



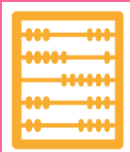




Progression of Skills & Curriculum Overview 2023-24 NB Terms 4 – 6 subject to change

| Term and main theme | Autumn 1 - Marvellous Me! Inc (Dear Earth– whole school text) | Autumn 2 – Autumn Treasures Festivals of night and light | Spring 1 - Winter Wonderland Once upon a time | Spring 2 –Once upon a time cont Eggstravaganza! | Summer 1 – Amazing Animals | Summer 2 – I do like to be beside the seaside! |
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| Shine experiences | Meet our Buddies Welcome Service | Autumn Sensory Walk Story time with PJs and Teddies <i>Nativity Performance</i> <i>Christmas Jumper/Dinner Day</i> <i>Pantomime</i> Pocket money stalls | Ice Experiments Ice Mountain Wintery Walk Introduce Marvellous Me <i>Chinese New Year Banquet</i> | Experiencing Pancakes Holi colour splash Talking to ‘real’ people who help us Spring Walk Science week <i>World Book Day</i> Hatching our very own eggs | Hatching Eggs Butterflies Farm visit Coronation Visit from EMTAS to talk about Gypsy, Romany traveller history | World Environment Day Mon 5 th Sports Week Pirate and Mermaid Day Theatre visit? Summer walk? AK’s got talent |
| Core texts Linked text Other texts | All are welcome We are together A handful of buttons Elmer Oi Dog Series Dear Earth Giraffes can’t dance Super Duper You | Storm Leaf Man Whatever next The Usbourne book of Night Time Percy the Park Keeper Pumpkin soup Room on the Broom Christmas Books How to catch a star Aliens love underpants Bob the man on the moon Mr men Diwali | A Little bit of Winter One day on our blue planet - Antarctic The gingerbread man The enormous turnip The Elves and the shoemaker The Little red Hen The Magic Porridge pot Jack Frost Stickman Lost and Found If you were a penguin | Topsy and Tim go to the doctor Topsy and Tim go to the dentist Topsy and Tim start school Non fiction texts linked to people who help us The 3 Billy goat’s gruff | An Egg is quiet The Ugly Duckling The Odd Egg What the Ladybird heard Farmer Duck Rosie’s Walk Farmyard 123 The Giant jam sandwich Yucky worms Snail and the Whale Norman the slug with the silly shell Dear Zoo The Very Hungry Caterpillar A butterfly is patient The Big Book of Bugs The Tiny Seed The Very Hungry Caterpillar | The snail and the whale Commotion in the ocean The pirates next door Julian is a Mermaid The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Pete The Pirate next door The Big Book of Blue The Storm Whale |
| <div>Communication and Language</div> <div></div> <div>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Star Words, Marvellous Me!</div> | Listening, Attention and Understanding Children will listen carefully to and talk about stories to build familiarity and understanding. Speaking Children will know and use new vocabulary linked to the core text and theme. | Listening, Attention and Understanding Children will begin to retell stories. Children will engage in non fiction books about night time and Diwali developing their knowledge. Speaking Children will begin to ask questions to find out more. Children will learn rhymes poems and songs. | Listening, Attention and Understanding Children will continue to ask questions to find out more. Children will develop a deep familiarity with new knowledge and vocab through listening to the non fiction text – one day on our blue planet. Children will retell a story and follow a story without pictures or props. Speaking Using the ‘Talk for writing model’ children will retell the story ‘The Gingerbread Man’ using a mixture of exact repetition and their own words. Children will begin to talk in sentences using conjunctions, e.g. and, because. Children will describe events or objects using full sentences showing awareness of the listener through ‘Marvellous Me’ | Listening, Attention and Understanding Children will ask questions to find out more about people who help us during visits from parents Speaking Children will engage in non-fiction books and use new vocabulary in different contexts when finding out about People who help us, hatching eggs, animals during science week. Children will continue to talk in sentences using conjunctions, e.g. and, because. | Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how through exploring and observing the natural world. Speaking Children will develop, use and know vocabulary linked to the themes. They will predict and offer explanations as to why things might happen linked to our themes. | Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will ask questions using who, what, where, when, why and how when finding about different habitats and life under the sea. Speaking Children will develop, use and know vocabulary linked to the themes. Children will use talk in sentences using past and present tenses when learning about pirates. Hot seating characters from key texts. Retell will retell repetitive phrases and poetry. |
| | Children will learn and use new vocabulary. Children will develop social phrases such as, good morning, how are you? | | | | | |
| | Listening, Attention and Understanding: 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | | | |
| | Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | |

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| <div>Personal, Social and Emotional Development</div> <div></div> <div>Children develop their personal, social and emotional skills throughout the year through: Spiritual Development, circle times, Class Worship, whole school worship, particularly time to shine, social stories, ELSA support, diversity stories, etc.</div> | <div>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests during discussions about the core text – All are Welcome.</div> <div>Children will begin to recognise different emotions and engage in using the class feelings barometer.</div> <div>Children will be involved in creating class expectations for learning.</div> <div>Managing Self Children will learn how to manage their own personal hygiene, using the toilet and washing their hands independently. Building Relationships Children will begin to form constructive, respectful friendships with their peers and adults.