



William Austin Infant School – EYFS Progression Map

		Autumn 1 - Myself	Autumn 2 – Traditional Tales & Celebrations	Spring 1 - People Who Help Us & Instructions	Spring 2 – Past & Present	Summer 1 Countries & Environments	Summer 2 - Animals	Early Learning Goals.
Literacy	Reception Skills	<p>I can listen to and identify sounds in the environment. (Au1)</p> <p>I can listen to and hear initial sounds in familiar words. (Au1)</p> <p>I can identify sounds on a sound mat. (Au1)</p> <p>I can listen to familiar stories and able to recall some facts. (Au1)</p> <p>I can spot & suggest rhymes (Au1)</p> <p>I can write some or all of my name.(Au1)</p> <p>I can talk about stories. (Au1)</p>	<p>I can listen to and hear sounds in VC and CVC words. (Au2)</p> <p>I can identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>I can listen to familiar stories and am able to recall facts. (Au2)</p>	<p>I can think of and write a short, simple sentence. (Sp1)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Sp1)</p> <p>I can identify sounds and digraphs on a sound mat. (Sp1)</p> <p>I can listen to stories and am beginning to anticipate what may happen next. (Sp1)</p>	<p>I can think of and write a short, simple sentence. (Sp2)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Sp2)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>I can listen to stories and am beginning to anticipate what may happen next (Sp2)</p>	<p>I can think of and write a short, simple sentence. (Su1)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Su1)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>I can check written work and making any changes where necessary. (Su1)</p> <p>I can listen to stories and am beginning to anticipate what may happen next. (Su1)</p>	<p>I can think of and write a short, simple sentence. (Su2)</p> <p>I can listen to and hear sounds in CVC and CVCC words. (Su2)</p> <p>I can identify sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>I can check my written work and make any changes where necessary. (Su2)</p>	<p><u>Comprehension</u></p> <p style="color: green;">*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p style="color: green;">*Anticipate – where appropriate – key events in stories.</p> <p style="color: green;">*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><u>Word Reading.</u></p> <p style="color: green;">*Say a sound for each letter in the alphabet and at least 10 digraphs.</p>
	Reception Knowledge	<p>Knowing that words can be written. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make.(Su1)</p>	<p>Knowing the sounds that the taught phonemes make.(Su2)</p>	<p style="color: green;">*Read words consistent with their phonic knowledge by sound-blending.</p>

		<p>Knowing the sounds that the taught letters make.(Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p> <p>Knows print has meaning and different purposes. (Au1)</p> <p>Knows we read from left to right and top to bottom (Au1)</p>	<p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</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>
<p>KEY VOCABULARY</p>		<p>story, print, sounds, read, write, characters, rhyme, label</p>	<p>Phonemes, digraphs, trigraphs, read, write, sound out, story, list</p>	<p>Phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter, describe, non-fiction, verbs</p>	<p>Phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter, describe, non-fiction, adjectives</p>	<p>Instructions, order, non-fiction, verbs, phoneme, sentence, digraphs, trigraphs, sentence, full stop, capital letter</p>	<p>Predict, non-fiction, fiction, narrative, phoneme, digraph, trigraph, blend, segment, story, read, write</p>	<p>Sentences, capital letters, full stops, correctly formed, read, write, sound out, phoneme, digraph, trigraph, blend, segment, stories, characters, predict, fiction, non-fiction, narrative</p>

