

## **Old Basing Infant School – EYFS Progression Map of Knowledge and Skills**

**Intent:** At Old Basing Infant School we want our curriculum to reflect our school values: **Kindness, Respect, Collaboration, Resilience, Courage and Curiosity.** We offer a curriculum rich in educational and memorable experiences. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based and work hard to provide a stimulating environment that provides exciting opportunities, promotes the courage to try, power to change. We understand that play is an integral part of learning and this is at the heart of our Early Years Curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to embody the school vision of 'courage to try, power to change', through demonstrating our school values in their everyday experiences at school:

Kindness – I can play well with others and show compassion and kindness to strengthen relationships and develop new ones.

Respect – I listen, take turns and use respectful language when talking to adults and other children.

Collaboration – I recognise when working as part of a team will lead to the best outcome. I can encourage others but also listen to advice given to interact positively.

Resilience – I know that there are things that I can't do...yet and that if I persevere, believe in myself and seek help from the right place, I just might do it.

Courage – I am confident to try new things, even if they might scare me or I don't think that I can. It is better to try than to do nothing and I can always ask my friends, family and teachers to help me.

Curiosity – I wonder and like to find out the answers to things that I don't yet know.

**Implementation:** At Old Basing Infant School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. We prioritise creating a 'language rich' environment through the use of a read aloud curriculum using quality texts, songs, nursery rhymes and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators and master vital oracy skills which allow children to become effective communicators. We develop children's mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We use our school environment to enable our children to strengthen their core muscles through physical play and ensure that children spend time outdoors in their natural environment in all weathers. They develop through exploratory, educational and sensory experiences in our mud kitchen, sandpit, digging and construction areas and by taking part in outdoor learning sessions. They also have the chance to deepen their understanding of how plants grow by using our bedding area all year round and using the produce. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through both seasonal-led and child-led topics which are inspired by the children. They are enriched with classroom enhancements, trips and visitors and quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning is flexible and responsive to children's needs so plans can be changed and adapted to suit children's interests so that children are as engaged in the learning journey as possible. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents are encouraged to contribute to their child's online Tapestry profile, as well as informing teachers of their child's 'WOW' moments at home which are shared in class. Walk and Talk suggestions shared weekly via Tapestry act to inform parents of what their child is learning throughout each week alongside the use of Home-School Communication books.

As part of the teaching and learning process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

**Impact:** Our curriculum and its delivery ensure that children make good progress from their own starting points. During their time with us, children make good progress towards the national expectation for a good level of development at the end of the year and make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of effective learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment based on the interests of the children, our enriched play-based curriculum, quality first teaching and the rigour of assessment.

		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	
<p><b>English Reading Comprehension</b> *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</p> <p><b>Word Reading.</b> *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.</p>	Phonic areas covered	<p>Introduce children to all single letter sounds (not qu)</p> <p>*Write Dance</p>	<p>Oral segmenting and blending –</p> <p>*Single letters</p> <p>*Introduce first 12 CEWs</p> <p>*Write Dance</p> <p>*Handwriting families</p>	<p>Introduce children to all Phase 3 di/trigraphs</p> <p>*13-21 CEWs</p> <p>*Pen Disco</p> <p>*Drawing Club</p> <p>*Handwriting families</p>	<p>Revisit phonemes and di/trigraphs as necessary.</p> <p>*Introduce CEWs 22-35</p> <p>*Pen Disco</p> <p>*Drawing Club</p> <p>*Handwriting words</p>	<p>Revisit ALL di/trigraphs where necessary. Introduce alternate graphemes for Monster sounds where necessary.</p> <p>*Intro CEWs 36-45 and revisit.</p> <p>*How to Draw</p> <p>*Drawing Club: Whole Class Drawing</p> <p>*Handwriting words to compose a sentence</p> <p>*Handwriting on lines</p>			
	Reception Skills	<p>Listening to and identifying sounds in the environment.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>Listens to familiar stories and be able to recall some facts.</p>	<p>Listening to and hearing some sounds in CVC words.</p> <p>Identifying sounds and some CEWs in the environment.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Knowing how to write their name correctly.</p>	<p>Listening to and hearing all sounds in CVC and some CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>To blend sounds to read words.</p> <p>To write CVC and some CVCC/CCVC words with known graphemes.</p> <p>To correctly form lower-case letters taught.</p> <p>Read aloud simple sentences.</p>	<p>Orally compose a short, simple sentence.</p> <p>To write a short, simple sentence.</p> <p>To identify words within a sentence.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words containing digraphs by sound-blending</p> <p>Use and understand recently introduced vocabulary</p>	<p>To leave spaces between words when writing.</p> <p>To re-read what has been written.</p> <p>To demarcate the end of a sentence with a full stop.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Retell stories using own words and recently introduced vocabulary</p>	<p>Checking written work and making any changes where necessary.</p> <p>To extend a sentence using a conjunction.</p> <p>To correctly form upper-case letters using prompts.</p> <p>Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words</p>	<p><b>Writing.</b></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>	
	Reception Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knows how to sequence familiar stories.</p>	<p>Know that sounds can be blended to read words.</p> <p>Recognising taught CEWs in text.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>Knowing the sounds that taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knows that words can be segmented to spell some familiar words using known sounds.</p> <p>Know how to arrange words (CEWs and phonically decodable) to create a sentence.</p>	<p>Knows how to spell some CEWs.</p> <p>To know that finger spaces should be left between words in a sentence.</p> <p>Knowing how to write the taught phonemes.</p>	<p>Know that each letter can be written in upper and lower-case.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing that sentences can be extended by using a conjunction.</p>		

