





Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Autumn 1 - All About Me	Autumn 2 - Celebrations	Spring 1 - The World Around Us	Spring 2 - Amazing Animals	Summer 1 - Come Outside	Summer 2 - On an Adventure
Possible Themes	Starting school / my class / Rules / My Family and Friends / My likes and dislikes / What am I good at? / How do I feel? How do I make others feel? / Self-portraits / Family photos / People who help us (Dr, dentist etc) / Looking after ourselves / What is happening in the BOLE?	Autumn / Diwali 24 th Oct 2022/ Bonfire Night 5 th Nov / Firefighter / Remembrance Day 11 th Nov / Nursery Rhyme Week 15 th Nov / Christmas / Nativity show	New Years and wishes / Weather / Seasons / The Great Outdoors / What is happening in the BOLE? / Reduce, Reuse, Recycle / where do we live in the world? / Cooking / Valentines / Chinese New Year	Life Cycles /Animals Around the World / Day and Night Animals / Happy Habitats / Dinosaurs / Explorify / planting seeds (at the end of ½ term) / Shrove Tuesday (21 st Feb)/ World book day 2 nd March / International Women's Day / Holi 8 th March 2023 / Easter / Seasons	Plants and Flowers / Weather / Seasons / Compare Now and Then (Sept/May) / Explorify / Andy Goldsworthy/ observational drawing/still life/ photography	Vehicles / Transport / Local walk / Where have you been in the World? / Design your own transport / Being safe / Pirates or Space
Enrichment Activities	Creating class family photo albums RWI stay and play Visit from a Dr/nurse/dentist Goldilocks and the Three Bears National Poetry week	Mrs Mistry to tell us the Diwali story Nursery Rhyme Week/ Dress Up Whole school Geography and History Enrichment week - Ukraine Visit from a FireFighter Nativity Performance Walk to post our local post box to post Christmas cards Christmas Jumper/Dinner Day	Kindness tree Ice Experiments Chinese New Year Parade 3 R's visitor The Three Little Pigs	Pancake day - cooking Planting our seeds - Sunflower challenge Vegetable Patch Caterpillar diaries begin World Book Day Easter Service	Continue Sunflower challenge Grandparents in to visit (then and now)	Police officer visit Sports and Healthy Eating Week The Gingerbread man
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Evidence Me time  - being positive	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.						
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities.	Self-Regulation Children will talk about how they are feeling and to consider others feelings.	Self-Regulation Children will be able to focus during longer whole class lessons.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally.	Self-Regulation Children will be able to control their emotions using a range of techniques.	Self-Regulation Children will be able to follow instructions of three steps or more.
	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self Children will show a 'can do' attitude.

<p>throughout the year using our Jigsaw program, circle times, social stories, Introducing our Zones of Regulation, ELSA support, diversity stories, Evidence Me time, Buddies, meeters and greeters</p> <p>(PSHCE – taught once a week using Jigsaw, see scheme's progression doc)</p>  - being positive  - feelings	<p>Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>
	<i>Jigsaw theme - Being Me</i>	<i>Jigsaw theme - Celebrating Difference</i>	<i>Jigsaw theme - Dreams and Goals</i>	<i>Jigsaw theme - Healthy Me</i>	<i>Jigsaw theme - Relationships</i>	<i>Jigsaw theme - Changing Me</i>
	<p>Self-Regulation: 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.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in our morning jobs (Playdough, threading, cutting, pattern writing, letter formation, name building and writing), RWI daily lessons, Guided writing, 1hr PE session a week (Real PE), Adventure and Trim trail, Tennis in the Summer term</p> <p>(Real PE – taught once a week, see scheme's progression doc)</p>  - being positive	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will have chosen a dominant hand</p> <p>Children will begin to use a tripod grip when using mark making tools</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures, as well as beginning to form letters</p> <p>Children will handle scissors and use them to make snips in paper</p>	<p>Gross Motor Children will balance on a variety of equipment and climb.</p> <p>Children will jump and land safely from a height.</p> <p>Fine Motor Children will be using a pencil / paintbrush confidently</p> <p>Using scissors, children will snip paper moving forward</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will be holding a pencil effectively</p> <p>Using scissors, children will be able to follow a straight line when cutting</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement</p> <p>Fine Motor Children will cut along a curved line</p> <p>Children will use cutlery appropriately</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination</p> <p>Fine Motor Children will form most letters correctly using the correct movements</p> <p>Children will be cutting out complex shapes</p>
<p>Gross Motor: 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>Fine Motor: 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>						

Literacy



Through topics, chn will be exposed to at least one fiction/non-fiction book a day, books votes in each class



- being positive

Comprehension:
Chn will listen to stories answering simple questions about what they have read
Chn will know a small range of poems and Nursery Rhymes
Children will tell a story using a wordless book

Word Reading:
Children will look at and handle a book carefully
Children will tell a story using a wordless book
Children will say the sound for most single letters in Set 1
Children will read a cvc word using Fred talk

Writing:
Children can write their first name
Children are beginning to form letters in their writing using a tripod grip most of the time
Children can identify and write the initial sound in a word