<u>Numeracy</u>	Areas of learning covered	Matching, sorting & comparing		Comparing mass and capacity		Ways of making 10		
		Comparing amounts, size, mass and capacity		Introducing 6,7,8 - making pairs and combining groups		Counting patterns beyond 10		
		Pattern		Length and height		Spatial reasoning		
		Representing, comparing and composition of numbers 1-5		Time		Addition		
		Introducing 0		Comparing numbers to 10		Subtraction		
		Introduction of 2d shapes		Introducing number bonds to 10		Doubling		
		Positional language		Introduction of 3d shapes		Sharing & grouping		
		1 more and 1 less		Pattern		Even and odd numbers		
		Time- day & night		Doubling		3D shapes		
				Odd & Even numbers		Composition of numbers above 10		
						Pattern		
						Positional Language		
Reception Skills		I can count up to 10 orally. (Au1)	I can say 1 more and 1 less than a number to 5. (Au2)	I can compare numbers to 5 (Sp1)	I can compare numbers to 10 (Sp2)	I can add 2 numbers together (Su1)	I can recognise a repeating pattern (Su2)	<u>Number</u>
		I can recognise a repeating pattern (Au1)	I can identify 2D shapes and talk about their properties. (Au2)	I can make numbers up to 8 in different ways. (Sp1)	To know number bonds to 10 (Sp2)	I can take a way a smaller number from a bigger number (Su1)	I can describe position (Su2)	*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5
		I can compare different amounts using correct vocab. (Au1)	I can recognise numbers automatically on a dice/card to 5. (Au2)	I can combine 2 groups together. (Sp1)	I can recognise counting patterns beyond 10 (Sp2)	I can count to 20. (Su1)	I can double a number (Su1)	*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.
		I can match and sort objects and give reasons. (Au1)	I can count to 10 independently. (Au2)	I can compare mass and capacity. (Sp1)	I can identify 3D shapes and talk about their properties (Sp2)	I can share out a given number equally. (Su1)	I can make groups of objects. (Su1)	<u>Numerical Patterns.</u>
				I can compare mass and capacity. (Sp1)	I can measure the length and height of objects. (Sp2)			
				I can say the number pairs up to				

				8. (Sp 1)		<p>I can recognise odd and even numbers (Su1)</p> <p>I can spot the difference between odd and even. (Su1)</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>
		Reception Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To know what a repeating pattern is and how to continue it (Au1)</p> <p>To know which amount has more or fewer and use correct language. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have</p>	<p>To know the pairs of numbers that add together to make up to 8. (Sp1)</p> <p>To know that by combining 2 groups together you get a bigger number (Sp1)</p> <p>To know the numbers that add together to make 10. (Sp1)</p> <p>To be able to identify and compare different size, mass and capacity (Sp1)</p>	<p>To count forwards and backwards to 20. (Sp2)</p> <p>To know which numbers add together to make 10. (Sp2)</p> <p>To know how to compare numbers to 10 (Sp2)</p> <p>To know that length, and height are a form of measurement. (Sp2)</p>	<p>To count forwards and backwards to 20. (Su1)</p> <p>To know that addition involves combining groups of objects. (Su1)</p> <p>To read number addition sentences. (Su1)</p> <p>To know the answer is smaller when taking away. (Su1)</p> <p>To know that the word 'more' indicates that the group is getting</p>	<p>To count forwards and backwards to 20. (Su2)</p> <p>To know what a repeating pattern is and how to continue it. (Su 2)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su2)</p> <p>To know that sharing equally means everyone</p>

			<p>sides and corners. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>		<p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p>	<p>larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know you can use your number bonds to 10 with numbers above 10. (Su1)</p> <p>To know what a repeating pattern is and how continue it. (Su1 and 2)</p>	<p>has the same amount of an object. (Su2)</p> <p>To know you can use your number bonds to 10 with numbers above 10. (Su2)</p>	
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<u>KEY VOCABULARY</u>		Count, numbers, compare, repeating pattern, match, sort, more, fewer	1 more, 1 less, 2D shapes, flat, subitise, sides, corners, pattern, count	Compare, different ways, pairs, number, count, combine, biggest, heaviest, lightest, mass, capacity, full, half, empty	Compare, number bonds, 3D shapes, edges, faces, pattern, length, height, longest, shortest, tallest	Add, subtract, take away, combine, double, share, odd, even, number, different ways	Pattern, position, share, double, equal, number bonds	Composition, numbers, number bonds to 10, add, subtract, different ways, pattern, greater than, less
<u>Physical Development</u>	Units taught	Dance - Ourselves	Gym - high, low, under	Ball skills - hands	Gymnastics - moving	Ball skills - feet	Attack & Defence - Games for understanding	
	Reception Skills	<p>I can use a dominant hand. (Au1)</p> <p>I am beginning to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>I can use climbing equipment safely and competently. (Au1)</p> <p>I am beginning to negotiate space effectively. (Au1)</p> <p>I can use cutlery independently. (Au 1)</p> <p>I can meet my own needs. (Au1)</p> <p>I can skip, hop and stand on one leg. (Au1)</p>	<p>I can use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>I can move in a variety of ways. (Au2)</p> <p>I can negotiate space effectively. (Au2)</p> <p>I can move around different apparatus in different ways. (Au2)</p> <p>I can balance on different body parts. (Au2)</p>	<p>I can show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>I can throw and catch a ball accurately. (Sp1)</p> <p>I can aim a ball accurately. (Sp1)</p> <p>I can negotiate space effectively. (Sp1)</p>	<p>I can handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>I can confidently move in a variety of ways. (Sp2)</p> <p>I can balance and coordinate safely. (Sp2)</p>	<p>I can use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>I can kick, pass and bat the ball using feet. (Su1)</p> <p>I can aim the ball accurately (Su1)</p> <p>I can show precision and accuracy when engaging in activities that involve a ball. (Su2)</p>	<p>I can show good control and co-ordination in large and small movements. (Su2)</p> <p>I can show precision and accuracy when engaging activities that involve a ball. (Su2)</p> <p>I can use a range of apparatus in a group. (Su2)</p>	<p><u>Gross Motor Skills.</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <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</p>