</div> | <div>Self-Regulation Children will continue to talk about how they are feeling and begin to consider others feelings using the feelings barometer. Children will know how to make the right choice and the consequences of not doing so using class behaviour chart.</div> <div>Managing Self Children will know about the importance of a good sleep routine for their health. Children will know about the PANTS rule and how to keep themselves safe.</div> <div>Building Relationships Children will know how to listen to others with respect and use kind words. (Modelled with puppets.)</div> | <div>Self-Regulation During Marvellous Me children will learn how to see themselves as valuable individuals. They will learn to listen to and value the ideas and opinions of others whilst waiting for their own turn.</div> <div>Managing Self Children will continue to develop independence by organising their belongings, reinforcing routines and independently dressing in winter clothing.</div> <div>Building Relationships Children will continue to know how to listen to others with respect and use kind words. (Modelled with puppets.) They will know how to work together with a partner or small group (esp during maths)</div> | <div>Self-Regulation Children will be able to think about the perspective of others during visits from professionals and when taking care of hatching eggs.</div> <div>Managing Self Children will know and talk about the different factors that support their overall health and well being when leaning about doctors/dentists etc</div> <div>Building Relationships Children will know how to resolve a problem through talking it through with a friend or adult.</div> | <div>Self-Regulation Children will express their feelings and consider the feelings of others through nurturing and taking care of caterpillars and chicks. Children will understand the need for patience when learning about life cycles of chicks and butterflies.</div> <div>Managing Self Children will develop confidence in new situations eg handling chicks/butterflies and going on a trip to the farm. Building Relationships Children will show sensitivities to the needs of animals in their care.</div> | <div>Self-Regulation Children will be able to follow instructions of three steps or more. Through the introduction of our class feelings barometer, children will practise recognising how they are feeling and naming emotions Managing Self Using sun hats, sun cream, use of shade in hot weather Show resilience during sports week – Children will understand the importance of healthy food choices. To solve minor disagreements independently. Building Relationships Children will have the confidence to communicate with adults around the school. Children will develop a relationship with Miss Igoe and Mrs Simpson through transition sessions</div> |
| | <div>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</div> <div>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</div> <div>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</div> | | | | | |
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| <div>Physical Development</div> <div></div> <div>Children improve their gross and fine motor skills daily by engaging in different fingergym activities and interventions (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Wonder wands PE with Mr Tanner – Real PE</div> | <div>Gross Motor Children will learn to move safely in different ways through games and activities with a variety of equipment.</div> <div>Fine Motor Children will begin to use a tripod grip when using mark making tools. Children will be encouraged to use the correct posture for writing. Children will learn and practise how to form graphemes taught through ULS phonics. Children will know how to use a knife and fork when eating lunch.</div> | <div>Gross Motor Children will explore different ways to travel using equipment.</div> <div>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures. Children will begin to use a tripod grip when using mark making tools. Children will be encouraged to use the correct posture for writing. Children will learn and practise how to form graphemes taught through ULS phonics.</div> | <div>Gross Motor Children will be able to control a ball in different ways.</div> <div>Children will balance on a variety of equipment and climb.</div> <div>Fine Motor Children will use cutlery appropriately, including chopsticks! Children will know how to hold and use scissor correctly. Children will be encouraged to use the correct posture for writing and progress from writing on white boards to writing in their phonics books . Children will learn and practise how to form graphemes taught through ULS phonics.</div> | <div>Gross Motor Children will continue to develop and refine their ball skills during PE with Mr Tanner</div> <div>Fine Motor Children will know how to hold scissors correctly and cut out small shapes through weekly scissor challenges Children will know how to correctly form lower case letters correctly using new handwriting theme.</div> | <div>Gross Motor Children will continue to develop their movement skills in PE with Mr Tanner.</div> <div>Fine Motor Children will know how to correctly form h, b,k,p,l,j,r,n,m,u,y,v,w</div> | <div>Gross Motor Children will develop their athletic skills in PE with Mr Tanner -running, throwing, jumping Fine Motor Children will know how to correctly form remaining letters and continue to practise those which need embedding.</div> |
| | <div>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</div> <div>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</div> | | | | | |
