



Four Swannes Primary School

EYFS Knowledge and Skills Progression

This document is written with reference to the revised early adopters Early Learning Goals. Learning and outcomes are broken down according to ages and stages of child learning.

The EYFS framework is organised across seven areas of learning. This document is intended to support subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which early years outcomes are prerequisite skills within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study.


The characteristics of effective teaching and learning.


When planning and guiding children's activities, consideration is made by staff on the different ways that children learn, which in turn, is reflected in the activities and opportunities that we provide. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:


- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The focus is on how children learn rather than what they learn i.e. process over outcome. Underpinning the characteristics of effective learning is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. At Four Swannes, staff and the environments they provide, nurture these characteristics of effective learning to occur, but without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.


The key vocabulary taught for each topic can be found in the Long term plan. [reception-long-term-plan.pdf](#)


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Personal, Social and Emotional (PSED) - Links to PSHE and RE								
<p>Self-regulation Skills</p> 	<p>To separate from main carer & learn to adapt to environment.</p> <p>To seek comfort from familiar adults, when needed</p> <p>To respond to a few appropriate boundaries, with encouragement and support</p> <p>To begin to show effortful control 'waiting for a turn or resisting pushing to the front'.</p> <p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p> <p>To tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</p>	<p>To begin to learn that some things are mine, some things are shared and some things belong to other people</p> <p>To respond to the feelings and wishes of others</p> <p>To be aware, with support, that some actions can hurt or harm others</p> <p>To begin to express their own feelings such as sad, happy, cross, scared, worried.</p> <p>To adapt behaviour to a range of situations</p> <p>To be aware of their own feelings, and know that some actions and words can hurt others' feelings for example, I might become upset or try to comfort another child when I realise, I have upset them.</p> <p>To begin to understand how play helps me to learn by answering questions about my task.</p>	<p>To learn how to share resources and play in a group.</p> <p>To take turns and await turn patiently.</p> <p>To demonstrate a sense of self as an individual, e.g. by engaging in a new play activity.</p> <p>To focus during longer whole class lessons</p> <p>To follow twostep instructions#</p> <p>I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>To verbalise the goals I have set for myself during child - initiated tasks.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To have a growing ability to distract oneself when upset, e.g. by engaging in a new play activity.</p> <p>To begin to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To control their emotions using a range of techniques.</p> <p>To consider the feelings and needs of others.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To be able to inhibit own actions/behaviours most of the time, e.g. stop myself from doing something I should not do.</p> <p>To set a target & reflect on progress throughout.</p> <p>To show an understanding of their own feelings and those of others, regulate their behaviour accordingly.</p> <p>To set & work towards simple goals.</p> <p>To be able to inhibit own actions/behaviours most of the time, e.g. stop myself from doing something I should not do.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</p> <p>I can usually adapt my behaviour to different events, social situations and changes in routine</p> <p>To be able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give attention to what the teacher says, responding even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Self-Regulation;</p> <ul style="list-style-type: none"> • 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 	<p><u>Being Me in my World</u></p> <p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p> <p><u>Celebrating Difference</u></p> <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p> <p><u>Dreams & Goals</u></p> <p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner.</p> <p>Tackling new challenges.</p> <p>Identifying and overcoming obstacles.</p> <p>Feelings of Success</p>

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Personal, Social and Emotional (PSED) - Links to PSHE and RE								
<p>Managing Self Skills</p> 	<p>I can say if I do or do not want something eg. a milk or banana at snack time To put my coat on my peg and my bag in the tub. To recognise my own lunch box or water bottle. To explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. To select and use resources with support. To follow the rules of our class understanding why they are important To be able to decide what I want to achieve when playing eg, I want to build a rocket To understand that equipment and tools have to be used safely. To wash hands and use the toilet independently To put coat, socks & shoes on independently To explore different areas within the Year R environment.</p>	<p>To learn about daily routines & classroom rules. To be aware of behavioural expectations. To begin to be independent in self-care, but still often need adult reminders. To tidy toys away when I have finished with them. To develop class rules and understand the need to have rules To have confidence to try new activities To show confidence in asking adults for help. To select and use activities and resources. To be aware of the boundaries set and of behavioural expectations in the class and school. To be able to find and collect my own belongings at appropriate times of the day.</p>	<p>I know when to put an apron on. To go to the toilet independently. To tell adults when I am hungry or tired or when I want to rest or play. To begin to learn about using equipment safely To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles To develop independence when dressing and undressing for activities such as P.E and putting on wellies To recall school values and begin to know what these words mean. To begin to ask, negotiate, give opinions and discuss ideas and feelings. E.g. Are we going to the library today? Can I hold the library cards? I like to be helpful.</p>	<p>To independently put on coats and use the toilet. To be aware that I am part of Nursery class and have a shared responsibility to follow our class rules. To follow the rules, understanding why they are important To decide what I want to achieve when playing eg, I want to build a rocket To understand that equipment and tools have to be used safely To identify and name healthy foods To manage own basic needs independently To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Managing Self; • Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. • 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.</p>	<p>Healthy Me Keeping myself healthy Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety, Safety with household items, Road safety, Linking health & happiness Changing Me Life cycles – animal and human, Changes in me Changes since being a baby, Differences between female and male bodies (correct terminology) Linking growing & learning Coping with change Transition</p>		


