

EYFS Curriculum Progression Milestones

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
AUTUMN 1							
Week 1	HOME VISITS						
Week 2	Staggered start, settling in and initial baselining						
Week 3	<ul style="list-style-type: none"> -Understand the importance of listening. -Uses language for a variety of purposes: to share, take turns, compare, predict, explain. -Speech is generally fully intelligible but there may be some incorrect pronunciation. 	Ready to Learn Programme - core strength, shoulder strength and midline crossing activities. High focus on gross motor skills building into fine motor skills.	<ul style="list-style-type: none"> -Follows basic hygiene rules. -Identifies basic feelings and strategies to manage them. -Develop an awareness of the needs of others and that their own needs can't always be met straight away. -Helps to create rules. -Engage in shared games/activities alongside others. -Can identify who is a friend. 	<ul style="list-style-type: none"> - Participates in rhyming games. 	'Getting to Know You' Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.	Science - Is interested to explore familiar and new experiences in nature RSHE- protective behaviours-Feelings and Feeling Safe Geography - Can interpret a simple map of the classroom DT - using basic tools Values- Resilience	Music - Sings songs with others Drama - Gives toys a voice.
Week 4				<ul style="list-style-type: none"> - Can count or clap syllables. 		Science - Is interested to explore familiar and new experiences in nature RSHE- protective behaviours -Feeling unsafe and Early Warning Signs History - Knows that children grow and change with the passage of time Discovery RE - What makes people special? - Families / Friends	Art - Is beginning to use art to demonstrate feelings. Explores colour and colour mixing. Drama - Gives toys a voice. Talks when planning and during play, and afterwards, about their play.

						Computing - Be able to switch devices on and off.	
Week 5				- Identifies familiar signs and labels.	'Just like me!' Matching and sorting objects and shapes	<p>Science - Describes the impact of weather and seasons on their daily life</p> <p>RSHE-protective behaviours-Support Networks and Telling</p> <p>Geography - Uses some geographical vocabulary to describe their local environment</p> <p>DT - joining materials</p> <p>Values- Empathy</p>	<p>Music - Can clap in rhythm. Can sing a whole song with others.</p> <p>Drama - Gives toys a voice. Talks when planning and during play, and afterwards, about their play.</p>
Week 6			-Identify roles performed by members of their family outside the home. -Can describe what they like and don't like about the school environment & suggest improvements.	- Enjoys listening to and joining in with stories.	'Just like me!' Match sizes Compare more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes	<p>Science - Describes the impact of weather and seasons on their daily life. - Records findings in a simple way.</p> <p>RSHE- protective behaviours-Secrets</p> <p>History - Organises images from a story into plausible chronological order</p> <p>Discovery RE - What makes people special? - Role Models / Jesus</p> <p>Computing -Recognise that anyone can say no to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Art- Is beginning to use painting and drawing to represent actions and objects. Explores colour and colour mixing.</p> <p>Drama - Is beginning to assign roles. Takes on a role alongside others, changing roles in response to the play.</p>

Week 7			<ul style="list-style-type: none"> -Identify roles performed by members of their family outside the home. -Can describe what they like and don't like about the school environment & suggest improvements. 	<ul style="list-style-type: none"> - Scribbles with a purpose (trying to write or draw something). 	<ul style="list-style-type: none"> 'Just like me!' AB Patterns AB shape patterns Maths is fun week 	<ul style="list-style-type: none"> Science - Can identify differences between some materials. RSHE- begin to recognise relationships between friends and family members Geography - Uses some geographical vocabulary to describe their local environment DT - Explores a range of everyday objects and can talk about similarities and differences between them. Values - Self-Awareness 	<ul style="list-style-type: none"> Music - Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music. Enjoys playing a wide variety of instruments Drama - Is beginning to assign roles. Takes on a role alongside others, changing roles in response to the play.
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AUTUMN 2

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
Week 1	Autumn 1 to continue plus: <ul style="list-style-type: none"> -Developing a vocabulary to match their learning appropriately. -Enjoys non-fiction books, especially an area they are learning about. -Asks a large number of questions. -Starts to recognise the difference between fact and fiction. 	<ul style="list-style-type: none"> - Builds a tower of 10 or more bricks. Gymnastics - learn 2 basic shapes for gymnastics (straight and star) 	<ul style="list-style-type: none"> -Can participate in dramatic play. -Can identify why someone is a friend to them. 	<ul style="list-style-type: none"> - Produces some letter-like forms and scribbles that resemble, in some way, writing - Recognises initial sounds 	<ul style="list-style-type: none"> 'It's me 1,2,3!' Numbers 1, 2, 3 Number 1,2,3 Sorting objects and subitising 	<ul style="list-style-type: none"> Science - can identify differences between some materials. History - Joins in and talks about family customs and routines RSHE- begin to understand that humans change as they grow. Name parts of the body Discovery RE - What is Christmas? - Giving / Saying Thank You 	<ul style="list-style-type: none"> Art- Likes art that is realistic and relates to their experience. Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene.