KEY VOCABULARY								scissors, paint brushes and cutlery *Begin to show accuracy and care when drawing.
	Reception Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to put their coat on and do up their zip. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p> <p>To know to stop when the music stops. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	
		<p>Grip, hand, open, close, hold, stop, skip, hop, balance, space, cutlery, climb, letters, form, dance</p>	<p>Gymnastics, space, high, low, under, body, move, different, lines, balance, apparatus</p>	<p>Ball, hands, space, throw, catch, aim, exercise, healthy,</p>	<p>Gymnastics, movement, body parts, balance, shape, different, apparatus,</p>	<p>Form letters, ball, kick, bat, pass, feet, accurate, pass,</p>	<p>Attack, defence, game, rules, equipment, ball, accurate, control, co-ordination, large, small movements</p>	<p>Space, obstacles, strength, balance, co-ordination, move, run, skip, hop, accuracy, form letters</p>

<u>Communication & language</u>	Reception Skills	I can talk about myself and others. (Au1) I can sing songs. (Au1) I can speak about a range of texts. (Au1) I can understand 'why' questions. (Au1) I can understand 2 part instruction. (Au1)	I can talk about different shapes and compare measures accurately. (Au2) I can make comments about my observations. (Au2) I can talk about celebrations that occur (Aut 2)	I can talk about different members of my community and their jobs/roles. (Sp1) I can talk about the role of healthy food and exercise in staying healthy. (Sp1)	I am beginning to ask questions about familiar aspects of my environment and my learning. (Sp2) I can talk about how things are different in the past to now. (Spg 2) I can explain the differences and similarities between things in the past and now. (Spg 2)	I can say my ideas in well-formed sentences. (Su1) I can use new vocabulary in different contexts (Su1) I can retell stories in my own words. (Su1) I can describe events in detail (Su1) I can describe the similarities and difference between different countries and environments. (sum 1) I can talk about environments & different countries with new knowledge and vocab. (Sum 1)	I can talk about the habitats different animals live in. (Su2) I can give facts about a specified subject. (Su2)	<u>Listening and Understanding.</u> *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. *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. <u>Speaking.</u> *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.
	Reception Knowledge	To know about others. (Au1) To know familiar songs. (Au1)	To know the different shapes. (Au2) To begin to talk about why things happen using new vocabulary learnt. (Au2)	To know about all the different people who help us in the community. (Sp1) To be able to talk about how different people help us. (Sp1)	To talk confidently about why things happen using new vocabulary learnt. (Sp2) To engage in meaningful	To know different features of text. (Su1) To be able to organise thinking to explain something.	To know different animals live in different places and why. (Su2)	