**Year One Word Reading** - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

**Year One Comprehension** - Understand both the books they can already read accurately and fluently, and those they listen to. Check that the text makes sense to them as they read and correcting inaccurate reading. Participate in discussion about what is read to them, taking turns and listening to what others say. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Ask questions and express opinions about main events and characters in stories. Predict what might happen on the basis of what has been read so far. Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales. Begin to appreciate rhymes and poems, and to recite some by heart. Discuss the significance of the title and events. Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.

**Year One Writing** - Spell words containing each of the 40+ phonemes already taught. Spell common exception words that have been taught. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Use -ing and -ed, where no change is needed in the spelling of root words. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Say out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary. Has an awareness that ideas can be organised into a sequence. Compose a sentence orally before writing it. Write a simple sentence starting with a personal pronoun. Write a simple sentence starting with a noun/proper noun. Leave spaces between words. Use capital letter for names. Use capital letter for the personal pronoun 'I'. Begin to punctuate sentences using a capital letter and a full stop. Join words using 'and'.

	Autumn 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p><b>Maths</b></p> <p><u>Skills</u></p> <p><u>Number</u></p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p><u>Knowledge</u></p>	<p><b>Areas of learning covered:</b> Cardinality and Counting / Comparison / Composition / Pattern / Shape and Space / Measures</p>						<p><u>Numerical Patterns</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p><b>Aut 1:</b></p> <ul style="list-style-type: none"> <li>*To be able to count to 10 independently.</li> <li>*To count up to 5 objects with 1:1 correspondence</li> <li>*To order numbers to 5.</li> <li>*To match quantities to numerals to 5.</li> <li>*To begin to subitise to 3.</li> <li>*To explore number bonds to 5</li> <li>*Identify groups that have the same/more/less than others</li> <li>*To copy and continue an AB pattern</li> <li>*To make your own pattern and to spot errors in an AB pattern</li> <li>*To identify 2D shapes and talk about their properties.</li> <li>*To use the language of position and direction.</li> <li>*To compare sizes, lengths, weights and capacities verbally</li> </ul> <p><b>Aut 2:</b></p> <ul style="list-style-type: none"> <li>*To find the total of 2 groups of objects.</li> <li>*To count up to 10 objects with 1:1 correspondence.</li> <li>*To recognise numbers automatically on a dice/card to 5.</li> <li>*To use number bonds to 5 to solve problems.</li> <li>*To compare numbers that are far apart, near to and next to each other. (8 is a lot bigger than 2 but only a little bit bigger than 7)</li> <li>* To be able to partition objects/numbers into 2 groups to find parts of a whole.</li> </ul>	<p><b>Spr 1:</b></p> <ul style="list-style-type: none"> <li>*To count to 20 independently.</li> <li>*To match quantities to numerals to 10.</li> <li>*To order numbers to 10.</li> <li>*To explore number bonds to 10 - identify smaller numbers within a number using a tens frame (8 is 5 and 3), doubles and +1.</li> <li>* To write numbers to 5, forming them correctly.</li> <li>* To identify the smallest part of a pattern, or the 'unit of repeat'</li> <li>* To find shapes within shapes</li> <li>* Compare size, length, weight &amp; capacity indirectly</li> <li>* To use time to sequence events</li> </ul> <p><b>Spr 2:</b></p> <ul style="list-style-type: none"> <li>* To count to 50 independently.</li> <li>* To use objects to solve addition and subtraction problems.</li> <li>* To share objects between a group of people equally.</li> <li>* To write numbers to 10, forming them correctly.