatively with	To express and	jumping and			move safely	
a partner.	communicate	landing safely from			when playing	
	ideas through	a height.			tagging games.	
	movement.				00 00	
		To develop rocking			To work co-	
	To copy and repeat actions,	and rolling.			operatively and	
	linking them				learn to take	
	together.	To explore			turns.	
	togethen	travelling around,				
	To remember	over and through			To work with	
	and repeat	apparatus.			others to play	
	actions.				team games.	
	To explore body	To create short				
	actions,	sequences linking				
	pathways and	actions together				
	shapes.	and including				
		apparatus.				
		1	1	1	I	

Ittera volume To isten and supple iters volume To read individual volume To read		·							
How can exyress myself? sounds in the environment. sounds in the myself? what has been read to them by myself? books. To listening and using 'Fred Talk' to the mark. To blend sounds for them. To be able to blend sounds in words using 'Fred Talk' To give meaning to the mark. To be able to sounds in words using 'Fred Talk' To recognize their own name. To sagment sounds in words using 'Fred Talk' To recognize their own name. To be able to sounds in words using 'Fred Talk' To be able to read beginning to write words using red words. To write a short familiar soties and begin to write words using red words. To write a short familiar soties and begin to write a short familiar soties familiar soties and begin to magnetic letters To write a short familiar soties and begin to and sognital familiar soties familiar soties and able to to soty. To tetel a familiar for the store familiar soties familiar soties familiar soties familiar soties familiar soties familiar soties familiar soties familiar soties familiar soties	-								
Addition method Sample for beam Description spectral provide spectral method by saving the sound for Including spectral provide provide provide provide provide provide provide provide provide provide prov					•	-		_	
mysel? Initials by saying mysel? Initials by saying the sound for the sound for them. Initials by saying the sound for them. Initials by saying them sound f	How can I	sounds in the		• • •				•	
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I o is stearing and is grighting sounds in familiar stories words.I o bend using "Fred Tail orally and taught sounds.In term.In term.In term.In term.Ant tiggate - where appropriate experience and use ard understand recently during taught sounds in words to sounds in words to using "Fred Tail."In term.In term.To tend simple sounds in words to sentencesTo tend simple sentencesTo think of and sentencesTo think of and sentencesTo think of and sentencesTo think of and sentencesNumelesExpond, sendencesExpond, ard words und sentencesTo p is make.To be able to using "Fred Tail."To be able to read words using read words.To write a ist to write a short, red words.To write a short, and write taught red words.To write a short, simple sentence and write taught red words.To be able to read to write a short, simple sentence and begin to using a capital inform sandTo experience and write taught red words.To experience and write taught red words.To experience and write taught to write a short, simple sentence and abegin to and write taught to write a short, simple sentenceTo experience and abegin to and write taught to write a short, simple sentenceTo experience and abegin to and write taught to write a short, simple sentenceTo experience and abegin to and abegin to and abegin to t	myself?			the sound for	the sound for	the sound for	increasing		
saying initial words.head using 'Fred Tak' orally blend using 'Fred Tak'.To be able to blend sounds in words using red words.To read simple captions and sentences including taught red words.To read simple captions and sentences including taught red words.To think of all sentences including taught red words.To to think of all works using stop and sentences including taught red words.To to think of all sentences including taught red words.To to think of all works using stop and sentences including taught red words.To to write a istTo write		To listening and		them.	them.	them.	fluency.		
