

Potters Gate and St Andrews	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 year's 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						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Progression of Communication and Language							
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions with one step	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand and use questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	
Speaking	To talk in front of a small group To talk to class teacher and LSAs To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range	
Progression of Personal, Social and Emotional Development							
Self-regulation	To separate from carer To recognise different emotions To understand how people show emotions To focus during short whole class activities	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow twostep instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	

	To follow one step instructions						
Managing self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	
Building relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p> <p>To play alongside other children</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	To work as a group	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	
Progression of physical Development							
Gross motor skills	<p>To move safely in a large space and be aware of others around</p> <p>To hop, jump and skip</p> <p>To move in a variety of ways</p> <p>To balance and safely use apparatus</p> <p>To make and hold shapes</p> <p>To develop rocking and rolling</p>	<p>To explore traveling around, over and through apparatus</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To jump and land safely from a height</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To roll and track a ball</p> <p>To roll the ball to a partner underarm</p> <p>To bend down to catch a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To throw and catch with a partner</p>	<p>To dribble using hands</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</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>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and</p>	<p>To develop accuracy when throwing and practice keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To learn different types of races – sprint, relay</p> <p>To work cooperatively as a team</p>	

					<p>coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>		
Fine motors skills	<p>To use a dominant hand</p> <p>To thread large beads</p> <p>To mark make using different shapes</p> <p>To draw circles and spirals in large anti clockwise motions</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>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p> <p>To manipulate playdough</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 thread small beads</p> <p>To accurately draw lines, circles and shapes</p> <p>to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p> <p>To manipulate playdough</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</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p> <p>To manipulate plasticine</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 use a hammer, saw and screwdriver</p> <p>To manipulate plasticine</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To begin to write on a line</p> <p>To paint using thinner paintbrushes</p> <p>To manipulate plasticine</p> <p>To manipulate clay</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To write on a line</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To manipulate clay</p>	
Progression of literacy							
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>to begin to answer questions about the</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	

	<p>To independently look at book, holding them the correct way and turning pages</p> <p>Begin to explore rhyme in stories</p> <p>to orally compose stories and use story vocabulary e.g 'Once upon a time'</p>	<p>stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and</p>	To suggest how a story might end	To talk about the characters in the books they are reading	influenced by their experiences of books		
Word reading	<p>To understand that letters represent sounds</p> <p>To begin to recognise my name by looking at the letters and shape of my name</p> <p>To learn the first 10 Set 1 sounds (RWI)</p>	<p>To recognise my name</p> <p>To learn all initial sounds from Set 1 (25 sounds)</p> <p>To know that print has meaning</p> <p>To know that we read from left to right in English</p> <p>To understand that we can blend sounds together to say words</p> <p>To begin to orally blend CV/CVC words</p>	<p>To read CVC words independently</p> <p>To learn the first 6 special friends (sh, th, ch, qu, ng, nk)</p> <p>To read some CCVC words containing taught special friends</p> <p>To start learning some high frequency words</p>	<p>To recognise 10 special friends (Set 1)</p> <p>To read some CCVC words independently containing the taught special friends</p> <p>To read words which contain 4 or 5 sounds</p> <p>To recognise some high frequency words (red words)</p> <p>To read aloud simple phrases that contain taught sounds</p> <p>To read simple CVC nonsense words</p>	<p>To start learning the first 6 Set 2 sounds</p> <p>To read words containing known sounds including CCVC nonsense words</p> <p>To start reading aloud simple sentences from books which contain known sounds</p>	<p>To recognise the first 6 Set 2 sounds (ay, ee, igh, ow, oo, oo)</p> <p>To read real and nonsense words containing known sounds</p> <p>To read aloud simple sentences from books which contain known sounds</p>	
writing	<p>To develop core strength and the use of tools</p> <p>To learn pre-writing skills - how to sit/hold a pencil</p> <p>Create meaningful marks</p>	<p>Write all letters in their name</p> <p>Begin to segment and write other sounds in words</p> <p>Begin to write CVC words</p>	<p>Begin to use finger spaces</p> <p>Write simple phrases</p> <p>Write CVC words</p> <p>To write the sounds in words in</p>	<p>Begin to use finger spaces</p> <p>Write phrases and simple sentences with some support</p> <p>To write words in order from left to right</p> <p>To begin to write CCVC and CVCC words</p>	<p>To begin to use finger spaces</p> <p>Write phrases and simple sentences with some support</p> <p>Make phonetically plausible attempts at spelling words</p>	<p>To use finger spaces with some consistency</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Write recognisable letters, most of which are correctly formed</p>	