</li> <li>* To use non-standard units to measure length, weight and capacity.</li> <li>* To share quantities up to 6 equally.</li> <li>* To describe some properties of 3D shapes.</li> <li>* Continue more complex pattern structures.</li> </ul>	<p><b>Sum 1:</b></p> <ul style="list-style-type: none"> <li>*To use number bond knowledge to subtract</li> <li>*Know number names of larger numbers, including crossing boundaries to 100.</li> <li>*Making a pattern which repeats around a circle.</li> <li>*To count to 100 independently.</li> <li>*To compare numbers using greater than and less than.</li> <li>* To share quantities up to 10 equally.</li> </ul> <p><b>Sum 2:</b></p> <ul style="list-style-type: none"> <li>*Making a pattern around a border with a fixed number of spaces.</li> <li>*To use the symbols +, - and = to create a number sentence.</li> <li>*To use money during role play activities to buy items.</li> </ul>				
	<p><b>Aut 1:</b></p> <ul style="list-style-type: none"> <li>*To say the number names to 10 in order.</li> <li>*To know the cardinal value (the last number said when counting is the amount)</li> <li>*To recognise numerals to 5.</li> <li>*Conservation – To know that if amounts have been rearranged, the amount is the same</li> <li>*To know the names of 2D shapes.</li> <li>*To know that 2D shapes can have sides and corners.</li> <li>*To know that patterns are repeated designs.</li> <li>*To begin to say the days of the week in order.</li> </ul> <p><b>Aut 2:</b></p> <ul style="list-style-type: none"> <li>*To recognise numerals to 10.</li> <li>*Know number bonds to 5.</li> <li>*To know that addition involves combining two or more groups of objects.</li> <li>*To say number names to 10 in order.</li> <li>*Adding 1 is 1 more, taking 1 away is 1 less.</li> <li>*To know which number is more/less than another up to 10.</li> </ul>	<p><b>Spr 1:</b> To know that numbers can be partitioned into different numbers.</p> <ul style="list-style-type: none"> <li>* To know number names 11-20.</li> <li>* To know the names of basic 3D shapes.</li> <li>* Know length, capacity, weight can be measured.</li> <li>* To know that money can be used to buy items.</li> <li>* To know the difference between odd and even.</li> <li>* To know doubles of numbers to 3.</li> <li>* Know halving means sharing equally between 2.</li> <li>* To know that doubling means having two quantities of the same amounts.</li> </ul> <p>*To begin to say the months of the year in order.</p> <p><b>Spr 2:</b> To know which pairs make a given number.</p> <ul style="list-style-type: none"> <li>* Know number names of larger numbers, including crossing boundaries 49/50 etc</li> <li>* Know that 3D shapes have faces, vertices, edges.</li> <li>* Know which shapes make up other shapes.</li> <li>* Know there is a relationship between the size of an object and the number of units when measuring.</li> <li>* To know which numbers to 10 are odd and even.</li> <li>* To know doubles of numbers to 5.</li> </ul>	<p><b>Sum 1:</b></p> <ul style="list-style-type: none"> <li>*To know that the word 'more' indicates that the group is getting larger and 'less' or 'fewer' indicates that a group is getting smaller.</li> <li>*To know that + means addition, – means subtraction and = means equal in number sentences.</li> <li>*To be able to count, order and recognise numbers to 20.</li> <li>*To know that length, weight and capacity can be measured using standard units.</li> </ul> <p><b>Sum 2:</b></p> <ul style="list-style-type: none"> <li>*To know that sharing equally means everyone has the same amount of an object.</li> <li>*To know the names of some 3D shapes.</li> <li>*To know that 3D shapes can have faces, vertices and edges.</li> </ul>				

**Year One Maths:** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit number. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ . Count reliably in twos. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise and name common 2D shapes including squares and circles. Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) time (quicker, slower, earlier, later). Measure and begin to record the following: lengths and heights, time (hours). Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour.

