

Nassington EYFS Knowledge Progression & Curriculum Map 2023 – 2024

	Autumn 1 (6 ½ weeks)	Autumn 2 (7 ½ weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic / Possible Themes / Interests	Superhero Me! Myself Starting school / My class My family My body Things I can do! Keeping healthy / oral hygiene People who help us	Toys and teddy bears Personal history through toys Parents / grandparents toys How toys work? Christmas Christmas The Nativity Letters to Santa	Dinosaurs A long time ago The changing Earth Mountains and volcanoes Carnivores / herbivores Animals species	On the farm Animals – life cycles Plants – life cycles Growing food Weather The great outdoors Farm machinery Easter Easter story Celebrating Easter - hot cross buns, chocolate Eggs	Pirates /sailing the 7 seas Pirate stories Real life pirates Boats On top / under the sea Floating / sinking	Transport and travel Types of travel History of travel Holidays Where in the world? – maps
Possible texts and old favourites	Topsy and Tim start school Owl babies The large family Stickman Supertato Superworm Super hero character stories – paw patrol, recues bots, Spiderman etc <u>Big books in library</u> My body My history We are kind and helpful We listen, we don't interrupt, we work hard, we don't waste time We look after property	The toymaker Old bear stories Christmas stories <u>Big books in library</u> Looking at Teddy Bears This is bear This is bear and the scary night Where's my teddy? Can't you sleep little bear? We're going on a bear hunt Seasons	Dinosaur dictionary Harry and the dinosaurs <u>Big books in library</u> Prehistoric record breakers Dinosaur atlas Harry and the dinosaurs go to school	Oliver's fruit Oliver's vegetables The hungry caterpillar Old McDonald had a farm <u>Big books in library</u> Minibeast encyclopaedia Cool food Changes A pets life –cats Incredible insects The pig in the pond Farmer Duck Mucky Pup Mog and the Vee Ee Tee Our cat called Flossie The very hungry caterpillar	Winnie under the sea /at the seaside The rainbow fish Commotion in the ocean Sharing a shell <u>Big books in library</u> Maps Rainbow fish to the rescue Olly the octopus Pirate Pete and the monster The shark with no teeth	Topsy and Tim books on traveling <u>Big books in library</u> Dear Daddy Barnaby Bear at the seaside Red Ted at the beach
Wow moments / Enrichmen	Harvest Halloween	Fireworks / bonfire night Diwali, Children in need Remembrance day Christmas Teddy bears picnic	Chinese New Year World book day –Kid Lit	Farm visit Easter Mother's day	St George's Day	Father's day

Communication and Language

The developments of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know that stories have characters who could be real or pretend.</p> <p>To know familiar songs</p> <p>To know different traditional stories</p> <p>To know how to follow simple instructions.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To know about different festivals and celebrations</p>	<p>To talk about similarities and differences between what they have seen</p> <p>To know how to express their ideas and feelings about their experiences</p> <p>To describe different stories and non-fiction texts.</p>	<p>To know how to express their ideas and feelings about their experiences</p> <p>To begin to talk about why things happen using new vocabulary learnt</p>	<p>To engage in meaningful conversations with others.</p> <p>To talk confidently about why things happen using new vocabulary learnt</p>	<p>To engage in meaningful conversations with others</p> <p>To talk confidently about why things happen using new vocabulary learnt</p>
Learning opportunities	<p>Story time</p> <p>Circle time</p> <p>Nursery rhymes</p> <p>Simple songs</p> <p>Continuous provision activities and skills</p>	<p>Assemblies</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Story / information books</p> <p>Continuous provision activities and skills</p> <p>Hot / cold tasks</p> <p>Diwali</p> <p>Remembrance</p> <p>Christmas songs</p>	<p>Assemblies</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Simple songs</p> <p>Story / information books</p> <p>Hot / cold tasks</p> <p>Continuous provision activities and skills</p> <p>Festivals / celebrations – Chinese new year</p> <p>Sharing homework</p>	<p>Assemblies</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Simple songs</p> <p>Hot / cold tasks</p> <p>Continuous provision activities and skills</p> <p>Sharing homework</p>	<p>Assemblies</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Simple songs</p> <p>Hot / cold tasks</p> <p>Continuous provision activities and skills</p> <p>Sharing homework</p>	<p>Assemblies</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Simple songs</p> <p>Hot / cold tasks</p> <p>Continuous provision activities and skills</p> <p>Sharing homework</p>

