

YR Progression Map

Early Years Foundation Stage

Early Years Foundation Stage aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported

Area of Learning	Communication and Language						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding	<p>To understand how to listen carefully, including not to interrupt</p> <p>To understand why listening is important</p> <p>To be able to follow a simple instruction consistently</p>	<p>To engage in story times, poetry, joining in with repeated phrases and actions</p> <p>To understand the difference between a question and an answer</p>	<p>To ask questions to find out more</p> <p>To be able to answer a question</p> <p>To understand a range of complex sentence structures and instructions</p> <p>To know when to listen and when to respond</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>Listen to and talk about stories/NFT/poems to build familiarity and understanding.</p> <p>To be able to switch attention</p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To know that asking a question helps to clarify understanding</p> <p>To be able to follow complex instructions</p>	<p>To know the difference between a comment and a question</p> <p>To respond to discussion with comments and questions</p> <p>To use answers to their questions to make links</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>

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	To be able to listen to stories and recall the main events	To be able to follow a simple 2-step instruction consistently	To engage in and listen to selected non-fiction texts	from one task to another	To begin to understand humour		
Vocabulary	listen, instruction/s	why, how, question, answer	ask a question, understand, take turns, non-fiction	re-tell, listen carefully	who, what, where, when, how, joke	conversation, comment	
Speaking	<p>To talk in front of a small group</p> <p>To communicate confidently with peers and adults in the setting</p> <p>To learn some new vocabulary</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p>To answer questions in front of a whole class.</p> <p>To use some new vocabulary throughout the day</p> <p>To answer question in full sentences</p> <p>Learn rhymes, poems and songs</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because, so, but</p> <p>To talk about selected non-fiction developing familiarity with new knowledge and vocabulary</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Learn rhymes, poems and songs</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>Learn rhymes, poems and songs</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
Vocabulary	conversation, talk	rhyme, poem, song	and, because, so, but, non-fiction	show, present	why	full sentence	
Provision / Activities	C&L is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, PSHE lessons, speech and language interventions, social groups, nurture groups, talk partner sessions, talk partner work, daily story time using high						

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	quality texts, listening to a range of stories, NFT, poetry, rhymes and songs, learning journey reviews, Tapestry news, open ended and engaging learning environments, resources and role-play areas.						
Area of Learning	Personal, Social and Emotional Development						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self-Regulation	<p>To know the feelings happy, sad, angry, worried</p> <p>To be able to talk about feelings in simple terms</p> <p>To focus attention in a larger group situation</p>	<p>To know a wider range of feelings: scared, excited</p> <p>To begin to identify a wider range of feelings in themselves</p> <p>To be able to focus attention in a whole class teaching session</p> <p>To adapt behaviour in a range of situations</p>	<p>To identify a wider range of feelings in others: happy, sad, scared, excited</p> <p>To focus during longer whole class lessons</p> <p>To talk about themselves in positive terms</p> <p>To identify likes and dislikes</p> <p>To begin to consider the feelings of others</p>	<p>To identify a wider range of feelings in others: angry, worried, joyful, nervous</p> <p>To label and talk about own and others' feelings</p> <p>To consider the feelings and needs of others</p> <p>Completes set tasks/challenges independently</p>	<p>To control their emotions using a range of techniques</p> <p>To maintain focus during extended whole class teaching</p> <p>To know that their behaviour affects others</p>	<p>To maintain focus during extended whole class teaching and follow instructions</p> <p>To identify and moderate their own feelings socially and emotionally</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed 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.</p>
Vocabulary	happy, sad, upset, angry, worried, feelings, concentrate	scared, excited, focus,	like, dislike, improve, good at, work on, resilience	angry, worried, nervous, joyful, compromise, challenge,	behaviour, action, take your turn, sharing	holding back, patience, mindful, instructions	