sounds in familiar tories and recently beginning to additional and sentences including taught red words. To be able to be able to sentences including taught red words. To be able to read them. To be able to read words with a sentences including taught red words. To be able to segment words to with them. To be able to read and write taught red words. To recognize their own name. To write a short so many and red marks they make. To write a short in the alphabet and at least10 digraph. To write a short in the alphabet and at least10 and write taught red words. To write a short in the alphabet and at least10 and write taught red words. To write a short in the alphabet and at least10 and write taught red words. To write a short in the alphabet and at least10 and write taught red words. To write a short in and write taught red words write a short in amage dic leasters or write ashort in a beginning to use independently, using a capital from the story. To listen to familiar stories and recalid details from the story. To listen to a familiar stories and recalid details from the story. To listen to a babe to anabe to to answer questions by yrecaling datal		saying initial	heard using 'Fred						
words.beginning to read words using 'Fred Tak'.sounds in words taught sounds.caption sand red words.write a short, simple sentence including taught red words with increasing for to he marks to beginning to using 'Fred Tak'.introduced vocabulary during simple sentence beginning to using 'Fred Tak'.vocabulary.vocabulary.To give meaning to the marks to beginning to and beginning to using 'Fred Tak'.To be able to read and write target.To write a short, increasing to be able to read and write target.To write a short, increasing to be able to read and write target.To write a short, increasing to be able to read and write target.To write a short, increasing to write a short, increasingTo write a short, increasing to a ble to read and write target.To write a short, increasing to write a short, increasing to arget target.words write a short, increasing to write a short, increasing to arget target.words write a short, increa		sounds in familiar	Talk' orally and	To be able to blend	To read simple	To read simple	To think of and		
To cally blend using 'Fred Talk'.read them.sentences including taught red words.simple sentences including taught red words.discussions about stories, non- during role play-Using phonic decodable words and sentences including taught red wordsUsing phonic decodable words and sentences and sentences beginning to using 'Fred Talk' or recognise-Using phonic decodable words and sentences and sentences beginning to using 'Fred Talk' or recognise their words using 'To recognise familiar stories and recal dtails-Using phonic decodable words and sentences and sentences and write taught red wordsUsing phonic decodable words and sentences and sentences and write taught red wordsUsing phonic decodable words and sentences and sentences and write ashort simple sentence and begin to write ashort or write tetrs from their their sphonic knowledge by red wordsUsing phonic decodable words and sentences and write taught red wordsUsing phonic decodable words and sentences and write ashort simple sentence and begin to write ashort anticipate what write tetrs from their and recal dtail information-Using phonic decodable words and write taught ro to be forming no soluty correct, ro be able to and begin to anticipate what segnents to describe my experiences and record information-Using phonic row write seture row write ashort and write taught row write ashort and begin to anticipate what segnents to anticipate what segnent words-Using phonic and write taught row write ashort and begin to write ashort, and begin to mathie tetrs roweres to an		words.	beginning to read	sounds in words to	captions and	captions and	write a short,		Ũ
using 'fred Talk'. To generating to the marks they make.To be able to segment words to segment words to segment words to their own name.To be able to read and write talk' orally and write words using 'fred talk' orally and may their own same.To be able to read and write talk' ro write a short, simple sentence and write talk' ro write a short, write words.red words. their own name.red words. to be able to read and write talk' ro write a short, simple sentence and begin to write their name.using 'fred talk' to be able to read and write talk' ro write a short, simple sentence and begin to write heir nowname.using 'fred talk' to be able to read and write talk' ro write a short, given word or caption.To be forming to write a short, simple sentence and begin to anticipate what may happen next.dende talk are consistent write letters.during role-play the aphabet and at least 00 digraphs.during role-play the aphabet next.during role-play the aphabet next.during role-play talk trace talk trace talk trace talk trace talk trace talk trace talk trace to phonic knowledge in to write single trace the aphabet next.during role-playduring role-play talk trace talk trace talk trace talk trace talk trace talk trace to phonic knowledge in to phonic knowledge instruction.during role-play to experience and begin to write single to phonic knowledge instruction.during role-playTo listen to familiar stories and delot to informationTo isten to f			words using	read them.	sentences	sentences	simple sentence	discussions about stories, non-	
using 'fred Talk'.To segment sounds in words write them.To be able to segment words to write them.red words.red words.red words.finger spaces, full stop and a capitalduring role-playdecadable words and sentences and sentencesTo gree maring make.To segment sounds in words write words using 'fred talk' orally and beginning to write words using ro write.To be able to read and write taught red words.To write a short capiton.To experience and begin to write a short, given word orTo write a short capiton.To write a short ro write a short given word orTo the forming nostly correctly.To experience and begin to write letters.To be able to read RWI taught red words.Nowing that a sentences and begin to and begin to and begin to write their name independent details from the story.To write a short given word or caption.To be forming and begin to and she to record find ut more.To sepreince and begin to and begin to write simple recourds.To begin to write with a full top.Write words with a full top.To listen to familiar stories and decid tells from the story.To use marks to decaribe and belo to recourds.To experience and begin to write simple top and captital top and captito top and capti		To orally blend	-		including taught	including taught	beginning to use	fiction, rhymes and poems and	