	<p>Begin to use anticlockwise movements</p> <p>Learn to write first and other letters in their name</p> <p>Learn that letter go from left to write when writing</p> <p>Sequence events from the day and from stories</p> <p>To begin to control letter size</p> <p>Begin to hear and write initial sounds</p> <p>Begin to label drawings</p> <p>Write letters in a line – create codes for their drawings and give meaning to these.</p> <p>Understand the purpose of writing – write a christmas card</p>	<p>Learn how to orally plan a phrase/sentence and hold this in their head</p> <p>Begin to write phrases</p> <p>Begin to use tricky words in their writing ‘I’ ‘the’ ‘to’ etc.</p> <p>Use words to label drawings</p>	order from left to right		To begin to write words in order on a line	<p>Make phonetically plausible attempts at spelling words</p> <p>To begin to write words on a line</p> <p>Write multiple sentences. Use finger spaces. Begin to use a full stop with support.</p>	
Progression of Mathematics							
number	<p>Subitising</p> <ul style="list-style-type: none"> • subitise 1 and 2. • subitise within 3 • make and describe spatial patterns with 3 dots. • represent quantities on their fingers in different ways. • identify sub-groups of 1, 2 and 3 within larger arrangements. • hear and join in with the counting 	<p>Comparison</p> <ul style="list-style-type: none"> • represent a given number on their fingers without looking • compare 2 sets of objects and say which is ‘more than’ or ‘fewer than’. <p>Counting, ordinality and cardinality</p> <ul style="list-style-type: none"> • practise counting each object, action or sound once 	<p>Subitising</p> <ul style="list-style-type: none"> • use their fingers to quickly show quantities on 1 hand • recognise the numerals 1–5 	<p>Counting, ordinality and cardinality</p> <ul style="list-style-type: none"> • practise counting aloud • revisit the principles of counting. • practise counting aloud • use generalised statements to describe the ‘5 and a bit’ composition of the numbers 6–8. • practise counting aloud • investigate the ‘1 more/1 less’ pattern of the base-10 counting system 	<p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • count things that cannot be seen – sounds • revisit rules for how to count • discuss and practise strategies for counting larger sets. • count things that cannot be seen – actions 	<p>Comparison</p> <ul style="list-style-type: none"> • Subitise quantities • Say which set of up to 10 objects contains more than the other. • use their fingers to show ‘more than’ numbers to 10 • use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. 	