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				independent, challenge, goals			
Managing Self	<p>To begin to learn the academy rules and routines e.g. behaviour, conduct and etiquette and carpet rules</p> <p>To practise velcro and buckles on shoes</p> <p>To explore different areas within the learning environment</p> <p>To use the toilet independently with some reminders to wash hands</p> <p>To know that we are humans</p> <p>To know the names of some parts of the human body (see vocab)</p>	<p>To follow the academy rules and routines with adult support and understand the need to have them</p> <p>To have confidence to try new activities</p> <p>To put coat on independently</p> <p>To put wellington boots on independently</p> <p>To practise doing up a zip/buttons on a coat</p> <p>To begin to know that humans need a healthy diet (what they eat and drink) to grow</p>	<p>To follow the academy rules</p> <p>To learn the academy/Kite values</p> <p>To know the difference between right and wrong</p> <p>To begin to show resilience and perseverance in the face of challenge</p> <p>To seek out challenges</p> <p>To be able to dress for the weather with minimal support (coats, gloves, wellington boots, puddle suits, etc)</p>	<p>To have a clear idea about what they want to do in their play and how they will go about it</p> <p>Know that humans need certain things to survive, including water, food (for energy), air (to breathe), shelter (for protection from weather, such as rain and cold temperature)</p>	<p>Shows some understanding that good practices regarding exercise, eating, sleeping and looking after your teeth can contribute to good health</p> <p>To manage own basic needs independently</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To manage own dressing/changing with zips, buttons and buckles independently</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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Vocabulary	classroom, rules, adult, toilet, wash hands, human, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	rules, values, zip, buttons, healthy diet	challenge, persevere, resilient, values	have a go, independent	healthy, unhealthy,	attitude, positive	
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and class/year group staff</p>	<p>To play with other children (children who are playing with the same activity)</p> <p>To begin to develop friendships</p> <p>To have positive relationships with staff</p>	<p>To begin to work as a group with support understanding the need to share</p> <p>To use taught strategies to support turn taking</p> <p>To develop confidence with other adults around the school</p>	<p>To listen to the ideas of other children</p> <p>To begin to hold two-way discussions that will agree on a solution and compromise</p> <p>To have positive relationships with other adults around the school</p>	<p>To work as a group successfully</p> <p>To begin to show sensitivity to their own and to others' needs.</p>	<p>To have confidence to communicate with all adults around the school and with visitors</p> <p>To recognise the importance of friendship (RSE)</p> <p>To recognise the importance of saying sorry and forgiveness (RSE)</p> <p>To recognise that all families are different (RSE)</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
Vocabulary	friend, help, look after, care	play, game, friendship	sharing, taking turns,	Compromise, listen, solution	teamwork, resolve, conflict, group	forgive, sorry, friendship, family, different, similar	
Provision / Activities	<p>PSED is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, PSHE lessons, social groups, nurture groups, talk partner sessions, talk partner work, daily story time using high quality texts, learning journey reviews, Tapestry news, open ended and engaging learning environments, resources and role-play areas, assemblies, health visitors.</p>						

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Area of Learning	Physical Development						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross motor Skills	<p>Know that a free space is somewhere that is clear of people and objects</p> <p>Know that if they are approaching a space that someone else is using, they can either stop or change direction to stay safe</p> <p>Know how to move safely into a space, avoiding others</p> <p>Know that travelling is a way of moving from one place to another</p> <p>Begin to know how to experiment with different ways to travel from one space to another</p>	<p>Begin to know that balance refers to spreading your weight evenly so that you remain steady and upright</p> <p>Begin to know that different parts of the body can be used to balance</p> <p>Begin to know that some ways to keep balance include holding arms out and keeping eyes on a still object</p> <p>Begin to know that we can balance on, under and against</p>	<p>Know that throwing is moving an object with force through the air by hand and arm</p> <p>Begin to know that the basic skills of throwing are facing the direction of throw, swinging arm(s) forwards to front of body and releasing the ball</p> <p>Know that we can throw with two hands or one hand</p> <p>Know how <i>to begin to throw</i> a ball with two hands</p> <p>Know how to practise throwing a ball or beanbag with one hand- underarm throw</p>	<p>Know that kicking is hitting an object with your foot</p> <p>Begin to know that the basic steps of kicking a ball are placing non-kicking foot next to ball, pointing foot in direction of target, bringing the kicking leg back, bending non-kicking leg slightly, bringing kicking leg forward to make contact with the ball</p> <p>Know how to practise kicking a stationary ball towards a target</p>	<p>To jump and land safely from a height</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>Begin to know that skipping is travelling on foot</p>	<p>Sports day activities</p> <p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging team games- sports day practice</p> <p>To play by the rules and develop coordination</p> <p>To learn to play against an opponent</p> <p>To work cooperatively as a team</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

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	<p>Know that walking is travelling on foot at a steady (slow) pace</p> <p>Know that running is travelling on foot at pace- more quickly than when walking</p> <p>Begin to know that we can travel over, under, through and around objects and apparatus</p> <p>Begin to know that direction is the course along which someone or something moves</p> <p>Begin to know that we can change direction by turning our heads and bodies</p> <p>To work cooperatively with a partner</p>	<p>objects and apparatus</p> <p>Begin to know that jumping is the form of movement that involves both feet leaving the floor before landing again</p> <p>Know how to <i>begin practising</i> different jumps, e.g. frog jumps, bunny hops, high jumps</p> <p>Know that a hopping is a short quick jump on one foot or from one foot to the other</p> <p>To line up and queue with minimal support</p>	<p>Know that catching is using your hands to stop and hold an object</p> <p>Know that the best way to catch an object is with two hands</p> <p>Begin to know that a nest shape is where both hands are cupped together with fingertips facing away from the body with no gaps between them</p> <p>Begin to know how to practise catching a beanbag/ball using a nest shape, e.g. throwing and catching in pairs</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p>	<p>moving from one foot to the other with a hop or a bounce</p>		
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	To line up and queue with support						
Vocabulary	free space, direction, travel over, under, through, travelling, running, walking	balance, jumping, hopping, apparatus	throwing, catching, nest shape	kicking, target, copy, create, imagination, rhythm, beat	jump and land safely, sequence, skipping	co-operate, opponent, team	
Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>Begin to know how to hold scissors correctly/safely and cut with control</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write own name and copy some taught letters</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads and use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters with some idea of ascenders and descenders</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

