




Progression of Skills & Curriculum Overview 2022-23

| Area of Learning | Autumn 1 – All About Me | Autumn 2 – Winter Wonderland/Colours of the Rainbow | Spring 1 – Animal Kingdom | Spring 2 – Space/ Growing & Minibeasts | Summer 1 – People who Help Us | Summer 2 - Under the Sea & Pirates |
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| Other Possible Themes | Pets, Looking after ourselves, Our Local Area, Our Families | Autumn, Diwali, Nursery Rhyme Week, Christmas, Remembrance Day, Bonfire Night | Valentine's Day, Chinese New Year, Arctic Animals, Around the World | Pancake Day, Easter, Space, David Attenborough, Forest School/ Forge Valley | Journeys, Planting/Gardening/Spring | Holidays, Lifeguards, Mermaids, Looking after the ocean |
| Enrichment Activities | Baby Clinic, Secret Readers, Messy Play Day, Dress up as your favourite character, growing up, generations, family tree | Nursery Rhyme Week/ Dress Up, Rainbow Day - dress up as your favourite colour, <i>Nativity Performance, Christmas Jumper/Dinner Day</i> | Penguin Day, Ice Experiments, <i>Chinese New Year Parade</i> | Butterfly Garden, Playdale Farm, Growing flowers (sunflowers, daisies), Cress Heads, Flying' to a different country. <i>World Book Day, Easter Bonnet Parade</i> | Bird Watching, Tiger Tea Party, Police, Firefighters, Nurses and Doctors, Teachers, Ambulance etc. | Beach Trip. Family Pirate Picnic, Flying to the beach, sand & water play, Science Day, Water Day |
| Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time. | Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas. | Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day. | Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because. | Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. | Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. | Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses. |
| Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | | |
| Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc. | Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults. | Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships. | Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking. | Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise. | Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group. | Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school. |
| Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. Managing Self: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 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. | | | | | | |
| PSHE | <i>It's My Body</i> | <i>Aiming High</i> | <i>Safety First</i> | <i>One World</i> | <i>VIPS</i> | <i>Be yourself</i> |
| Twinkl Life's PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. | | | | | | |

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| <p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p> | <p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p> | <p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> | <p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil, and glue effectively.</p> | <p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p> | <p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p> | <p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p> |
| <p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> | | | | | | |
| <p><u>Core real PE - Jasmine + Team Games</u></p> <p>Personal LO: I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help. Fundamental Movement Skill Focus: Coordination: Footwork Static Balance One Leg</p> | <p><u>Core real PE - Jasmine + Dance Social</u></p> <p>LO: I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help Fundamental Movement Skill Focus: Dynamic Balance to Agility Jumping & Landing. Static Balance Seated</p> | <p><u>Core real PE – Jasmine + Gymnastics Cognitive</u></p> <p>LO: I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions Fundamental Movement Skill Focus: Dynamic Balance: On a line Static Balance: Stance</p> | <p><u>Core real PE – Jasmine + Team Games Creative</u></p> <p>LO: I can explore and describe different movements. I can observe and copy others Fundamental Movement Skill Focus: Coordination: Ball skills Counterbalance: With a partner</p> | <p><u>Core real PE – Jasmine + Apparatus Applying Physical</u></p> <p>LO: I can perform a single skill or movement with some control. I can perform a small range of skills and link the two movements together. Fundamental Movement Skill Focus: Coordination: Sending and receiving. Agility: Reaction/Response</p> | <p><u>Core real PE - Jasmine +Track Health & Fitness</u></p> <p>LO: I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise Fundamental Movement Skill Focus: Agility: Ball chasing Static: Floorwork</p> | |
| <p>Literacy</p>  | <p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p> | <p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will form letters correctly.</p> | <p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p> | <p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p> | <p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p> | <p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p> |
| <p>Possible Book Focus'</p> | <p>Whose hat is this? Zog and the flying doctors? What the ladybird heard? Rosie's Walk</p> | <p>Elmer Elmer Collection Nursery Rhymes Room on the Broom Christmas Books If you were a penguin Jack Frost</p> | <p>We're going on a bear hunt Rumble in the Jungle The Gruffalo The Tiger Who Came to Tea Giraffes Can't Dance Goldilocks & The Three Bears Three Little Pigs Dear Zoo Three Billy Goats Gruff</p> | <p>Jack and the Beanstalk The Tiny Seed The Very Hungry Caterpillar The Bad-Tempered Ladybird Handa's Surprise Whatever Next How to catch a star Rocket Zoom Aliens Love Underpants Zoom to the Moon</p> | <p>Real superheroes Superhero like you People who help us You cannot call an elephant in an emergency When I grow up How a works</p> | <p>The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Pirate Boy</p> |
| <p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> | | | | | | |
| <p>Phonics - TWNKL Provides a structured approach to learning grapheme-phoneme correspondences (GPCs), perfect for helping children progress from simple sounds to developing more complex knowledge and skills.</p> | <p>Level 2</p> | <p>Level 2</p> | <p>Level 3</p> | <p>Level 3</p> | <p>Level 3</p> | <p>Level 4</p> |
| <p>Regular assessment is a key part of phonics teaching to ensure that teaching is effective, and all children are making the expected progress. It is also a key part of the early identification of children who are at risk of falling behind. Half-termly formal assessment using the appropriate level assessment pack will ensure that children's progress can be effectively monitored. The following schedule is recommended for children who are working within age-related expectations. For children who have already been identified as working below expectations, follow the assessment guidance in the intervention pack suitable for the level at which they are working.</p> | | | | | | |