						<p>Computing - Use paint projects to explore different celebrations.</p> <p>-Purposeful selection of colours</p> <p>-Purposeful mark making.</p>	
Week 2		<p>- Stands on a floor marker on one leg, bends down and picks up an object from the floor.</p> <p>- Fastens zips on coats and is developing confidence with buttons.</p> <p>Gymnastics - perform the tuck shape</p>	<p>-Can participate in dramatic play.</p> <p>-Can identify why someone is a friend to them.</p> <p>- Is beginning to complete tasks with adult support.</p>	<p>- Recognises initial sounds</p>	<p>'It's me 1,2,3!'</p> <p>Sorting 1,2,3</p> <p>Matching pictures to the numerals 1,2,3</p> <p>Find 1 more and 1 less</p> <p>Composition of 3</p>	<p>Science - Investigates forces. Is beginning to talk about why things happen.</p> <p>Geography - Can talk about some places of interest eg: the library, places of worship, shops</p> <p>RSHE- know that pedestrians walk on the pavement and vehicles travel on the road</p> <p>DT - Explores a range of everyday objects and materials and can talk about similarities and differences between them.</p> <p>Values - positivity</p>	<p>Music - Matches an instrument to its sound. Enjoys playing a wide variety of instruments</p> <p>Describes the quality of a sound as, e.g. loud, quiet, long, short.</p> <p>Drama - Takes on a role alongside others, changing roles in response to the play. Uses language to set the scene.</p>
Week 3		<p>- Climbs on play equipment.</p> <p>- Hangs on a bar and lifts up a bent leg.</p> <p>Gymnastics - develop our spatial awareness and move with control</p>	<p>-Is becoming confident and self-assured.</p> <p>-Understand how to play as part of a group.</p> <p>- Takes notice of roles performed outside their family e.g. doctors, firefighters, teachers, police officers.</p>	<p>- Understands that print carries a message.</p> <p>- Understands that print is read left to right and top to bottom.</p> <p>- Recognises initial sounds</p>	<p>'It's me 1,2,3!'</p> <p>Sorting shapes – triangles and circles</p> <p>Make shape pictures using triangles and circles</p> <p>Circles and triangles with real life objects.</p> <p>Positional language</p>	<p>Science - Investigates vibrations. Is beginning to talk about why things happen.</p> <p>RSHE - -To understand how to use 'no' to ask someone to stop.</p> <p>History - Joins in and talks about family customs and routines</p> <p>Discovery RE - What is Christmas? - The Christmas Story (A Christian Celebration)</p>	<p>Art - Can sort art by its medium. Likes art that is realistic and relates to their experience.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>

						Computing - Take a photo of a particular item/person.	
Week 4		<ul style="list-style-type: none"> - Walks up and down stairs, with one foot on each step. - Threads small beads onto a lace. <p>Gymnastics - move with control to find space</p>	<ul style="list-style-type: none"> -Is becoming confident and self-assured. -Understand how to play as part of a group. - Takes notice of roles performed outside their family e.g. doctors, firefighters, teachers, police officers. 	<ul style="list-style-type: none"> - Makes attempts to read and write - Recognises initial sounds 	'Light and Dark' Number 4 Number 5 Composition of 4 Composition of 5	<p>Science - Explores the natural world using their 5 senses. Records findings in a simple way.</p> <p>RSHE - know about the Water Safety Code and learn how to spot dangers.</p> <p>Geography - Is able to talk about some similarities and differences in countries around the world</p> <p>DT - Can talk about what they are going to make</p> <p>Values - Excellence</p>	<p>Music - Can sing a whole song with others. Describes the quality of a sound as, e.g. loud, quiet, long, short. Enjoys playing a wide variety of instruments.</p> <p>Drama - Takes on a role alongside others, changing roles in response to the play. Uses language to set the scene.</p>
Week 5		<ul style="list-style-type: none"> - Takes weight on hands and feet, tummy up (back straight, no sagging). Can lift up one foot or hand at a time. <p>Gymnastics - perform gymnastic shapes on different parts of our bodies</p>	<ul style="list-style-type: none"> -Is becoming confident and self-assured. -Recognise similarities and differences between them and other children. 	<ul style="list-style-type: none"> - Makes distinct marks that look like letters and that are separated from each other. - Recognises initial sounds 	'Light and Dark' Composition of 4 and 5 Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less	<p>Science - Investigate light. Predicts what might happen and explains why.</p> <p>RSHE- recognise different feelings and emotions and develop a positive self-image.</p> <p>History - Talks about significant events from their own experience</p> <p>Discovery RE - What is Christmas? - The Shepherds / The Wise Men</p> <p>Computing -Recognise ways to use the internet to communicate.</p>	<p>Art - Is beginning to use art to demonstrate feelings. Can sort art by its medium</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>