Physical Development <u>Gross Motor Skills.</u>		Write Dance Real PE – Balance and Control Daily Handwriting – Aut 2 Handwriting Families		Pen Disco / Daily Handwriting: Families and words / CEWs / digraphs Real PE – Ball skills and Spatial Awareness Outdoor Learning - Class Cooperation		How to Draw / Daily Handwriting: Words in sentences and on the line / CEWs / digraphs Real PE – Team Cooperation		Final PE Unit: Basic PE Shapes and travelling on apparatus
<p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Reception Skills</b></p>	<p>To use a dominant hand (FMS Assessment)</p> <p>To use round shapes when mark making (Stage 2) *</p> <p>To begin to use anticlockwise movement and retrace vertical lines (Write Dance)</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively (Physical Assessment – as required)</p> <p>To snip with scissors.</p>	<p>Manoeuvre small objects using a pincer grip.</p> <p>To write all letters in their name, formed correctly.</p> <p>To begin to cross the mid-line in physical activities.</p> <p>To identify known objects in the scribbled/painted shapes made (Stage 3) *</p> <p>Handle tools, objects, construction and malleable materials safely.</p> <p>To snip and glide through paper along straight lines.</p>	<p>To hold a pencil or other small objects with a pincer grip with strength and control.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To cut along wavy lines with accuracy (using both hands to cut and move paper)</p> <p>To draw/paint shapes that appear as faces and people (Stage 4) *</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To match upper and lower-case letters.</p> <p>To cut along zig-zag lines with accuracy.</p> <p>To draw/paint pictures which start to sit on a baseline and include familiar items (Stage 5)*</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p>	<p>To use a tripod grip when writing with a pencil.</p> <p>To cut more complex shapes with control and accuracy.</p> <p>To form lower-case letters correctly, sitting on lines.</p> <p>To be able to form upper-case letters using prompts.</p>	<p>*See the typical stages of child drawing development at the bottom of the document for further information</p> <p>Weekly Outdoor Learning with a focus on class cooperation continues until the end of the year.</p>	<p><u>Fine Motor Skills.</u></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
	<p><b>Reception Knowledge</b></p>	<p>To know which hand to mark make with.</p> <p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the balance trail safely.</p> <p>Using a pincer movement will snip scissors.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>Using a pincer movement while pushing forwards will cut paper.</p>	<p>To know how to hold a pencil with a tripod grip in preparation for writing.</p> <p>To know that letters are formed in a particular way with a starting and end point.</p> <p>To know good practice with regard to exercise, eating sleeping and hygiene can contribute to good health (including oral hygiene)</p> <p>It is more efficient to use both hands to cut and move paper.</p>	<p>To know that upper-case letters look different to lower-case letters.</p>	<p>To know that upper-case letters are formed differently to lower-case letters</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form recognisable letters (Upper and lower case)</p>	

**Year One Handwriting:** Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

**Year One PE:** Find and safely use space. Transfer skills from floor work to apparatus safely. Tense muscles to hold basic balances on large and small body parts. Begin to hold to basic gymnastic balances (pike, straight, star, straddle, tuck). Perform the basic actions of rolling, bending, stretching, hopping, crawling, jumping, landing and climbing with some control. Can use simple equipment such as ribbons in movement patterns. Describe basic balances and movements using appropriate language. Respond to different stimuli with a range of actions. Explore basic body actions and movement patterns (such as twisting, turning, skipping and leaping) individually and as part of a group. Choose appropriate movements to make up their own dance with beginnings, middles and ends. Be able to practise and repeat and perform dances in a controlled way. Use simple dance vocabulary to describe movement. Perform dances using simple movements. Show some accuracy when striking, kicking and throwing towards a target. Begin to show control and coordination to bounce and dribble a ball. Can catch a variety of ball sizes when static. Send and receive a ball with control. Create and adapt activities to suit their own skills. Explore different ways of passing and receiving. Use skills in different ways in different games. Find space in their games to make it difficult for their opponents. Engage in activities that require team work. Identify positive attributes of a good team player/sportsmanship.