To give meaning to the marks the make.To segment sounds in words using 'fred talk' or ally and beginning to magnetic letters or writing.Segment words to write them.To write a listIncreasing fuency.stop and a capital letter.Word Reading. "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to and a least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentences "Say a sound for each letter in the alphabet to ma dat least101 digraphs.and sentencesTo recognise word so manee.To write a short given word or caption.To be forming cast lettersTo be forming mostly correctly.To experience and begin to write diaryTo experience and begin to write diaryTo export includingsome common exception words.To enjoy writing and a dreity of contexts.To listen to for the story.To listen to familiar stories and able to read ub al be to read writig sot includingsome common informationTo experience and begin to write with writig write alphabet in to anticipate what may happen next.To experience to experience and begin to write simpleTo experience and begin t			U	To be able to				during role-play	decodable words
To give meaning to the marks they using 'Fred talk' orally and beginning to make.sounds in words write teaght and write taught red words.write them.To write a list fluency.letter.Word Reading. *Say a sound for each letter in the ajhabet and at least 0 digraphsTo know and be and write a short caption.To write a list and write a short caption.To think of and write a short caption.To think of and write a short caption.To the able to read RW taught red wordsTo write some letters from their own name.To be able to or writing.To write a short given word or caption.To be forming indegraphase red words.To be able to red words.To be forming and begin to and is beginning to any the pen next.To write a list their phonic knowledge to write deiray entries.To experience and begin to write deiray entries.To experience and begin to write deiray entries.To enjoy writing in a variety of contexts.To enjoy writing in a variety of contexts.To listen to familiar stories and a belt in formationTo use marks to recordTo experience and begin to and is beginning to any happen next.To experience and begin to marks and texts. To use marks to find out more.To experience and able to recordTo experience and able to marks and question marks.Write accust the analy the sounds with a letter or letters.Write meaning sounds inthem and representing sounds with a letter or letters.To listen to familiar stories and able to and able to the soundsTo experience find		U	To segment	segment words to				•	and sentences
to the marks they make.using 'Fred talk' oraly and begining to write words using their own name.To be able to read and write taught red words.To write a short, and write aught red words.To write a short, simple sentence beginning to user finger spaces, full to be able to read and begin to write some letters from their for listen to familiar stories and recall details from the story.To write a short, and write taught red words.To write a short, simple sentence beginning to user inger spaces, full to be able to write their name independently, using a capital letter at the start To listen to describe my experiences and begin to and begin to marks and from the story.To warks to and begin to find out more.To think of and to the prime to the prime to the prime to the prime to the prime to kown daw stal letter or the sounds with a let		To give meaning	-	•	To write a list	-			
make.oraly and beginning to magnetic letters or write, write words using and write taught red words.To write a short, caption.To think of and write a short, caption.To experience and begin to write a short, simple sentences and begin to write their name independently, using a capital letters from the story.To be able to read and write taught red words.To write a short, caption.To think of and write a short, caption.To experience and begin to write letters.To experience and begin to write letters.To experience and begin to and is beginning to anticipate what may happen next.To be forming to anticipate what may happen next.To experience and is beginning to anticipate what may happen next.To experience and begin to anticipate what may happen next.To experience and begin to and begin to anticipate what may happen next.To experience and begin to anticipate what may happen next.To experience and begin to and begin to and begin to and begin to and is beginning to anticipate what may happen next.To experience and begin to and begin to and begin to and begin to anticipate what may happen next.To experience and begin to and begin to and begin to and begin to anticipate what may happen next.To experience and begin to and begin to and begin to to experience <b< td=""><td></td><td></td><td></td><td></td><td></td><td>,</td><td></td><td></td><td></td></b<>						,			
To recognise their own name.beginning to write words using magnetic letters or writing.and write taught red words.caption.write a short, simple sentence simple sentence simple sentence simple sentence and bogin to write letters.and begin to write a short, simple sentence and bogin to write a short, simple sentence and bogin to write a short, given word or caption.write a short, simple sentence finger spaces, full tetters.and begin to write letters.write a short, simple sentence and bogin to write letters.write a short, simple sentence and begin to write letters.write a short, sentence shat letters.write a short, write letters.write letters.write letters.			•	To be able to read	To write a short	To think of and	To experience		