Week 6		<ul style="list-style-type: none"> - Claps in time to music. <p>Gymnastics - balance on one leg</p>	<ul style="list-style-type: none"> -Demonstrate persistence and some emotional control. -Recognise similarities and differences between them and other children. 	<ul style="list-style-type: none"> - May start to draw pictures and label them using letters or letter-like marks - Recognises initial sounds 	<p>'Light and Dark' Sorting rectangles and squares Shape hunt Rectangles and squares</p>	<p>Science - Investigate light. Predicts what might happen and explains why.</p> <p>RSHE- To know what money is</p> <p>Geography - Is able to talk about some similarities and difference in countries around the world</p> <p>DT - Draws what they are going to make</p> <p>Values - communication/ Teamwork</p>	<p>Music - Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music. Can sing a whole song with others. Enjoys changing words in a song.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>
<p>Week 7</p> <p><i>Wicked Work Week - Nativity Performance</i></p>		<ul style="list-style-type: none"> - Picks up a tyre and pushes it along the floor. <p>Gymnastics - travel along and across benches</p>	<ul style="list-style-type: none"> -Demonstrate persistence and some emotional control. -Recognise similarities and differences between them and other children. 	<ul style="list-style-type: none"> - Writes some actual letters, especially the letters in their name - Says the sounds for individual letters - phase 2 sounds - Recognises initial sounds 	<p>'Light and Dark' Day and night Sequencing events</p> <p>Maths is fun week</p>	<p>Science - Describes the impact of weather and seasons on their daily life.</p> <p>RSHE-know that people can become ill and that medicines might be used to make them feel better</p> <p>History - Talks about significant events from their own experience</p> <p>Discovery RE - Christmas</p> <p>Computing - Use paint projects to explore different celebrations. -Purposeful selection of colours -Purposeful mark making.</p>	<p>Art - Uses tools for a purpose.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene.</p>
SPRING 1							
	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design

<p>Week 1</p>	<p>Autumn term to continue plus:</p> <ul style="list-style-type: none"> -Joins longer sentences with because (cause and effect). -Gives a running commentary during play -Retells stories and sequences events - Is developing an extensive vocabulary 	<ul style="list-style-type: none"> - Passes a ball from hands to feet and back again while lying on back - Can catch, kick, throw and bounce a ball <p>Dance - To show movements that represent animals</p>	<ul style="list-style-type: none"> -Identify basic character virtues (in themselves and characters within stories) and opportunities to use them 	<ul style="list-style-type: none"> - Can independently write their name - Uses language from stories 	<p>'Alive in 5'</p> <p>One Less Zero Composition of 5 Equal and unequal groups</p>	<p>Science - Looks closely at similarities and differences in nature</p> <p>RSHE - protective behaviours-Feelings and Feeling Safe</p> <p>Geography - Is able to talk about some similarities and difference in countries around the world</p> <p>DT - Draws what they are going to make</p> <p>Values-Resilience - The Dot</p>	<p>Music - Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music</p> <ul style="list-style-type: none"> - Describes the quality of a sound as, e.g. loud, quiet, long, short <p>Drama - Uses language to set the scene. Takes on a role alongside others, changing roles in response to the play</p>
<p>Week 2</p>	<p>- Draws a house</p> <p>- Draws a person with head, legs, body and (usually) arms and fingers</p> <p>Dance - To show both scared and strong expressions and actions</p>	<ul style="list-style-type: none"> -Identify basic character virtues (in themselves and characters within stories) and opportunities to use them 	<ul style="list-style-type: none"> - Uses language from stories - Makes attempts to read and write. 	<p>'Alive in 5'</p> <p>Composition of numbers How many altogether? Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes)</p>	<p>Science - Looks closely at similarities and differences in nature</p> <p>RSHE - protective behaviours-body awareness</p> <p>History - Talks about significant events from their own experience</p> <p>Discovery RE - How do people celebrate? - Celebrating New Year</p> <p>Computing - Name work that belongs to us</p>	<p>Art - Explores colour and colour mixing</p> <p>Drama - Uses language to set the scene. Takes on a role alongside others, changing roles in response to the play</p>	
<p>Week 3</p>	<ul style="list-style-type: none"> - Can use a balance bike effectively - Copies the capital letters O, V and H <p>Dance - To move with control at different speeds showing a change of direction</p>	<ul style="list-style-type: none"> -Understand that we use money to buy things 	<ul style="list-style-type: none"> - Uses language from stories - Makes attempts to read and write. 	<p>'Alive in 5'</p> <p>Balance scales Full and empty Measuring capacity Measuring ingredients</p>	<p>Science - Participates in guided investigations and makes observations</p> <p>RSHE - relationships -- recognise relationships between friends and family members</p>	<p>Music - Describes the quality of a sound as, e.g. loud, quiet, long, short</p> <p>Matches an instrument to its sound</p> <p>Drama - Uses language to set the scene. Includes planned</p>	

