

EYFS Knowledge and Skills Progression

Communication and Language		Opal Learning Zone	Amethyst Learning Zone
Listening, Attention and Understanding	Knowledge and skills	<ul style="list-style-type: none"> • Begin to listen to longer stories and recall some key events • Begin to pay attention to more than one thing at a time • Understand clear 2 step instructions. <ul style="list-style-type: none"> • Understand and answer 'why' questions • Respond appropriately in simple conversation 	<ul style="list-style-type: none"> • Understand the importance of listening and how to do so carefully <ul style="list-style-type: none"> • Explore new vocabulary and show understanding my using it correctly • Develop social phrases - manners, good morning, how are you? Etc. • Ask questions to clarify understanding. • Hold a sustained conversation with peers and adults
	Vocabulary	<i>Rhymes, question, answer, conversation</i>	<i>Question, answer, retell, sentence, vocabulary, conversation</i>
	Coverage	<ul style="list-style-type: none"> • Communication and Language is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> • Rich language environment • Listening and engaging in story time daily • Learning Nursery rhymes and Number rhymes <ul style="list-style-type: none"> • Positive play • Superpowers 	<ul style="list-style-type: none"> • Communication and Language is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> • Rich language environment • Listening and engaging in story time and non-fiction texts • Answering and asking questions in whole class reading sessions <ul style="list-style-type: none"> • Mastering rhymes, poems and stories • Explicit teaching of new vocabulary in whole class reading

Speaking	Knowledge and skills	<ul style="list-style-type: none"> Retell familiar Nursery and Number rhymes Speak in longer sentences (4 to 6 words) Start a conversation and take turns speaking and listening Use talk to organise their play 	<ul style="list-style-type: none"> Superpowers Speak in well-formed sentences. Ask questions using who, what, where, when, why and how Use taught vocabulary when speaking. Use a growing range of conjunctions in speech to connect ideas (because, but, so) <ul style="list-style-type: none"> Develop use of tenses Describe events with growing detail (may include use sequencing words) <ul style="list-style-type: none"> Retell familiar stories Use talk to explain their thinking and offer explanations
	Vocabulary	<i>Retell, rhymes, turn-taking, conversations</i>	<i>Retell, conjunctions, question, sentence, tense</i>
	Coverage	<ul style="list-style-type: none"> Communication and Language is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> Rich language environment Listening and engaging in story time daily Learning Nursery rhymes and Number rhymes <ul style="list-style-type: none"> Positive play Superpowers 	<ul style="list-style-type: none"> Communication and Language is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> Rich language environment Listening and engaging in story time and non-fiction texts Answering and asking questions in whole class reading <ul style="list-style-type: none"> Mastering rhymes, poems and stories Explicit teaching of new vocabulary in whole class reading <ul style="list-style-type: none"> Superpowers

Personal, Social and Emotional Development		Opal Learning Zone	Amethyst Learning Zone
Self-Regulation	Knowledge and skills	<ul style="list-style-type: none"> Follow two step instructions Show focus on a member of staff for a short period of time 	<ul style="list-style-type: none"> View themselves as a valuable individual recognising their strengths Begin to moderate their feelings in social situations Tolerate delay and show patience for a short period of time Follow instructions with more than two steps Give focused attention to a staff member managing simple distractions
	Vocabulary	<i>Instruction, attention</i>	<i>Instruction, strengths, qualities, attention, distraction</i>
	Coverage	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term.</p> <ul style="list-style-type: none"> Weekly Character Development sessions Learning about ourselves and our feelings <ul style="list-style-type: none"> Dialogic stories 	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term.</p> <ul style="list-style-type: none"> Weekly Character Development sessions Learning about ourselves and our feelings <ul style="list-style-type: none"> Dialogic stories Designated Continuous Provision that promotes metacognition skills in regulation Early writing opportunities outlining instructions and simple algorithms