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	To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support					
Vocabulary	scissors, cut, snip, open, close, finger, thumb	tripod grip, zig zag, straight, line, shape	curved	Letter size	control	detail, accurate	
Provision / Activities	<p>PD is developed throughout the year through high quality interactions, modelling, P.E lessons, motor skill groups, daily motor/writing sessions, open ended and engaging learning environments, resources and role-play areas, yoga sessions, culinary sessions, daily hand strengthening videos and playdough disco.</p> <p>Continuous Provision:</p> <p>Cooperation games e.g. parachute games. Use of outdoor equipment, adventure playground, obstacle course. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, skateboards, body boards and trikes.</p> <p>Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Threading, cutting, weaving, playdough, fine motor activities e.g. Tap-Tap, hammer beads, peg boards, geoboards etc. Draw lines and circles using gross motor movements. Large scale mark-making using a wide range of writing tools e.g. chalks, paints, wet brushes etc. Large and small scale construction. Puzzles. Creative and writing areas fully stocked with a variety of resources and equipment. DT projects e.g. moveable mechanisms, malleable materials - clay models, salt dough decorations, baking cakes/bread/gingerbread men. Making soups/fruit salads/Easter nests.</p>						
Area of Learning	Literacy						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Comprehension	<p>To begin to use pictures to tell stories</p> <p>To independently look at book, holding them the correct way and turning pages</p> <p>To engage in</p>	<p>To begin to answer questions about the stories read to them</p> <p>To sequence familiar stories with support</p> <p>To enjoy and increasing range</p>	<p>To act out stories</p> <p>To retell a story</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during</p>

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	story times, joining in with repeated phrases and actions	of books including fiction, non-fiction, poems and rhymes	To begin to know that information can be retrieved from books				discussions about stories, non-fiction, rhymes and poems and during role play.
Vocabulary	Story, book, listen, rhyme, page, front cover, title	Beginning, middle, end, fiction, non-fiction, fact, information	Rhyme, poem, predict, sequence, order	Retell, character, setting	Who, what, when, where, why	Information, vocabulary	
Word Reading	<p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, ff, ll</p> <p>Plus: words with /s/ at the end</p> <p>HRSW: I, no, the, put of, is, to, go, into, pull, as, his</p>	<p>j, v, w, x, y, zz, qu, ch, sh, th (voice and unvoiced), ng, nk, ai, ee, igh, oa, es (where there is no change to the root word)</p> <p>Plus: words /z/ at the end (dogs, beds, bees, zigzags)</p> <p>Words ending in s and -es</p> <p>HRSW: he she, buses, we, me, be, push, was, her, my, you</p>	<p>oo (book), ar, ur, oo (food), or, ow, oi, ear, air, ure, er, ow</p> <p>Words containing adjacent consonants can be used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown)</p> <p>HRSW: they, all, are, ball, tall, when, what</p>	<p>(Review of Phase 3 and 4 – Spring 1)</p> <p>Plus: review words with double consonants</p> <p>HRSW: said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>Short and long vowels with adjacent consonants, building on previous exposure</p> <p>CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Word endings in suffixes</p> <p>- ing -ed /ed/ - ed /t/ -ed /d/ -er -est</p>	<p>ay, ou, ie, ,ea, -le oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, l-e, o-e, u-e, c (s)</p> <p>HRSW: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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					Compound words		
Vocabulary	name, phonics, sound, rhyme, word harder to read and spell words	phoneme, grapheme, single sound, digraph, blend	segment, vowel, consonant, trigraph, sentence	segment, vowel, double consonant, trigraph	sentence, explain, caption, ending, suffix	sentence, explain, caption, alternative, split digraph	
Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To identify initial sounds with support</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form taught letters correctly</p> <p>To begin to write simple sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a stop mark</p> <p>To spell words using taught sounds</p> <p>To spell some taught high frequency words correctly</p>	<p>To form taught lowercase letters correctly and begin to form taught capital letters</p> <p>To write sentences using finger spaces and stop marks</p> <p>To spell some taught high frequency words correctly</p> <p>To begin to read their work back</p>	<p>To form taught lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To use capital letters at the start of a sentence</p> <p>To use finger spaces and stop marks when writing a sentence</p> <p>To read their work back</p>	<p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and stop marks</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Vocabulary	Phonics, sound, word, letter, copy	Label, caption	Full stop, finger space, sentence	Capital letter, upper case, lower case	Full sentence, independent	Edit, check, genre	