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Personal, Social and Emotional (PSED) - Links to PSHE and RE								
<p>Building Relationships Skills</p> 	<p>To play alongside others. To show interest in others' play & start to join in. To seek out others to share experiences. To notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. To seek support of adults when needed To gain confidence to speak to peers and adults To become more confident with unfamiliar people in familiar settings. To play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children.</p>	<p>To name the adults teacher and some of my peers in the setting. To play cooperatively with a familiar adult, e.g. rolling a ball back and forth. To begin to initiate play, offering cues to peers to join me. To form a special friendship with another child To assert my own ideas and preferences and take notice of other people's responses. To play with children who are playing with the same activity To have positive relationships with all Year R staff To initiate play, offering cues to my friends to join me. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>To seek out others to share experiences. To show affection and concern the adults teachers and peers. To be confident to talk to other children when playing together. To keep play going by responding to what others are saying or doing. To start conversations, attend to and take account of what others say. To be able to explain my knowledge and understanding and ask appropriate questions of others. To take steps to resolve conflicts with other children. E.g. finding a compromise. To listen to the ideas of other children and agree on a solution and compromise To play in a group, extending and elaborating play ideas. E.g. building a role-play activity with other children. To use taught strategies to support turn taking</p>	<p>To become more confident with unfamiliar people in familiar settings To play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children. To demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers To show sensitivity to their own and to others' needs To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school To have strong friendships</p>	<p>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.</p>	<p>Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>		


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Personal, Social and Emotional (PSED) - Links to PSHE and RE								
Prerequisite Nursery Knowledge	To know that they can approach adults in when needed.	To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support.	To know how to manage their emotions in different situations. To know about different feelings and be able to talk about them during circle time. To know that when playing in a group they need to share and that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support.	To know that to play nicely it's important to share and take turns.	To know how to talk politely and develop an understanding of what is appropriate		
Prerequisite Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends To explain why my class is a happy and safe to be learn To give different examples where I or others can make my class happy and safe.	To be able to talk about different festivals. To understand why different people celebrate different things. To explain some ways that I am different and similar to other people in my class, and why this makes us special.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the one could have made a better choice. To explain how I fell when I am successful and how this can be celebrated positively.	To talk about the effect of my behaviour has on others. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy	I can explain why I have special relationships with some people & how these relationships help me feel safe & good about myself. I can explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate & behaviours that I don't like. To talk about the world we live in and how there are similarities and differences when looking at different aspects.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. To be able to talk about the relationships they have at home with their family and friends.		

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Physical Development (PD) - Links to PE								
 <p>Gross Motor Skills</p>	<p>To wash hands after using the toilet.</p> <p>Take care of toileting needs independently.</p> <p>To go up steps and stairs, or climb apparatus, using alternate feet.</p> <p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>To go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skipping, hopping, standing on one leg and hold a pose for a game like musical statues</p> <p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To brush teeth regularly and eat healthy food.</p> <p>To copy dance moves and to move to different kinds of rhythms</p> <p>To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>To run and stop</p> <p>To balance</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To move in different ways, e.g. climbing, running, jumping etc.</p> <p>To hold jugs and containers confidently and pour from one container into another</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To use balancing apparatus.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To explore traveling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>Increasingly be able to use and remember sequences and patterns of movements that are related to music and rhythm</p> <p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas through movement</p> <p>To move with control and co-ordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>Start taking part in some group activities, which they make up for themselves, or in teams</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To develop accuracy when throwing and practise keeping score</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team.</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, e.g. running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns


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Physical Development – Links to PE								
<p>Fine Motor Skills</p> 	<p>To use a dominant hand</p> <p>To use tweezers to transfer objects</p> <p>To use large pegs</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To thread large beads</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To put on their coats with some support with zips and buttons.</p> <p>To use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>	<p>To begin to engage in threading, cutting, using tools, holding a pencil, mark making etc.</p> <p>To mark make.</p> <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To hold scissors correctly and cut out small shapes</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>To paint using thinner paintbrushes</p>	<p>To write their names</p> <p>To confidently use scissors and other tools safely.</p> <p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. 	