Managing Self	Knowledge and skills	<ul style="list-style-type: none"> • Select and choose resources to help them reach a goal • Increasingly follow school rules and instructions • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe a recognise simple feelings - sad, happy, angry, worried, tired, scared 	<ul style="list-style-type: none"> • Express their feelings and develop respect and awareness of the feeling of others • Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting, making good food choices) • Explain the reason for rules and actively try to follow them
	Vocabulary	<i>Rules, voice, feelings - happy, sad, worried, angry, tired, scared, independence</i>	<i>Respect, rules, perseverance, resilience, hygiene, feelings, independent, co-operation</i>
	Coverage	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> • Weekly Character Development sessions. • Dialogic stories 	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term.</p> <ul style="list-style-type: none"> • Weekly Character Development sessions. • Dialogic stories
Building Relationships	Knowledge and skills	<ul style="list-style-type: none"> • Become more confident with others in social situations • Play with one or more children extending and contributing to the play • Begin to find simple resolutions to problems (take turns being the main character in a role play) • Begin to grasp how someone else might feel 	<ul style="list-style-type: none"> • Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people <ul style="list-style-type: none"> • Work and play cooperatively • Show growing sensitivity to the needs of others <ul style="list-style-type: none"> • Form positive attachments

	Vocabulary	<i>Problems, feelings, confidence</i>	<i>Relationships, problems, cooperative, sensitive</i>
	Coverage	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term.</p> <ul style="list-style-type: none"> • Weekly Character Development sessions • Celebrating difference and building relationships <ul style="list-style-type: none"> • Dialogic stories • Planned opportunities for collaborative learning in the Continuous Provision <ul style="list-style-type: none"> • Superpowers 	<p>Personal, Social and Emotional Development is interwoven into all elements of the EYFS in each term.</p> <ul style="list-style-type: none"> • Weekly Character Development sessions • Celebrating difference and building relationships <ul style="list-style-type: none"> • Dialogic stories • Positive play • Planned opportunities for collaborative learning in the Continuous Provision <ul style="list-style-type: none"> • Superpowers

Physical Development		Opal Learning Zone	Amethyst Learning Zone
Gross Motor Skills	Knowledge and skills	<ul style="list-style-type: none"> • Use alternate feet to climb up apparatus or stairs <ul style="list-style-type: none"> • Change direction on trike • Demonstrate control on a balance bike using alternate feet and be able to change direction • Hold a position (balance) during games such as on one leg <ul style="list-style-type: none"> • Travel by hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) and copy the adult • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plan 	<ul style="list-style-type: none"> • Become more confident and precise in the following movements and begin to combine them: - <ul style="list-style-type: none"> Walking - travelling confidently in different directions including backwards Running - showing an understanding of how to increase speed and slow speed down Crawling - coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further. Skipping - showing coordination to move with increasing speed Climbing - understand the need to check footing and hand grips. Show coordination in reaching a goal - traversing along a wall, climbing to the top of a wall • Negotiate space and obstacles safely <ul style="list-style-type: none"> • Demonstrate good balance • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table <ul style="list-style-type: none"> • Throw and catch the same object

			<ul style="list-style-type: none"> • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball • Begin to ride a two-wheel bike with stabilisers
	Vocabulary	<i>Walk, hop, crawl, travel, stop, start, balance, turn, direction.</i>	<i>Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination.</i>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> • Explore moving our bodies in different ways - skipping, crawling hopping, jumping, and landing on two feet • Move their body to music, showing control when to stop and start • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) and copy the adult <p>Spring:</p> <ul style="list-style-type: none"> • Safely move equipment • Stop and start on a tricycle • Explore using a balance bike with alternative feet, steering around a simple route • Gain confidence using alternate feet on a balance bike 	<p>Complete PE Planning</p> <p>Autumn:</p> <ul style="list-style-type: none"> • Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping • Roll and stop balls Begin to throw and catch the same object (bibs, bean bags, then balls) <p>Spring:</p> <ul style="list-style-type: none"> • Demonstrate good balance when travelling under, across and over objects • Jump from equipment landing safely on two feet <ul style="list-style-type: none"> • Combine movements to music • Throw objects at targets with increasing accuracy <p>Summer:</p> <ul style="list-style-type: none"> • Develop speed when running