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Provision / Activities	<p>Literacy is developed throughout the year through our linguistic phonics approach, high quality interactions, daily phonics and writing sessions, daily motor sessions, open ended and engaging learning environments, resources and role-play areas, daily hand strengthening videos.</p> <p>Writing: Name writing cards, labelling models, lists, label characters / images, rhyming strings, writing for a purpose in role play areas / learning environment, posters, story maps, instructions, recipes, life cycles, character descriptions, diary entries, recounts, poems, stories, teacher to model writing areas and activities during free flow, star writer display</p> <p>Reading: Daily story time, use of big books, 1:1 reading, silly soup, letter/word bingo, word hunts, story of the week, class home story box, regular visit to school library, trip to local library, teacher to model book corner and use during provision, explore and discuss features of NFT and fictional nooks, arrange author/story teller visits</p>						
Area of Learning	Mathematics						
Number	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Count and represent the numbers 1 to 3	To explore different representation of numbers to 5 To subitise groups to 5 To represent 1, 2 and 3, 4, 5 using objects and to match this to a corresponding numeral card To know the composition of numbers up to 5	To recognise 0 To know the value of 0 To find an amount to 5 To count to 5 objects reliably To be conceptually subitising up to 5 To represent 6, 7 and 8 using objects. To know the composition of 6, 7 and 8	To find 6, 7, 8, 9, 10 To identify 1 more and 1 less within 10 To recognise the composition of 6, 7, 8, 9, 10 including part, part, whole and 5 and ____ To make pairs and find doubles To combine two groups	To use one-to-one correspondence to count items beyond 10 To increase a quantity by a given amount within 10 To decrease a quantity by a given amount within 10 To build numbers beyond 10, 10- 13 and 14-20	To deepen their understanding and make links across their learning	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.

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	<p>Estimate and check by counting</p> <p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To subitise numbers to 3</p> <p>To count to 5</p>			<p>To identify number bonds to 10 (two parts and 3 parts)</p> <p>To explore and compare 11, 12, 13</p>			
Vocabulary	Sort, groups, more than, less than, count, subitise	Subitise, parts, whole, altogether, Fives frame equal	Zero, part, part whole, altogether Add, fives/tens frame	Add, tens frame part, part whole, altogether	Add, all together, more, less, higher, lower	Bonds of... How do you know? I know because..	
Numerical Patterns	<p>Recognise, describe, copy and extend colour and size patterns</p> <p>To know that a pattern is a repeated unit</p>	<p>To calculate 1 more and 1 less than a given number up to 5</p> <p>To talk about key events in their daily routine and to begin to order these</p>	To calculate 1 more and 1 less than given number up to 5	<p>To identify 1 more and 1 less within 10</p> <p>To recognise the composition of 6, 7, 8, 9, 10</p> <p>To identify more complex patterns</p>	<p>To build and notice patterns with numbers beyond 10</p> <p>To verbally count beyond 20</p>	<p>To explore sharing and grouping</p> <p>To share odd and even numbers</p> <p>To identify units of repeating patterns and explore pattern rules</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

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	<p>To copy and continue a simple repeated pattern.</p> <p>To create own repeated pattern</p>			<p>Counting on/back from a number within 20</p> <p>To identify patterns in odd and even numbers by making pairs</p> <p>To find a double to 8</p>	<p>Counting on/back from a number within 20/30</p> <p>To know what sharing is and describe equal sharing</p> <p>To be able to share practically for a purpose</p> <p>To know that grouping involves dividing a set by placing a certain number of items in each group</p>	<p>To recall some double facts to 10</p> <p>To create their own patterns and rules</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Vocabulary	Repeat, copy, colour, shape, curved, straight	More than, less than, day, night	More than, less than	More than, less than, equal, the same as, odd, even, double	Share, equal, the same as, grouping, divide	Pattern, rule, odd, even, share, equal same	
Shape, space and measure	<p>To compare and order by size (height and length)</p> <p>To compare and order objects according to mass</p>	<p>To name, identify and compare circle, square, triangle</p> <p>To notice and identify 2D shapes</p>	<p>To explore and compare length, height and time</p> <p>To be able to order and sequence time</p>	<p>To compare and explore mass, length, height and capacity</p> <p>To know that a solid is a fixed</p>	<p>To be able to turn, rotate and flip shapes to fit into the spaces provided</p> <p>To use positional language to</p>	<p>To be able to visualise and build from different positions</p> <p>To describe positions and give instructions</p>	