Comprehension:
Using T4W children will retell a familiar story
Children will focus on new vocabulary to talk about characters
Children will use their knowledge of a focus text and to innovate the story, using new vocabulary

Word Reading:
Children will use Fred talk or Fred in my head to read a phrase or short sentence consistent with my phonic knowledge
Children will say the sound for all the letters (single and special friends) in Set 1 (including ll, ff, ss, ck)
Children will know 4 red words (put, I, the, no)

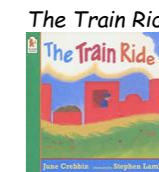
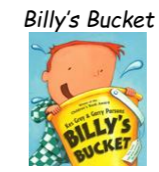
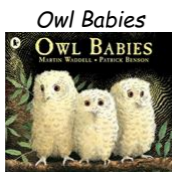
Writing:
Children can write with a pencil using a tripod grip
Children can spell a word by identifying the sounds and then writing them (first and last sound, then middle too)

Comprehension:
Children will continue listening to stories and answering questions around texts with more detail
Children will be making predictions about events in new texts
Children will be confidently using new vocabulary in their play and discussions

Word Reading:
I know the sounds for each letter and special friends in Set 1 (25 single sounds, 6 special friends - sh, ch, th, qu, ng, nk) and Set 2 special friends- ay, ee, igh, ow, oo and oo)
Children can read phrases and short sentences consistent with their phonic knowledge (Set 1 and some of or all of Set 2)
Children know 8 red words (common exception words) - put, I, the, no, of, my, he, for*)

Writing:
Children can write recognisable letters, mostly formed correctly
Children can write a short sentence /phrase, that can be read by themselves and others
Children are using finger spaces and a full stop in their writing

Class book focus



Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: 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.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics



Following the NCETM programme which teaches

Number
Children will have a deep understanding of 1-3.

Numerical Patterns
Children will verbally say which group has more or less.

Non-statutory

Number
Children will have a deep understanding of numbers 1-5.

Children will subitise up to 5.

Numerical Patterns
Children will compare equal and unequal groups.

Non-statutory

Number
Children will have a deep understanding of numbers 1-8.

Numerical Patterns
Children will understand and explore the difference between odd and even numbers.

Non-statutory

Number
Children will have a deep understanding of numbers 1-10.

Numerical Patterns
Children will add and subtract using number sentences.

Non-statutory

Number
Children will revise number bonds to 5.

Numerical Patterns
Children will share quantities equally.

Non-statutory

Number
Children will know number bonds to 10, including doubling facts.

Numerical Patterns
Children will be able to count beyond 20 and higher.

Non-Statutory

<p>with Numberblocks and using White Rose scheme</p> <p>(Taught 4 times a week, see progression doc)</p>  - being positive	<p>Children will name, identify and talk about the properties of a circle and triangle.</p>	<p>Children will name, identify and talk about the properties of shapes with 4 sides and a pentagon.</p>	<p>Children will continue and create a repeating pattern.</p> <p>Children will name, identify and talk about the properties of shapes with 6, 7 and 8 sides.</p>	<p>Children will know the names and properties of 3D shapes (sphere, cube, cuboid, cylinders, cone, square based pyramid)</p>	<p>Children will compare length, weight and height.</p>	<p>Children will continue to consolidate learning, ready for Year 1.</p>
<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p>Understanding the World</p>  <p>Children will use their own personal experiences and the year group's learning journal to revisit past events</p> <p>RE - taught once a week using Discovery RE and Understanding Christianity</p>  - being positive	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Children will know where they live.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p>
<p>Discovery RE and Understanding Christianity</p> <p>What makes people special? (Christianity, Judaism)</p> <p>What is Christmas? What is Diwali? (Christianity, Hinduism)</p> <p>How do people celebrate? (Hinduism)</p> <p>What is Easter? (Christianity)</p> <p>What can we learn from stories? (Christianity, Islam, Sikhism)</p> <p>What makes places special? (Christianity, Islam, Judaism)</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p>Expressive Arts and Design</p> 	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Art: Creating with Materials Children will experiment mixing with colours paints.</p>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Art: Creating with Materials Children will explore printing with paint using a variety of tools (eg paintbrush, fork, potatoes, leaves etc)</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Art: Creating with Materials Children will thread and weave materials.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Art: Creating with Materials Children will explore modelling with clay from their imaginations.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Art: Creating with Materials Children will use a stimulus to create observational paintings/drawings.</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Art: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>

Music – taught once a week using Charanga (starting from the Summer term 2023). See scheme's progression doc.



<p>Design Technology: Creating with Materials Children will construct and deconstruct models with peers, returning to make amendments.</p>	<p>Design Technology: Creating with Materials Children will know how to use and transport Scissors safely.</p>	<p>Design Technology: Creating with Materials Children will safely explore different techniques for folding and joining materials.</p>	<p>Design Technology: Creating with Materials Children will design with a purpose in mind.</p>	<p>Design Technology: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Design Technology: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
<p>Charanga Theme: Me</p>	<p>Charanga Theme: My Stories</p>	<p>Charanga Theme: Everyone</p>	<p>Charanga Theme: Our World</p>	<p>Charanga Theme: Big Bear Funk</p>	<p>Charanga Theme: Reflect, Rewind & Replay</p>
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					