



Joseph Hood Primary School and Hatfeild Primary School – EYFS Progression Map 2025-26



Intent: At Joseph Hood and Hatfeild Primary Schools we believe that play is an integral part of learning and is at the heart of our rich early years curriculum.

We understand that the early years provide a firm foundation of a child's education that they are going to build upon throughout their lives. We offer a play-based curriculum with children able to develop their imagination, exploration and a real love for learning. Our rich curriculum motivates, challenges and inspires children to independently learn by having the confidence to explore new activities. It is our **intent** that all children develop physically, verbally, cognitively, morally and emotionally in an enriching and enabling environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We prioritise the three prime areas and firmly believe that communication and language vitally underpins all areas of learning. We encourage children to initiate their own play and extend this with sensitive intervention and support from adults through high quality shared interactions to introduce new knowledge and develop or embed skills. This enables us to ensure the best outcomes for all pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

Implementation: At Joseph Hood and Hatfeild Primary Schools we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have created a well-planned learning environment, indoors and outside to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in caring for our allotment. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts as part of the Power of Reading. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted depending upon the children's interests. We pride our settings as being inclusive through quickly identifying children's individual needs and promptly receive any extra support so they can progress well in their learning.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive observations each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Evidence Me to engage in their child's learning and share experience from home. Parent workshops are an integral part of our home school partnership which take place every term including Phonics, developing independence and behaviour to share with parents our pedagogy.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Early Learning Goals.
Literacy								
Literacy	Nursery Skills	Listening to and identifying sounds in the environments. To be able to mark make using different tools	To find and identify familiar letters, e.g. letters in their names. To recognise my name for self registration and my peg To be able to explore mark making and begin to talk about their marks To talk about and a range of familiar stories.	To begin to explore initial sounds in familiar words To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To mark make for a purpose and be able to talk about the marks To recognise familiar logos and labels within the environment e.g. stop, tesco, hometime	To begin to attempt writing familiar letters, e.g letters in their name. Symbolic drawings - drawings are beginning to have different shapes To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	To identify the pictures linked to RWI sounds Children will begin to identify some sounds during oral blending games. To begin to form some letters correctly, e.g. letters in their name.	Children are able to identify initial sounds and blend familiar CVC words e.g. mum, dad, sat, sit, pat Children can write their name forming the letters correctly Make predictions about a story using the relevant vocabulary with independence.	

	Nursery Knowledge	To join in with rhymes. To learn a range of Nursery Rhymes. To join in with sound games and show an awareness of listening to different sounds.	To know that letters are used to make up words and may point to text in a book. To know that text can be used as a form of identification. To know that each letter makes a sound – focussing on sounds in their names. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To know that each letter makes a sound – focussing on sounds in their names. To begin to acknowledge initial sounds and their relevance in the environment To be able to about illustrations To know that text is read from left to right and top to bottom in English.	To be able to talk about their marks with confidence. To talk about the sounds they have identified from the RWI program. To know that letters make sounds. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story using pictures for support. To learn that stories have a sequence; beginning, middle and end.	.To know that blending sounds makes words. To be able to segment sounds in CVC words. To engage in extended conversations about stories. answering where, who and what questions	
	Nursery – RWI (links to music and reading).	Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmmountain) – looking at both real and cartoon images that represent initial sounds.		Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.		Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available. introduce 1.1 green words.		
	Reception Skills	Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to	Listening to and hearing sounds in CVC words 1.1 and 1.2 Green words To identify sounds on a sound mat and to use this when writing.	To write labels for their drawings using the sounds we have learnt so far Begins to use set 1 digraphs in their writing, sh, ch, ck, ng	To write a simple caption using the sounds we have learnt so far Listening to and hearing sounds in CVC and CVCC words.ship,	To think of and write a short, simple sentence. Listening to and hearing sounds in CCVC words. double consonant words such as truck, flock, flip	To think of and write sentences in meaningful contexts about something they have experienced Reading what they have written and at	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.