						<p>Geography - Can talk about places of local interest using some geographical vocabulary</p> <p>DT - Draws what they are going to make</p> <p>Values- Empathy -Kind</p>	<p>events with cause-and-effect sequences in play</p>
Week 4		<p>- Can hop and march showing good control of muscles. .</p> <p>- Can build with a range of construction toys.</p> <p>Dance - To cooperate with a partner when moving</p>	<p>-Understand that we use money to buy things.</p>	<p>May try different kinds of writing, e.g. writing a list or a greeting card.</p>	<p>'Growing 6,7,8'</p> <p>Representing 6</p> <p>Making 7</p> <p>Making 8</p> <p>Matching 6,7,8.</p> <p>One more and one less</p>	<p>Science - Asks and responds to questions about familiar objects.</p> <p>RSHE - Show sensitivity to their own and to others' needs</p> <p>History - Organises images from a story into a plausible chronological order</p> <p>Discovery RE - How do people celebrate? - Persian New Year</p> <p>Computing - Begin to understand how to instruct using BeeBots.</p>	<p>Art - Uses tools for a purpose</p> <p>Drama - Uses language to set the scene. Includes planned events with cause-and-effect sequences in play.</p>
Week 5		<p>- Uses a variety of different playground equipment.</p> <p>Dance - To be able to remember and repeat a pattern</p>	<p>-Know that people earn money by working.</p>	<p>- May try different kinds of writing, e.g. writing a list or a greeting card.</p> <p>- Uses language from stories</p>	<p>'Growing 6,7,8'</p> <p>Matching 6, 7 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Adding more</p>	<p>Science - Talks about observable changes.</p> <p>RSHE - -Form positive attachments to adults and friendships with peers</p> <p>Geography - Gives details about where they live, e.g. city, town, or village name, street name</p> <p>DT - Explains what they are happy with in a product and how they will tweak the design to improve it.</p>	<p>Music - Can clap in rhythm. Can sing a whole song with others. Enjoys changing words in a song.</p> <p>Drama - Uses language to set the scene. Includes planned events with cause-and-effect sequences in play. Takes on a role alongside others, changing roles in response to the play.</p>

						Values- Self Awareness - The Bad Seed	
Week 6		<p>- Jumps from side to side along a skipping rope.</p> <p>Dance - To use actions to express feelings in a dance</p>	-Know that people earn money by working.	- recognises and reads some of the phase 3 digraphs - Makes attempts to read and write.	'Growing 6,7,8' Comparing height Comparing length Days of the week Measuring height Measuring time Maths is fun week	<p>Science - Asks questions such as "What would happen if...?"</p> <p>RSHE -To recognise different feelings and emotions</p> <p>History - Organises images from a story into a plausible chronological order</p> <p>Discovery RE - How do people celebrate? - Holi (A Hindu Festival)</p> <p>Computing - Describe ways that some people can be unkind online and offer examples of how this can make others feel.</p>	<p>Art - Is beginning to use art to demonstrate feelings. Uses tools for a purpose.</p> <p>Drama - Uses language to set the scene. Includes planned events with cause-and-effect sequences in play. Takes on a role alongside others, changing roles in response to the play.</p>