Mathematics



Number
Children will have a deep understanding of 1-3.

Numerical Patterns
Children will verbally say which group has more or less.

WRM
Getting to know you
Just like me!
Matching. Sorting & Comparing
Numbers 1, 2, 3,4,5
Subitising
Shape

Number
Children will have a deep understanding of numbers 1-5.

Numerical Patterns
Children will compare equal and unequal groups.

WRM
It's ME 1,2,3!
Light and Dark
Consolidation
Numbers 4, 5, ,6,7,8
Money
Time
Shape
Early doubling

Number
Children will have a deep understanding of numbers 1-8.

Numerical Patterns
Children will understand and explore the difference between odd and even numbers.

WRM
Alive in 5!
Growing 6,7,8
Building 9 and 10
Numbers 5, 6, 7 ,8,9
Money
Time
Shape

Number
Children will have a deep understanding of numbers 1-10.

Numerical Patterns
Children will add and subtract using number sentences.

WRM
Building 9 and 10
Consolidation
Numbers 7, 8, 9, 10
Halving
Doubling
Sharing
Subitising
Measurement

Number
Children will revise number bonds to 5.

Numerical Patterns
Children will share quantities equally.

WRM
On the Move
Superhero to 20 and beyond
First then now
Numbers 10, 11, 12, 13, 14, 15
Money, time, shape
Halving, doubling, sharing
subitising

Number
Children will know number bonds to 10, including doubling facts.

Numerical Patterns
Children will be able to count beyond 20 and higher.

WRM
First then now
Find my pattern
Consolidation
Numbers 16, 17, 18, 19, 20
Money, time, shape
Halving, doubling, sharing
subitising
Measurement

Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



History: Past and Present
Children will know about their own life story and how they have changed.

Geography: People, Culture and Communities
Children will know about features of the immediate environment.

Science: The Natural World
Children will understand the terms 'same' and 'different'.

RE: People, Culture and Communities
F1 - Which stories are special and why?
Strand: Believing
Questions in this thread:
1.4 What can we learn from sacred books? L2.2 Why is the Bible so important for Christians today?
3.2 Does living biblically mean obeying the whole bible?
Religions and worldviews:
Christianity and other faith traditions.