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| <div>Literacy</div> <div></div> <div>Children will be taught daily phonics using unlocking letters and sounds.</div> | <div>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</div> <div>Word Reading Children will segment and blend sounds together to read words.</div> | <div>Comprehension Children will read and re-read core and linked texts to increase fluency, understanding and enjoyment.</div> <div>Word Reading Children will segment and blend sounds together to read words.</div> | <div>Comprehension Children will read and re-read core and linked texts to increase fluency, understanding and enjoyment.</div> <div>Word Reading See Unlocking letters and sounds phase 3. Writing</div> | <div>Comprehension Children will experience a selection of fiction and non fiction books with opportunities to discuss, predict, anticipate and enjoy those texts whilst developing vocabulary.</div> | <div>Comprehension Children will experience a selection of fiction and non fiction books with opportunities to discuss, predict, anticipate and enjoy those texts whilst developing vocabulary.</div> | <div>Comprehension Children will experience a selection of fiction and non fiction books with opportunities to discuss, predict, anticipate and enjoy those texts whilst developing vocabulary.</div> |

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| Opportunities for writing will be provided throughout continuous provision, Talk for writing principles introduced from Term 3. | Writing Children will give meanings to the marks they make. | begin to read captions and sentences. Writing Children will begin to form letters correctly including the letters in their name. | Children will spell and write simple words using known sound letter correspondences. Some children will progress to writing short sentences with an awareness of simple punctuation. Children will know and recount what they have written. | Children will continue to develop their fluency, prosody and understanding through weekly guided reading. Word Reading See unlocking sounds phase 3 Mastery Writing Children will write short sentences with known sound-letter correspondences in response to our shine experiences and during phonics sessions. | Children will continue to develop their fluency, prosody and understanding through weekly guided reading. Word Reading See Unlocking Sounds Phase 4. Writing Children will write sentences with known sound-letter correspondences and use some punctuation, in response to our shine experiences and during phonics session. | Children will continue to develop their fluency, prosody and understanding through weekly guided reading. Word Reading Complete Unlocking Sounds Phase 4 then move on to Unlocking Sounds Phase 4 Mastery Writing Children will write sentences with known sound-letter correspondences and use some punctuation, in response to our shine experiences, writing star challenges, core books and during phonics sessions. |
| | Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | | | | | |
| | Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | | | | | |
| <div>Mathematics</div> <div></div> <div>White Rose Maths Scheme Mastering Number NCETM Numberblocks</div> | Number and Numerical Patterns White Rose scheme Matching and Sorting Talk about measure and Patterns It’s me 1,2,3 | Number and Numerical Patterns Circles and triangles 1,2,3,4,5 Shapes with 4 sides | Number and Numerical Patterns White Rose Maths Alive in 5 Maths and capacity Growing 6,7,8 Length height and time | Number and Numerical Patterns Children will: Introducing 9 and 10 Comparing numbers to 10 Number bonds to 10 Exploring 3D shape Exploring pattern Time to consolidate learning and focus on specific areas of need. | Number and Numerical Patterns Combining and building numbers beyond 10 Exploring number patterns using numbers beyond 10 Developing special reasoning skills - Matching, rotating and manipulating shape | Number and Numerical Patterns Doubling numbers Sharing and Grouping numbers Exploring odd and even numbers Developing special reasoning skills - Visualising and building shapes/ mapping Deepening an understanding of number patterns and relationships |
| | Number: 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. | | | | | |
| | Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |
| <div>Understanding the World</div> <div></div> <div>Developed through themes/topics and forest school</div> | Past and Present History: Children will know about their own life story and how they have changed. People, Culture and Communities Geography: Children will know that there are different countries in the world and that the green on the globe is land and the blue is sea. Children will know where they live and recognise features of their own environment. The Natural World Science: Children will know how our bodies have changed since we were babies. Children will compare similarities and differences between themselves. People, Culture and Communities RE: Children will wonder at the enormity and variety of people, animals and places on the earth through the whole school text ‘Dear Earth’ Children will know about their family and | Past and Present History: Children will learn about the story of Guy Fawkes. Children will learn about the significance of Remembrance Day. People, Culture and Communities Geography: Children will know about different types of weathers. The Natural World Science: Children will explore and ask questions about the natural world around them whilst exploring seasons. Children will know about the earth, the moon and the sun and the differences between day and night time. People, Culture and Communities RE: Incarnation Why do Christians perform nativity plays at Christmas? Recognise that people have different beliefs and celebrate special times in | Past and Present History: N/A People, Culture and Communities Geography: Children will identify typical weather in winter. Children will know where Antarctica is on the planet and compare it to where we live. The Natural World Science: Children will know that this time of year is Winter. They will know about hibernating animals. Children will explore the properties of ice – how it feels, how it changes, how it melts. Children will know about a different habitat – Antarctica and the animals that live there. People, Culture and Communities RE: Children will know how people celebrate Chinese New Year. Computing: Children will know how to draw and use the interactive white board and LED whiteboards and light box. | Past and Present History: Children will know that the past is anything before the current day when recounting past experiences. People, Culture and Communities Geography: Children will know about people who help us within the community. The Natural World Science: Children will know that this time of year is