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Physical Development – Links to PE								
Prerequisite Nursery Knowledge	To know about personal hygiene. To know that we wash hands after using the toilet and before we eat. To know that books should be read from left to right and one page at a time.	To know about the importance of oral hygiene. To know that eating fruits and vegetables is important for health. To know how to move to beats and rhythms e.g. slowly for slow music and fast on quicker beats.	To know about tools and their safe use, e.g. scissors, pegs, hammers and pencils. To know that they need to use tools with their dominant hand.	To know that the pencil needs to be held correctly and with one hand to form letters and numbers.	To know the correct ways of forming letters. To be aware of obstacles whilst running, riding a scooter /bike etc. and display some spatial awareness.	To know how to hold the pencil correctly. To know the importance of listening and negotiation when taking part in group activities.		
Prerequisite Reception Knowledge	To know which hand to write with. To know how to use scissors effectively. To begin to use a mouse/pad to navigate a computer.	To know how to use outdoor play equipment safely. To know how to use scissors effectively.	To know that exercise, eating sleeping and hygiene can contribute to good health. To use a mouse/pad to complete a simple ICT programme.	To know why it is important to handle different apparatus safely.	To know how to form letters correctly. To use counting to help to stay in time with the music when copying and creating actions To explore movement using a prop with control and coordination	To know how to handle a range of equipment & tools effectively. To know how to use a keyboard and a mouse effectively. To know the importance of following instructions and moving safely when playing tagging games To play by the rules and develop coordination To work cooperatively as a team		


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Communication and Language - Links to all National Curriculum subject areas								
<p>Listening, Attention and Understanding</p> 	<p>To listen to rhymes and stories.</p> <p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>To listen to stories and understand what is happening with the help of pictures.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Engage fully in stories within the class.</p> <p>Listen carefully to rhymes and song, paying attention to how they sound.</p> <p>To learn rhymes, poems and songs. We can understand 'why' questions.</p>	<p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc.</p> <p>To listen to, and follow simple instructions.</p> <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>Familiar with many rhymes and be able to talk about familiar books, and tell a long story.</p> <p>Developing our communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> <p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To listen to stories and retain key vocabulary.</p> <p>To listen to different Nursery rhymes and join in, singing words confidently and clearly.</p> <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 interactions</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 understand questions such as who, what, where, when, why and how</p> <p>To have conversations with adults and peers with back and forth exchanges</p> <p>To label and sort living things.</p> <p>To begin to research using a search engine.</p>	<p>Listening and Understanding</p> <ul style="list-style-type: none"> • 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 			

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Communication and Language - Links to all National Curriculum subject areas								
<p>Speaking</p> 	<p>To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families.</p> <p>To talk in front of a small group. To talk to class teacher and LSAs To learn new vocabulary To talk about themselves and others. To sing songs. To speak about a range of texts Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts. Use full sentences when talking to friends and adults.</p>	<p>To talk about celebrations at home. To talk about them and why they are celebrated. To answer questions in front of whole class. To use new vocabulary throughout the day To compare different festivals. To make comments about their observations. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. Sing a large repertoire of songs. Using longer sentences and increasing vocabulary.</p>	<p>To be able to talk about story settings, characters and structure. To be able to use story language and connectives e.g. Once upon a time and then To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because To share their work to the class- standing up at the front. To use new vocabulary in different contexts. To engage in non-fiction books. To describe features of traditional stories.</p>	<p>To join in with repeating phrases of a story. To be able to talk about the setting, characters and the structure of the story. To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events To talk to different adults around the school. To talk about why things happen To talk in sentences using a range of tenses To talk about the role of healthy food and exercise in staying healthy To describe familiar texts with detail and using full sentences. To begin to ask questions about familiar aspects of their environment and their learning. To describe habitats. To 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>	<p>Speaking</p> <ul style="list-style-type: none"> • 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 			