History: Past and Present
Children will know some similarities and differences between things in the past and now.

Geography: People, Culture and Communities
Children will know that there are many countries around the world.

Science: The Natural World
Children will explore and ask questions about the natural world around them.

RE: People, Culture and Communities
F2 - Which people are special and why?
Strand: Beliefs
Questions in this thread:
L2.3 Why is Jesus inspiring to some people?
U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
3.3 What is so radical about Jesus?
Religions and worldviews: This unit plan mainly focuses on **Christianity and Sikhism.**

Children will know why Christians perform nativity plays.

History: Past and Present
Children will talk about the lives of people around them.

Geography: People, Culture and Communities
Children will know that people around the world have different religions.

Science: The Natural World
Children will talk about features of the environment they are in and learn about the different environments.

RE: People, Culture and Communities
F3 - Which places are special and why?
Strand: Expressing
Questions in this thread:
1.5 What makes some places sacred?
L2.4 Why do people pray?
U2.4 If God is everywhere, why go to a place of worship?
3.6 Should religious buildings be sold to feed the starving?
Religions and worldviews: This unit plan mainly focuses on **Christians and Muslims.**

Children will know what the church is and why the local church is linked to our school.

History: Past and Present
Children will talk about past and present events in their lives and what has been read to them.

Geography: People, Culture and Communities
Children will know about people who help us within the community.

Science: The Natural World
Children will make observations about plants discussing similarities and differences.

RE: People, Culture and Communities
F4 - Which times are special and why?
Strand: Expressing
Questions in this thread:
1.6 How and why do we celebrate special and sacred times?
L2.5 Why are festivals important to religious communities?
L2.6 Why do some people think that life is a journey and what significant experiences mark this?
U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
3.7 How can people express the spiritual through the arts?
Religions and worldviews: This unit plan focuses on **Christianity, Hinduism and Judaism.**

Children will know why Christians are happy on Easter.

History: Past and Present
Children will know about the past through settings and characters.

Geography: People, Culture and Communities
Children will know that people in other countries may speak different languages.

Science: The Natural World
Children will make observations about animals discussing similarities and differences.

RE: People, Culture and Communities
F5 - Being special where do we belong?
Strand: Living
Questions in this thread:
1.7 What does it mean to belong to a faith community?
L2.7 What does it mean to be a Christian in Britain today?
L2.8 What does it mean to be a Hindu in Britain today?
U2.6 What does it mean to be a Muslim in Britain today?
3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
Religions and worldviews: This unit plan focuses on **Christianity, Hinduism and Islam.**

History: Past and Present
Children will know about the past through settings, characters and events.

Geography: People, Culture and Communities
Children will know that simple symbols are used to identify features on a map.

Science: The Natural World
Children will know some important processes and changes in the natural world, including states of matter.

RE: People, Culture and Communities
F6 - What is special about our world?
Strand: Living
Questions in this thread:
1.8 How should we care for others and the world, and why does it matter?
U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
3.11 What difference does it make to believe in...?
Religions and worldviews: This unit plan mainly focuses on **Christianity, Islam and Judaism.**

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



Music: Being Imaginative
Children will sing and perform nursery rhymes.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will experiment mixing with colours.

Music: Being Imaginative
Children will experiment with different instruments and their sounds.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will experiment with different textures.

Music: Being Imaginative
Children will create narratives based around stories.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will safely explore different techniques for joining materials.

Music: Being Imaginative
Children will move in time to the music.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will make props and costumes for different role play scenarios.

Music: Being Imaginative
Children will play an instrument following a musical pattern.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will explore and use a variety of artistic effects to express their ideas and feelings.

Music: Being Imaginative
Children will invent their own narratives, stories and poems.

See Music Express Progression of Skills document.

SJT – Project Approved

Art & Design: Creating with Materials
Children will share creations, talk about process and evaluate their work.

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.