Progression of Knowledge, Skills & Curriculum Overview

Area of Learning	Autumn 1 – All about Me!	Autumn 2 - Colours of the Rainbow	Spring 1 – Superheroes	Spring 2 - Animals	Summer 1 – Growth & Change	Summer 2 – Journeys/ Seaside
Predicted interests/ themes	Me and my family Making friends, how have I changed Rules & Routines Being independent Baseline Assessments Police Class/School Safety	Fireworks, Diwali, Fire Safety Bulb planting Nativity Christmas Songs Christmas Seasons - Autumn	(Healthy) Heroes including Doctors & Nurses Superheroes Chinese New Year Hygiene/Safety Seasons – Winter/ penguins and the south pole	Animals – local/native, African/safari Mini beasts	Life cycles How we have grown and changed Planting seeds, growing vegetables, Caring for caterpillars	Maps Comparing local area with Africa Local area, half moon bay, basil point, sunderland point, Morecambe Bay The Seaside – under the sea
Possible texts	Oh No George Oi frog! Astro Girl The colour monster The Colour Monster Goes to School Peace at last We're going on a Bear hunt How to be a Lion Owl Babies	Traditional tales Gingerbread man The magic porridge pot. Three Little Pigs No Dinner Little Red and the very Hungry Lion	Julia Donaldson – Zog Smartest Giant in Town The Highway Rat The Gruffalo Supertato What the Ladybird heard Jonty Gentoo Lost and found Poles apart	Yucky worms Ah Spider! Our Very own Dog Odd Dog Out Rumble in the Jungle Blown Away The mixed up chameleon Hanada's Surprize Monkey Puzzle *Giraffes can't dance*	Jasper's Beanstalk The very hungry caterpillar Oliver's Vegetables Tad Oliver's garden Visit to garden centre Bloom Eco girl As we grow Once there were giants The Honey Bee Mad about minibeasts	Sharing a shell Snail and the whale Commotion in the Ocean Blown Away We're going on a lion hunt Emma Janes Aeroplane The Everywhere Bear Welcome Tiny Crab is a tidy Crab The Singing Mermaid
Enrichment Activities (celebrations, visits/ visitors)	Harvest	Bonfire Night Remembrance Diwali – Lighting a lamp(story) Christmas Theatre trip?	Shrove Tuesday – Make Healthy Pancakes Tasting Chinese Foods World Book Day	Shrove Tuesday – Make Healthy Pancakes Easter Mother's Day visit to zoo/ nature reserve	Visit to garden centre	Sports Day - Dogger Rose Queen Visit to Sunderland point
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	***Listening, Attention and Understanding*** Children will be able to understand how to listen carefully and know why it is important. ***Speaking*** Children will talk in front of small groups and their teacher offering their own ideas.	***Listening, Attention and Understanding*** Children will begin to understand how and why questions. ***Speaking*** Use full sentences, sometimes with encouragement, to express complete ideas. Children will use new vocabulary throughout the day.	***Listening, Attention and Understanding*** Children will learn to ask questions to find out more. Can offer small explanations that demonstrate their understanding on a topic/story. ***Speaking*** Children will talk in sentences using conjunctions, e.g. and, because.	***Listening, Attention and Understanding*** Children will retell a story and follow a story without pictures or props. ***Speaking*** Children will engage in non-fiction books and to use new vocabulary in different contexts.	***Listening, Attention and Understanding*** Children will be able to understand a question such as who, what, where, when, why and how. ***Speaking*** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	***Listening, Attention and Understanding*** Children will be able to have conversations with adults and peers with back-and-forth exchanges. ***Speaking*** Children will use talk in sentences using a range of tenses.
	ELG - 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. ***ELG - 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.					
Personal, Social and Emotional Development	***Self-Regulation*** Children will be able to- Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset. ***Managing Self*** Children will be able to-	***Self-Regulation*** Children will be able to – Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence.	***Self-Regulation*** Children will be able to focus during longer whole class lessons Children will be able to begin to solve small conflicts through speaking to each other and being assertive,. ***Managing Self***	***Self-Regulation*** Children will be able to link events (in books, real life etc) with feelings and discuss them, e.g. *She is angry that he snatched the toy.* Children will be able to follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.	***Self-Regulation*** Children will be able to control their emotions using a range of techniques. Children will be able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	***Self-Regulation*** Children will be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions ***Managing Self***

Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.	Use the toilet independently. Take their coat off and put it on. Follow a simple instruction as part of a group, e.g. sit down, let's go outside. Join in an activity when invited by an adult. ***Building Relationships*** Children will be able to – Play alongside new peers and 'with' familiar peers. Show interest in their new peers.	Follow familiar, routined instructions independently. ***Managing Self*** Children will be able to – Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E., with help for buttons Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers. ***Building Relationships*** Children will be able to- Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.	Children will begin to show resilience and perseverance in the face of a challenge. Children will be able to - Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. ***Building Relationships*** Children will be able to use taught strategies to support in turn taking. To show empathy in simple ways, e.g. finding an adult for a child who is hurt.	***Managing Self*** Children will develop independence when dressing and undressing. Children will be able to – Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Children will be able to – Work on short activities independently, e.g. a Phonics game. ***Building Relationships*** Children will listen to the ideas of other children and agree on a solution and compromise. Children will be able to show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.	***Managing Self*** Children will be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ***Building Relationships*** Children will be able to work and play cooperatively and take turns with others.	Children will 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. ***Building Relationships*** Children will have formed positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs
	ELG - 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. ***ELG - 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. ***ELG - 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.					
Physical Development Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, and Squiggle While You Wiggle.	***Gross Motor*** Children will learn to move safely in a space. ***Fine Motor*** Children will begin to use a tripod grip when using mark making tools.	***Gross Motor*** Children will explore different ways to travel using equipment. ***Fine Motor*** Children will accurately draw lines, circles and shapes to draw pictures.	***Gross Motor*** Children will be able to control a ball in different ways. Children will move safely with confidence and imagination, communicating ideas through movement. Children will balance on a variety of equipment and climb. ***Fine Motor*** Children will handle scissors, pencil and glue effectively.	***Gross Motor*** Children will jump and land safely from a height. Children will be able to travel using their hands and feet and learn to roll in a variety of ways ***Fine Motor*** Children will use cutlery appropriately.	***Gross Motor*** Children will be able to travel in a variety of ways. When travelling children will be able to adjust speed and direction to avoid obstacles. ***Fine Motor*** Children will hold scissors correctly and cut out small shapes.	***Gross Motor*** Children will be able to show increasing control over an object pushing and patting it. ***Fine Motor*** Children will form letters correctly using a tripod grip.
	ELG - 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. ***ELG - 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.					

Literacy 	***Comprehension*** Children will listen to a story and comment on the events. Name the characters from a familiar story. ***Word Reading*** Children will begin to discriminate between sounds, begin to identify initial sounds and blend orally. ***Writing*** Children will give meanings to the marks they make. Children will have their stories scribed.	***Comprehension*** Children will identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it. ***Word Reading*** Children will begin to recognise grapheme/ phoneme correspondence and begin segment and blend sounds together to read simple words. ***Writing*** Children will begin to form letters correctly. Write their name with correct formation.	***Comprehension*** Children will sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. ***Word Reading*** Children will recognise taught digraphs in words and blend the sounds together. ***Writing*** Children will write words representing the sounds with a letter/letters.	***Comprehension*** Children will be able to make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. ***Word Reading*** Children will read words and simple sentences, containing diagraphs and tricky words/ HFW ***Writing*** Children will write labels/[phrases representing the sounds with a letter/letters.	***Comprehension*** Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ***Word Reading*** Children will Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; ***Writing*** Children will 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;	***Comprehension*** Children will be able to 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*** Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Writing*** Children will write simple phrases and sentences that can be read by others.
Possible Book Focus'	*Drawing club – The colour monster, The Leaf Thief*	*Drawing club – Three Little Pigs, Three Billy Goats Gruff, Gingerbread man, Magic Porridge Pot*	Drawing club – Supertato, Superworm, Stuck, Lost and Found	Drawing club – Dear Zoo, The Leopards Drum, The Mixed up Chameleon, Tiger Walk	Drawing club – The Tiny Seed, Woolly Bear Caterpillar, Tad, Snail Trail, Jasper's Beanstalk	Drawing club – Don't worry little crab, sharing a shell, commotion in the ocean, The Everywhere bear
	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.					
Mathematics 	***Number*** Children will subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. ***Numerical Patterns*** Children will join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds.	***Number*** Children will discuss composition of numbers to 5, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 5 buttons and say "I can see a group of 2 and another group of 2" ***Numerical Patterns*** Children will recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when	***Number*** Children will be able to discuss composition of numbers to 8, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers) ***Numerical Patterns*** Children will Recite numbers to 20 and back from 20. Show accuracy when counting a group of objects, showing 1 to 1	***Number*** Children will be able to discuss composition of numbers to 10, showing some automatic recall of number facts. ***Numerical Patterns*** Children will count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a given number 0 – 10. Say the number one more/less than a given number 1 – 10.	***Number*** Children will revise number bonds to 5. Children will be able to add and subtract numbers within 10. ***Numerical Patterns*** Children will be able to count to 20 and beyond. Children will be able to build numbers to 20. ***Shape, space & Measure*** Children will:	***Number*** Children will explore composing and decomposing numbers to 10, including doubling facts. ***Numerical Patterns*** Children will explore sharing and grouping including odd and even numbers..