To recognise their own name.write words using magnetic letters or writing.red words.To be forming given word or caption.simple sentence beginning to use finger spaces, full stop and capital letters.write letters.their phonic knowledge by sound-biending.write acplitation stop and capital letters.To write some letters from their own name.To be able to mostly correctly.To be forming given word or caption.To be able to and is begin to and scapte to my happen next.To experience and begin to and begin to story.To experience and begin to and is begin to experience and begin to and abegin to and begin to and begin to and begin to and begin to and begin to and begin to story.To experience and begin to and is begin to experience and begin to and begin to write simple thest.To experience and begin to and begin to write simple thest.To experience and begin to and be		marce	-				-		-
their own name. To write some letters from their own name.magnetic letters or writing.To write a short given word or caption.To be forming lower aut upper case letters mostly correctly.beginning to use finger spaces, full letters.To experience and bock that are consistent write diary entries.sound-blending. "Read aloud simple sentences" and bock that are consistent write their name independently, using a capital letter at the start from the story.To listen to familiar stories and recall details from the story.To isten to to familiar stories and record informationTo re-tell a familiar story.To re-tell a familiar story.To experience and begin to write simple record informationTo experience and is beginning to anticipate what may happen next.To experience and begin to write simple record.To re-tell a familiar story.To experience and begin to write simple instructions.Sound-blending. To experience and begin to write simple recounts.and ends with a full story.To listen to familiar stories and able to and able to<		To recognise		-	caption		-		-
To write some letters from their own name.or writing.To write a short given word or caption.lower and upper case letters mostly correctly.finger spaces, full stop and capital letters.To experience and begin to write diary entries."Read aloud simple sentences and books that are consistent write diary entries.stop and capital letters.To experience and begin to write diary entries."Read aloud simple sentences and books that are consistent write diary entries.stop and capital letters.To experience and begin to and begin to happen next.To experience and begin to write simple recounts.To begin to write. and begin to write simple experiences and begin to write simple information"Read aloud simple sentences and begin to write diary entries.stop and capital write diary entries.stop and capital and begin to write simple marks and guestion marks."To experience sounds inthem and representing sounds inthem and representing sounds inthem and representing sounds inthem and representing to anticipate what may happen next.Io experience bot no-riction find out more.To experience and begin to write simple to experience and begin to write simple texts.To experience and begin to and begin to write simple texts.To experience and begin to and begin to write simple texts.To experience and begin to and begin to write simple texts. <th< td=""><td></td><td>-</td><td>•</td><td></td><td>To be forming</td><td>-</td><td></td><td></td><td></td></th<>		-	•		To be forming	-			
To write some letters from their own name.To be able to write their name independently, using a capital familiar stories and recall details from the story.To listen to familiar stories and segin to anticipate what may happen next.To enjoy writing in a variety of contexts. To enjoy writing in a variety of contexts. To enjoy writing in a write diary entries.and books that are consistent with their phonic knowledge, inthicking on common exception wordsTo enjoy writing in a variety of contexts. -Able to apply phonic knowledge, inthicking of contexts. -Able to apply phonic knowledge, inticipate what may happen nextTo enjoy writing in a variety of contexts. -Able to apply phonic knowledge, inthicking of contexts. -Able to apply writing so that it can be ready by othes. -To know how to use recourds.To write simple from the story.To use marks to describe my experiences and record informationTo re-tell a familiar story.To experience both non-fiction find out more.To experience to able to re- read writing to chapes where necessary.To check written marks and question marks.Mite story marks and question marksTo enjoy writing in a write given words.To listen to familiar stories and able to answer questions by recalling details of the story.To isten to familiar stories and able to answer questions by recalling details of the story.To isten to familiar stories and able to answer questions by recalling details of the story.To isten to familiar stories and able to answer questions by recalling details of the story.		then own name.	-	To write a short	-		To experience	-	
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ComparisonStory.To experience both non-fiction texts. To use non- fiction texts to 		from the story.			nappen next.		•		-
Image: construction of the state of the s						·	•		
To listen to familiar stories and able to answer questionsFectorial texts. To use non- fiction texts to find out more.To be able to re- read writing to check for sense.To check written work and making necessary.*Write simple phrases and sentences that canbe read by others.To listen to familiar stories and able to answer questions by recalling details of the story.Find out more.To be able to re- read writing to check for sense.To check written work and making necessary.*Write simple phrases and sentences that canbe read by others.To be forming details of the story.To be forming most lower caseTo be forming letters correctly.To be forming letters correctly.*Urite simple phrases and sentences that canbe read by others.			•	story.		-			and fred talk lingers.