		<ul style="list-style-type: none"> • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Move across obstacles in the Outdoor Provision <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> • Begin to explore space, recognising the position of their body in relation to others • Compete in simple races - running at speed, following instructions to complete an obstacle course <ul style="list-style-type: none"> • Begin to roll and stop a ball 	<ul style="list-style-type: none"> • Show control over a ball when using their feet <ul style="list-style-type: none"> • Pass a ball to a partner • Develop jumping technique to jump further
<p style="text-align: center;">Fine Motor Skills</p>	<p style="text-align: center;">Knowledge and skills</p>	<ul style="list-style-type: none"> • Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards <ul style="list-style-type: none"> • Begins to cut in a line holding the paper with their nondominant hand • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control • Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers <ul style="list-style-type: none"> • Begin to use a knife and fork 	<ul style="list-style-type: none"> • Show growing competence using a range of tool safely and confidently: - • Scissors - moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines <ul style="list-style-type: none"> • Cutlery - use both knife and fork simultaneously • Paintbrush - make a range of marks - dot, dash, continuous lines, straight and curved marks, show control staying within lines • Use the tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters

			<ul style="list-style-type: none"> • Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	<i>Snip, cut, turn, grip, control.</i>	<i>Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture.</i>
	Coverage	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in our Fine Motor Interventions and Continuous Provision, which include:</p> <ul style="list-style-type: none"> • Threading • Pincer movements • Playdough • Peg boards • Puzzles • Squiggle • Flappers • Dough Disco 	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in the Continuous Provision which include:</p> <ul style="list-style-type: none"> • Threading • Pincer movements • Peg boards • Playdough • Puzzles • Discrete handwriting sessions <ul style="list-style-type: none"> • Dough Disco • Interventions
Health and Hygiene (PGA)	Knowledge and skills	<ul style="list-style-type: none"> • Use the toilet independently • Follow steps and guidance to wash and dry hands <ul style="list-style-type: none"> • Brush their own teeth • Begin to show and understanding of the need for good hygiene for everyday life • Understand some simple healthy food and drink choices 	<ul style="list-style-type: none"> • Recognise the importance of good dental hygiene • Know how to brush their teeth and for how long • Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you • Understand the importance of sleep • Begin to recognise that there are sensible amounts of 'screen time'

			<ul style="list-style-type: none"> • Know simple road safety - stop, look and listen, crossing points • Know that regular exercise can help to keep you healthy
	Vocabulary	<i>Problems, feelings, confidence</i>	<i>Relationships, problems, cooperative, sensitive</i>
	Coverage	Weekly Character Development sessions. <ul style="list-style-type: none"> • PE lessons • Dialogic stories • Circle time 	Weekly Character Development sessions. <ul style="list-style-type: none"> • PE lessons • Dialogic stories • Circle time • Road safety • Dental hygiene

Literacy		Opal Learning Zone	Amethyst Learning Zone
Comprehension	Knowledge and skills	<ul style="list-style-type: none"> Engage in conversations about stories they have listened to - express simple likes and dislikes Retrieve answers from a story answering what and who questions Learn new vocabulary linked to stories, rhymes, non-fiction and poems Join in with repeated refrains in familiar stories 	<ul style="list-style-type: none"> Retell key events in familiar stories. Answer who, what, where, when and why questions about familiar stories Identify the characters in stories - heroes, villains Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play Begin to make simple predictions about what might happen next in stories Begin to sequence key events in stories
	Vocabulary	<i>Stories, opinion, question, answer, refrain</i>	<i>Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction</i>
	Coverage	<ul style="list-style-type: none"> Daily story sessions in the Opal Learning Zone Children can retell focus stories for the week during small-world role play and in the Continuous Provision <p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> Join in with repeated refrains in shared familiar stories Express simple likes about a shared story <p style="text-align: center;">Spring:</p>	<ul style="list-style-type: none"> Comprehension questions linked to the text read are shared during daily story time, during RML sessions in the week and explicitly in Whole Class Reading 3x weekly Pupils can retell focus stories for the week during small-world role play in Continuous Provision <p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> Fiction texts in whole-class reading. <p style="text-align: center;">Spring:</p> <ul style="list-style-type: none"> Fiction and poems in whole-class reading.