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Progression of Knowledge	<p>To know the names of different feelings and emotions</p> <p>To know they are a valued individual</p> <p>To be aware of the different areas in the classroom</p> <p>To know about personal hygiene.</p> <p>To know that we wash hands after using the toilet and before we eat.</p> <p>To know about the importance of oral hygiene.</p> <p>To know that they can approach adults when needed.</p>	<p>To begin to be aware of how they are feeling</p> <p>To know other people have feelings and emotions</p> <p>To know the classroom / school rules and understand why we have them</p> <p>To know the location of different areas in the classroom and know how to explore them safely.</p> <p>To know how to adapt behaviour to suit classroom routines.</p> <p>To know to approach an adult if they need support.</p> <p>To know that it’s important to share and take turns.</p>	<p>To know about different feelings and be able to talk about them during circle time.</p> <p>To know how to follow simple instructions</p> <p>To show confidence in asking adults for support.</p> <p>To know that when playing in a group they need to share and that they will get a turn.</p> <p>To describe and show friendly behaviour.</p> <p>To know how to persist at an activity</p>	<p>To begin to know how to manage their emotions in different situations</p> <p>To know how to consider other people’s feelings and emotions</p> <p>To begin to independently take turns with their friends.</p> <p>To understand how to keep their body healthy</p> <p>To know that exercise is good for us</p> <p>To know that eating fruits and vegetables is important for health.</p> <p>To know a range of healthy foods and exercise</p>	<p>To know how to manage their emotions in different situations</p> <p>To be able to talk about why a character has made a poor choice and know what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To know how to take turns with their friends.</p> <p>To know how to work as part of a group</p> <p>To know about other adults in the school / local environment and talk about how different people help us.</p>	<p>To talk about the effect my behaviour has on others.</p> <p>To know how to follow more complex sets of instructions</p> <p>To know how to talk politely and develop an understanding of what is appropriate</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To know the importance of persisting to complete a challenge</p> <p>To know that most living things go through changes</p> <p>To know how to prepare for change ourselves</p>
Learning opportunities	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p>	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p> <p>Assemblies</p> <p>Finding out about celebrations – Christmas, Diwali</p>	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p> <p>Assemblies</p>	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p> <p>Assemblies</p> <p>Christian feelings – Easter story</p>	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p> <p>Assemblies</p>	<p>Classroom routines</p> <p>Lunch / snack routines</p> <p>Transitions throughout school day</p> <p>Class discussion</p> <p>Story time</p> <p>Circle time</p> <p>Continuous provision activities and skills</p> <p>Assemblies</p> <p>Preparing for change – move up day</p>

Scarf aspects met through	All about me My special people Families Homes Human life stages My body Who will I become Season - Autumn	Special people Special things / objects Same / different Valuing difference - through celebrations (Christmas, Diwali) Season – winter	Caring for our world Life stages - animals Valuing difference - through celebrations (Chinese New Year) Season – winter	Life stages – plant Life stages – animals Caring for our world Healthy eating Keeping safe – what’s safe to go in my body Season - spring	Keeping safe – what’s safe to go on my body Safe – indoor and out People who help keep me safe Caring for our world	Getting ready for change – moving on Getting bigger Caring for our world Season – summer
Ongoing SCARF aspects	These aspects will be continually revisited throughout the year Feeling and emotions Listening to and controlling emotions Being a good friend Caring for others Resilience and perseverance Positive attitude Keeping safe indoors and out Keeping healthy – PE Online safety Money					