Informationtexts. 10 use non- fiction texts to find out more.instructions.question marks.sentences that canbe read by others.To listen to familiar stories and able to answer questions by recalling details of the story.To be able to re- read writing to check for sense.To check written work and making necessary.sentences that canbe read by others.To by recalling details of the story.To be forming letters correctly.To be forming letters correctly.To be forming letters correctly.						-			
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by recalling details of the story. To be forming most lower case letters correctly. lower case letters						check for sense.	changes where		
details of the story. most lower case letters correctly. To be forming lower case letters							necessary.		
story. letters correctly. lower case letters									
			details of the			most lower case	To be forming		
correctly.			story.			letters correctly.	lower case letters		
							correctly.		

Maths To join in number To verbally count To represent To be able to To begin identify To be able to Number	Arriving in Year 1:
	ng of
Skills songs saying in sequence 0-20 'nothing' with 0. represent, numbers beyond share objects out *Have a deep understand	
Where number names in To compare and compare and 10. equally amongst number to 10, including t order from 1 To be able to know the around order from 1 composition of each num	
are we order nom 1 - To be able to know the know the groups.	beginning to count and use numbers beyond
going? 10. represent, composition of composition of 9 To count verbally *Subitise (recognise quan	tities ¹⁰
compare and numbers to 5. and 10. to 20 and To be able to without counting) up to 5	-Able to subitise -Solving problems
(Linked to White To match objects know the beyond. halve a group of White which are the composition of 1, To compare the To know objects between *Automatically recall (with the the the the the the the the the t	including doubling
White Whitewhich are the same andcomposition of 1, 2 and 3.To compare the mass of objects.To knowobjects between two groups.*Automatically recall (with reference to rhymes, courties)White Rosesame and2 and 3.To compare the mass of objects.To knowtwo groups.reference to rhymes, courties)	halving and sharing
Scheme ofdifferent.to 10.repeating patternor other aids) number bo	
Work -To be able toTo useof the numberTo be able toto 5 (including subtraction)	
new Sept To sort accurately count comparative To use the names system. recognize and and some number bonds	to 10, -Having automatic
23 so collections into and subitise to 3. language heavier of 3D shapes and explain odd and including double facts.	recall of number facts
angoing sets and compare and lighter talk about their. To be able to find even numbers	 Recognising and making simple patterns
editing)amounts inTo begin torealTo begin toNumerical Patterns.	including number
different sets. develop their To use the practical life objects. To use number recognising the pattern o	system patterns
Linked to understanding of language full, half activities knowledge to counting system.	-Recognising simple 2D and 3D shapes and
Computing To compare and positional full and empty to including sorting To solve double solve problems.	using them confidently
Linked to order objects language. compare capacity. and matching number to be according to size different contexts, record different contexts, record	
History According to size,	
mass and To hame and To represent, To complete a positional then loss than orthogram	Lising mathematical
Linked to Capacity - Tecognize circles compare and order more complex. To be able to ranguage to the other quantity	vocabulary
Geography Including and triangles. 6,7 and 8. puzzle complete a shape describe where	-Having explored programable toys
explaining about problem such as are objects are in *Explore and represent p	atterns beginning to program
objects which are To match and To subitise To create and a jigsaw relation to other within numbers up to 10, the same	for direction.