		<ul style="list-style-type: none"> • Answer who and what questions linked to stories shared • Express simple likes and dislikes about a shared story <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> • Answer who and what questions linked to stories shared • Express simple likes and dislikes about a shared story • Use new vocabulary in their play and in conversations 	<p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> • Fiction and Non-fiction in whole-class reading
<p style="text-align: center;">Word Reading</p>	<p style="text-align: center;">Knowledge and skills</p>	<ul style="list-style-type: none"> • Listen carefully and discriminate between sounds • Recognise that print has meaning and that it can be used for different purposes <ul style="list-style-type: none"> • Develop book handling skills - recognising that we read left to right, top to bottom • Turn pages with care and name the different parts of a book - pages, front cover, back cover <ul style="list-style-type: none"> • Know pages have an order • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word 	<ul style="list-style-type: none"> • Know the sounds for individual letters • Blend sounds in words to read short words containing taught GPCs • Recognise taught digraphs and trigraphs from Phase 2 and Phase 3 sounds <ul style="list-style-type: none"> • Read short words containing them <ul style="list-style-type: none"> • Read common exception words • All pupils to know Phase 2 tricky words • Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

		<ul style="list-style-type: none"> Recognise words with the same initial sound, such as cat and cup 	
	Vocabulary	<p><i>Phonemes, sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds</i></p>	<p><i>Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, digraph, trigraph, GPC, grapheme</i></p>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> Phase 1 activities - developing listening and attention skills Focus on sound discrimination Rhymes and stories - discriminate between sounds Develop book handling skills <p>Spring:</p> <ul style="list-style-type: none"> Introduce Phase 1 sounds Rhymes and stories - clap syllables and spot and suggest rhymes <p>Summer:</p> <ul style="list-style-type: none"> Introduce Phase 1 sounds Begin to identify initial sounds and develop oral blending skills 	<ul style="list-style-type: none"> Daily Phonics sessions using the chosen SSP of Little Wandle <ul style="list-style-type: none"> Three-times-weekly reading sessions Practise of Common Exception Words as part of each session <p>Autumn:</p> <ul style="list-style-type: none"> Phase 2 Phonemes. New GPC daily until all are taught <p>Spring:</p> <ul style="list-style-type: none"> Phase 3 Phonemes <ul style="list-style-type: none"> New GPC daily until all are taught <p>Summer:</p> <ul style="list-style-type: none"> Recap all taught phonemes developing fluency and confidence

Writing	Knowledge and skills	<ul style="list-style-type: none"> • Ascribe meaning to marks • Make marks during play • Form different movements using fine-motor skills - straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements • Begin to form recognisable letters <ul style="list-style-type: none"> • Learn to write their name 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the phonemes they can hear and then record using the correct grapheme • Write short sentences with words with known GPCs using a capital letter and full stop • Write short phrases and sentences that can be read by others • Begin to re-read what they have written to check that it makes sense
	Vocabulary	<i>Straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements</i>	<i>Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip</i>
	Coverage	<ul style="list-style-type: none"> • Mark making activities available daily in Continuous Provision: Squiggle, Flappers, Name Writing and Disco Dough to strengthen fine motor skills <p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> • Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines <p style="text-align: center;">Spring:</p>	<ul style="list-style-type: none"> • Daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision • Continuous Provision and Phonics activities cover a range of genres - both narrative and non-fiction • Handwriting as part of phonics and discrete sessions <p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> • Letter formation - focus on lower case • Applying GPCs to record words, phrases and simple sentences <ul style="list-style-type: none"> • Use Phase 1 digraphs for spelling

