

EYFS LTP: 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Enquiry Question</p> <p>What makes me special?</p>	<p>Enquiry Question</p> <p>Where will your journey lead?</p>	<p>Enquiry Question</p> <p>What happens in the winter?</p>	<p>Enquiry Question</p> <p>Are we all storytellers?</p>	<p>Enquiry Question</p> <p>Where does food come from?</p>	<p>Enquiry Question</p> <p>What are the mini wonders in our world?</p>
Literacy	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I notice some print, such as the first letter of my name, a bus or door number or logo. - I can read individual letters by saying the sounds for them. <p>Implementation:</p> <ul style="list-style-type: none"> -Read Write Inc introduction and first 16 sounds -Fred Games -Individual/partner/group reading 	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I recognise words with the same initial sound. -I understand that print has meaning and that we read English text from left to right, top to bottom. <p>Implementation:</p> <ul style="list-style-type: none"> -I can blend sounds into words. -RWI progress expectations -Fred Games -Flashy Phonics -Individual/partner/group reading 	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can identify alliteration. -I include everyday literacy artefacts in play such as labels, instructions, signs, envelopes. <p>Implementation:</p> <ul style="list-style-type: none"> -RWI progress expectations -Fred Games -Flashy Phonics - Individual/partner/group reading 	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can read some letter groups that each represent one sound. -I can read a few common exception words. -I can read simple phrases and sentences. <p>Implementation:</p> <ul style="list-style-type: none"> -RWI progress expectations -Flashy Phonics - Individual/partner/group reading 	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can count or clap syllables in a word. <p>Implementation:</p> <ul style="list-style-type: none"> -RWI progress expectations -Flashy Phonics - Individual/partner/group reading 	<p>Reading-Word Reading</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. <p>Implementation:</p> <ul style="list-style-type: none"> -RWI progress expectations -Flashy Phonics - Individual/partner/group reading
	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I enjoy sharing a book with an adult. -I can ask questions about the book. -I can make comments and share my ideas. -I can develop play around my favourite stories using props. -I join in with songs and rhymes. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club 	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone. -I repeat words and phrases from familiar stories. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club -Reading Breakfast 	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I engage in extended conversations about stories, using story vocabulary. -I anticipate key events in stories. -I can continue a rhyming string. -I can re-enact and reinvent stories in play. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club -Exploring animal poems 	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I understand that print can have different purposes. -I re-read stories to build fluency and understanding. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club -Library visit -Book Babble 	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can describe main story setting, events and principal characters in increasing detail. -I retell stories and narratives using my own words and story vocabulary. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club 	<p>Reading-Comprehension</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I know the names of different parts of a book. -I can recall and discuss stories or information that has been read to me or I have read myself. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily story time -Drawing Club
	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I make marks on my picture to stand for my name. -I add some marks to their drawings which I give meaning to. -I imitate adults writing by making continuous lines and shapes. <p>Implementation:</p> <ul style="list-style-type: none"> -Story Dough -Daily Name Writing -RWI (patters) -CP writing opportunities 	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I give meaning to the marks I make in writing, painting, printing and drawing. -I can write some or all of my name, including a capital letter at the start. -I write some letters accurately. <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Daily Name Writing -Letter formation bubbles -RWI -CP writing opportunities 	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I use some of my print and letter knowledge in my early writing. <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Daily Name Writing -Letter formation bubbles -RWI -CP writing opportunities 	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I use my developing phonic knowledge to write labels and captions. <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Daily Name Writing -Letter formation bubbles -RWI -CP writing opportunities 	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I write recognisable letters, most of which are correctly formed. -I explore the use capital letters as they are introduced incidentally. <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Daily Name Writing -Letter formation bubbles -RWI -CP writing opportunities 	<p>Writing-Transcription</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I can spell words by identifying the sounds and represent the sound with a letter/letters. <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Daily Name Writing -Letter formation bubbles -RWI -CP writing opportunities
	<p>Writing-Composition</p> <p>Skill Progression:</p> <ul style="list-style-type: none"> -I enjoy drawing freely. 	<p>Writing-Composition</p> <p>Skill Progression:</p>	<p>Writing-Composition</p> <p>Skill Progression:</p>	<p>Writing-Composition</p> <p>Skill Progression:</p>	<p>Writing-Composition</p> <p>Skill Progression:</p>	<p>Writing-Composition</p> <p>Skill Progression:</p>