		recall some facts.	To write CVC words such as mum, cat, dog Listens to familiar stories and able to recall facts.	Begins to read using initial set 2 sounds Listens to stories and is beginning to anticipate what may happen next. Re-enacts and reinvents stories / poems they have heard in their play	chop, jump, went, pond Identifying sounds, including phonemes and other digraphs on a sound mat.	Is able to recall & discuss stories or information that has been read to them, or they have read themselves Beginning to use finger spacing between their words Letters becoming a consistent size and good formation	times making changes Consistent finger spacing between words An awareness of full stops and capital letters Letters are consistently formed correctly	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <u>Word Reading.</u> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending.
	Reception Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters look like. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters look like. Knowing how to write the taught letters. Knowing how to write the taught letters. Recognising taught HFW in text. Recognising taught HFW in text. Knows how to spell some familiar words. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters look like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a	*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing.</u> 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.

						Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	connective e.g. 'and' Uses learnt words and phrases to discuss familiar stories or during role play.	
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Maths

Maths	Areas of learning covered using White Rose Maths.	Recognising and counting numbers to 5. 2D Shapes - circles, triangles and squares Number rhymes. Sequencing Subitising Patterns using shapes and colours		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity Positional Language Cardinal number		
	Nursery Skills	Counts up to three or four objects by saying one number name for each item. Recognise some numerals of personal significance. Knowing that the last number you count represents the total number of objects	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Selects a particular named shape. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Recognises numerals 1 to 5 Touches one thing and say the number name at the same time and in order to help me count how many things there are Talk about and identify the patterns around them. For example: stripes on clothes, designs on	Compares two groups of objects, saying when they have the same number To compare and order objects according to their weight and distance. Show 'finger numbers' up to 5. Fast recognition of up to 5 objects, without having to count them	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures. Counts out up to six objects from a larger group. Uses counting to help solve problems that are important to them, like splitting a sandwich in half to share with my friend	To count, order and recognise numbers to 10, in and out of sequence. Show 'finger numbers' up to 10 To name and describe 2D shapes. To name some common 3D shapes and properties To develop fast recognition of numbers up to 10	

			Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.	rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to use words like "round" and "straight" when talking about the shapes. Chooses the right shape for a task like flat surfaces for building, a triangular prism for a roof etc Able to combine shapes to make new ones – an arch, or a bigger triangle etc	individually ('subitising'). Number bonds to 3 To show an awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources.	To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	To use relevant mathematical vocabulary when talking about learning. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey.	
	Nursery Knowledge	Singing a range of number songs. To say number names to 5 in order. To know that time can be measured using days. To know that the last number said represents the total number of objects	To say number names to 10 in order. To know that a group of objects can also be represented by a number Singing a range of number songs. To know that the last number said represents the total number of objects	To create and repeat simple patterns. To subitise to 3. To know number order beyond 5 when counting. To say number names to 10 in order. To be able to say number names forwards and	To subitise to 3. To know number order beyond 5 when counting. To use the language of more and less to compare amounts. To know that numbers can be ordered.	To subitise to 6. To remember the order in which things happen. To know that subtraction means taking an amount away from a group. To know that some shapes more appropriate than others when building. To remember different aspects of	To subitise to 6. To learn vocabulary linked to describing size and distance. To be able to say number names forwards and backwards to 10 and beyond. To remember the order in which things happen.	

			To show an awareness and name some 2D shapes in the environment.	backwards to 10 sometime using songs for support. To know that each object should only be counted once. Singing a range of number songs.	To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	a journey, e.g. "I walked over a bridge to get to school".	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	
	Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20 and beyond Addition and subtraction. 3D Shapes. Number Bonds to 5 Patterns. Positional Language 2D and 3D shapes. Sequences. Size. Length.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20 and beyond Patterns using shapes (tanagrams) Odds and Evens Doubling, Sharing and Grouping		
	Reception Skills	To count up to 10 objects with 1:1 correspondence Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 To match quantities to numeral up to 6 To begin to recognise numbers	To find the total of 2 groups of objects up to 5 To order numbers to 10 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items To begin to explore number bonds to 5 using drawing and objects and rhymes Increasingly confident at putting	To use objects to solve addition and subtraction problems. To share objects between a group of people equally. To independently explore number bonds to 5 using drawing and objects To use their bodies, objects to measure	To know that addition problems can be solved by counting forwards or backwards on a number line. To begin to explore numbers beyond 10 using objects To make observations of and compare length, weight and capacity Begins to explore and work out mathematical	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. Beginning to experience measuring time with timers and calendars Enjoys tackling problems involving prediction and discussion of	<u>Number</u> *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. <u>Numerical Patterns.</u> *Verbally count beyond 20,