		<ul style="list-style-type: none"> • Specific letter formation taught as part of Foundations for Phonics • Ascribe meaning to marks in play <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> • Specific letter formation taught as part of Foundations for Phonics • Opportunities to respond to focus texts recording letter strings <ul style="list-style-type: none"> • Ascribing meaning to marks • Beginning to record some sounds in sequence 	<ul style="list-style-type: none"> • Hold a sentence, build a sentence <p style="text-align: center;">Spring:</p> <ul style="list-style-type: none"> • Letter formation - focus on lower and upper case <ul style="list-style-type: none"> • Sentence punctuation - capital letters, finger spaces and full stops • Focus on building and recording their own sentences <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> • Letter formation - focus on lower and upper case <ul style="list-style-type: none"> • Sitting letters on the line Sentence punctuation - capital letters, finger spaces and full stops • Focus on building and recording their own sentences • Begin to re-read what they have written to check it makes sense
--	--	--	--

Mathematics		Opal Learning Zone	Amethyst Learning Zone
Number	Knowledge and skills	<ul style="list-style-type: none"> • Develop fast recognition of up to three objects, without having to count them individually ('subitising') • Count accurately beyond five • Touch-count accurately within five • Know that the last number reached when counting a small set of objects tells you how many there are in total • Represent numbers on fingers up to five • Links numerals to amounts within five <ul style="list-style-type: none"> • Solve real-world problems with numbers to five • Compare quantities using 'more than', 'less than' <ul style="list-style-type: none"> • Explore representing numbers through marks as well as numerals 	<ul style="list-style-type: none"> • Count objects, actions and sounds • Subitise to five and extend to ten • Link numerals to their cardinal value <ul style="list-style-type: none"> • Accurately count beyond ten • Compare numbers within ten using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to' • Find one more and one less than a given number within ten • Explore the composition of numbers to ten <ul style="list-style-type: none"> • Recall number bonds to five (including subtraction facts) • Recall most number Bonds to ten • Recall doubles to double five
	Vocabulary	<i>Count, number, numeral, more than, less than, total, altogether, subitise.</i>	<i>Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond, subitise.</i>
	Coverage	<p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to three objects • Recognise numbers to three in different pictorial representations • Count accurately to five and touch count three objects accurately 	<p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> • Subitising numbers to ten • Ordering numbers to ten • Exploring the value of numbers to ten <ul style="list-style-type: none"> • Addition within ten • Exploring number bonds to five

including counting out from a larger group, link numerals to amounts to three

Spring:

- Develop fast recognition of up to five objects
 - Recognise numbers to five in different pictorial representations
- Count accurately to ten and touch count five objects accurately including counting out from a larger group, link numerals to amounts to five
- Represent numbers to five with fingers
- Compare two quantities within five recognising which has more and which has less

Summer:

- Begin to compare two quantities within ten recognising which has more and which has less
- Solve real world problems using numbers to five
- Begin to represent numbers beyond five with pictorial representations and fingers

- Identifying one more and one less
- Confidently comparing groups of numbers. Becoming more confident with utilising manipulatives.

Spring:

- Subitising numbers to ten
- Ordering numbers to ten
- Exploring the value of numbers to ten
 - Addition within ten
 - Exploring number bonds to five
 - Identifying one more and one less
- Confidently comparing groups of numbers
- Becoming more confident with utilising manipulatives

Summer:

- Show double facts within ten
- Subtraction within ten

		<ul style="list-style-type: none"> Explore counting backwards from five Use key language (total, altogether when combining amounts within five) 	
Numerical Patterns	Knowledge and skills	<ul style="list-style-type: none"> Count accurately beyond five Compare quantities using more than and less than 	<ul style="list-style-type: none"> Verbally count beyond twenty, recognising the pattern of the counting system Compare quantities up to ten 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 ten, including evens and odds, double facts
	Vocabulary	<i>More than, less than.</i>	<i>Pattern, even, odd, less, more, same, equal.</i>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> Counting accurately within five <p>Spring:</p> <ul style="list-style-type: none"> Counting accurately to ten Use more and less to compare groups within five <p>Summer:</p> <ul style="list-style-type: none"> Explore counting to ten and beyond Use more and less to compare numbers within ten 	<p>Autumn:</p> <ul style="list-style-type: none"> Recognise the pattern of the counting system within ten Begin to compare quantities using greater than, less than, same with groups <p>Spring:</p> <ul style="list-style-type: none"> Compare quantities using greater than, less than, same and equal to using number balances and addition Recognise the pattern of the counting system beyond ten <p>Summer:</p>