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movements with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance spatial awareness, co-ordination and agility. Gross motor skills provide the foundations for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know how to use outdoor play equipment safely</p> <p>To know which hand to write with.</p> <p>To know how to hold the pencil correctly.</p> <p>To be aware of obstacles whilst running, riding a bike etc. and display some spatial awareness.</p>	<p>To be aware of obstacles whilst running, riding a bike etc. and display some spatial awareness.</p> <p>To know how to make anticlockwise movements and retrace vertical lines</p> <p>To know about tools and their safe use, e.g. scissors, pegs, brushes and pencils.</p>	<p>To know that they need to use tools with their dominant hand.</p> <p>To know how to use scissors effectively.</p> <p>To know how to move to beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p>	<p>To know that the pencil needs to be held correctly and with one hand to form letters and numbers.</p> <p>To know why it is important to handle different apparatus safely</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>
Learning opportunities Fine Motor	<p>Threading, cutting, weaving, play dough.</p> <p>Fine motor activities</p> <p>Manipulates objects with good fine motor skills</p> <p>Draws lines and circles using gross motor movements</p> <p>Hold pencil / paintbrush beyond whole hand grasp</p> <p>Pencil grip</p>	<p>Threading, cutting, weaving, play dough.</p> <p>Fine motor activities</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect change to materials.</p> <p>Show preference for dominant hand</p> <p>Structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation</p>	<p>Threading, cutting, weaving, play dough. Fine motor activities</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Holding small items</p> <p>Buttons on clothing</p> <p>Cutting with scissors</p>	<p>Threading, cutting, weaving, play dough. Fine motor activities</p> <p>Hold pencil effectively with comfortable grip</p> <p>Form recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, play dough. Fine motor activities</p> <p>Develop pencil grip and letter formation</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line / circle</p> <p>Draw a cross</p>	<p>Threading, cutting, weaving, play dough. Fine motor activities</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines like in a triangle</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>

<p>Learning opportunities Gross Motor</p>	<p>Co-operation games i.e. parachute games Climbing - outdoor equipment Different ways of moving to explored with the children Provide regular reminders about handwashing and toileting</p>	<p>Ball skills –throwing and catching Large block play Skipping ropes in outside area Dance related activities Range of wheeled resources for children to balance, sit or ride on</p>	<p>Ball skills – aiming, dribbling, pushing, throwing, catching, kicking Provide wide range of activities to support broad range of abilities Dance / moving to music / gymnastics / balance</p>	<p>Balance – children moving with confidence Dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide, bounce Use picture books / resources to explain importance of a healthy lifestyle</p>	<p>Obstacle activities children moving over, under, through and around climbing equipment Encourage children to be highly active and get out of breathe several times each day Dance / move to music</p>	<p>Races / team games involving gross motor movements Sports day Dance related activities Gymnastics / balance</p>
---	--	---	--	--	--	--

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know that letters are used to make up words.</p> <p>To know words can be written.</p> <p>To know that books should be read from left to right and one page at a time.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about their marks with confidence.</p> <p>To know the sounds that the taught letters make</p> <p>To know how to write the taught sounds</p>	<p>To know how to sequence familiar stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To know words can be written</p> <p>To know the sounds that the taught letters make</p> <p>To know how to write the taught sounds</p> <p>To know and recognise taught HFW</p> <p>To know that blending sounds makes words.</p> <p>To know that each letter makes a sound – and learn the sounds in their names.</p>	<p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know how to sequence familiar stories.</p> <p>To know the phonemes that correspond to taught graphemes</p> <p>To know how to write the taught sounds</p> <p>To know how to spell some familiar words.</p> <p>To know and recognise taught HFW</p> <p>To know and recognise taught 'red' words</p>	<p>To know how to retrieve information from books</p> <p>To know the phonemes that correspond to taught graphemes</p> <p>To know how to write taught graphemes</p> <p>To know and recognise taught HFW</p> <p>To know and recognise taught 'red' words</p> <p>To know how to spell some familiar words.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>To know how to retrieve information from books</p> <p>To know the phonemes that correspond to taught graphemes</p> <p>To know how to write taught graphemes</p> <p>To know and recognise taught 'red' words</p> <p>To know how to spell some familiar words.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>To know sentences can be extended with a connective</p>	<p>To know how to retrieve information from books</p> <p>To know the phonemes that correspond to taught graphemes</p> <p>To know how to write taught graphemes</p> <p>To know and recognise taught 'red' words</p> <p>To know how to spell some familiar words.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>To know sentences can be extended with a connective</p>