Mathematics

	<p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -CP writing opportunities 	<p>-I enjoy creating texts which communicate meaning for a variety of purposes such as greeting cards and lists.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -CP writing opportunities 	<p>-I can say what I want to write before writing it down.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -Sparkly writing -CP writing opportunities 	<p>-I can say what I want to write before writing it down.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -CP writing opportunities -Sparkly writing 	<p>-I re-read what I have written to check that it makes sense.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -CP writing opportunities -Sparkly writing 	<p>-I write simple phrases and sentences that can be read by others.</p> <p>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club -CP writing opportunities -Sparkly writing
	<p>Key Texts:</p> <p>Owl Babies Non-fiction Owl books</p>	<p>Key Texts:</p> <p>We're Going on a Bear Hunt Atlas</p>	<p>Key Texts:</p> <p>Bear Snores On Winter Poems</p>	<p>Key Texts:</p> <p>The Little Red Hen Non-Fiction Farm Books</p>	<p>Key Texts:</p> <p>Handa's Surprise Non-fiction Africa books</p>	<p>Key Texts:</p> <p>The Very Hungry Caterpillar Minibeast Poems</p>
	<p>Number:</p> <p>Skill Progression:</p> <p>-I can recognise up to 3 objects, without having to count them individually</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Getting to know you -Match and sort and compare. -Talk about measure and patterns. <p>WWN</p>	<p>Number:</p> <p>Skill Progression:</p> <p>-I can experiment with representing my own symbols and marks as well as numerals.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -It's me 1, 2, 3! -1, 2, 3, 4, 5 <p>-Representing, comparing and composition of 1, 2, 3, 4, 5.</p> <ul style="list-style-type: none"> -Light and dark <p>-Representing numbers to 5</p> <ul style="list-style-type: none"> -One more and less <p>WWN</p>	<p>Number:</p> <p>Skill Progression:</p> <p>-I understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>-I can link the number symbol (numeral) with its cardinal number value up to ten.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Alive in 5! -Introducing zero <p>-Composition of 4 and 5</p> <ul style="list-style-type: none"> -Growing 6,7,8 -Making pairs <p>-Combining 2 groups</p> <p>WWN</p>	<p>Number:</p> <p>Skill Progression:</p> <p>-I can explore composition of numbers to 10.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Growing 6,7,8 -Making pairs <p>-Combining 2 groups</p> <ul style="list-style-type: none"> -Building 9 and 10 <p>-Comparing numbers to 10</p> <ul style="list-style-type: none"> -Bonds to 10 <p>WWN</p>	<p>Number:</p> <p>Skill Progression:</p> <p>-I can recall number bonds for numbers 0-5 and some to 10.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -To 20 and beyond <p>-Building numbers and counting patterns beyond 10</p> <ul style="list-style-type: none"> -Numerical Patterns <p>-Automatic recall Number Bonds -First, then and now</p> <ul style="list-style-type: none"> -Adding more and taking away - sharing and grouping <p>WWN</p>	<p>Number:</p> <p>Skill Progression:</p> <p>-I am familiar with number patterns up to 10, including evens and odds, double facts and sharing.</p> <p>-I can subitise up to 5.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -My pattern <p>-Doubling, sharing and grouping.</p> <ul style="list-style-type: none"> -Even and odd <p>-Deepening understanding</p> <ul style="list-style-type: none"> -Patterns and relationships <p>WWN</p>
	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I can recite numbers to 5.</p> <p>-I can say one number for each item in order: 1,2,3,4,5</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Getting to know you -Match and sort and compare. -Talk about measure and patterns. <p>NCETM:</p> <ul style="list-style-type: none"> -Develop subitising and counting skills and explore the composition of numbers within 5. -Compare sets of objects and use the language of comparison. 	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I can begin to compare quantities using the language of 'more than', 'fewer than'.</p> <p>-I can experiment with representing my own symbols and marks as well as numerals.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -It's me 1, 2, 3! -1, 2, 3, 4, 5 <p>-Representing, comparing and composition of 1, 2, 3, 4, 5.