SPRING 2

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
Week 1	<p>Autumn and Spring 1 to continue plus:</p> <ul style="list-style-type: none"> - Picks up and uses language from TV shows and books - Offers opinions 	<p>- Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker</p> <p>Dance - To show both scared and strong expressions and actions</p>	<p>- Is developing a sense of social rules</p> <p>-Enjoys cooperative play, often relying on an adult to sort out conflicts.</p>	<p>- Is beginning to blend and segment sounds</p> <p>- Retells simple stories</p> <p>- Can describe settings, events and characters in some detail</p> <p>- Labels pictures with a few words</p>	'Building 9 & 10' Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10	<p>Science - Records ideas and observations.</p> <p>RSHE - -To develop a positive self-image.</p> <p>Geography - Points out landmarks while on a walk in their local area</p>	<p>Music - Sings a large repertoire of songs from memory. Enjoys listening to different genres of music. Enjoys group singing.</p> <p>Drama - Takes on multiple roles</p>

						DT - Draws what they are going to make and explains designs. Use tools safely Values - Positivity - The Little Engine That Could	
Week 2		Takes a tummy-up position with hands and feet on the floor, moving around the space Dance - To move with control at different speeds showing a change of direction	- Is developing a sense of social rules -Enjoys cooperative play, often relying on an adult to sort out conflicts.	- Is beginning to blend and segment sounds - Retells simple stories	'Building 9 & 10' Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10	Science - Understands that objects move in different ways depending on size and weight. RSHE - To know about the Water Safety Code. History - Sequences and retells stories Discovery RE - What is Easter? - Signs of Spring / Spring into Life Computing - Story writing through the use of multimedia tools - include their own voice recording and musical sounds.	Art - Is beginning to think about an artist's point of view Drama - Includes imaginative themes and sequences in their play
Week 3		Is able to skip. Dance - To cooperate with a partner when moving	-Has a stable view of themselves - Demonstrates some basic character virtues	- Retells simple stories - Holds a pencil correctly and is beginning to form letters accurately	'Building 9 & 10' Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns	Science - Looks closely at similarities and differences in nature. RSHE - To learn how to spot dangers. Geography - Uses some specific geographical vocabulary to describe different locations DT - Tests out the properties of materials and makes judgements about their	Music - Plays instruments with some precision and accuracy. Has some pitch control and rhythmic accuracy. Drama - Use language to set the scene

						<p>suitability for construction. Use tools safely</p> <p>Values- Excellence - Incredible You</p>	
Week 4		<p>Is able to gallop.</p> <p>Dance - To use actions to express feelings in a dance</p>	<p>-Identifies more complex feelings and begins to recognise them in others</p> <p>- Shows sensitivity to the needs of others</p>	<p>- Retells simple stories</p> <p>- Can describe settings, events and characters in some detail</p>	<p>'Consolidation'</p> <p>Composition of 5</p> <p>Equal and unequal groups</p> <p>Measurement</p> <p>Zero</p>	<p>Science - Records ideas and observations.</p> <p>RSHE - To recognise different feelings and emotions</p> <p>History - Talks about past and present events in their own life and that of family members</p> <p>Discovery RE - What is Easter? - Easter Story</p> <p>Computing - Identify ways that I can put information on the internet.</p>	<p>Art - Is beginning to think about an artist's point of view</p> <p>Drama - Creates play scenes that are made up of longer stories</p>
Week 5		<p>Copies the capital letters V, T, H, O, X, L, A, C, U and Y</p> <p>Dance - To be able to move to a count of 4 beats</p>	<p>- Knows that to buy some things you may have to save up money.</p>	<p>- Uses vocabulary they have heard in books</p> <p>- Is developing phonological awareness</p> <p>- Retells simple stories</p>	<p>'Consolidation'</p> <p>Combining 2 groups</p> <p>Length and height</p> <p>Number 6</p> <p>Number 7</p> <p>Number 8</p>	<p>Science - Participates in guided investigations and makes observations.</p> <p>RSHE - To know what money is</p> <p>Geography - Uses some specific geographical vocabulary to describe different locations</p> <p>DT - experiments with designs and materials. Use tools safely</p> <p>Values- Communication - Little Blue Truck</p>	<p>Music - Enjoys group singing. Plays instruments with some precision and accuracy.</p> <p>Drama - Collaborates with others, planning roles and scenarios</p>

<p>Week 6 <i>Wicked Work Week - DT / construction</i></p>		<p>Uses core muscle strength to sit up straight at a table.</p> <p>Dance - To be able to remember and repeat a pattern</p>	<p>-Manages own needs. - Takes responsibility for washing, dressing and using the toilet independently</p>	<p>- Reads some high-frequency words - Retells simple stories - Can describe settings, events and characters in some detail - Labels pictures with a few words and begins to write simple sentences</p>	<p>'Consolidation' 3D and Pattern Assessment 3D and real life images Investigate 3D shapes Patterns</p> <p>Maths is fun week</p>	<p>Science - Shows concern for living things, e.g. is careful not to damage plants.</p> <p>RSHE - To know that people can become ill and that medicines might be used to make them feel better</p> <p>History - Identifies some similarities and differences between things now and in the past</p> <p>Discovery RE - What is Easter? - Easter Story</p> <p>Computing - Story writing through the use of multimedia tools. - Add clip art and their own images. -</p> <p>Values- Maxine and The Greatest Garden Ever</p>	<p>Art - Can use art to represent feelings. Is starting to think about composition and colour.</p> <p>Drama - Takes on multiple roles</p>
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SUMMER 1