		<p>To describe different story and non-fiction texts. (Au1)</p> <p>To know how to start a conversation and continue it. (Au1)</p>	<p>To be able to describe different shapes and use comparative language (Au2)</p> <p>To know familiar stories and be able to retell them in own words. (Au2)</p> <p>To know rhymes and poems.(Au2)</p>	<p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p> <p>To know to ask questions to build understanding. (Sp1)</p>	<p>conversations with others. (Sp2)</p> <p>To know to ask questions to build understanding. (Sp1)</p> <p>To know things were different in the past to what they are now (Spg 2)</p>	<p>(Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p> <p>To know to ask questions to build understanding. (Sum 1)</p> <p>To know places are different to where they live. (Sum 1)</p>	<p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>	<p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<u>KEY VOCABULARY</u>		<p>Talk, sing, book, author, illustrator, what, who, where, why, conversation, fiction, non-fiction, describe, question, answer, instruction, follow</p>	<p>Longer, longest, shortest, shorter, heavy, heaviest, lightest, sides, faces, corners, edges, why, rhymes, poems, compare, same, different</p>	<p>People who help us, health, emergency, postal workers, school, family, shop assistants, different, questions</p>	<p>Similarities, differences, past, present, now, questions, understand</p>	<p>Sentences, questions, instructions, verbs, meaning, sense, correct order, detail, countries, environments</p>	<p>Animals, habitats, farm, zoo, minibests, conversation, facts, information,</p>	<p>Listen, respond, question, comment, understand, clarify conversation, vocab, stories, rhymes, poems, sentence</p>
<u>Personal, Social, Emotional Development</u>	<u>Reception Skills</u>	<p>I can demonstrate friendly behaviour. (Au1)</p> <p>I understand how to be a good friend. (Au1)</p> <p>I can join in with whole group activities. (Au1)</p> <p>I can choose an activity independently. (Au1)</p>	<p>I can learn about important dates in their lives. (Au2)</p> <p>I can talk about my feelings (happy, sad, angry, worried. (Au2)</p> <p>I can understand how to be a good friend. (Au2)</p>	<p>I can recognise right from wrong. (Sp1)</p> <p>I understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p> <p>I understand that people need help. (Sp1)</p>	<p>I understand that people need help. (Sp2)</p> <p>I can identify ways of being helpful to others and how this will make them feel. (Sp2)</p> <p>I understand people are different and think differently. (Sp1)</p>	<p>I can show resilience and perseverance when completing a task. (Su1)</p> <p>I can moderate my own feelings socially and emotionally. (Su1)</p>	<p>I know about the different family structures. (Su2)</p> <p>I can show resilience and perseverance when completing a task. (Su2)</p> <p>I can moderate my own feelings socially and emotionally.</p>	<p><u>Self-Regulation.</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they</p>

	Reception Knowledge	I can talk about my feelings (happy, sad, angry, worried). (Au1)	I can demonstrate friendly behaviour. (Au2)				(Su2)	want and control their immediate impulses when appropriate.
		<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p> <p>To know the importance of follow rules and able to follow rules. (Au1)</p> <p>To know they are part of a community (home & school) (Au1)</p>	<p>To understand why different people celebrate different things. (Au2)</p> <p>To know not everyone is the same as you and everyone has different likes & dislikes. (Au2)</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are. (Au2)</p> <p>To be able to talk about how the character could have made a better choice. (Au2)</p>	<p>To know to complete a task they find difficult they have to persevere. (Sp1)</p> <p>To know they have to take other peoples feelings into consideration. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p> <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To know to complete a task they find difficult they have to persevere (Su1)</p> <p>To know how to calm down if angry or upset. (Su1)</p> <p>To be able to talk about why a character has made a poor choice and what the consequences are. (Su1)</p> <p>To be able to talk about how the character could have made a better choice. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p> <p>To know to complete a task they find difficult they have to persevere (Su2)</p> <p>To know how to calm down if angry or upset. (Su2)</p>	<p>*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.</p> <p><u>Managing Self.</u></p> <p>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><u>Building Relationships.</u></p> <p>Work and play cooperatively and</p>