	<p>sequence to 5, including using songs and rhymes</p> <ul style="list-style-type: none"> • see that counting is useful because it tells us 'how many' • see that the last number in the count tells us 'how many altogether' (cardinality). • hear and join in with the counting sequence to 5, including using songs and rhymes • see that counting is useful because it tells us 'how many' • practise counting each object, action or sound once and only once. • experience counting sounds • practise counting each object, action or sound once and only once. • record the results of their count • count each object, action or sound once and only once. • <p>Composition</p> <ul style="list-style-type: none"> • know that 2 is made of 1 and 'another 1' • make their own collections of 2 objects and identify the '1 and another 1' within them. identify when a collection is composed of 3 objects • produce their own collection of 3. • identify when a collection is composed of 3 objects • produce their own collection of 3. 	<ul style="list-style-type: none"> • hear and join in with the counting sequence to 5 • tag each object with 1 number word (1:1 correspondence) • see that they have 5 fingers on one hand. • say and make numbers to 5 on their fingers • practise counting each object, action or sound once and only once • make collections of 5 in different ways. • practise counting each object once and only once • use counters to represent 5 objects • use a die frame to represent 5. • count each object, action or sound once • count 5 and 5 to make 10 altogether. <p>Comparison</p> <ul style="list-style-type: none"> • practise subitising amounts to 4 • revisit 'more than' or 'fewer than' by looking. • compare groups of up to 3 objects by matching them 1:1 • say when they have an equal number. • compare groups of up to 3 objects by matching them 1:1 • say when there is an equal number, too many or not enough. • build towers with an equal number of squares • match the squares in the towers 1:1 • say when there is an equal number, too many or not enough. 	<ul style="list-style-type: none"> - begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. • use their fingers to quickly show quantities on 1 hand • recognise the subitise arrangements of 6 and NOT 6 • order Numberblock images to 8. numerals 1–5 • begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. • use their fingers to quickly show quantities on 1 hand • recognise the numerals 1–5 • begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. • use their fingers to 	<ul style="list-style-type: none"> • begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. • describe the '1 more/1 less' relationship of numbers to 10 • work together to order numbers between 1 and 10, noticing the '5 and a bit' structure. <p>Comparison</p> <ul style="list-style-type: none"> • represent 8 as '5 and 3 more' • describe how to place the numbers 1 to 8 in order. • explain how to order quantities to 10 • reason about which numbers are 'more than' others. • consolidate their understanding of 8 as '5 and 3 more' • notice when numbers are increased or decreased and explain their thinking. <p>Composition</p> <ul style="list-style-type: none"> • use skills of conceptual subitising to describe parts of a whole set • visualise arrangements and use gestures to describe the numbers within a whole set. • investigate ways of making 7 with two parts • use their fingers to make and describe 7 as '5 and 2 more'. • notice when towers are made of 7 or NOT 7 interlocking cubes • work out the missing part of 7 using the '5 and a bit' structure. • see that 7 can be composed in different ways • explain their understanding of the composition of 7.] <p>Composition</p> <ul style="list-style-type: none"> • practise identifying when 2 sets are equal in number. 	<ul style="list-style-type: none"> • discuss and practise strategies for counting larger sets by moving objects. • count things that cannot be seen – periods of time • discuss and practise strategies for counting larger sets by moving images • make or represent their own collections of larger amounts. • practise counting on from a given number • discuss and practise strategies for counting larger amounts that cannot be moved. <p>Subitising</p> <ul style="list-style-type: none"> • visualise, make and describe spatial arrangements of 6. • practise subitising to 6 • make and describe arrangements of 6. • listen to rhythmic patterns of up to 5 sounds and determine the quantity • recognise Numberblocks and related doubles patterns on their fingers without counting. • subitise doubles amounts shown on 10-frames. <p>Composition</p> <ul style="list-style-type: none"> • recap that there are 5 fingers on 1 hand • consolidate their use of finger patterns to represent the composition of 5. • • use their fingers to represent the composition of 5 	<ul style="list-style-type: none"> • subitise '1 more' amounts to 5 • order towers to 10 – recognising the '1 more' pattern of number. • use their fingers to show 'more than' numbers to 10 • explore the order and magnitude of numbers to 10. <p>Counting to 20</p> <ul style="list-style-type: none"> • Subitise numbers to 5 and make equivalent amounts with their rekenreks • Count out 6 or 8 objects from a larger group and check by counting 1-to-1 • arrange 6 or 8 objects into groups that can be subitised. • join in with the counting sequence to 10 • recognise and show numbers from 5 to 10 in '5 and a bit' arrangements • remember to stop when they count to the end of a set of up to 10 jumps/claps/hops. • count 20 objects • practise saying the tricky 'teen' numbers. • practise counting to 100 • share strategies for counting larger amounts that can't be moved. <p>Patterns within numbers to 10</p> <ul style="list-style-type: none"> • discuss their understanding of equivalence • make and describe doubles arrangements on their fingers. • distribute collections of objects into equal and unequal groups • sort numbers to 10 according to whether each number is a double / is not a double. 	