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
<p>Week 1</p>	<p>Autumn and Spring to continue plus: - In general, structures sentences correctly - Questions are usually precise</p>	<p>Can balance on one foot for a short time.</p> <p>Dance - To be able to move to a count of 4 beats</p> <p>Cojo's - Tanisha Teamwork</p>	<p>- Demonstrates some basic character virtues - Shows sensitivity to the needs of others</p>	<p>- Uses vocabulary they have heard in books - Shows familiarity with rhyming and beginning sounds</p>	<p>'To 20 and Beyond' Number Patterns Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction</p>	<p>Science - Knows that plants and animals need to be looked after to survive.</p> <p>RSHE - protective Behaviours- Early Warning Signs/Scary Body Feelings</p> <p>Geography - Can interpret an areal view of their school setting, commenting on what they can see</p>	<p>Music - Moves rhythmically to a regular beat and can keep time with the music. Can describe changes within a piece of music.</p> <p>Drama - Takes on multiple roles using language and gestures</p>

						DT - Draws what they are going to make and explains designs. Use tools safely	
Week 2		<p>Walks along a low balance beam.</p> <p>Dance - To show movements that represent animals</p> <p>Cojo's - Charlie Communication</p>	<p>- Shows sensitivity to the needs of others</p> <p>- Is beginning to recognise differences between themselves and others</p>	<p>- Uses vocabulary they have heard in books.</p> <p>- Knows the sounds letters make and is beginning to spell words based on how they sound</p>	<p>'To 20 and Beyond'</p> <p>Missing Numbers</p> <p>Ordering Numerals to 20</p> <p>Race to 20</p> <p>Which holds the most?</p>	<p>Science - Knows that plants and animals need to be looked after to survive.</p> <p>RSHE - Protective Behaviours- Telling and secrets</p> <p>History - Sequences and retells stories</p> <p>Discovery RE - What can we learn from stories? - The Boy Who Cried Wolf (Aesop Fable)</p> <p>Computing - Understand how to use the internet to find information and identify devices to use.</p>	<p>Art - Experiments with a wide variety of materials. Is starting to think about composition and colour</p> <p>Drama - Includes highly imaginative themes with multiple plans and sequences in play</p>
Week 3		<p>Uses a knife and fork competently.</p> <p>Cojo's - Elliot Excellence</p>	<p>- Is able to complete tasks more independently</p> <p>- Much of their personality is established</p>	<p>- Shows familiarity with rhyming and beginning sounds</p>	<p>'To 20 and Beyond'</p> <p>Find my match – shapes Find my match – Models Match and fill</p> <p>Replicate my shape</p> <p>Tangrams</p>	<p>Science - Takes responsibility for materials - using them properly, putting them away and performing basic repairs.</p> <p>RSHE - Know that my body belongs to me</p> <p>Geography - Can interpret an areal view of their school setting, commenting on what they can see</p> <p>DT - Experiments with designs and materials. Use tools safely</p>	<p>Music - Sings a large repertoire of songs from memory. Moves rhythmically to a regular beat and can keep time with the music.Plays instruments with some precision and accuracy.</p> <p>Drama - Takes on multiple roles using language, gestures and facial expressions</p>