		automatically on a dice/card to 5 Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes To begin to recognise numbers automatically on a dice/card to 5.	numerals in order 0 to 10 (ordinality) Matches the numeral with a group of items to show how many there are (up to 10) Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints	length, balancing scales to measure weight and jugs/containers to measure capacity - full, empty, nearly full Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks	problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	comparisons of length, weight or capacity, paying attention to fairness and accuracy To recognise the pattern when exploring odd and even numbers To share objects equally talking about what they notice To be able to count to 20 independently	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.
	Reception Knowledge	To say the number names to 10 in order. To recognise number to 6. To know that patterns are repeated designs	To know that addition involves combining two or more groups of objects. To say number names to 10 in order. To know the names of 2D shapes. To know that 2D shapes can have sides and corners.	To know the names of basic 2D shapes. To know the names of basic 3D shapes. To know that 2D shapes can have corners and side. To know that length, capacity and weight can all be measured. To know that money can be used to buy items.	To know that addition involves combining two or more groups of objects. To read addition number sentences. To know that subtraction involves removing an object from a group.	To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. To be able to count, order and recognise numbers to 20.	To know the names of some 3D shapes. To know that 3D shapes can have faces, vertices and edges. To know that addition involves combining groups of objects.	

			To say the days of the week in order. To begin to say the months of the year in order.	To understand and use a range of prepositions in everyday contexts. To use part part whole and tens frames to help solve simple addition and subtraction number problems To begin to read addition number sentences.	To know the names of some 3D shapes. To know that 3D shapes have faces, vertices and edges. To be able to count, order and recognise numbers to 20. To use part part whole and tens frames to help solve simple addition and subtraction number problems	To count forwards and backwards to 20. To know that length, weight and capacity can be measured using standard units. To use a number line to help solve simple addition and subtraction number problems To write numbers to 10, forming them correctly.	To read number addition sentences. To be able to count, order and recognise numbers to 20. To know the difference between odd and even. To know that sharing equally means everyone has the same amount of an object. To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.	
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Physical Development

Physical Development	Nursery Skills	To take care of toileting needs mostly independently. To begin to show a preference for a dominant hand. Walks down steps, using	To independently put on their coats, with some support for the zipper and buttons. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns.	To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name forming the letters in their	
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		alternate feet, or slopes whilst carrying a small object, maintaining balance & stability To begin to show awareness of moving equipment safely with peers.	To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence. Use large muscle movements to wave flags & streamers	To mark make using a pincer grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. To show awareness of healthy food choices and impact on our body.	whilst turning pages one at a time. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens. Can grasp & release with two hands to throw & catch a large ball, beanbag or object	Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles. To mark make using a comfortable grip when using pencils and pens. Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm	name correctly using the RWI rhymes for support To confidently use scissors and other tools safely.	
	Nursery Knowledge	To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat. To know that books in English	To show confidence in dressing up and self-care activities. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. To know how to use mark making resources	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. To know that they need to use tools with a dominant hand. To be able to fill containers with different materials,	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. To know how to use one handed tools effectively such as pencils and scissors.	To know the correct ways of forming the letters in their name. To know that snips should be made on the line and the pattern should be followed. To know how to feed paper/materials through hand when cutting around objects.	To know how to hold the pencil correctly and also recognise and begin to self-correct when they form letters in their name incorrectly. To successfully take part in group games with support from an adult.	