								<p>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>
<u>KEY VOCABULARY</u>		<p>Friend, take turns, share, join in, happy, sad, angry, worried, independent, join in, rules, community</p>	<p>Important, birthday, Eid, Christmas, feelings, happy, sad, worried, excited, angry, likes, dislikes, friend, consequences, good/bad choice</p>	<p>Right, wrong, right choices, help, persevere, feelings, thoughts</p>	<p>Help, helpful, feelings, different, think, understand, behaviour, effect, world we live in, similarities, differences</p>	<p>resilience, perseverance, feelings, socially, emotionally, calm down, angry, upset, choice, consequence,</p>	<p>Moderate feelings, resilience, perseverance, relationships, calm down, angry, upset, consequences</p>	<p>Regulate feelings, goal, control impulses, try new activities, independence, resilience and perseverance, rules, right, wrong, cooperatively, positive attachments, friendships, sensitive to own needs</p>
<u>Understanding the World</u>	RE	<p>Islam, Islamic stories & a Christian story</p>	<p>Hinduism & Diwali, Hindu story, Introduce Christianity, Birth of Jesus & Isa & Christmas</p>	<p>Religious Stories & Easter</p>	<p>Ramadan, religious stories & Easter</p>	<p>Eid, Islam Special places, places of worship</p>	<p>Sikhism & religious stories</p>	
	Reception Skills	<p>I can talk about how they have changed since they were a baby. (Au1)</p> <p>I can talk about the changes they observe in their environment – Seasons link. (Au1)</p> <p>I can talk about the differences they have experienced in different countries. (Au1)</p>	<p>I can talk about how Hindus celebrate Diwali & Christians celebrate Christmas. (Au2)</p> <p>I can draw information from a simple map.(Au2)</p> <p>I can describe what they see, hear and feel whilst outside. (Au2)</p>	<p>I can identify and sort healthy/unhealthy foods. (Sp1)</p> <p>I can identify and group a range of fruits and vegetables. (Sp 1)</p> <p>I can talk about the different jobs that adults do and how they can help us</p>	<p>I understand the effects of the changing seasons(Sp2)</p> <p>I can recognise that there were different things in the past to now. (Sp2)</p> <p>I know that things in the house were different in the past. (Sp2)</p>	<p>I know the life cycle of a plant (Su1)</p> <p>I can talk about the changes they observe in their environment – Seasons link. (Su1)</p> <p>I can plant and care for a plant to help it grow. (Su1)</p>	<p>I can talk about the life cycle of plants and animals and what they need to survive. (Su2)</p> <p>I know different animals need different things to survive. (Su2)</p> <p>I know which animals live in which habitat. (Su2)</p>	<p><u>Past and Present.</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>

		<p>I can recognise the differences between people. (Au1)</p> <p>I can describe what they see, hear and feel whilst outside. (Au1)</p> <p>I understand the key features of the life cycle of a butterfly. (Au1)P</p>	<p>I can talk about the changes in materials. (Au2)</p>	<p>(paramedics/ nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p>(Sp1)</p> <p>I can compare familiar situations in the past (people who help us etc)</p> <p>(Sp1)</p>	<p>I know that toys were different in the past. (Sp2)</p> <p>I know toys were made from different materials in the past. (Sp2)</p> <p>I know that dinosaurs lived a long time ago. (Sp2)</p>	<p>I can describe what they see, hear and feel whilst outside. (Su1)</p> <p>I can explore maps of the world. (Sum 1)</p> <p>I can recognise some environments are different to the ones they live in (Sum1)</p> <p>I can recognise similarities and differences between life in this country and life in other countries.(Sum 1)</p>	<p>I can describe what they see, hear and feel whilst outside. (Su2)</p>	<p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
	<p>Reception Knowledge</p>	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p> <p>To have positive attitudes about the</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know Christians celebrate Christmas (Au2)</p> <p>To know the world around them changes in different seasons. (Au1)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1)</p> <p>To know the names of common fruits and vegetables. (Sp1)</p> <p>To know things and people were different in the past. (Sp1)</p> <p>To know that adults do a variety of jobs. (Sp1)</p>	<p>To know there are places different to where they live (Sp1)</p> <p>Know there are 4 seasons which have different weathers(Sp2)</p> <p>Know the things that are the same and different in different countries. (Sp2)</p> <p>To know Muslims celebrate Eid. (Sp2)</p>	<p>To know what is needed to grow a plant. (Su1)</p> <p>To know what can be found outside in their environment and the importance of looking after it. (Su1)</p>	<p>To know that different animals live in different habitats. (Su2)</p> <p>To know why animals live certain habitats. (Su2)</p>	<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <p>Explore the natural world around them, making observations and drawing pictures</p>