Spring. Children will know the names of some Spring flowers – daffodil, daisy, primrose. Children will know about the life cycle of an egg. People, Culture and Communities RE: Children will recognise that people have different beliefs and celebrate special times in different ways when leaning about Holi Why do Christians put a cross in an Easter garden? Mothering Sunday Children will know how people celebrate Holi festival. | Past and Present History: Children will experience a moment in history through learning about and celebrating the King’s Coronation. Children will learn about Gypsy Romany Traveller history. People, Culture and Communities Geography: Children will know about different British habitats and visit a farm. The Natural World Science: Children will make observations about animals and their habitats discussing similarities and differences. They will find out about life cycle of an egg and a butterfly. People, Culture and Communities RE: Children will recognise that people celebrate special times in different ways through learning about Gypsy Romany Traveller history and through celebrating the King’s Coronation. Global Advocacy Children will have an awareness of the | Past and Present History: Children will know about the past through settings, characters and events when learning about Pirates People, Culture and Communities Geography: Children will know and identify simple features on a map eg land, sea, coastline, hills. Countries that make up the UK Difference between real and imaginary places eg x for treasure Names of seas. Make own maps The Natural World Science: Children will know some important processes and changes in the natural world. They will continue to explore contrasting environments using and building upon their own experiences. Learn about ocean animals They will learn why fish can breathe underwater and humans can’t therefore understand that mermaids are imaginary. : People, Culture and Communities RE |

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| | what is special to them and their families. Computing: Children will know how to draw and use the interactive white board and LED whiteboards. | | different ways (Diwali) Computing: Children will know how to draw and use the interactive white board and LED whiteboards. | | | Global Advocacy Children will learn about fairtrade through the example of where bananas come from. Computing: Children will know how to program a beebot. Children will use illuminated writing boards to create images and messages. Children will know how to use the IWB to draw pictures and complete games. | global reach of the British Royal Family. Computing: Children will observe and monitor the egg incubator ensuring temperature and moisture levels are kept constant. Children will use a digital microscope and cameras when investigating minibeasts. | Creation Why is the word ‘God’ so important to Christians? Recognise that Christians believe God made our wonderful world and so we should look after it. Global Advocacy World Earth Day Computing: Learn how to log on to a laptop and use mouse pad. |
| | Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | | |
| | People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | | | | | | | |
| | The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | |
| <div>Expressive Arts and Design</div> <div></div> | Being Imaginative Music: Children will sing and perform nursery rhymes. <i>See Charanga Progression of Skills document.</i> Creating with Materials Art & Design: Children will know how to draw a self portrait. Children will know how to use simple tools – pencils, paintbrushes, scissors, glue sticks, pens, chalks, playdough tools. | Being Imaginative Music: Children will sing and perform songs. Children will experiment with different instruments and their sounds. <i>See Charanga Progression of Skills document.</i> Creating with Materials Art & Design: Children will experiment mixing with colours and textures. | Being Imaginative Music: Children will sing and perform songs They will listen and respond to different styles of music. Children will begin will improvise upon and play instruments. <i>See Charanga Progression of Skills document.</i> Creating with Materials Art & Design: Children will safely explore different techniques for joining materials with care and precision. | Being Imaginative Music: Children will know the nursery rhymes/songs Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey <i>See Charanga Progression of Skills document</i> Creating with Materials Art & Design: Children will know how to mix primary colours to make green, orange and purple. Children will have opportunities to make observational drawings of Spring flowers for Mother’s day cards. Children will use a range of tools and techniques when engaged in Easter themed crafts. | Being Imaginative Music: Children will learn the song – Big Bear Funk and other nursery and action rhymes. <i>See Charanga Progression of Skills document.</i> Art & Design: Creating with Materials Children will continue to build upon their observational drawing skills by drawing caterpillars and butterflies. Children will create their own representations of life cycles. Children will use a range of tools and techniques to create 3D bugs. | Being Imaginative Music: Children will invent their own narratives, stories and poems. <i>See Charanga Progression of Skills document.</i> Art & Design: Creating with Materials children will create representations off sea creatures using a range of tools and techniques Design and technology Children will explore methods of joining materials Children will explore materials to create boats that float. Children will use a range of tools and techniques to create pirate and mermaid items. | | |
| | Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. | | | | | | | |
| | Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | | |
| Wellbeing Framework | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Class R | 5 ways to wellbeing intro Active, Connect, Notice, Learn, Give MISP (massage in schools programme) | My Mind All about me Connections | Feelings Being calm | Being Resilient Being Positive | Healthy body, healthy mind | Healthy body, Healthy mind | | |