		should be read from left to right and one page at a time. To use alternate feet when climbing apparatus. To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.	effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. To know what making right food choices looks like. To show independence in self help skills such as toileting and dressing.		To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc To be able to follow a simple sequence of movements to music and rhythm.		
	Reception Skills	To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently.	To begin to use anticlockwise movement and retrace vertical lines. Develop confidence, competence, precision & accuracy with activities that involve a ball Develop overall body strength,	To show good practice with regard to exercise, eating, sleeping and hygiene. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad To be able to balance and coordinate safely.	To handle tools, objects, construction and malleable materials safely and with increasing control. Uses a paintbrush to make large and small marks to paint a recognisable picture	To use a pencil effectively to form recognisable letters, most of which are formed correctly. Uses a paintbrush and colouring pencils to make large and small marks to paint a recognisable picture	To show good control and coordination in large and small movements. Explore & engage in dance, performing solo or in groups Use their core muscle strength to achieve a good posture	<u>Gross Motor Skills.</u> *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. <u>Fine Motor Skills.</u>

		To begin to negotiate space effectively.	coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes To use climbing equipment safely and competently.	To negotiate space effectively. Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences	Watch & talk about dance & performance art, expressing their feelings & responses Develop overall body-strength, balance, coordination and agility	Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	when sitting at a table or sitting on the floor	*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.
	Reception Knowledge	To know which hand to write with. To know how to use scissors effectively	To know how to make anticlockwise movement and retrace vertical lines. To know how to use the trim trail safely. To know how to use scissors effectively to cut around a shape	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors effectively Uses a tripod grip to form recognisable letters using the RWI Rhymes.	To know why it is important to handle different apparatus safely. To know how to use scissors effectively.	To know how to form letters correctly and of an appropriate size. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	To know how to handle a range of equipment and tools effectively.	

Communication and Language

We believe that listening, understanding and speaking forms the basis of all social communication and will allow children to develop their emotional wellbeing and support them to become well rounded individuals. We know that communication and language are fundamental to every aspect of children's learning and this develops through the quality interactions that children have with adults around them. As a staff, we decide on the key vocabulary that we want the children to know and use and we explicitly teach this, later encouraging the children to use this within their independent, child-initiated play. Through interactions, we model and teach the rules of conversation so children are equipped to cope with all social contexts.

	Nursery Skills	To sing familiar rhymes look at picture books. Listen to simple stories and	To talk about celebrations at home. To listen to stories on celebrations such as birthdays,	To learn and talk about modes of transportation. To be able to identify the different types of vehicles	To listen to traditional stories and retain key vocabulary. To be able to talk about the	Understand when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the milk?"	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.	
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Communication and Language.		understand what is happening, with the help of the pictures To talk about themselves and their families. Develop communication that can be understood by others.	Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. Understand and act on longer sentences like make teddy jump or find your coat	they see on the road. To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	setting, characters in the story. To be able to use connectives e.g. Once upon a time and then. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?."	Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Focuses on a chosen activity for up to ten minutes Learns lots of new words and use them in play Starts a conversation with adults and friends Enjoys listening to longer stories and can remember what happens in them.	Join in at group time by putting up hand and waiting their turn to talk To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence.	
	Nursery Knowledge	To know that stories have different character which could be real and pretend. To know to sing words clearly so that they are audible. To know that it is OK to talk to others about wants and needs.	To know that stories have a beginning, middle and an end. To be able to understand simple instructions.	To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others. To be able to understand simple instructions, questions and commands.	To know that stories characters and settings and they are different in different books To be able to answer questions related to the story. To be able to understand simple instructions, questions and commands.	To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.	