		differences between people. (Au1)		To know that the emergency services exist and what they do. (Sp1)				<p>of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><u>KEY</u> <u>VOCABULARY</u></p>		<p>Changes, seasons, changes, differences, similarities, people, environments, life cycle of a butterfly, body parts, leg, arm, stomach, head, shoulder, knee, hand, see, hear, senses, feel, countries, languages, people, Christians, Christianity, Islam, Muslims</p>	<p>Hindus, Diwali, Christians, Christmas, map, religions, Mendhi, rangoli patterns, Rama, Sita, Festival of light, Jesus, see, hear, feel, senses, seasons</p>	<p>Easter, Christianity, stories of faiths, healthy, unhealthy, fruit, vegetables, people who help us, past, household objects, toys, job, emergency services, health, doctor, dentist, paramedic, police, firefighter</p>	<p>similarities, differences, past, present, household items, materials, changes, dinosaurs, long time ago, seasons, Eid, Muslims, Ramadam</p>	<p>Life cycle of a plant, leaf, root, stem, flower, soil, changes, seasons, weather, grow, water, sunlight, looking after it, Eid, Muslims, celebrations, see, hear, feel, places of worship, mosque, church, gurdwara, temple, Map of world, environments, England, Pakistan, Australia, Greenland, Egypt, climate, places of worship, animals, flags, weather,</p>	<p>Life cycle of a plant, butterfly, cocoon, egg, animals, survive, zoo, farm, minibeasts, insects, survive, habitat, see, hear, feel,</p>	<p>Changes, seasons, changes, similarities, differences, environments, animals, plants, country, past, history, household objects, religions, Muslim, Christian, Sikhs, Hindu, Christianity, Islam, Sikhism</p>

<u>Expressive Arts and Design</u>	Reception Skills	<p>I can remember the words to a range of songs. (Au1)</p> <p>I can give meaning to the marks that are made. (Au1)</p> <p>I can make up a story using small word. (Au1)</p> <p>I can join different materials. (Au1)</p> <p>I can show different emotions in their drawings. (Au1)</p> <p>I can play instruments to express feelings and ideas. (Au1)</p>	<p>I can sing and do actions for Christmas songs as a whole year group. (Au2)</p> <p>I can develop storylines in pretend play. (Au2)</p> <p>I can develop my own ideas and choice of materials to make a final product. (Au2)</p> <p>I can explore colour mixing. (Au2)</p> <p>I can use simple tools and techniques competently and appropriately. (Au2)</p>	<p>I can create collaboratively (Sp1)</p> <p>I can use a variety of instruments to perform to others. (Sp1)</p> <p>I can use role play to show how 'People who Help Us'. (Sp1)</p> <p>I can use resources to create own props. (Sp1)</p> <p>I can construct with a purpose in mind, using a variety of resources. (Sp1)</p>	<p>I can use a range of resources to create own props to aid role play. (Sp2)</p> <p>I can plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>I can manipulate materials to achieve a planned effect. (Sp2)</p> <p>I can move and talk about music (Sp2)</p> <p>I can use role play to act 'We're Going on a Bear Hunt.' (Sp2)</p>	<p>I can use what I have learnt about media and materials in an original way and be able to explain my choices. (Su1)</p> <p>I can select appropriate resources and adapt work where necessary. (Su1)</p>	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>*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.</p>
	Reception Knowledge	<p>To learn a range of songs from around the world. (Au1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1)</p> <p>To know and join in familiar songs in the correct pitch. (Au1)</p> <p>To know lines and shapes represent</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>	

		<p>objects. (Au1)</p> <p>To know different objects can represent certain things even if they are not similar. (Au1)</p>		<p>designs. (Sp1)</p>				
<p><u>KEY</u> <u>VOCABULARY</u></p>		<p>Sing, song, make marks, story, join, emotion (happy, sad), feelings, instruments, construct, pitch, draw, represent</p>	<p>Sing, Christmas, words, storyline, play, ideas, colour mixing, tools, scissors, hole punch, stapler, split pins, treasury tags, create, join</p>	<p>Create, perform, instruments, role play, people who help us, props, construct, paints, pastels, draw, purpose, evaluate</p>	<p>Role play, props, plan, evaluate, change, move, music, role play, props, tools</p>	<p>Explain, materials, media, choices, resources, adapt, construct, purpose, moving, up/down</p>	<p>Explore, variety, materials, techniques, tools, assemble, join, colour, texture, design, form,</p>	<p>Materials, tools, textures, colour, design, texture, form, function, explain, adapt, invent, sing, perform, move</p>