YR Progression Map

	<p>To compare and order according to capacity</p>	<p>in the environment</p> <p>To use and understand positional language</p> <p>To identify and name shapes with four sides</p> <p>To combine shapes with 4 sides</p>		<p>shape that cannot be changed</p> <p>To know that a liquid has no fixed shape and takes the shape of its container</p> <p>To name and identify 3D shapes</p> <p>To find 2D shapes within 3D shapes</p> <p>To explore time using through activities</p> <p>To use time related vocabulary</p> <p>To know the days of the week</p>	<p>describe where shapes are in relation to one another</p> <p>To know that shapes can be combined or separated to make new shapes</p> <p>To be able to copy complex 2-D shape pictures</p> <p>To notice 2-D shapes within 3-D shapes in a range of contexts</p> <p>To select a shape for a purpose</p>		
Vocabulary	<p>Order, sequence, length, height big, bigger, small, smaller, heavy, full, empty</p>	<p>Circle, 2D shape, sides, corners, Square, rectangle, circle, triangle,</p>	<p>Day, night, morning, afternoon, nighttime, yesterday tomorrow</p>	<p>Mass, capacity, liquid, longer longest, short, shortest, tall, taller, tallest,</p>	<p>Under, on top of, in front of, behind, besides</p>	<p>Under, on top of, in front of, behind, besides</p>	

YR Progression Map

				heavier, balance, full, empty, minutes, seconds, yesterday, tomorrow, solid, cone, cube, cuboid, pyramid, sphere, faces, vertices			
Provision / Activities	<p>Maths is developed throughout the year through our Mathematical Mastery approach, high quality interactions, daily maths sessions, engaging learning environments, resources and role-play areas.</p> <p>During lessons and within the learning environment – show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames, part whole model etc. Encourage children to use their fingers for support. Display numerals in order alongside dot quantities or tens frame arrangements. Play board games and card games such as snap or matching pairs with cards. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground. Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Distribute items evenly. Make deliberate mistakes to provoke discussion. Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.” Plan games which involve partitioning and recombining sets. Make visual and practical displays in the classroom showing the different ways of making numbers to 5. Help children to learn number bonds through lots of hands-on experiences. Play hiding games with a number of objects in a box, under a cloth etc. “6 went in the tent and 3 came out. I wonder how many are still in there?” Spot and use opportunities for children to apply number bonds: “There are 5 of us but only 2 clipboards. How many more do we need?” Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources. Teach children to solve a range of jigsaws of increasing challenge. Investigate how shapes can be combined to make new shapes. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Compare length, weight and capacity. Model comparative language using ‘than’ and encourage children to use this vocabulary. For example: “This is heavier than that.” Ask children to make and test predictions. “What if we pour the jugful into the teapot? Which holds more?”</p>						
Area of Learning	Understanding the world						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

YR Progression Map

<p>Past and Present</p>	<p>To know about their own life-story</p>	<p>Begin to know that the past refers to events that happened before a set time (or the current day) e.g. Remembrance Sunday</p>	<p>To talk about the lives of the people around us.</p>	<p>To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (dinosaurs)</p>		<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (transport/transition)</p>	<p>Talk about the lives of the people around them and their roles in society.</p>
	<p>To have an awareness of how they have grown and changed over time</p>	<p>To begin to know about significant people and events from the past (e.g. Guy Fawkes)</p>	<p>To know that the emergency services exist and what they do.</p>	<p>To begin to know that familiar objects were different in the past e.g. changes in fire engines, hospitals, police uniforms</p>		<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Floella Benjamin – Coming to England)</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p>
	<p>To know how old they are and begin to know how to identify when they were born</p>	<p>To begin to know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To comment on familiar situations in the past</p>				<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p>Know that people around them were born at different times and are older or younger than they are</p>						
	<p>To know that people change as they age (baby, toddler, child, teenager, adult)</p>						
<p>Know that now refers to the current day</p>							

YR Progression Map

Vocabulary	baby, child, adult, grow/ing, younger, older, now	Guy Fawkes, Remembrance Day, a long time ago, character/s	Now, past	Same, different, change		history, past, present, difference	
People, culture and communities	<p>To know about family structures and talk about who is part of their family</p> <p>Know that a family is a group of people (adults and children) who are related to each other</p> <p>To identify members of their own families (close and extended)</p> <p>To know that some families live together in one house while other families may live in different houses</p> <p>To identify similarities and differences between themselves and peers</p>	<p>Begin to know that all families may be different</p> <p>Know that in the UK people often celebrate birthdays, Christmas, Easter, weddings, Harvest</p> <p>Know that a celebration is a time when people come together to remember something and that these may be shared with family</p> <p>Begin to know that Hinduism is a world religion which is practised in different countries including India</p>	<p>To know about people who help us within the local community</p> <p>To name and describe people who are familiar to them</p>	<p>Begin to know that a church is a Christian place of worship</p> <p>Begin to know that the Bible is a Christian book which uses stories and pictures to help Christians understand what God is like</p> <p>To begin to know that the cross is an important Christian symbol which can be found in many places, including churches</p> <p>Begin to know that Christians believe that Jesus</p>	<p>Begin to know that there are differences and similarities between where we live and other countries</p> <p>Begin to know that there are many different religions in the world</p> <p>Begin to know that religion refers to what people believe about their relationship to a god(s)</p> <p>To begin to know that there are many countries around the world</p>	<p>To begin to know that they can find information on a simple map</p> <p>To begin to know that maps contain symbols to identify features and information</p> <p>Begin to know that a map is a representation of an area of land or sea showing physical features, cities, roads, etc.</p> <p>To represent a familiar place on a map</p> <p>To create maps and plans from familiar stories</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>