			<ul style="list-style-type: none"> • Odd and Even numbers • Doubles Sharing between two and three equal groups • Recognising groups that are not equal
<p>Shape, Space and Measure</p>	<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • Understand key words that can describe position (Prepositions - off, up, down, under, above, besides) • Describe a short, familiar route using positional language • Extend and create ABAB patterns • Use some sequencing language to describe an event 'first', 'next', 'last'. • Combine shapes to create new ones - a rectangle and a semicircle to create an arch • Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items • Recognise and name 2D shapes in different orientations - triangle, circle, square and rectangle • Identify how many corners a shape has • Recognise that 3D shapes are solid 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills • Recognising how several shapes can be combined <ul style="list-style-type: none"> • Compose and decompose shapes. • Discuss the properties of common 2D shapes - circle, triangle, square, rectangle, pentagon, semi-circle • Recognise and name common 3D shapes and begin to discuss their properties - pyramid, sphere, cube, cuboid, cylinder • Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC). • Compare length, weight and capacity using key language • Order 4 or more objects by length, weight or capacity

	Vocabulary	<p><i>Off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full</i></p>	<p><i>Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices</i></p>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> • Explore shapes through play and combine shapes to make new shapes • Explore length and compare two objects using key language <p>Spring:</p> <ul style="list-style-type: none"> • Capacity - empty and full • Weight - heaviest and lightest • Using prepositional language and describing a familiar route <p>Summer:</p> <ul style="list-style-type: none"> • 2D shapes and their properties • Explore combining shapes to make new shapes and describe • Explore repeating patterns 	<p>Autumn:</p> <ul style="list-style-type: none"> • Continue and complete repeating patterns • Recapping prepositional language and describing a familiar route <p>Spring:</p> <ul style="list-style-type: none"> • Capacity • Weight • 2D & 3D shapes and their properties <p>Summer:</p> <ul style="list-style-type: none"> • 2D & 3D shapes and their properties • Capacity • Weight

Understanding the world		Opal Learning Zone	Amethyst Learning Zone
Past and Present	Knowledge and skills	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family history 	<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
	Vocabulary	<p><i>Family, change, growth, baby, toddler, child, adult</i></p>	<p><i>Past, present, change, time, timeline</i></p>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> • Incredible You - Discuss the notion of growing up • Children understand their immediate family and their role in their family <p>Spring:</p> <ul style="list-style-type: none"> • People who help us (Careers) <ul style="list-style-type: none"> • Animal Life Cycles <p>Summer:</p> <ul style="list-style-type: none"> • Change over time. Animals and their young. Look how much I have grown! 	<p>Autumn:</p> <ul style="list-style-type: none"> • Incredible You - My past and present <ul style="list-style-type: none"> • Family timelines • Discussing change over time • Compare and contrast characters from stories - including figures from the past - Three Little Pigs <p>Spring:</p> <ul style="list-style-type: none"> • Animal Life Cycles <ul style="list-style-type: none"> • Compare and contrast characters from stories - including figures from the past - Jack and the Beanstalk