	Reception Skills	To talk about themselves and others. Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound	To compare different festivals. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listens and responds to ideas expressed by others in conversation or discussion	To describe features of traditional stories. To talk about healthy food and exercise in staying healthy. Connect one idea or action to another using a range of connectives. Describe events in some detail. Understands questions such as who; why; when; where and how	To describe familiar texts with detail and using full sentences. To being to ask questions about familiar aspects of their environment and their learning. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	To be able to give facts about a subject they are interested in Develop social phrases. Respond appropriately holding a two way discussion about something they are interested in	<u>Listening and Understanding.</u> *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 interaction. *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. <u>Speaking.</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Reception Knowledge	To know about others. To know familiar songs. To describe different story and non-fiction texts.	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.	To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To engage in meaningful conversations with others.	To know a range of facts. To engage in meaningful conversations with others.	*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.
	Nursery Skills	To separate from main carer and learn to adapt to the	To learn about daily routines and classroom rules.	To learn how to share resources and play in a group.	To show independence in accessing and	To be able to initiate play with peers and keep	To gain enough confidence to talk to adults and peers.	

Personal, Social and Emotional Development.		Nursery environment. To select and use activities and resources, with support To wash hands after using the toilet.	To be aware of behavioural expectations in the Nursery. To select and use activities and resources, with some support if needed. To show an awareness of the importance of oral health.	To learn to look after resources within the class. . To take turns whilst playing and waiting patiently to have a go with visual aids.	exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set. To learn to look after resources within the class.	play going by giving ideas.) To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling.	To begin to be assertive towards others where necessary.	
	Nursery Knowledge	To know that they can approach adults in Nursery when needed.	To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that we must respect our resources and out them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support.	To know that to play nicely it's important to share and take turns. To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	

	Reception Skills	To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals. To learn about important dates in their lives. To be able to follow the rules without an adult reminding me Develops particular friendships with other children, Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian	To understand that people need help. To identify ways of being helpful to others and how this will make them feel. Think about the perspectives of others Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support	To describe a range of different habitats around the world. Show resilience and perseverance in the face of challenge Manage their own needs. Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	To learn about the different family structures. Begin to understand different points of view and to challenge their own and others' thinking. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is proactive in seeking adult support and able to articulate their wants and needs.	<u>Self-Regulation.</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self.</u> 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 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 <u>Building Relationships.</u> Work and play cooperatively and take turns with others.
	Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.	

								*Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.
Understanding of the World.	Nursery Skills	To be able to talk about their body parts and what the function is of each part. To draw silhouettes and orally label body parts. Make connections between the features of their family and other families. Notice differences between people To make self-portraits.	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. Operate simple equipment e.g. turn on CD player or use a remote control.	To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. Continue to develop positive attitudes about the differences between people. To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses / doctors/fire fights/postman/ shop assistant etc) To use the computer to complete a simple task.	To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Continue to use the computer to gain confidence in using the mouse. To learn about Easter.	To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. Make comparisons between habitats of farm animals and wild animals. Talk about the life cycle of a plant and animals. Make own habitats using a range of resources. To use senses to explore the world around them.	To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. Talk about where food comes from and bake a range of things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	Nursery Knowledge	To know about family structures and be able to talk about who is part of their family.	To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics.	To know similarities and differences between modes of transportation. To know that adults do a variety of jobs and that they are not all the same.	To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings	To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy	

			To make Rangoli patterns on the computer. To learn about the different stories related to Autumn festivals.	To show an awareness of the emergency services and how they can help us.	follow a similar growth pattern and make comparisons. To know about who celebrates Easter and what is its significance. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	dangerous so we have to be careful. Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	in the supermarket. To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from.	
	Reception Skills	To talk about how they have changed since they were a baby. To talk about the changes they observe in their environment – Seasons link.	To talk about how Hindus celebrate Diwali. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).	To identify and sort healthy/unhealthy foods. To identify and group a range of fruits and vegetables. To talk about a special event in their life.	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. Talking about the life cycle of plants and animals and what they need to survive. Exploring a range of habitats, looking at why the animal lives like that.	<u>Past and Present.</u> 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.		
	Reception Knowledge	To know the names of different body parts. To know that there are many countries around the world.	To know that people around the world have different religions. To know that Mendi and Rangoli patterns are created to celebrate Diwali.	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. Draw information from a simple map. Understand that some places are special to members of their community. To know the names of common fruits and vegetables.	To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. Recognise that people have different beliefs and celebrate special times in different ways.	<u>People, Culture and Communities.</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		