YR Progression Map

	<p>To know the name of their school</p> <p>To know the name of the town they live in</p> <p>To know that they live in England</p> <p>Begin to know: the capital of England is London, the English flag, England is in the UK</p> <p>To begin to know that the United Kingdom (UK) is broken down into four countries: England, Wales, Scotland and Northern Ireland</p> <p>Begin to know how to describe some features of their immediate environment, e.g. roads, houses,</p>	<p>Begin to know that an important celebration for Hindus and some other religions is Diwali, which is a five-day festival of light, celebrating light (good) over darkness (evil)</p> <p>Begin to know that it is celebrated in different ways including eating a large meal, lighting candles, song/dance and fireworks</p> <p>To know some common ways of celebrating Christmas</p> <p>Begin to know that Christians believe that Jesus is the son of God</p>		<p>died on a cross on Good Friday</p> <p>Begin to know that Easter Sunday is remembered by Christians as the day that Jesus rose from the dead</p> <p>To begin to know some common ways of celebrating Easter (going to church, praying, giving up something for Lent, egg hunts)</p> <p>Begin to know that an ocean is a large expanse of water/sea.</p> <p>Begin to know that land is part of the Earth's surface not covered by water</p>	<p>To know that we live on a planet called Earth</p> <p>To know that planet Earth is often referred to as 'the world'</p> <p>Begin to know that a globe is spherical representation of the world</p> <p>Begin to know how to identify the UK on a map/globe</p>	<p>To identify some similarities and difference between where we live and some other countries</p>	
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YR Progression Map

	shops, schools, parks, churches, etc. To begin to draw information from a simple map of the local area	Know that Christmas is a special day that celebrates the birth of Jesus To begin to discuss some aspects of the Christmas story					
Vocabulary	Family, family members e.g. sister brother, School name, town they live in e.g. Frimley, England, capital city, London, United Kingdom (UK), Scotland, Wales, Northern Ireland; road, house, shop, school, park, church, similar, different, map	Belief, religion, celebration, Christmas, birthday, Hindu, Diwali, Christians, (birth of) Jesus, God, Mary, Joseph, Bethlehem, three wise men, shepherds, angels, stable, manger	Belief, local community, map, ocean, land	Christian, Church, Bible, Jesus, God, Good Friday, Easter Sunday, globe, world, Earth	Map, globe, country, religion	Map features: road, river, park, shops	
The Natural World	To begin to talk about and compare the weather that they experience Begin to know that there are four seasons in the UK:	Begin to know how to recognise the signs of that autumn To begin to understand the effect of changing	Begin to know how to recognise the signs of winter To know some important processes and changes in the	Begin to know how to recognise the signs of spring Begin to know that a habitat is	To ask questions about the natural environment. Begin to know that a habitat is also the home of plants	Begin to know how to recognise the signs of summer To begin to know that the seasons repeat and we go	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

YR Progression Map

	<p>spring, summer, autumn, winter</p> <p>Begin to know that a season is a time of year and each season has its own temperature and weather patterns</p> <p>To respect and care for the environment around them.</p> <p>To know the five senses</p>	<p>seasons on the world around them</p>	<p>natural world including states of matter (freezing/melting- winter)</p> <p>Begin to know how to name and describe different familiar materials: paper, card, plastic, glass, wood, metal</p> <p>Begin to know that objects are made out of materials</p> <p>Begin to know that a material is the matter or substance that objects are made from</p> <p>Begin to know that different materials have different features or properties to make them suitable for different uses</p>	<p>the home of animals</p> <p>To recognise that some environments are different to the one in which they live</p> <p>To know about farm animals, their young and what they produce</p> <p>To begin to compare the basic needs of humans to some basic needs of other animals</p> <p>Begin to know that natural materials are made from products found in nature such as wood</p>	<p>To observe the growth of seeds and talk about changes (beans)</p> <p>To know the basic lifecycle of a plant and tree</p> <p>To observe and identify the parts of a plant or tree</p> <p>Know how to draw plants, including some of their specific parts</p> <p>To describe what they see, feel and hear outside</p> <p>Know that plants need water, light and a suitable temperature to grow</p> <p>Begin to know how to compare</p>	<p>through each season every year</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To know some important processes and changes in the natural world including states of matter (floating, sinking)</p>	<p>environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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YR Progression Map