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Communication and Language - Links to all National Curriculum subject areas								
Prerequisite Nursery Knowledge	To know that stories have different characters who could be real and pretend.	To be able to understand simple instructions.	To be able to answer questions related to the story.		To know that stories have a beginning, middle and an end. To sequence familiar rhymes and to be able to say what happens next in a story.			
Prerequisite Reception Knowledge	To know familiar songs. To describe different story and non-fiction texts	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.	To know a range of traditional stories. To express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt.	To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversation s with others. To know different life cycles. To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To engage in meaningful conversation s with others. To talk to different adults around the school. To talk about why things happen To talk in sentences using a range of tenses		


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)		
Literacy										
Comprehension 	<p>To fill in missing words from well-known rhymes. To show enjoyment for stories. To be able to talk about something I can see in a story. To hold a book the right way up and turn the pages. To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages Ask questions about the book. Make comments and share their own ideas. Engage in story time and repeat words and phrases from familiar stories. Predict different endings to stories</p>	<p>To identify signs and symbols in the environment and recall what they mean. To know books are special & look after them. To join in with familiar songs, rhymes, and repeat familiar phrases from simple stories. To talk about and retell a range of stories</p> <p>To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To count or clap syllables in a word. To make suggestions about what might happen next in a story. To know that print carries meaning and is read left to right, top to bottom To identify and suggest rhymes. To identify letters from my own name in other words.</p>	<p>To act out stories To begin to predict what may happen in the story To suggest how a story might end</p>	<p>To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading</p>	<p>To know print can have different purposes. To name the different parts of a book, including front cover, back cover, title, author, page. To engage in extended conversations about stories, learning new vocabulary. To be able to tell a story to friends. To talk about events, the setting and characters in books. To recognise my own name</p>	<p>To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read To know that information can be retrieved from books</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words & recently introduced vocabulary • Anticipate – where appropriate – key events in stories. • Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Literacy								
<p>Word Reading</p> 	<p>To recognise familiar labels within the environment.</p> <p>Aspect 1 Aspect 2 Aspect 3</p> <p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the l i s put pull full as and has his her go no to into she push he of we me be)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>Aspect 1 Aspect 2 Aspect 3</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the l i s put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s /z/ e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To begin to identify some sounds during oral Blending games.</p> <p>To find and identify familiar letters, (e.g. in their names).</p> <p>Aspect 4, 5</p> <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e igh o a o o o o ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l i s put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle.</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To begin to identify some sounds during oral Blending games.</p> <p>Aspect 4, 5</p> <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e igh o a o o o o ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l i s put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle.</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To begin to blending sounds.</p> <p>To identify initial sounds and blend familiar CVC words</p> <p>Aspect 6</p> <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e igh o a o o o o ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l i s put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, - est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>Word Reading</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 re-read these books to build up their fluency and confidence in word reading.

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Literacy								
<p>Writing</p> 	<p>To be able to mark make and identify their marks.</p> <p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To distinguish between the different marks I make.</p> <p>To show an interest in my own marks and others marks.</p> <p>To attempt to copy my name.</p> <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To imitate an adult writing. E.G. a shopping list or card.</p> <p>To start to write identifiable shapes and letters.</p> <p>To form lowercase letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To begin to attempt writing familiar letters.</p> <p>To form lower case letters correctly</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>To form lower case and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To write my first name independently so it is recognisable to others, using a variety of media.</p> <p>To form lower case and begin to form capital letters correctly</p> <p>To copy letters using a lead in & lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense.</p>	<p>Writing</p> <ul style="list-style-type: none"> • 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. 	<p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Literacy								
Prerequisite Nursery Knowledge		To know that letters are used to make up words. To learn that stories have a sequence; beginning, middle and end.	To know that each letter makes a sound – and learn the sounds in their names. To join in with repetition within stories.	To be able to talk about their marks with confidence. To be able to talk about different parts of the story.	To know that blending sounds makes words.	To identify CVC words orally. To be able to segment sounds in CVC words.		
Prerequisite Reception Knowledge	Knowing that words can be written. Knowing what the taught letters look like. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing what the taught letters looks like. Recognising taught HFW in text	Knowing the phonemes that correspond to taught graphemes. Knowing how to write the taught letters. Knows how to spell some familiar words.	To know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	Knowing how to write the taught letters. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play			