Communication and Language. <i>Listening and Understanding.</i>	Read Aloud Curriculum Nursery Rhymes and Christmas Play Songs <i>Helicopter Stories and Story Steps</i> The Poetry Box		Read Aloud Curriculum Nursery Rhymes and Intro to new rhymes <i>Helicopter Stories and Story Steps</i> The Poetry Box		Read Aloud Curriculum Rhymes and Poems <i>Helicopter Stories and Story Steps</i> The Poetry Box		
	<p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>To listen carefully.</p> <p>Take turns when talking to someone.</p> <p>Talk about themselves and others (using correct pronouns he/she).</p> <p>Sing familiar songs.</p> <p>To speak about a range of texts.</p> <p>Speaks in simple sentences to communicate needs</p> <p>Ask simple questions</p> <p>Join in with group activities</p> <p>Follows simple routine instructions</p> <p>Oracy: Turn your body towards the speaker for an appropriate amount of time</p>	<p>To listen attentively and make appropriate comments in response.</p> <p>Make comments about their observations.</p> <p>Begin to ask/ answer questions about familiar aspects of their environment and learning using new vocabulary.</p> <p>Use talk to help work out problems or organise activities.</p> <p>Recite familiar poems and repeated refrains from stories</p> <p>Oracy: Speak to be heard clearly by others</p> <p>Oracy: Use gesture to support meaning in play</p> <p>Oracy: Use talk in play to practise new vocabulary</p>	<p>To retell key points in a story, using new vocabulary.</p> <p>Offer their own ideas and thoughts in well-formed sentences (sometimes with encouragement to express complete ideas)</p> <p>Ask questions to find out more and check they understand what has been said to them by clarifying.</p> <p>Use simple conjunctions in speech (and/but)</p> <p>Conducts simple back-and-forth conversations</p> <p>Use speech to organise simple activities (You go first, and I'll go next)</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To begin to accurately use irregular past tense verbs that are known in a sentence.</p> <p>Use newly-learnt vocabulary in different contexts.</p> <p>Use more detail in conversation</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>Oracy: Speak audibly so that they can be heard and understood</p> <p>Oracy: Join phrases with words 'if', 'because', 'so', 'could', 'but'</p>	<p>Explain a point of view clearly when they disagree with an adult or friend.</p> <p>Show awareness of the listener/audience.</p> <p>Using a range of vocabulary in lively or appropriate ways.</p>	
	<p>To know active listening skills: face speaker, body still, paying attention</p> <p>Know when to listen and to talk.</p> <p>To know about themselves and others.</p> <p>To know the words of familiar songs/poems.</p> <p>Knows that listening is linked to learning and understanding</p>	<p>To know how to respond to what has been said (with a linked idea to the subject being discussed)</p> <p>Learn new vocabulary from texts and environment.</p> <p>To talk in full sentences using past tense (not irregular tenses and plurals)</p> <p>To describe different fiction and non-fiction texts.</p> <p>Oracy: To know how to take turns to speak with a partner independently</p>	<p>To know how to form a sentence correctly using present and past tense.</p> <p>To begin to know some irregular forms of verbs: said, made, went, took, came, saw</p> <p>To begin to know how to accurately use plurals.</p> <p>To know a range of different stories.</p> <p>To know the correct vocabulary to express ideas and feelings.</p>	<p>To know different features of texts.</p> <p>To know how to form a sentence correctly using future tense.</p> <p>Know many commonly used irregular forms of verbs: knew, got, gave, found, thought, told, left, felt, brought,</p> <p>Oracy: To know how to take turns to speak in groups discussion with the support of an adult.</p>	<p>Know most commonly used irregular forms of verbs: kept, held, wrote, stood, heard, meant, met, ran, paid, sat</p> <p>To know a range of facts.</p>		

**Year One Speaking and Listening:**

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language - Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language.