Learning opportunities Comprehension	<p>Joining in with rhymes and stories with repeated refrains. Interest in environmental print. Having a favourite story / rhyme Understanding print has meaning and can have different purposes Know we read English text from left to right, top to bottom Sequencing familiar stories through the use of pictures Recognising initial sounds. Name writing activities. Engage in conversations about stories Learn new vocabulary</p>	<p>Retell stories related to events through acting / role play / using images Introduce non-fiction books. Sequence story –using vocabulary of beginning, middle, and end. Blend sounds into words, so that they can read short words made up of known letters – sound correspondences. Enjoys an increasing range of books Names of the different parts of a book. Christmas letters / lists.</p>	<p>Information books linked to topic. Make up stories with themselves as the main character Encourage children to record stories through picture drawing / mark making. Retelling stories using story maps. Editing story maps and orally retelling new stories. Read simple phrases and sentences made up of words with known letter – sound correspondence and where necessary a few exception words. Read a few common exception words</p>	<p>Information books linked to topic Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World book day Timeline of how plants / animals grow and change – life cycles Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas and events</p>	<p>Stories from other traditions and cultures. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain main events of a story. Can draw pictures of characters / event / setting in a story. Use information books to locate information and draw pictures. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters / event / setting in a story. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comment, questions and reactions. Make predictions. Beginning to understand that a non-fiction book is not a story, it gives information instead. Fiction means story. Can point to front cover, spine, back cover, blurb, illustrations, page, contents page, index, illustrator, author, title Sorts books into categories</p>
Word Reading	<p>Following the FFT success for all Phonics and corresponding shared reader scheme</p>					
Learning opportunities Writing	<p>Dominant hand Tripod grip Mark making Giving meaning to marks and labelling, shopping lists. Writing initial sounds and simple captions Using initial sounds to label characters / images. Name labels</p>	<p>Dominant hand Tripod grip Name writing Labelling using initial and some final sounds. Instructions Write simple sentence using initial / final sounds Introduce finger spaces, full stops and capital letters</p>	<p>Writing some tricky words such as I, my, me, to, the, writing CVC words Label using CVC, CVCC, CCVC words Create a story board Guided writing based around developing short sentences in meaningful context Story scribing, retelling stories in writing area</p>	<p>Creating own story maps, Writing captions and labels, Writing simple sentences using finger spaces, full stops and capital letters with support. Label and captions – life cycles Write simple explanations Write simple recounts</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces, capital letters and full stops. Form lower case and capital letters correctly. Rhyming words Write simple information texts linked to topic</p>	<p>Story writing Write range of tricky words, spelt correctly Beginning to use finger spaces, capital letters and full stops. Form lower case and capital letters Use familiar texts as model for own story writing Character descriptions Write postcards</p>