the same sort 2D shapes numbers 6,7 and 8 recognize independently. items. including evens and odds	
To create a ABABTo be able tousing the components.patterns with more than oneTo completeTo be able to usedouble facts and how qua can be distributed equally	
pattern. represent, repeat such as addition and maps to	
compare and AAB AABB AABB represent where	

		1	1	1	
know the	To arrange objects		subtraction	things are in	
composition of 4	into pairs.	To begin identify	problems.	relation to other	
and 5.		numbers beyond		things.	
	To combine two	10.		To draw simple	
To know the	groups to find the			information from	
number bonds to		To count verbally		a map.	
5.		to 20 and		6	
	To use language of	beyond.		To build a ABBC	
To be able to	height length and	beyond.		pattern.	
accurately count	breadth in	To recognize the		pattern.	
and subitise to 5.					
and subitise to 5.	comparisons.	repeating pattern of the number			
To know one	To use language	system.			
more or one less	such as before,				
than numbers to	next, after that to				
5.	order and				
	sequence events in				
To recognize	the day.				
numerals 0-5					
To be able to					
recognize and					
describe squares					
and rectangles.					
To be able to					
order a familiar					
event.					
To begin to use					
language related					
to time – night,					
day, morning,					
afternoon.					
To know the days					
of the week.					
To use their					
understanding of					
direction to make					

	a floor robot			
	move.			

	1		1	1		1		
UtW Skills	To talk about	To talk about	To be able to talk	To know the	To talk about	To speaks about	Past and Present.	Arriving in Year 1:
Where	their immediate	how they have	about the different	story of Easter.	similarities and	events in the	*Talk about the lives of the	-Able to uee
have we	family and what	changed since	roles and		differences	past, present and	people around them and their	language of past,
come	is important to	they were a baby	occupations in	To know that	between things	future in their	roles in society. *Know some similarities and	present and future
from?	them.	and their life	society and how	Christians believe	in the past and	own life and	differences between things in	with an
Where		story.	they help us. (Link	Jesus came to	now.	experience.	the past andnow, drawing on	understanding of chronology.
are we	To name and		to BV Rule of Law	show all people			theirexperiences and what has	-With an
going?	describe people	To recognise and	e.g. Police)	are precious to	To know that the	To have awe and	been read in class.	understanding of
	who are familiar	describe special		God.	word God is a	wonder at the	*Understand the pastthrough	their own history
	to them and their	times or events	To be able to talk		name and that	natural world	settings, characters and events	and life story.
Linked to	roles in society.	for family or	about a place,	To be able to talk	Christians believe	around them.	encountered in books read in	-Able to talk about a
History	(Link to BV	friends. (Link to	story or person	about a religious	his is the creator		classand storytelling.	significant historic
	Mutral respect	BV Mutral	belonging to a faith	symbol (e.g.	of the universe.	To describe how		event in British
Linked to	and Tolerance)	respect and	community.(Link to	cross, star)		they can help	People, Cultureand	history (Guy Fawkes
Geography	, · · · · · · · · · · · · · · · · · · ·	Tolerance)	BV Mutral respect	, ,	Use simple	care for the	Communities.	and Remembrance
/	To be able to talk	,	and Tolerance)	To talk about and	geographical		*Describe their immediate	Sunday)
Linked to	where they live.	To use the	,	describe the	words to describe	world around	environment using knowledge	-Having appreciation of ancient history
Science		language of past	To know that	features of the	physical features	them.	from observation, discussion,	and cultures through
	To use photos	and present	Christians believe	local area and	e.g. river and		stories, non-fiction texts and	books, stories and
Linked to	and pictures to		Jesus came to	where they live.	human features	To observe	maps.	discussions.