<b>Personal, Social and Emotional Development.</b>  <u>Self-Regulation.</u>  *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 to follow instructions involving several ideas or actions.	<b>Reception Skills</b>	<b>RE, Heart Smart and My Happy Mind:</b> <b>See FS and KS1 Topic Map for Detail</b>		<b>RE, Heart Smart and My Happy Mind:</b> <b>See FS and KS1 Topic Map for Detail</b>		<b>RE, Heart Smart and My Happy Mind:</b> <b>See FS and KS1 Topic Map for Detail</b>		
	<b>Reception Knowledge</b>	<p>To demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To give focussed attention to the teacher during short inputs.</p> <p>Know how to use the toilet independently.</p>	<p>To talk about the role of healthy food and exercise in staying healthy.</p> <p>Put shoes and loose fitting t-shirts and jumpers trousers/bottoms on independently.</p> <p>Wait for what they want and control impulses, using timers/prompts to help.</p>	<p>Put on and zip up jacket independently.</p> <p>Respond appropriately during inputs.</p> <p>Be willing to try a variety of activities.</p> <p>To know some steps that they can take to overcome a challenge (resilience)</p>	<p>To understand how to make the right choices and the consequences of not making the right ones.</p> <p>To understand that other people might need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p>	<p>To know some things that we can do to help make sure that all children have their rights respected.</p>		<p><b>Managing Self.</b>          Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
		<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To know the rules of the classroom and how to behave accordingly.</p> <p>To know when to go to the toilet.</p> <p>Know which adults can help them in class and around school.</p>	<p>Know which foods are healthy and which are unhealthy.</p>	<p>To know which choices are good ones for themselves and others.</p> <p>To know when to ask for help after trying.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To know that all children have rights.</p>	<p>To be able to talk about the effect their behaviour has on others.</p>		<p><b>Building Relationships.</b>          Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>

**Year R Computing:** Skills: Use the photo/video functions on an iPad independently. Play back photos and videos taken on an iPad. Scan a QR code. Track an object using a cursor driven by a mouse. Click using the right-click function on a mouse, including a double click. Knowledge: To know how to take photos/videos of myself and other things. To know how to use Apps on the iPads to play games. To know how to scan a QR code and visit a website. To know how to make a Beebot move. To know that moving a mouse moves the cursor on the screen. To know that to open apps/documents I need to double right click.

**(Online Safety)** Recognise that it is okay to say 'no' to someone who makes them feel sad, uncomfortable, embarrassed or upset. Know to ask an adult for help when using technology and feeling unsure. Identify some simple examples of personal information (name, address, age, school etc..) and know NOT to share this when online.

**Year One REHE:** Heartsmart and My Happy Mind, plus additional Units to support online safety (See KS1 Topic Map for further details). **PSHE Association Curriculum**  
 By the end of Primary School pupils should know (Read requirements as set out on p20-22 of the document [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426262/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf))

**Year One Computing (Online safety):** Name my work so others know it belongs to me, Recognise that it is okay to say 'no' to someone who makes them feel sad, uncomfortable, embarrassed or upset, Recognise some ways that the internet can be used to communicate, Describe ways that someone could be unkind online, Talk about how to use the internet as a way of finding information online, Identify some simple example of personal information (name, address, birthday, age, location etc..), Identify rules that help keep us safe and healthy in and beyond the home when using technology

RE is on FS and KS1 Long Term Map (Units from Living Difference)		Harvest, <i>Halloween</i>	Diwali, Bonfire Night, Children in Need, Christmas	<i>Special – Special Clothes (Where fits)</i> Lunar New Year	Easter (New Life) Comic Relief, Holi	Eid	Power – Hindu God Ganesh	Past and Present
<b>Understanding the World</b>  <b>Past and Present</b> •Talk about the lives of the people around them and their roles in society.	Skills	To use the visual timetable to talk about the order of the day.	To understand the words: before, done, already, earlier, now, next, later, after.	To begin to use the words before, done, already, earlier, now, next, later, after.	To appropriately use the terms yesterday, today and tomorrow when referring to events in time.	Confidently use the words before, done, already, earlier, now, next, later, after.	To identify which day of the week will be tomorrow.	<b>Past and Present</b> •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.
	Knowledge	To talk about members of their family.	To talk about families that are different to their own.  To talk about the jobs that their family do.	To sort old and new objects.  To explain how they have changed since they were born.	To use a calendar to count down to an event.  To explain how they might change as they grow older.	To know how they might change as they grow older.	To know the days of the week in order.	
<b>Countdowns: 17<sup>th</sup> October – Count down to half term holiday (5 days) / 1<sup>st</sup> November – Count down to Bonfire Night (4 days) / 1<sup>st</sup> December – Advent Calendar (Counting up)</b>								
<b>Year One History:</b> Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now. Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today. Can match old objects from people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Can give simple explanations why a person from the past acted as they did and talk about the consequences of these actions. Can recognise and describe special times or events for family or friends. Can identify and talk about different accounts of real historical situations. Can talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.								
<b>The Natural World</b> • 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.	Skills	To describe/point out signs of Autumn.  Recognise some environments that are different to the one where they live.	To describe/point out signs of Autumn and Winter and compare the 2 seasons.	To be able to match clothing to different countries around the World.	To ask simple questions when noticing similarities and differences.	To explain how a seed has changed as it has grown.	<b>The Natural World</b> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
	Knowledge	To be able to match clothing to Seasons.	To be able to match clothing to Seasons.	To match animals to the different countries that they can be found in.	Explain why an animal might come from a particular country.	To know that things they do every day can look different in another country (avoid stereotypes!)		To know that placing an object in front of light makes a shadow.
		To know that there are different Seasons in a year.  Things will dry when heated.	To know that the weather is different in each Season.	To draw information from a simple map.	To make a simple map of something familiar.	To know that things they do every day can look different in another country (avoid stereotypes!)	To know that the simple parts of a plant (roots, stem, leaf, petals, flower)	
		To know that different places in the World can be hot and cold.  Water freezes and becomes ice when cold and melts when heated.	To know that the weather is different in each Season.	To know the names of the Seasons in order and know which Season will come next.  A map shows where things are (world and local) and can be found.	To know what a seed needs to grow.  To know that fruit comes from plants and foods can be grown.	To know that things they do every day can look different in another country (avoid stereotypes!)	To know that the simple parts of a plant (roots, stem, leaf, petals, flower)	