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)		
Mathematics										
Number 	<p>To attempt to join in with number rhymes. To bring one or two objects when an adult request. To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3</p>	<p>To begin to count out a group of up to 3 objects. To mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc) To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5</p>	<p>To show 'finger numbers' up to 5. To experiment with my own symbols and marks as well as numerals To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). To begin to count out a group of up to 5 objects.</p>	<p>To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity</p>	<p>To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>	<p>To quickly recall up to 3 objects, without having to count them individually ('subitising'). To say one number for each item in order: 1,2,3,4,5. To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Practical addition. Begin to find one more/less using apparatus.</p>	<p>To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity</p>	<p>To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts</p>	<p>Number</p> <ul style="list-style-type: none"> • 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 	<p>Number & Place Value To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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 To read and write numbers from 1 to 20 in numerals and words.</p> <p>Addition & Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = () - 9$.</p>
			<p>To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity</p>			<p>To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects</p>				


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Mathematics								
Numerical patterns Doubles $2 + 2 = 4$ 	To engage in counting-like behavior, making sounds and pointing or saying some numbers in sequence. (not necessarily understand at this stage) To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare and order objects according to their weight etc. To sort objects using one simple criteria To show an understanding of simple comparisons like 'more' To show understanding of conservation To compare quantities to 5 To compare equal and unequal groups To count to 10	To recite numbers past 5 To compare quantities using language: 'more than', 'fewer than'. To identify, describe and compare groups of objects. To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects	To recite numbers past 5 To compare quantities using language: 'more than', 'fewer than'. To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number	To solve real world mathematical problems with numbers up to 5 To recite numbers to 10 To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems	To solve real world mathematical problems with numbers up to 5 To recite numbers to 10 To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	Numerical Patterns <ul style="list-style-type: none"> 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. 	Multiplication & Division To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)		
Mathematics										
Shape, Space & Measure 	<p>To understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. To anticipate specific time-based events such as mealtimes or home time. To use blocks to create my own simple structure or arrangement. To talk about what happened today, yesterday and tomorrow. To match objects To sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>	<p>To begin to categorise objects according to properties such as shape or size. To begin to compare sizes, weight etc using language of 'bigger/little/smaller', 'high/low', 'heavy'. To see some shapes in pictures and can start to make pictures using shapes. To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock</p>	<p>To use small world play to experiment with size, shape, differences and similarities. To understand position through words alone – for example, "The bag is under the table," – with no pointing To talk about and identify patterns. Eg. 'pointy', 'spotty', 'blobs' etc. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' To Identify common shapes in the environment</p>	<p>To order objects by height and length To order the days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes</p>	<p>To order objects by height and length To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shapes</p>	<p>Use language related to time. To name and describe 2D shapes. To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. To make comparisons between objects relating to size, length, weight and capacity To extend and create ABAB patterns – stick, leaf, stick, leaf. To notice and correct an error in a repeating pattern. To discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements</p>	<p>To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>	<p>Measurement compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <p>lengths and heights, mass/weight capacity and volume, time (hours, minutes, seconds Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language [for example, 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 and half past the hour and draw the hands on a clock face to show these times. Geometry - recognise and name common 2-D and 3-D shapes</p>

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Mathematics								
Prerequisite Nursery Knowledge	Singing a range of number songs. To know that time can be measured using days	To say number names to 3 in order. Sing a range of number songs.	To name simple 2D shapes. To say number names to 5 in order. To begin to recognize that each object should only be counted once.	To use the language of more and less to compare amounts. To know that numbers can be ordered. Sing a range of number songs	To learn vocabulary linked to describing time. To know that subtraction means taking an amount away from a group	To be able to say number names forwards and backwards to 5		
Prerequisite Reception Knowledge	To say the number names to 10 in order. To begin to recognise numbers to 10. To begin to write numbers to 10, forming them correctly. To recognize patterns and recreate repeated designs.	To know that addition involves combining two or more groups of objects. To know the names of 2D shapes and use correct language e.g. sides and corners to describe them. To say the days of the week and months of the year in order.	To know that money can be used to buy items. To understand and use a range of prepositions in everyday context. To know the difference between odd and even.	To know subtraction involves removing an object from a group. To know the names of some 3D shapes. To know that 3D shapes have faces, vertices and edges. To know ways of making 5	To be able to count, order and begin to recognise numbers to 20. To count forwards and backwards to 20. To begin to measure using non-standard and standard units of measurement	To know that halving means splitting a quantity in two and doubling means having two equal quantities. To know that sharing equally means everyone has the same amount of an object. To use number lines etc. to aid calculations		