			<p>Know that melting refers to changing from a solid to a liquid</p> <p>Know that freezing refers to substance turning from a liquid into a solid</p>	<p>Begin to know that man-made materials are not found in nature but are made by humans such as plastic</p>	<p>the basic needs of a plant to an animal including humans</p> <p>Begin to know that plants can grow in many types of places, including on land or in water</p> <p>Begin to know that some plants produce fruit and some produce flowers</p> <p>Begin to know the parts plants usually have</p> <p>Begin to draw plants, including some of their specific parts</p> <p>To know the basic lifecycles of</p>	
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YR Progression Map

					animals (butterfly, chicken)		
Vocabulary	weather, cloudy, sunny, warm, hot, cold, rainy, stormy, season	Autumn, change,	Winter, cold, freeze/frozen, melt material e.g. fabric, paper, plastic, wood, natural, man-made	spring, warm, habitat, nocturnal, cow, calf, sheep, ewe, pig, piglet, chicken, chick	stem, leaves, roots, shoots, petals (blossoms), trunk, branches, leaves, seed, bulb, grow, water, light, warmth, lifecycle, butterfly, caterpillar, egg, pupa, larva, temperature, minibeast, chick, chicken	Summer, hot, float, sink	
Provision / Activities	<p>Understanding the world is developed throughout the year through high quality interactions, responding to children’s interactions and asking questions, modelling new activities, taking children to new areas within school/outdoor environment/outdoor classroom, exploring the natural world, going on seasonal walks, exploring the 5 senses, looking at photographs, sharing holiday/half term news, circle times, Tapestry observations, having discussions with parents, weather and calendar charts shared every day, hands-on learning (class caterpillars), special visitors from local community e.g. firefighters, police, vet, nurse, dentist, reverend, librarian etc. (different occupations), parents from different countries ‘show and tell’, celebrate and value cultural, religious and community events and experiences, explore Google Earth, simple map reading. School trip to farm/library.</p> <p>Continuous Provision:</p> <p>Change roleplays area to reflect children’s interests/ learning themes, provide sensory trays, interesting objects introduced to extend imagination, allow children to explore natural environments, make collections of natural materials to investigate and talk about, providing magnifying glasses, encouraging children to talk about what they see, sharing learning journey books and encouraging parents to take an active role, plant seeds and bulbs for children to observe changes, water games, floating and sinking, making boats, exploring waterproof materials, making vegetable soup, technology – bee-bots, camera’s, torches, iPads, binoculars, outdoor learning, planting, growing seeds, providing different ethnicities of dolls, photographs of people’s families, creating displays of family members/photographs.</p>						
Area of Learning	Expressive arts and design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

YR Progression Map

Creating with materials	<p>To name common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown</p> <p>To create simple representations of people and objects using shapes.</p> <p>To paint a self-portrait in art books</p> <p>To experiment with mixing colours.</p> <p>Begin to know that red, yellow and blue are primary colours</p> <p>Begin to know that primary colours are colours which cannot be made by mixing other colours</p> <p>To use colours for a particular purpose</p> <p>Know that painting is the practice of</p>	<p>To use some cooking techniques (peeling, chopping, grating)</p> <p>To know how to work safely and hygienically</p> <p>Know that we can make marks with pencils, pens, crayons, chalks</p> <p>Know that we can use a range of movements to create marks.</p> <p>To know that we draw lines, circles and shapes to draw pictures</p> <p>Begin to know that a line is a mark we can make to join marks together</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard</p> <p>Begin to know that modelling means to create a more specific shape</p> <p>Know that materials can be hard, meaning not easily broken</p> <p>Know that materials can be soft, meaning they are easy to mould or break</p> <p>To explore</p>	<p>Know how to share the creations/models that they made by talking about the process and what they represent</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To investigate a range of materials and experiment with how they can be connected to form simple structures</p> <p>To make props and costumes for different role play scenarios</p>	<p>To design and plan what they are going to make (cooking, construction, creative activities, junk modelling)</p> <p>To draw more detailed pictures of people and objects (plants)</p> <p>To manipulate materials and joining techniques</p> <p>To design and create a minibeast scene with a moving mechanism (pop up/sliding)</p>	<p>To know some facts about Paul Klee and recreate some of his pieces during continuous provision e.g. 3d shapes, paints etc.</p> <p>To use collage to recreate a piece of artwork (Paul Klee)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> <p>To know some similarities and differences between materials.</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
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YR Progression Map

	<p>applying paint to a surface, usually with a brush</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely.</p> <p>To use different construction materials.</p>	<p>Know that a drawing is a picture or diagram made with a pencil, pen or crayon (rather than paint)</p> <p>Know how to talk about the marks we make and what they represent</p> <p>To explore different techniques for joining materials (Glue Stick, sellotape tape, PVA)</p> <p>To use a range of media to create e.g. clay / salt dough etc (diva lamp)</p> <p>To create a Christmas ornament</p>	<p>different techniques for joining materials (Glue Stick, PVA, masking tape)</p> <p>To create a Chinese New Year craft</p>	<p>Begin to know that a secondary colour is made by mixing two primary colours</p> <p>Begin to know that secondary colours are purple, orange and green</p> <p>Begin to know that primary colours can be used to make nearly every other colour</p> <p>To use primary colours to recreate a piece of artwork Tiger in a Tropical Storm Rousseau</p>			
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YR Progression Map