RE		To know the	show God's love	where they liver	e.g. city.	changes in plants	*Know some similarities and	-Appreciating that
	locate places in	historical figures	and that they try to	To be able to talk	0.0.017	over time.	differences between different	different communities
Linked to	the local	and significance	show love to	about different	To know the		religious andcultural	celebrate different events in different
PHSE	environment.	of Guy Falwkes	others.	countries in the	similarities and	To know what	communities in this country,	ways.
		and	others.	world.		plants need to	drawing on their experiences	-Knowing that the bible
	To explore the	Remembrance	To explore natural		differences	grow.	and what has been read in class. *Explain some similarities and	and church area special
	natural world,	day	processes such as	To be able to talk	between		differences between life in this	for Christians
	· · · · ·	udy	light, melting	about difference	materials.	To observe	country and life in other	-Knowing the basic Christmas and Easter
	including the	To know that	floating and	and similarities in		changes in their	countries, drawing on	Story for Christians
	school and its	Christians believe	magnetism.	these countries	To begin to	own life e.g. baby	knowledge from stories, non-	-Being curious about
	grounds.	God came to	magnetismi	based on	identify uses for	to adult.	fiction texts and – when	the natural
		earth in human	To make simple	experiences.	materials.		appropriate – maps.	environment and
	To use senses to	form as Jesus.	predictions within	capenences.		To make close		the processes which
	explore the	IUIII as Jesus.	discussion, test	To uso photos		observations of	The NaturalWorld.	occur around them.
	natural world.	To talk about the	ideas and make a	To use photos		animals including	* Explore the natural world	-Asking questions
				and pictures to		humans.	around them, making	and joining discussions about
	To describe what	difference and	conclusion.	locate places in			observationsand drawing pictures of animals and plants	their observations
	can be seen, felt,	similarities	To know the	the local			*Know some similarities and	and predictions.
		between	To know the	environment and			differences betweenthe natural	-Being confident to
	heard, smelt and	traditions, beliefs	names of the four	wider world.			world around them and	explore the world
	tasted.	and celebrations	seasons.				contrasting environments,	around them using
		for different					drawing on their experiences	simple scientific
							and what has been read	equipment.

To use simple	members of the	To use technology	To understand		in class.	-Using scientific
equipment to	community.	to show my	that animals live		*Understand some important	vocabulary related
explore the		learning	in different		processesand changes in the	to learning in EYFS
natural world e.g.	Be able to		habitats.		natural world aroundthem,	such as life cycles
-	describe how		Habitats.		including the seasons and changing states of matter	and processes such as melting and
Magnifying	people celebrate		To discuss the		changing states of matter	freezing.
glasses and	some		similarities and			-Using and having had
visualiser.	religious festivals.		differences			experiences of a
			between			variety of maps -Being able to ask and
	To know the		different			answer simple enquiry
	story of		habitats.			questions using geographical language
	Christmas.		Habitats.			Begin to compare
			To talk about			-Able to compare
	To make close		technology that is			countries and places -Beginning to
	observations and		used at home			understand the key
	drawings of a		and in school.			human and physical
	variety of wild					features of their local area
	and garden					-Knowing that
	plants and the					technology can support
	natural world					their curiosity and using it to find out
	including					more.
	animals.					
	To experiment					
	with things that					
	change (eg hot,					
	cold, melt,					
	freeze) and					
	describe the					
	changes.					
	To observe the					
	effect of the					
	change in					
	seasons on the					
	world around					
	them.					
	I		1			

To recognise technology in their home and school.	

EAD Skills	To draw creating	To draw on a	To draw from	To use a range of	To draw with	To use drawing to	Creating withMaterials.	Arriving in Year 1:
LAD Skills	closed shapes	range of surfaces	their imagination	media for	increasing	represent ideas	*Safely use and explore a	Arriving in rear 1.