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Understanding the World - Links to History								
<p>Past & Present</p> 	<p>To be able to talk about their body parts and what their Functions</p> <p>To be able to identify similarities and differences between themselves and peers.</p> <p>To make self-portraits.</p> <p>Begin to make sense of our own life story and family's history.</p> <p>To understand that we belong to a family of different generations. We know that our parents had different types of toys and games to what we have today.</p> <p>We know that we will grow into adults in the future.</p>	<p>To be able to identify similarities and differences between themselves and peers. To make self-portraits.</p> <p>To know about figures from the past (Neil Armstrong)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To listen to traditional stories and notice changes in the buildings.</p> <p>Begin to make sense of their own life story and family's history</p> <p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p>	<p>Make comparisons between farming done in the past and now.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning Palaeontologist)</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Make comparisons between farming done in the past and now.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Farming, Gardening)</p>	<p>To compare sources of water in the past and present.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • 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 • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the pas 	<ul style="list-style-type: none"> • Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries) • The lives of significant individuals in the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) • Significant historical events, people and places in their own locality


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Understanding the World - Links to Geography								
People, Culture & Communities 	<p>To recognise my own immediate family and relations. To imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. To enjoy playing with small-world reconstructions, building on first hand experiences.</p> <p>To know about family structures and talk about who is part of their family To identify similarities & differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.</p>	<p>To know that everyone has a birthday & learn how they are celebrated around the world. To know that some celebrations are specific to some cultures e.g. Diwali is celebrated by Hindus.</p> <p>To talk about how Hindus celebrate Diwali To talk about the Christmas Story & how it is celebrated To know that people around the world have different religions.</p>	<p>To show interest in the lives of people who are familiar to me. To begin to role-play familiar people and different jobs e.g. shopkeeper. To notice my friends have similarities and differences that connect them to, and distinguish them from, others. E.g. hair colour, gender To show interest in different occupations.</p> <p>To talk about Chinese New Year. To know about people who help us within the local community. To know that Christians celebrate Easter.</p>	<p>To develop a positive attitude about the differences between people. To know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. To know that people in other countries may speak different languages (Spanish) To know that simple symbols are used to identify features on a map. To recognise some environments that are different from the one in which they live. To understand the effect of changing seasons on the natural world around them. To know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. 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>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • To 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. • Explore the natural world around them 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and name its surrounding seas • Understand geographical similarities and differences, through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas of the world in relation to the equator and the North and South Poles 		


Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Understanding the World - Links to Science								
<p>The Natural World</p> 	<p>To use all their senses in hands-on exploration of natural materials. To play with small world models such as a farm, a garage or a train track. To name common nouns- farm animals, jungle animals, sea creatures. To be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants</p> <p>To ask questions about the natural environment. To respect and care for the natural environments. To describe what they see, hear and feel whilst outside. To explore the natural world around them</p>	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. To begin to notice changes in my environment. To comment on what is happening to the weather and why e.g. I am wearing a scarf because it is chilly. To know about and recognise the signs of Autumn To know about features of the world and Earth.</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Talk about the life cycle of a plant. To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing) To learn about lifecycles of plants and animals</p>	<p>To make comparisons between habitats of farm animals and wild animals. To understand the key features of the life cycles of a plant and an animal. To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/ wool come from and talk about what we use these for. Learn about where food comes from. To know about and recognise the signs of Spring •To know about features of my own immediate environment how they might vary from another •To understand the effect of changing seasons on the natural world around them • To know the different between herbivores and carnivores •To know that some animals are nocturnal.</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things. Make own habitats using a range of resources. To observe the growth of seeds & talk about changes •To know how to care for growing plants & how minibeasts help our garden •To know about different habitats •To learn about lifecycles of plants/animals •To know about and recognise the signs of Summer •To know that some things in the world are man-made & some things are natural</p>	<p>Talk about the differences between materials and changes they notice. To explore collections of materials with similar and/or different properties. To explore and talk about different forces they can feel. To name their favourite marine life and consider questions we will answer over the course of the term. Look at large sea life – fact files on 2 or 3 large sea creatures that the children choose to find out more about? The sea floor – what creatures would you find on the sea floor. How do they survive and what do they eat? Rockpools – what creatures would you find in a rock pool? How can we protect our oceans? Children to start to consider why it is important why we protect our marine life and oceans. To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Plants •To know a variety of common plants, and how they differ •To know that deciduous trees lose their leaves. seasonally, but evergreen trees do not •To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees •To begin to understand how plants grow and change over time Animals including humans</p> <ul style="list-style-type: none"> To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals) To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell) To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) To know the five main senses: sight, smell, hearing, taste and touch To know that the skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing To know that a carnivore is an animal that eats other animals and give some examples To know that a herbivore is an animal that eats only plants and give some examples To know that an omnivore is an animal that eats both animals and plants, and to give some examples Everyday materials <p>To understand that materials can be grouped based on their physical properties</p> <ul style="list-style-type: none"> To know that property refers to how a material can be described To describe the physical properties of a variety of everyday materials. <p>Seasonal changes To understand that day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer</p> <ul style="list-style-type: none"> To know the name and order of the four seasons; spring, summer, autumn and winter. To know that it is unsafe to look directly at the Sun To know weather associated with the four seasons and how it changes (in the UK).