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know a range of number songs.</p> <p>To know number names to 5 in order.</p> <p>To begin to recognize that each object should only be counted once</p> <p>To use the language of more and less to compare amounts.</p> <p>To know objects can be sorted into groups</p> <p>To recognise and talk about simple patterns</p>	<p>To recognize patterns and recreate repeated designs.</p> <p>To recognise numbers automatically on a dice to 5</p> <p>To know objects should be counted only once with 1:1 correspondence</p> <p>To match quantities to numerals up to 5</p> <p>To know number names to 10</p> <p>To know the names of 2d shapes and talk about their properties</p> <p>To know ways of making 5</p>	<p>To know the number names to 10 in order.</p> <p>To recognise numbers to 8.</p> <p>To know that numbers can be ordered.</p> <p>To know how to write numbers to 8, forming them correctly.</p> <p>To make observations of and compare weight and capacity</p> <p>To use non-standard units to measure and compare weight and capacity</p> <p>To know number bonds to 5</p>	<p>To recognise numbers to 10</p> <p>To know how to write numbers to 10, forming them correctly.</p> <p>To make observations of and compare length and height</p> <p>To use non-standard units to measure and compare length and height</p> <p>To know vocabulary linked to describing time.</p> <p>To know the days of the week and months of the year in order</p> <p>To read the time to o'clock on a digital and analogue clock</p> <p>To know the names of 2D shapes and use correct language e.g. sides and corners to describe them.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p>	<p>To be able to count, order and begin to recognise numbers to 20.</p> <p>To count forwards and backwards to 20</p> <p>To know that addition involves combining two or more groups of objects.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To use objects to solve addition and subtraction problems.</p> <p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line</p> <p>To recognise number patterns</p>	<p>To know the difference between odd and even.</p> <p>To know that sharing equally means everyone has the same amount</p> <p>To know to halve a number you have to split it into two equal parts</p> <p>To know that double a number is to add the same amount</p> <p>To know how to use rulers to measure length, scales to measure weight and jug /containers to measure capacity</p> <p>To use money during role play activities</p> <p>To know that money can be used to buy items.</p> <p>To know and use positional language in the appropriate context</p>
Taught through White Rose Maths	<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>It's me</p> <p>1, 2, 3</p> <p>Circles and triangle</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know about family structures and be able to talk about who is part of their family.</p> <p>To be able to talk about special family events.</p> <p>To know they have changed over time</p> <p>To know that adults do a variety of jobs.</p> <p>To know about the role of the emergency.</p> <p>To talk about feelings and what is making them feel like that.</p> <p>To be able to talk about what makes them unique.</p> <p>Be able to describe weather and seasons.</p>	<p>To know they have changed over time</p> <p>To know they have different needs now to when they were a baby</p> <p>To know objects / toys were different when their parents / grandparents were young</p> <p>To know how to use technology in play, operating simple toys and apps.</p> <p>To know that people around the world have different religions and celebrate festivals in different ways</p> <p>To know Christmas is celebrated by Christians</p> <p>Be able to describe weather and seasons.</p>	<p>To know things were different in the past</p> <p>To know animals can be herbivores, carnivores or omnivores</p> <p>To be able to talk about features of own immediate environment and know how environments may differ</p> <p>To make observations and express their views about their environment.</p> <p>To know that people in other countries may speak different languages.</p> <p>Be able to describe weather and seasons.</p>	<p>To know about life cycles and how animals change as they grow.</p> <p>To know about similarities and differences between different animals.</p> <p>To know plants change as they grow</p> <p>To name and sort a range of living things.</p> <p>To know about where foods come from</p> <p>To be able to talk about different habitats.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know that Christians celebrate Easter</p>	<p>Be able to describe weather and seasons.</p> <p>To know that people in other countries may speak different languages.</p> <p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To know objects can float or sink</p> <p>To know objects are made from different materials according to their properties</p> <p>To begin to use a mouse/pad to navigate a computer.</p>	<p>Be able to describe weather and seasons.</p> <p>To know similarities and differences between modes of transportation</p> <p>To know things were different in the past</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.</p> <p>To ask questions about their surroundings</p> <p>To know that there are many countries around the world.</p>
Learning opportunities	<p>Name and describe people who are familiar to them</p> <p>Draw similarities and make comparisons between other families</p> <p>Talk about members of their family and community</p> <p>Look at how they have changed since they were small</p> <p>Read fictional stories about families and start to tell the difference between real and fiction</p> <p>Talk about the changing seasons - Autumn</p>	<p>Talk about the changing seasons - Winter</p> <p>Talk about celebrating special times – Christmas, Diwali.</p> <p>Begin to understand that people have different beliefs and celebrate special times in different ways</p> <p>Understand why toys are made from different materials</p> <p>Find out how toys work – batteries, movement</p> <p>Personal / family timelines</p>	<p>Dinosaur information books</p> <p>Sorting meat eaters / plant eaters</p> <p>Find out about the changing Earth – volcanoes, plate tectonics, earthquakes</p> <p>Draw information from a simple map.</p> <p>Explore natural world around them linked to stories / information books</p> <p>Dinosaur timelines</p>	<p>Discuss how we can care for the world around us.</p> <p>Introduce children to recycling.</p> <p>Look at what rubbish can do to plants and animals.</p> <p>Talk about the changing seasons – spring</p> <p>Discuss where food comes from</p> <p>Plant / animal life cycles</p> <p>Explore the world around them, describing what they see, feel, and hear</p> <p>Look at change through the planting of seeds</p>	<p>Compare past and present life through experiences and stories</p> <p>Find out about the water cycle</p> <p>Find out how we use water</p> <p>Water travel – boats, ferries</p> <p>Exploring materials through floating and sinking</p> <p>Know there are different countries in the world and locate on a map</p> <p>Recognise some environments are different to the one in which they live – under the sea</p>	<p>Talk about different types of travel</p> <p>Find out about travel in the past</p> <p>Famous people linked to travel – Wright brothers, Henry Ford etc</p> <p>Use maps to locate places, roads, railway lines etc</p> <p>Talk about the changing seasons –summer</p> <p>Talk about change / moving on</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning opportunities (RE)</p>	<p><u>Unit F4 – Being special</u> What makes me special? Things I can do My family and friends Groups I belong to - family, school, class, clubs, church etc Similarities and differences between each other How we have changed as we grow – baby to school age Special times - Welcoming babies into a family / weddings etc</p>	<p><u>Unit F2 – Christmas</u> Special things / objects linked to toys / gifts Special artefacts – bibles, books etc Begin to understand that people have different beliefs and celebrate special times in different ways Talk about celebrating special times – Christmas, Diwali. Christmas story Christmas Nativity play & songs</p>	<p><u>Unit F1 – Why is the word God so important to Christians</u> Begin to understand that people have different beliefs and celebrate special times in different ways Talk about celebrating special times – Chinese New Year Think about the Creation story</p>	<p><u>Unit F3 – Easter</u> Begin to understand that people have different beliefs and celebrate special times in different ways Talk about celebrating special times – Easter How celebrate Easter story New life</p>	<p><u>Unit F6 – Which stories are special and why</u> Stories linked to topic Favourite story and why Bible stories linked to topic – Jonah and the Whale Noah’s ark Water / sea stories from other religions</p>	<p><u>Unit F5 – What places are special</u> Traveling to different places Favourite places to visit and why Different types of building – what used for Special building – churches, mosques, synagogues etc Special / famous buildings around the world</p>
---	---	--	---	---	--	---