People Cultures and Communities			<p>Summer:</p> <ul style="list-style-type: none"> • Comment on familiar situations in the past using images comparing places around the world • Explore and revisit a simple timeline from birth to now
	Knowledge and skills	<ul style="list-style-type: none"> • Show an interest in different occupations and recognise people who can help them • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about differences they have seen or experienced 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Talk about members of their immediate family and community • Name and describe people who are familiar to them <ul style="list-style-type: none"> • Draw information from a simple map • Use a simple key and add features to a map • Understand that some places are special to members of the community • Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	<i>Jobs, differences, similarities, countries, world, land, sea</i>	<i>Similar, different, country, world, map, religion, belief, community, celebration, family</i>
	Coverage	<p>Autumn:</p> <ul style="list-style-type: none"> • Family celebrations and events celebrated by different groups of people - Christmas, Diwali, Halloween <p>Spring:</p> <ul style="list-style-type: none"> • Chinese New Year 	<p>Autumn:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and describe them • Draw information on a simple map following a key - Christmas - who celebrates and why <p>Spring:</p>

		<ul style="list-style-type: none"> Easter - who celebrates Easter and why <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> Real life superheroes - people who help us <ul style="list-style-type: none"> Pride Month 	<ul style="list-style-type: none"> Use directional language to follow a route in maths Explore Chinese New Year and how it is celebrated and by who Explore stories from around the globe and discuss similarities and differences - Africa, South America, Asia <p style="text-align: center;">Summer:</p> <ul style="list-style-type: none"> Explore famous explorers <ul style="list-style-type: none"> Pride Month Famous astronauts - Tim Peake, Neil Armstrong
<p style="text-align: center;">The Natural World</p>	<p style="text-align: center;">Knowledge and skills</p>	<ul style="list-style-type: none"> Use their senses to practically explore natural materials Explore collections of materials with similar or different properties <ul style="list-style-type: none"> Talk about changes to materials Plant seeds and take care of plants Understand the key features in the life cycle of a plant and an animal Recognise the need to care for the natural world Explore and talk about different forces 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries <ul style="list-style-type: none"> Explore the natural world around them Use their senses to describe the natural world around them Recognise some environments that are different to the one we live in Understand the effect of the changing seasons on the world around them
	<p style="text-align: center;">Vocabulary</p>	<p><i>Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze</i></p>	<p><i>Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt</i></p>

	<p>Coverage</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Explore changes in autumn • Explore what happens on cold winter days - ice, frost <p>Spring:</p> <ul style="list-style-type: none"> • New life in spring • Taking care of the world around us <ul style="list-style-type: none"> • Simple animals' life cycles <p>Summer:</p> <ul style="list-style-type: none"> • Create a bug hotel • Explore growing seeds such as cress and vegetables such as tomatoes <ul style="list-style-type: none"> • Taking care of plants • Explore different forces and name simple forces - push, pull 	<p>Autumn:</p> <ul style="list-style-type: none"> • Continue and complete repeating patterns with signs of Autumn • Autumn nature walk using their senses, leaf rubbings <ul style="list-style-type: none"> • Explore melting and freezing • Make shadows using shadow puppets <p>Spring:</p> <ul style="list-style-type: none"> • Winter nature walk, signs of spring • Explore stories from around the world and recognise similarities and differences with where we live • Plant beans and explore how to take care of them to help them to grow as tall as can be <p>Summer:</p> <ul style="list-style-type: none"> • Seaside - senses • Discuss summertime and different activities that might happen in the summer <ul style="list-style-type: none"> • Explore the names of the planets and develop an understanding of the solar system <ul style="list-style-type: none"> • Create a raft that can float
--	-----------------	---	---

Expressive Arts and Design		Opal Learning Zone	Amethyst Learning Zone
Creating with Materials	Knowledge and skills	<ul style="list-style-type: none"> Join different materials together using tape and glue, paperclips, fasteners etc. Make choices about which materials to use when creating Create closed shapes with continuous lines when drawing to represent objects Begin to include details on their drawings - e.g. an enclosed circle for a face with an attempt at features <ul style="list-style-type: none"> Represent feelings, noises, movements through drawing. Explore colour mixing with paint 	<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 creation and explain the process they have used Make use of props and materials when role playing characters in narratives and stories. Begin to refine techniques to express their ideas and feelings Create collaboratively to share ideas and skills
	Vocabulary	<i>Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark</i>	<i>Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat</i>
	Coverage	<ul style="list-style-type: none"> Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials <p style="text-align: center;">Autumn:</p> <ul style="list-style-type: none"> Sculpture: Junk modelling - joining different materials <ul style="list-style-type: none"> Paint: Firework paintings 	<ul style="list-style-type: none"> Construction activities are always available during Continuous Provision Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts Pupils are taught to combine materials and explore attaching them in different ways to solve a problem