<p>– try to move in time with music.</p>	<h2>Reception Knowledge</h2>	<p>To know the words of familiar songs, poems and stories.</p> <p>To know about characters from stories and how they behave.</p> <p>To know some basic ways to join materials safely.</p> <p>Know why parts won't stay joined (basic evaluation of design)</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>Know how to use simple tools and techniques competently and appropriately.</p> <p>To understand that pictures can be created by making observations or by using imagination.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To know how to mix colours when painting.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p>	<p>*Make use of props and materials when role playing characters in narratives and stories.</p>
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**Year One Art:** Look at art works carefully and find similarities and differences between techniques and styles used to produce works with a similar subject or idea. Say which they prefer and give a simple explanation for their choice. Create their own artwork in a similar style to that of their chosen artist. Use drawing as a medium to develop and share ideas. Focus on developing the skill of drawing shape as part of their work. Focus on the different ways to produce pattern in their drawing e.g.) swirls, spirals, zigzags. Use painting as a medium to develop and share ideas focussing on the use of colour, shape and form. Involve experiences and imagination. Use a range of different materials including different ways to apply paint, different types of paints or surfaces to paint on. Identify primary colours by name and mix secondary colours. Mix primary shades and tones. Use a range of different materials to explore ideas imaginatively. Develop techniques to produce different textured finishes to their work. Carefully consider the shape of the work they are producing.

**Year One DT:** State what products they are designing and making and what they are for. Say whether their products are for themselves or other users. Use simple design criteria to help develop their ideas. Use knowledge of existing products to help come up with ideas. Communicate their ideas through, talking, drawing, and, where appropriate, information and communication technology. Select from a range of tools and equipment and use them safely. Select from a range of materials and components according to their characteristics. Assemble, join and combine materials and components. Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Evaluate existing products: What and who are they for? How do they work? What are they made from? Build structures, exploring how they can be made stronger, joining techniques. Explore and use mechanisms in their products – levers and sliders. That all food comes from plants or animals. – links to science (healthy eating) and PSHE. That food has to be farmed, grown elsewhere (e.g. home) or caught. Use the basic principles of a healthy and varied diet to prepare dishes – beginning to understand how to group familiar food products e.g. fruit and vegetables. Grate, chop, cut and peel a range of ingredients (with help). Work safely and hygienically.

**Year One Music:** Listen to and concentrate on a wide range of live and recorded music. Express how music makes them feel through speaking, art and movement. Use their voice to speak and express themselves clearly through simple chants and rhymes in groups. Sing expressively across a range of topics and genres. Explore and enjoy how sounds can be made to produce different timbres (sound qualities). Compose sound effects for simple descriptive ideas adding dynamics to suit their topic and provide a sound track to support stories. Begin to develop simple signs and symbols to record their own compositions.

**Links to English Curriculum – Speaking and Listening, Reading and Writing (As above)**