How can I	with continuous	including IWB or	then magnation		complexity and	represent lucas	variety of materials, tools and	-Drawing with
express		touchscreen.	To draw and	drawing including	detail	To review what	techniques, experimenting	detail to represent
myself?	lines.		show details such	pencils, pens,		they have	with colour, design, texture,	their ideas and
mysen:	To give meaning	To draw	as emotions	pastels and chalk	To create	produced –	form and function.	observations using
Linked to	To give meaning	observational	as emotions		collaboratively		*Share their creations,	a range of mark
Art	to the marks and	pictures of the	To explore mixing		using a range of	discussing the	explainingthe process they	making tools
	shapes they	world around		To use a variety	techniques and	process and	have used.	-Painting using a
Linked to	make.	them.	colours	of tools for	resources	evaluating its	*Make use of propsand	variety of tools
DT			To explore	painting including		success	materials when role playing	and techniques
	Use ready made	To take rubbings:		brushes, sponges,	To begin to		characters in narratives and	including printing,
Linked to	stencils to create	Leaf, brick and	printing with	fingers and twigs	explore a range	To follow	stories.	naming the
PE	pictures	bark	block colours	0 0	of joining	instructions to		primary colours
			To prosting	Tp be able to	techniques	create a model	Being Imaginativeand	and having
Linked to	To recognise and	To use malleable	To creating	explain the	including split		Expressive	experience colour
Music	name the primary	materials such as	simple pictures	process used in	pins and hole	To find the pulse	*Invent, adapt and recount	mixing
widsic	colours	playdough and	by printing from	construction	punches	and show others	narratives and stories with	-Able to talk about
		clay	an object	construction	Ta availana	the ideas.	peers and their teacher.	a named Artist and
	To explore simple			To discuss the	To explore weaving with a		*Sing a range of well-known	their work -Able to construct
	joining	To share their		process involved	range of natural	Copy-clap some	nursery rhymes and songs; Perform songs, rhymes,	using a variety of
	techniques: tape	creations with	To explore simple	in making –	and man made	rhythms of	poems and stories with	material using a
	and glue sticks	others and talk	joining	describing simple	products	phrases from the	others, and – when	range of joining
	0	about what they	techniques competently and		products	songs.	appropriate – try to move in	techniques and
	Enjoy listening to	, have made	begin to use	techniques	To find the pulse	Use the starting	time with music.	tools
	the music and	have made	sellotape, PVA	To invent ways to	and show others	note to explore		-Able to talk about
	respond through	To build and	glue	find the pulse.	the ideas.	melodic patterns		a range of fruit
	dancing or other	construct using a	Blue	find the pulse.		using one or two		and vegetables
	movement.	range of	To find the pulse	To hear and clap	Copy-clap some	notes.		and their likes and
	movement.	materials such as	in different ways	the rhythm of	rhythms of			dislikes
	To find the pulse		and show this	phases from	phrases from the	To play patterns		-Able to talk about
	in a piece of	recycled, man	through actions	songs.	songs.	using		their designs and
	music by	made and found	eg marching,			combinations of		processes used in
	jumping, tapping	To explore	jumping, moving	To explore and	Use the starting	notes C,D and E		their creating
	etc.	different musical		create using voice	note to explore			-Able to find and
		instruments.	To copy back the	and musical	melodic patterns	To sustain a role		keep the pulse in a
	To copy-clap the	instruments.	rhythms of	instruments.	using one or two	play narrative and		piece of music
	rhythm of names.				notes.	role with peers.		

To learn that music can touch your feelings.To sing along with the backing track.To perform nursery rhymes by singing and adding actions or dance.To join in with pretend play.	 track. To make and perform dances by coping, repeating and linking chosen and copied actions. To perform nursery rhymes or songs adding a simple instrumental part. To develop simple narratives in role play 	 phrases in the song. To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To explore high sounds and low sounds using voices and glockenspiels To play a 1-note pattern in time with the pulse. Learn to sing or rap the songs in unison with support. To listen and respond to music exploring feelings and responses. To use props to support role play including technology. 	To explore high sounds and low sounds using voices and glockenspiels To play a 1-note pattern in time with the pulse. To make and use props to support and extend role play including the making of 'technological' props.	To develop and sustain narratives in play with a group of peers.		using instruments or moving in time -Performing a variety of songs from memory -Able to play patterns using combinations of notes
	in role play alongside peers including real-life and imaginary experiences.					