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	<ul style="list-style-type: none"> identify when a collection is composed of 3 or NOT 3 see that 4 can be made with four 1s. <p>Subitise</p> <ul style="list-style-type: none"> subitise arrangements of 2 and 3 practise making 2s and 3s with their fingers subitise auditory patterns up to 3. identify when a small collection is rearranged or the quantity changed show small quantities on their fingers use positional language to describe patterns of 4. use positional language to describe patterns of 4 make patterns showing 4. 	<p>Composition</p> <ul style="list-style-type: none"> identify the 'whole' when shown 1 part of a familiar object identify that the parts are still visible when they are assembled to make the whole hear the language of 'whole' and 'parts'. identify parts of their own body recognise that some whole objects have parts that cannot be removed. identify parts of some animals' bodies recognise that some whole objects have parts that cannot be removed. investigate ways to compose and de-compose sets of 2 and 3 know that 1 and 2 are parts of 3. <p>Composition</p> <ul style="list-style-type: none"> investigate ways to compose and de-compose sets of 3 explore how 1 and 2 are parts of 3. investigate ways to compose and de-compose 4. investigate ways to compose and de-compose 4 use spatial language to describe the shapes explain that different parts can make the same whole. investigate ways to compose and de-compose 5 use spatial language to 	<p>quickly show quantities on 1 hand</p> <ul style="list-style-type: none"> recognise the numerals 1–5 begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. <p>Counting, ordinality and cardinality</p> <ul style="list-style-type: none"> recognise numerals 1–5 order numbers from 1–5. match numerals to quantities in order help to build towers in order from 1–5 squares see the staircase pattern and recognise that each number is 1 more. order towers of 1–5 interlocking cubes notice when we have '1 more' and when we do NOT have '1 more'. match numerals to representations represent staircase patterns in different 	<ul style="list-style-type: none"> identify when a double is shown and explain why. identify when a double is shown and explain why say what the whole is when there are 2 equal parts. say what the whole is when there are 2 equal parts use objects to make doubles patterns and describe what they can see. show doubles patterns on their fingers in response to being given the whole use positional language to describe spatial arrangements of objects visualise doubles patterns to 5 and 5. <p>Composition</p> <ul style="list-style-type: none"> say what the whole is when there are 2 equal parts recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.) sort objects according to attributes described by an adult. say what the whole is when there are 2 equal parts describe attributes that they notice for a group of objects sort and re-sort objects according to their own attributes. say what the whole is when there are 2 equal parts describe attributes of the Numberblocks sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. 	<ul style="list-style-type: none"> identify a missing part of 5. identify when a set of objects has 5/NOT 5 identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2. identify arrangements of 6 or 7 objects represent numbers 6 – 9 on their fingers as '5 and a bit'. <p>Composition</p> <ul style="list-style-type: none"> recap the numbers 6 to 9 in the '5 and a bit' structure recap that 10 can be composed of 5 and 5 <p>identify when 10 is shown using structured arrangements of objects.</p> <ul style="list-style-type: none"> match numerals to quantities shown as the 5 and a bit structure explore ways in which 10 can be composed of 2 parts represent the composition of 10 using dice frames and finger patterns. use structured arrangements to find missing parts of 10 solve problems involving the composition of 10. identify pairs of numbers that make 10 in unstructured arrangements identify a missing part of 10 in structured arrangements. <p>Comparison</p> <ul style="list-style-type: none"> join in with a backward count from 5 to 1 order towers of cubes or number plates from 		
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Past and present	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past</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</p>	<p>To talk about the lives of the people around us.</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</p> <p>to know that dinosaurs were alive in the past</p>	<p>To know that the emergency services exist and what they do.</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 (Emergency</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To make observations on the present – watching seeds grow</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</p> <p>To talk about how I have changed over the year</p>	
People and communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in. To know where they live (street and town). To know we live in England.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> <p>To create simple drawings of objects to create maps inside and outside the classroom-</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions and live in different countries in the world.</p> <p>To know that people in other countries may speak different languages (selecting a way to say hello for the register)</p> <p>Santa travels around the world – look at letters, globes, world maps and the snowman (northern lights)..</p>	<p>To talk about Chinese New Year – look at a map-how we get there (understand that there are oceans).</p> <p>To know about people who help us within the local community.</p> <p>To know that people in other countries may speak different languages (selecting a way to say hello for the register)</p>	<p>To know that Christians celebrate Easter</p> <p>To know that people in other countries may speak different languages (selecting a way to say goodbye at the end of the day)</p> <p>Local maps – emergency services in our local area. Learning that we live in Farnham –999.</p>	<p>To know that people in other countries may speak different languages (selecting a way to say goodbye at the end of the day)</p> <p>To use positional and directional language such as up, down, on, under, behind, in front.</p> <p>Snail and the whale- To recognise features of different environments (land, sea, beaches, coral reef etc).</p>	<p>To know that people in other countries may speak different languages (selecting a way to say goodbye at the end of the day)</p> <p>To know that simple symbols are used to identify features on a map.</p> <p>Famous landmarks in different countries- bridges and buildings around the world linking to Traditional tales.</p>	