Vocabulary	Draw, drawing, line, shape, colour, build, construct, join, props, costume	Create, paint, painting, mix, primary colours, clay, mould,	Materials, technique, assemble, model, hard, soft, junk, cardboard, paper, construction, construct, pastel, chalk, masking tape	Spilt pin, process, artwork, artist, secondary colour,	Slice, grate, dice, peel, hygiene, plan, design, detail, manipulate, mechanism, pop up, slider	Evaluate, improve, change, adapt, compare, texture	
Being imaginative and expressive	<p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with whole school singing/celebration assemblies (academy specific)</p> <p>To begin to build up a repertoire of songs</p> <p>To sing songs talking about their pace and volume.</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To learn and perform a poem (link to topic, Chinese new year or seasons)</p>	<p>To perform songs at the Easter Concert (academy specific)</p> <p>To listen attentively, move to and talk about music from a variety of genres</p> <p>To create costumes and resources for role play.</p> <p>To create and perform a poem (Base on Rumble in my bedroom by Ken Nesbitt –</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p> <p>To create and perform a poem (Base on Caterpillar by Christina Rossetti – change key</p>	<p>To perform songs, poems, stories, dance</p> <p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> <p>To learn and perform a sea shanty</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

YR Progression Map

		To use costumes and resources to act out narrative To act out well know stories		change the animal at the end)	words to make own version)		
Vocabulary	Perform, rhyme, instruments, sounds, like, dislike, body percussion, patterns, costume, props, pretend, imagine	Perform, song, sing, loud, quiet, stories, act, fast, slow, pace, speed	Untuned, percussion, create, compose, poem	Poem, rhythm, expression	Movement, beat, routine, timing, pattern, tuned instruments,	Invent, compose, musician, evaluate	
Provision / Activities	<p>Expressive Arts and Design is developed throughout the year through high quality interactions, music lessons, responding to children’s interactions and asking questions, in the moment planning, providing flexible resources for open-ended activities and props, guiding and encouraging children to solve conflicts independently, modelling role play activities, learning about artist – Paul Klee, encouraging children to use their own imagination when engaging in activities, providing plenty of listening activities for children to engage in, play, share and perform a wide range of songs from different cultures and historical periods, promoting and encouraging a ‘signing voice’, using a variety of songs with and without words, providing musical instruments</p> <p>Continuous Provision: Provide children with fully resourced writing areas, roleplay area, creative corner. Have available a range of fabrics and resources for the children to make and construct, provide a range of props, different resources for children to use their imagination to design and create. Junk modelling, construction resources and open-ended resources for children to make their own construction vehicles/resources out of, encourage children to role-play and take on a role, model activities to children and play alongside them, perform songs and plays, make pumpkin soup, make a Christmas ornament, learn about a famous artist, teach the skills of drawing and drawing a self-portrait, partake in the Christmas Nativity, create videos of children learning through play – show and enjoy.</p>						

Computing

By the end of Reception- the end of the Early Years Foundation Stage

YR Progression Map

EYFS reference	Computing is no longer explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five. However, there are many opportunities for young children to use and explore technology within the EYFS curriculum and particularly when playing and exploring or creating and thinking critically and to begin to learn about online safety.
How children in Nursery and Reception learn	<p>‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021.</p> <p>During the Nursery and Reception years, children will have the opportunity to explore the key knowledge below as part of both the curriculum and learning provision.</p>
	Computing within Nursery and Reception
	<p>Begin to know that technology is anything made by people to help us <i>such as a washing machine, a pair of scissors, a car, a phone, a computer/device, a camera</i></p> <p>Begin to know that a computer, laptop, iPad or tablet (a device) is a type of information technology</p> <p>Begin to know that the main parts of a device include:</p> <ul style="list-style-type: none"> • a monitor/screen • a keyboard • a mouse/trackpad <p>Begin to know how to engage with familiar devices:</p> <ul style="list-style-type: none"> • know that a power button is a button that powers an electronic device on and off • know how to power on and shut down a device properly • know that a mouse/trackpad often has two buttons (and sometimes a wheel) and lets you select and move objects • know how to move a mouse/trackpad around to make choices on the screen • know that a keyboard is used input letters, numbers and other characters by pressing keys • know that typing is the action or skill of writing using a device <p>Know that the interactive whiteboard/smartboard is connected to a computer and can help us to learn</p>

YR Progression Map

Begin to know how to engage with familiar games/ programmes on a range of devices

Begin to know how to use and control a range of computing resources such as an IPAD, an interactive whiteboard, a Bee-Bot, a camera, a voice recorder, a remote-control toy (this list is not exhaustive)

Online safety

Know that there are specific rules that we must follow to keep ourselves safe when using any form of computer or device:

- only use devices if we have asked a grown up for permission
- only open programs/apps that you have been asked to
- let a grown up know if you see something on the computer which is not nice to look at, scares you or makes you feel worried
- look after our devices

Key

Red: directly linked to the NC subject progression map

Blue- suggestions

Green- ELGs