						Values- Empathy -eddie Empathy	
Week 4		Can walk a large therapy ball up and down a wall with feet while lying on back (knees bent) Cojo's - Parveen Positivity	- Is beginning to recognise differences between themselves and others - Is able to complete tasks more independently	-Enjoys a range of books - Knows the sounds letters make and is beginning to spell words based on how they sound	'First, Then and Now' Counting On Adding More Adding Unknown Then Adding Unknown First	Science - Participates in guided investigations and makes observations. RSHE - name parts of the body. History - Uses vocabulary to express the passing of time Discovery RE - - What can we learn from stories? - The Crocodile and The Priest (Sikh) Computing - Capture QR codes.	Art - Can use art to represent feelings. Is starting to think about composition and colour. Drama - Collaborates with others, planning roles and scenarios
Week 5		Hangs on a bar and lifts up alternate legs, like marching in the air. Cojo's - Sofie Self-awareness	- Is beginning to recognise differences between themselves and others	-Enjoys a range of books - Can describe settings, events and characters in some detail	'First, Then and Now' Take Away with Pebbles Take Away Unknown Then Pass it on	Science - Takes responsibility for materials - using them properly, putting them away and performing basic repairs. RSHE - begin to understand that humans change as they grow. Geography - Can interpret an aerial view, commenting on what they can see including buildings and roads DT - Draws what they are going to make and explains designs. Use tools safely Values - Self-Awareness- Sophie Self-Awareness	Music - Enjoys listening to different genres of music. Sings a large repertoire of songs from memory. Sings a large repertoire of songs from memory. Has some pitch control and rhythmic accuracy. Enjoys group singing. Drama - Creates play scenes that are made up of longer stories with steps laid out in sequence.
Week 6		-Uses brushes, crayons and pencils with control Cojo's - Eddie Empathy	- Follows negotiated rules and uses strategies to manage non-compliance	-Enjoys a range of books - Holds a pencil correctly and forms letters with increasing accuracy	'First, Then and Now' Making new shapes – Triangles Making new shapes – Squares Grandpa's Quilt	Science - Looks closely at things in nature. RSHE - know about some animal life cycles.	Art - Experiments with a wide variety of materials Drama - Creates play scenes that are made up of longer

					Tangrams Pattern Blocks	History - Talks about past and present events in their own life and that of family members Discovery RE - - What can we learn from stories? - Bilal and the Beautiful Butterfly (Muslim) Computing - Identify rules that help keep us safe and healthy in and beyond the home when using technology.	stories with several steps laid out in sequence.
Week 7		-Plays ball games Cojo's - Romeo Resilience	- Can describe what might be done to care for their environment	- Reads some high-frequency words - Knows that information can be retrieved from books -Enjoys a range of books - Labels pictures with a few words and begins to write simple sentences with correct grammar	Maths is fun week - Money - linked to our charity Hula Animal Rescue.	Science - Shows a basic understanding of how they might have an impact on the environment. RSHE - recognise relationships between friends and family members Geography - Can draw a simple map indicating different interest areas DT - Tests out the properties of materials and makes judgements about their suitability for construction. Use tools safely Values- Positivity - parveen Positivity	Music - Moves rhythmically to a regular beat and can keep time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy. Drama - Includes highly imaginative themes with multiple plans and sequences in play
SUMMER 2							
	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design

<p>Week 1</p>	<p>Autumn, Spring and Summer 1 to continue plus: - Uses a wide range of vocabulary appropriately - Is still learning about the more subtle uses of language, e.g. metaphor and irony</p>	<p>Plays ball games. Cojo's - Teamwork</p>	<p>-Enjoys cooperative play, becoming less reliant on an adult to sort out conflicts.</p>	<p>- Is developing phonological awareness - Is becoming more confident with blending and segmenting sounds - Knows the sounds letters make and is becoming more confident to spell words based on how they sound</p>	<p>'Find My Pattern' Doubles Doubling Double Dice game Double Barrier Game Double Dominoes</p>	<p>Science - Asks questions such as "What would happen if...?" RSHE - Form positive attachments to adults and friendships with peers History - Explores artefacts and uses them in play Discovery RE - What makes places special? - Homes around the world Computing - Story writing through the use of multimedia tools - playing their pages like a book and listening to the sounds added.</p>	<p>Art - Makes intentional representations, deciding beforehand what they want to depict. Drama - Collaborates with others, planning roles and scenarios and language that could be used.</p>
<p>Week 2</p>		<p>Can flick over a tyre and repeat, moving it from one end of a small space to another Cojo's - Communication</p>	<p>-Enjoys cooperative play, becoming less reliant on an adult to sort out conflicts. - Takes part in games of rivalry</p>	<p>- Reads simple phrases and sentences - Knows that information can be retrieved from books - Labels pictures with a few words and begins to write simple sentences with correct grammar</p>	<p>'Find My Pattern' Sharing Picnic – Sharing More people! Grouping (1) Grouping (2)</p>	<p>Science - Looks closely at similarities and differences in nature. RSHE - Show sensitivity to their own and to others' needs Geography - Points out landmarks while on a walk in their local area DT - Describes how a product is made up of many parts. Values- Excellence- Elliot Excellence</p>	<p>Music - Enjoys listening to different genres of music. Plays instruments with some precision and accuracy. Enjoys group singing. Drama - Collaborates with others, planning roles and scenarios and language and non-verbal communication that could be used.</p>
<p>Week 3</p>		<p>Uses tools to make things. Cojo's - Excellence</p>	<p>- Shows sensitivity to the needs of others - Manages own needs</p>	<p>- Labels pictures with a few words and begins to write simple sentences with correct grammar</p>	<p>'Find My Pattern' Even and Odd One Odd Day Even and Odd (2)</p>	<p>Science - Shows a basic understanding of how they might have an impact on the environment.</p>	<p>Art - Makes intentional representations, deciding beforehand what they want to depict.</p>