		To know that people in other countries may speak different languages. Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the leaves change during seasons	To know about special celebrations such as Christmas and birthdays and how different people celebrate at different times of the year To know that some animals are nocturnal.	To know that humans and other animals can grow. To understand and use positional language. To know that Christians celebrate Easter. Completes a simple program on electronic devices Can create content such as a video recording, stories, and/or draw a picture on screen Describe what they see, hear and feel whilst outside. To know that adults do a variety of jobs. To know that the emergency services exist and what they do		Recognise some similarities and differences between life in this country and life in other countries. Develops digital literacy skills by being able to access, understand and interact with a range of technologies Begin to give reasons why we need to stay safe online Can use the internet with adult supervision to find and retrieve information of interest to them Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		*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. <u>The Natural World.</u> 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.
	Nursery Skills	Listening to and join in with Nursery rhymes and use musical instruments to	Sing familiar Nursery Rhymes. To use different colours and	To use scissors effectively. To begin to act out different scenarios	To learn about different textures and talk about them.	To use puppets and props to act out different traditional stories.	Sing familiar Nursery Rhymes alongside playing instruments and	

Expressive Arts and Design.		tap out a rhythm. To learn about art and music of Africa for Black History Month. Uses various construction materials. Explores and learns how sounds and movements can be changed Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home	materials to make Rangoli Patterns. To make salt dough Diva's. To make Christmas cards and decorations for friends and family using a range of media. To make Hanukah cards. To make patterns with paint and different objects, exploring what happens when you mix colours. Joins construction pieces together to build and balance. Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns	using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To play instruments with increasing control. Uses 3D and 2D structures to explore materials and/or to express ideas Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally	Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar Nursery Rhymes. Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified.	To make masks for role play. Sing familiar songs in the correct tone and changing melody if appropriate. Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly. Continues to explore colour and how colours can be changed	follow the rhythm. To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose.	
	Nursery Knowledge	To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and	To know how different colours and materials can be used to create things. To learn about art and crafts from	To know how colours can be mixed to make a new colour. To use their imagination to	To know about the different materials and what can be created with them.	To know how to use props appropriately for particular stories. To know that they can change their voices whilst singing or acting	To know that body movements can be changed depending on the rhythm to achieve a desired effect.	

		feelings about what they have heard. To know that certain art types belong to different cultures. E.g. Africa. For children to be able to construct with a purpose and safely.	different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.	create different works of art. For children to be able to construct with a purpose and safely. To play instruments to express feelings and ideas.	To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned. To know how to create recognisable representations of objects.	out stories to create a dramatic effect. For children to be able to construct with a purpose and safely. To know how to use available props to develop stories and make imaginative play more purposeful.	To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in choice of media when creating a model or picture.	
	Reception Skills	To remember the words to a range of songs To give meaning to the marks that are made.	To design a Rangoli pattern. To use role play to show how 'People who Help Us'. Uses simple tools and techniques competently and appropriately. Develop their own ideas and then decide which materials to use to express them. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	To draw a range of plants and fruits. To use resources to create your own props. Constructs with a purpose in mind, using a variety of resources. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. Return to and build on their previous learning, refining ideas and developing their ability to represent them Watch and talk about dance and performance art, expressing their feelings and responses	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups	<u>Creating with Materials.</u> *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. <u>Being Imaginative and Expressive</u> *Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs; Perform songs.

	Reception Knowledge	To learn a range of songs from around the world. To know that people from different countries may have different traditions. For children to be able to safely construct with a purpose and evaluate their designs.	To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses.	To understand that pictures can be created by making observations or by using imagination. To use paints, pastels and other resources to create observational drawings. For children to be able to safely construct with a purpose and evaluate their designs.	To use a range of props to support and enhance role play. To identify and select resources and tools to achieve a particular outcome.	To know the different uses and purposes of a range of media and materials. For children to be able to safely construct with a purpose and evaluate their designs. To use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	To describe ways of safely using and exploring a variety of materials. Selects tools and techniques needed to shape, assemble and join materials they are using.	rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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Impact:

Our curriculum and its delivery ensure that children, from their own starting points, make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.