Expressive arts and design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge	<p>To know that different musical instruments make different sounds and begin to differentiate between them.</p> <p>To know how to construct safely.</p> <p>To know that body movements can be changed depending on the rhythm to achieve an effect.</p> <p>To know a range of songs and rhymes.</p>	<p>To know how to use their voice to create different sounds</p> <p>To know how different materials can be joined to create things.</p> <p>To know that people from different cultures may have different traditions involving art and crafts (rangoli patterns)</p> <p>To use their knowledge of stories in their play.</p> <p>To know a range of songs and rhymes.</p>	<p>To know that they can change their voices whilst acting out stories to create a dramatic effect.</p> <p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>To know how to play a range of instruments and explore their sounds</p>	<p>To know how to use a range of props to support and enhance role play.</p> <p>To learn the names of different tools and techniques. a particular outcome.</p> <p>To play an instrument to a beat.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p>	<p>To know and perform a range of familiar songs</p> <p>To know how to safely construct with a purpose and evaluate their designs.</p> <p>To know, identify and select resources and tools to achieve a desired effect</p> <p>To know that paints, pastels etc. can be used to create observational drawings.</p>	<p>To know and perform a range of familiar songs</p> <p>To know and describe ways of safely using and exploring a variety of materials.</p> <p>To know which tools and techniques are needed to shape, assemble and join materials they are using.</p>
Learning opportunities	<p>Join in with songs, Explore creative area join in with role play games Use resources available for props, build models using construction materials Self-portraits, junk modelling Sing call and response songs Explore how sounds can be changed, tapping simple rhythms</p>	<p>Firework pictures, Christmas decorations, cards Begin to mix colours, Explore colour usage / shades – bonfire colours, Explore texture and materials – teddies / soft toys Listen to a respond to music – dance Sing in a group – Christmas performance songs</p>	<p>Use of story maps, puppets, small world to retell and invent stories and actions Develop storyline in their play Explore colour mixing – camouflage colours Build more complex models using construction kits and junk modelling</p>	<p>Explore texture – collage picture of farms Make patterns using colours Look at well-known artists pictures and use work as inspirations – sunflowers – Van Gogh Small world pretend play – farms Symmetry pictures – butterflies Camouflage patterns, animals colours</p>	<p>Dance linked to topic – pirates Create sea / boat pictures using knowledge about design, colour, texture Make props to enhance play – shields, helmets Joining techniques – flaps on books, sliders or simple split pin mechanisms Water pictures, shades of blue – add white, black</p>	<p>Role play travel experiences Construct more complex structures – vehicles Recap previous learning to create seaside / holiday pictures – use texture, colour knowledge to create accurate / imagine representations Dance in response to music</p>