					Match – Barrier Game How Many Cubes	<p>RSHE - recognise different feelings and emotions</p> <p>History - Knows that they and the world around them changes with the passage of time</p> <p>Discovery RE - What makes places special? Our world</p> <p>Computing - Identify some of the simple examples of my personal information</p>	Drama - Collaborates with others to create play scenes that are made up of longer stories with several steps laid out in sequence
Week 4		<p>Threads a large needle and stitches real stitches.</p> <p>Cojo's - Positivity</p>	<p>- Much of their personality is established</p> <p>- Manages own needs</p>	<p>- Labels pictures with a few words and begins to write simple sentences with correct grammar</p> <p>- Enjoys writing for a variety of purposes</p>	<p>'On the Move'</p> <p>Harry and his bucketful of dinosaurs – adding and subtracting</p> <p>Mr Gumpy's Outing – Composition of number How many Legs? Problem solving Making Boats Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest?</p>	<p>Science - Asks questions such as "What would happen if...?"</p> <p>RSHE - develop a positive self-image.</p> <p>Geography - Can draw a simple map of the classroom indicating different interest areas. Uses some specific geographical vocabulary to describe different locations</p> <p>DT - Experiments with designs and materials. Use tools safely</p> <p>Values- communication- Charlie Communication</p>	<p>Music - Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Plays instruments with some precision and accuracy.</p> <p>Drama - Collaborates with others to create play scenes that are made up of longer stories with several steps laid out in sequence</p>
Week 5		<p>Can ride a bike without stabilisers</p> <p>Cojo's - Self-awareness</p>	<p>- Follows negotiated rules and uses strategies to manage non-compliance</p>	<p>- Holds a pencil correctly and forms letters accurately</p> <p>- Enjoys writing for a variety of purposes</p>	<p>'On the Move'</p> <p>Cuisenaire Rods – Comparing lengths</p> <p>Cuisenaire Rods – Staircase</p> <p>Bean bag game – Composition of number and number bonds</p>	<p>Science - Records ideas and observations.</p> <p>RSHE - know how to ride a bike/ scooter and cycle/scoot safely</p>	<p>Art - Uses a wide variety of tools with developing expertise</p> <p>Drama - Collaborates with others including highly imaginative themes with</p>

					Patterns	History - Identifies some similarities and differences between things now and in the past Discovery RE - What makes places special? - Churches / Mosques Computing - describe who would be trustworthy to share my personal information with.	multiple plans and sequences in play
Week 6		Can play french skipping over an elastic band. Cojo's - Empathy	- Follows negotiated rules and uses strategies to manage non-compliance	- Holds a pencil correctly and forms letters accurately - Enjoys writing for a variety of purposes	'On the Move' Making maps Journey to school Obstacle course X marks the spot Designing mazes	Science - Asks and responds to questions about familiar objects. Talks about observable changes. RSHE - know that pedestrians walk on the pavement and vehicles travel on the road Geography - Is able to see where their country is in the world in relation to others. Uses some specific geographical vocabulary to describe different locations DT - Draws what they are going to make and explains designs. Use tools safely Values- Teamwork- Tanisha Teamwork	Music - Sings a large repertoire of songs from memory. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy. Drama - Collaborates with others including highly imaginative themes with multiple plans and sequences in play
Week 7 <i>Wicked Work Week - Art / Sculpture</i>		Can play french skipping over an elastic band. Cojo's - Resilience	-- Shows sensitivity to the needs of others - Manages own needs	- Reads some high-frequency words - Shows increased confidence with blending and segmenting sounds - Enjoys writing for a variety of purposes	Maths is fun week	Science - Participates in guided investigations and makes observations. RSHE - understand how to use 'no' to ask someone to stop.	Art - Uses a wide variety of tools with developing expertise Drama - Collaborates with others including highly imaginative themes where language is used that shows

						<p>History - Uses vocabulary to express the passing of time</p> <p>Discovery RE - What makes places special? - Mosques / Synagogues</p> <p>Computing - Story writing through the use of multimedia tools</p> <ul style="list-style-type: none">- add clip art and their own images	<p>use of inference, prediction and non-verbal communication</p>
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