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Understanding the World - Links to ICT								
<p>Technology</p> 	<p>To use IT to interact with age appropriate software – e.g. iPads.</p> <p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety</p>	<p>To use IT to interact with age appropriate software – e.g. iPads.</p> <p>To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures</p>	<p>To operate simple equipment e.g. turn on CD player or use a remote control.</p> <p>To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB to paint/draw pictures</p> <p>To use the IWB, changing games and programmes</p>	<p>To follow instructions to complete a Simple program on the computer.</p> <p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information</p>	<p>To follow instructions to complete a Simple program on the computer.</p> <p>To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Understanding the World - Links to History, Geography, Science and ICT								
Prerequisite Nursery Knowledge	To know about family structures and be able to talk about who is part of their family.	To know that different festivals are celebrated around the world. To make Rangoli patterns on the computer.	To know what plants need to grow. To know how to use technology in play, operating toys and simple computer apps	To know about life cycles of plants and animals. To know all animals change as they grow.	To know about similarities and differences between different animals. To know the difference between farm animals and jungle animals.	To know about where foods come from. To know the properties of different materials. To know that there are different countries in the world		
Prerequisite Reception Knowledge	To know that there are many countries around the world. To know that people in other countries may speak different languages. Be able to describe weather and seasons. To be able to talk about special family events.	To know that people around the world have different religions. To know that Mendi and Rangoli patterns are created to celebrate Diwali. To know that adults do a variety of jobs. To know about the role of the emergency services	To recognize and be able to sort healthy and unhealthy foods. To know the names of common fruits and vegetables. To understand and use positional language. To know that Christians celebrate Easter. Be able to talk about features of own immediate environment and how environments may differ. To make observations and express their views about their environment. To talk about feelings and what is making them feel like that.	To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. To ask questions about their surroundings. To be able to talk about what makes them unique.				

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Expressive Arts and Design (EAD) – Links to Art								
<p>Creating with Materials</p> 	<p>To name colours To experiment with mixing colours To draw and colour with pencils and crayons Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>To create simple representations of people and objects To role play using given props and costumes To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p>	<p>To use different colours and materials to make Rangoli Patterns. To explore colour and colour mixing. To create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>To use colours for a particular purpose To share their creations To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p>	<p>To begin to use scissors effectively. To act out different scenarios from familiar stories. Develop their own ideas and then decide which materials to use to express them</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p>	<p>To learn about different textures and talk about them. To use senses to explore and describe objects. To engage in role play by making stick puppets of different story characters. To use tools for a purpose.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To make props and costumes for different role play scenarios To know how to work safely and hygienically</p>	<p>To use puppets and props to act out different traditional stories. To make masks for role play To draw with increasing complexity and detail, such as representing a face with a circle and including details. To show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects. Create collaboratively, sharing ideas, resources and skills. To manipulate materials To create observational drawings</p>	<p>To explore different materials freely, in order to develop their ideas about how to use them and what to make. To develop their own ideas and then decide which materials to use to express them. To use drawing to represent ideas like movement or loud noises.</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To adapt work where necessary. Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>Develop control of pencil for detail in their pictures. Use a pencil to create lines of different thickness in drawings. Show different tones by using coloured pencils. Colour own work neatly & stay in lines. Know and name both primary and secondary colours -Mix, use and apply secondary colours in their work. Explore white/black added to paint colours.</p>