- Sculpture: pumpkin carving, clay Diwali pots
- Drawing: Self-portraits, Incredible You
- Colour mixing utilising the Colour Blocks

Spring:

- Paint - symmetrical butterflies, explore colour mixing
 - Collage - Easter eggs
- Colour mixing utilising the Colour Blocks

Summer:

- Paint - watercolour paintings of people
- Drawing - chalk holiday scenes outside
- Colour mixing utilising the Colour Blocks

Autumn:

- Drawing - Follow guided drawings - dinosaurs, snowmen
- Explore line and colour creating firework pictures
- Paint - Colour mixing (Primary Colours - Secondary Colours)
- Create a watercolour background blending warm or cool colours
- Explore printing to create texture - castle images

Mixed Media - make crowns and shields for the king and queen.

Spring:

- Creating a small world jungle play combining materials and exploring attaching materials in different way
- Create a castle from Jack and the Beanstalk
- Create a mask to represent the troll or the billy goats
 - Guided drawings exploring curved and straight lines, shapes etc.
- Colour mixing utilising the Colour Blocks

Summer:

- Observational drawings of shells
- Blend water colours to represent planets
 - Explore blow painting

			<ul style="list-style-type: none"> • Make a pirate ship that will float • Collaborate art to make a desert island Sculpture - make a clay snail exploring coiling and twisting the clay
Being Imaginative and Expressive	Knowledge and skills	<ul style="list-style-type: none"> • Take part in pretend play imagining objects are other things from their experiences • Begin to make their own small worlds to act out storylines • Listen with increasing attention <ul style="list-style-type: none"> • Respond to what they hear expressing simple feelings and thoughts • Remember and sing entire songs - such as Nursery rhymes, days of the week songs etc. • Sing to match the pitch and tone of another person • Create their own songs or improvise around a song they know • Play instruments to express their feelings and ideas 	<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 • Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own, increasingly matching the pitch and following the melody <ul style="list-style-type: none"> • Develop storylines in play • Compose music and dance both alone and in a group
	Vocabulary	<i>Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs</i>	<i>Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</i>

	<p>Coverage</p>	<ul style="list-style-type: none"> • During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out <p>Autumn:</p> <ul style="list-style-type: none"> • Join in with simple repetitive rhymes and songs <ul style="list-style-type: none"> • Perform songs and dances in a Christmas performance • Sing to match the pitch and tone of an adult <p>Spring:</p> <ul style="list-style-type: none"> • Copy simple rhythmic patterns • Explore the sounds that can be made from percussion instruments • Know how to use instruments safely <ul style="list-style-type: none"> • Practise playing and stopping following teacher signals • Make simple percussion instruments <p>Summer:</p> <ul style="list-style-type: none"> • To begin exploring some musical elements - singing or playing loudly / quietly and quickly / slowly • Explore creating their own songs using musical accompaniments 	<ul style="list-style-type: none"> • During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out <p>Autumn:</p> <ul style="list-style-type: none"> • Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences <p>Spring:</p> <ul style="list-style-type: none"> • As above, being able to explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting <p>Summer:</p> <ul style="list-style-type: none"> • Move in response to music, create art work, talking about how it makes you feel <ul style="list-style-type: none"> • Pirates of the Caribbean soundtrack, 'Aquarium' from 'Carnival of the Animals' by Camille Saint-Saens Performance Recount narratives through small world representations of the focus story for the week
--	-----------------	---	---

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• Move streamers to music Express simple likes and dislikes about a piece of music and how it makes them feel | |
|--|--|---|--|