	Use and understand the term "more" in practical contexts. ***Shape, space & Measure*** Children will: Measure - use and understand the terms short/tall, large/small.	counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects. ***Shape, space & Measure*** Children will: Shape - identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models.	correspondence & confident application of the cardinal principle. ***Shape, space & Measure*** Children will: Demonstrate understanding of mass and capacity .	***Shape, space & Measure*** Children will: Demonstrate understanding of length height and time Shape - Explore and manipulate 3D shapes Identify and copy increasingly complex patterns.	Explore manipulating, composing and decomposing 3D shapes	
	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.					
Understanding the World	***History History:*** *Past and Present* *How Have I changed since I was a baby* Discuss who is in their family and show some sense of their own history, e.g. "*I was born first and then the twins*" or "*before I was born, Mummy lived in Spain but now we live in London*". Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".		***History:*** *Past and Present* ***Why do we wear different clothes at different times of the year?*** *Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then".* *Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.* *They know some similarities and differences between things in the past and now, in terms of the changing seasons drawing on their experiences and what has been read in class.* *They understand the past through settings, characters and events encountered in books read in class and storytelling.*	***History:*** *Past and Present* ***What are our favourite celebrations each year?*** *They can talk about different events throughout the year, drawing on their experiences and what has been read in class.* *They understand the past through settings, characters and events encountered in books read in class and storytelling.*	
	Geography: *People, Culture and Communities* Children will know about people who help us within the community.	***Geography:*** *People, Culture and Communities* Children will know that there are many countries around the world. Children will know that people around the world have different religions.	***Geography:*** *People, Culture and Communities* Children will know about features of the immediate environment. Children will compare how their lives are different to those in other countries.	***Geography:*** *People, Culture and Communities* Children will explore their local environment, learning about features and new vocabulary.		
	Science: *The Natural World* Children will talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. . Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".	***Science:*** *The Natural World* Children will discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits.	***Science:*** *The Natural World* Children will show understanding that we need to care for living things, e.g. handling insects gently. Childre will make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. paws, tail, wings, temperature, melt. Make simple drawings of natural objects, e.g. insect, worm, bird,	***Science:*** *The Natural World* Children will observe and be able to talk about how plants and animals grow and change, exploring life cycles, growing plants from seed. Children's drawings will show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf.		

	RE: *People, Culture and Communities* I am Special. Harvest. *See Blackburn Diocese syllabus	***RE:*** *People, Culture and Communities* Diwali Christmas *See Blackburn Diocese syllabus	***RE:*** *People, Culture and Communities* Stories Jesus Heard Stories Jesus told *See Blackburn Diocese syllabus	***RE:*** *People, Culture and Communities* Easter *See Blackburn Diocese syllabus	***RE:*** *People, Culture and Communities* Special Places *See Blackburn Diocese syllabus	***RE:*** *People, Culture and Communities* Special Times *See Blackburn Diocese syllabus
	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.					
Expressive Arts and Design	***Music:*** *Being Imaginative* Chant to the Animals (featuring Banana Rap and We're Going On A Bear Hunt) 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically. ***Art & Design:*** *Creating with Materials* Children will experiment mixing with colours. Access Art – How can we explore colour	***Music:*** *Being Imaginative* Creative Moves (featuring Marching Band and Magical Christmas Journey) 1. Find and move to the beat. 2. Move creatively, expressively and with control. ***Art & Design:*** *Creating with Materials* Children will experiment with different textures. Access Art – How can we explore materials and marks	*Being Imaginative* Children will create narratives based around stories. ***Music:*** *Lilting Lullaby (featuring Baby Elephant)* 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats. ***Art & Design:*** *Creating with Materials* Children will safely explore different techniques for joining materials. Access Art – How can we build worlds	***Music:*** *Being Imaginative* Number Time (featuring Hickory Dickory Dock and Ten Green Bottles) 1. Sing with expression. 2. Hear, draw and sing melody shapes. ***Art & Design:*** *Creating with Materials* Children will make props and costumes for different role play scenarios. Access Art – How can we explore 3d materials	***Music:*** *Being Imaginative* Wellbeing Matters (featuring Big Emotions - Binoculars Out, I Am Calm and I Feel Surprised) 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly. ***Art & Design:*** *Creating with Materials* Children will explore and use a variety of artistic effects to express their ideas and feelings. Access Art – What can we see	*Being Imaginative* Children will invent their own narratives, stories and poems. ***Music:*** Rhythm Adventure (featuring ABC and The Bear Went Over The Mountain) 1. Sing songs rhythmically. 2. Combine words to compose rhythms ***Art & Design:*** *Creating with Materials* Children will share creations, talk about process and evaluate their work. Access Art – How can we use our imaginations
	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.					