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Expressive Arts and Design (EAD) – Links to Design & Technology								
<p>Creating with Materials</p> 	<p>Uses various construction material</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>	<p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To join different materials and explore different textures</p> <p>Explore collections of materials with similar and/or different properties</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p>	<p>To construct, Stacking blocks making enclosures and creating spaces.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Talk about what they see, using a wide vocabulary</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To explore how things work</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p> <p>Sandwiches, Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>	<p>To develop their own ideas and then decide which materials to use to express them</p> <p>To join different materials and explore different textures.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p> <p>Sandwiches, Fruit Kebab, Biscuits, Salads</p>	<p>Make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different buildings and a park</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know some similarities and differences between materials.</p> <p>To share creations, talk about process and evaluate their work</p> <p>Collaborative art to create large sea creatures to display in the classroom. What will children use to create different textures for sea and sand? Design and create an aquarium setting using recycled materials. Create paper plate fish – sharks, jellyfish, puffer fish.</p> <p>Children to choose materials and consider how to join these to create the desired effect.</p>	<ul style="list-style-type: none"> • 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. 	<p><u>Design</u> • Design purposeful, functional, appealing products for themselves and other users, based on design criteria</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information & communication technology <u>Make</u> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <u>Technical Knowledge</u> • Build structures, exploring how they can be made stronger, stiffer & more stable • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products • Follow basic food hygiene practices and instructions to control risk. • Select from and use a range of equipment, ingredients and techniques to safely and hygienically prepare simple, healthy dishes without a heat source. • Techniques include peeling and cutting.

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Expressive Arts and Design (EAD) – Links to Music and Drama								
<p>Being imaginative and expressive</p> 	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. To learn about art and music of Africa for Black History Month. Take part in simple pretend play, using an object to represent something else, even though they are not similar</p> <p>To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To listen attentively, move to and talk about music, expressing their feelings and responses To create musical patterns using body percussion To use costumes and resources to act out narratives</p>	<p>To sing familiar Nursery Rhymes. To begin to develop complex stories using small-world equipment like animal sets, dolls and dolls houses</p> <p>To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives To watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>To listen with increased attention to sounds. To make imaginative and complex “small worlds” with blocks and construction kits, such as a city with different buildings and a park.</p> <p>To join in with whole school singing assemblies To create musical patterns using untuned instruments To sing in a group or on their own, increasingly matching the pitch and following the melody To begin to create costumes and resources for role play</p>	<p>To respond to what they have heard, expressing their thoughts and feelings To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play To develop storylines in their pretend play</p>	<p>To remember and sing entire songs. To sing the pitch of a tone sung by another person (“pitch match”)</p> <p>To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stories To explore and engage in music making and dance, performing solo or in groups</p>	<p>To listen to music and create movements to the different beats. To create their own songs or improvise a song around one they know To Play instruments with increasing control to express their feelings and ideas</p> <p>To perform in smalls groups or as a class (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of highquality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music

Stage Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Earling Learning Goals (End of EYFS)	Year 1 (KS1)
Expressive Arts and Design (EAD) – Links to Art, D&T, Music and Drama								
Prerequisite Nursery Knowledge	To know that different musical instruments make different sounds and begin to differentiate between them. To construct safely with a purpose.	To know how different materials can be joined to create things. To learn about art and crafts from different cultures.	To know how colours can be mixed to make a new colour. To use their imagination to create different works of art.	To use their knowledge of stories in their play.	To know that they can change their voices whilst acting out stories to create a dramatic effect.	To know that body movements can be changed depending on the rhythm to achieve an effect.		
Prerequisite Reception Knowledge	To learn a range of songs from around the world. To play a range of instruments and explore their sounds. To know that people from different countries may have different traditions. To safely construct with a purpose and evaluate their designs.	To learn the names of different tools and techniques. To know how to use their voice to create different sounds.	To understand that pictures can be created by making observations or by using imagination. To play an instrument to a beat. To use paints, pastels etc. to create observational drawings.	To use a range of props to support and enhance role play. To identify and select resources and tools to achieve a particular outcome.	To perform a range of familiar songs.	To describe ways of safely using and exploring a variety of materials. To select tools and techniques needed to shape, assemble and join materials they are using.		