	<p>take photos of the class and around the school and build the school from photos.</p> <p>R.E- Who am I, and where do I belong? • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses)</p>	<p>R.E celebrations – Why do we have celebrations? • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day', and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations.</p>	<p>R.E special places- What makes a place special? • Some people have spaces that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places</p>	<p>R.E- Special things- What makes something special? • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think about God • Memories can be special</p>	<p>RE- What makes our world wonderful? • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books</p>	<p>RE - What can we learn from stories? • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) • Some stories are about special people e.g., Jesus, Prophet Muhammad, Moses</p>	
The natural world	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To recognise that I was once a baby and understand the life cycle of a human</p> <p>To know I live on Earth and in England.</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p> <p>To recognise that we live on Earth and that the earth is round-looking at a globe to see the North Pole</p> <p>To understand that there are other countries on Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p> <p>To make observations of light and shadow – shadow play and projectors –</p> <p>recognise that in Winter the days are shorter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds and recognise the life cycle of a seed</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>	

			To recognise that Dinosaurs once lived on Earth and that the earth used to look different.				
Progression of Expressive Art and Design							
Creating with materials	-To develop skills of looking -To draw shapes -To begin to draw what they can see -To learn to use the side of an oil pastel to create wider marks -To explore different ways to use mark making tools -To explore colour and shapes through different senses -To think about how different colours make them feel -To explore pattern and shape through rubbings To develop cutting skills -To develop compositional skills for collage To work in different ways- independently and collaboratively	To use rollers and stamps to explore printing To use their shoulders, elbows and wrists to make different marks in response to music To select materials for a purpose To use string to print To explore symmetry in print To learn that artists create – Jackson Pollock To explore joining techniques to create a simple model To explore colour mixing To explore printing using different materials	To talk about the work of others To create in response to music To learn that composers create music To create continuous line drawings to draw from observation To make expressive movements of the body in response to marks To look at what I am drawing To explore different types of line- using different pace and pressure To learn to use the different parts of	To talk about the work of others To use paper Masche to create layers of colour (make a kindness box) To use junk to build and explore ways of joining materials To use a range of materials independently and begin to experiment with colour, form and technique. To share and talk about their creations To plan before creating and to evaluate To learn to plan whilst they create – that planning and thinking is part of the process To manipulate plasticine effectively.	To use a twist drill tool to make small holes in wood To use a range of materials independently and begin to experiment with colour, form and technique. To mix primary colours to create secondsry. To paint with different parts of our body. To use mixed mediiums to create a background. To draw onto a background. To smudge chalk to create a background. To use paint to explore perspective – things far	-Explore colour mixing Using our imaginations- - use collage to create imaginary landscapes and worlds -Use collage to build emotions and portraits - To use pens and water to explore spreading - to draw from their imagination To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. To share their creations explaining the process they have used. To weave.	

	To manipulate playdough	To create visual representations with some detail To manipulate clay	my arm when I make expressive marks – shoulder, upper arm, elbow, for arm, wrist, knuckles To manipulate playdough		away seem smaller and things closer seem bigger. To share and talk about their creations To learn to plan whilst they create – that planning and thinking is part of the process	To sow and join fabric.	
Being imaginative and expressing	Story dough – imaginative ‘pop up’ story dough time. Role play – home corner – using props Retelling stories with props Poetry Basket-learn and recite poems	Recount simple narratives with props With adult support extend simple narratives in role play With adult support join in with some simple Nursery Rhymes and songs Poetry Basket-learn and recite poems To explore percussion instruments in provision Nativity – create props for our nativity. Perform nativity.	Retelling stories with props Poetry Basket-learn and recite poems Helicopter stories- tell our own stories- added to our class story book.	Begin to create and adapt narratives PE – Dance. Exploring movement to music. Ribbons and fabric in provision for expressive movement. Helicopter stories- tell our own stories- added to our class story book People who help us role play.	Practise and perform our year group Assembly. Helicopter stories- tell our own stories- added to our class story book	Invent, adapt and recount narratives and stories with peers and their teacher Perform songs, rhymes, poems and stories with others when appropriate try to move in time with music Create and write our own stories. Use story maps to create our own stories. Traditional tales role play.	