</p> <ul style="list-style-type: none"> -Light and dark <p>-Representing numbers to 5</p> <ul style="list-style-type: none"> -One more and less <p>NCETM:</p> <ul style="list-style-type: none"> -Develop subitising and counting skills and explore the composition of numbers within 5. - Compare sets of objects and use the language of comparison. 	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>-I can link the number symbol (numeral) with its cardinal number value up to ten.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Alive in 5! -Introducing zero <p>-Comparing numbers to 5</p> <ul style="list-style-type: none"> -Composition of 4 and 5 -Growing 6,7,8 -Making pairs <p>-Combining 2 groups</p> <p>NCETM:</p> <ul style="list-style-type: none"> -Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. -Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. -Begin to connect quantities to numerals. 	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I can count beyond ten.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -Growing 6,7,8 -Making pairs <p>-Combining 2 groups</p> <ul style="list-style-type: none"> -Building 9 and 10 <p>-Comparing numbers to 10</p> <p>NCETM:</p> <ul style="list-style-type: none"> -Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. -Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. -Begin to connect quantities to numerals. 	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I can recall number bonds for numbers 0-5 and some to 10.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -To 20 and beyond <p>-Building numbers and counting patterns beyond 10</p> <ul style="list-style-type: none"> -Numerical Patterns <p>-Automatic recall Number Bonds -First, then and now</p> <ul style="list-style-type: none"> -Adding more and taking away - sharing and grouping <p>NCETM:</p> <ul style="list-style-type: none"> -Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. -Develop a secure knowledge of number facts through varied practice. 	<p>Numerical Patterns:</p> <p>Skill Progression:</p> <p>-I can count beyond 20.</p> <p>-I am familiar with number patterns up to 10, including evens and odds, double facts and sharing.</p> <p>-I can subitise up to 5.</p> <p>Implementation:</p> <p>White Rose:</p> <ul style="list-style-type: none"> -My pattern <p>-Doubling, sharing and grouping.</p> <ul style="list-style-type: none"> -Even and odd <p>-Deepening understanding</p> <ul style="list-style-type: none"> -Patterns and relationships <p>NCETM:</p> <ul style="list-style-type: none"> -Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. -Develop a secure knowledge of number facts through varied practice.
	<p>Additional Skill Progression:</p> <p>-I am beginning to compare objects relating to size, length, weight and capacity.</p>	<p>Additional Skill Progression:</p> <p>-I can talk about and explore 2D and 3D shapes using mathematical language.</p>	<p>Additional Skill Progression:</p> <p>-I can compare objects relating to size, length, weight and capacity.</p>	<p>Additional Skill Progression:</p> <p>-I can extend and create ABAB patterns.</p> <p>Implementation:</p>	<p>Additional Skill Progression:</p> <p>-I can copy and create repeating patterns including ABBC patterns.</p>	<p>Additional Skill Progression:</p> <p>Implementation:</p> <p>White Rose:</p>

Communication and Language

	<p>Implementation: White Rose: -Compare size, mass and capacity.</p>	<p>Implementation: White Rose: -Circles and triangles, positional language. Shapes with 4 sides. -Time.</p>	<p>Implementation: White Rose: -Compare mass -Compare capacity -Length and height and time</p>	<p>White Rose: -Length and height and time -3D shape -Pattern</p>	<p>-I can compare length, weight and capacity. Implementation: White Rose: -Spatial reasoning 1 -Match, rotate, manipulate -Spatial reasoning 2 -Compose and decompose</p>	<p>-Spatial reasoning 3 -Visualise, build and map -Spatial reasoning 4 -Mapping -Make connections</p>
	<p>. Key Texts: One Fox How to Count to One (And don't even THINK about bigger numbers!) Pattern Fish</p>	<p>. Key Texts: The Perfect Fit Triangle One More Try</p>	<p>Key Texts: Six Dinner Sid The Very Hungry Caterpillar 10 Black Dots</p>	<p>Key Texts: Jack and the Beanstalk 10 Delicious Teachers</p>	<p>Key Texts: Eat Your Peas How Big is a Million? We All Went on Safari</p>	<p>Key Texts: 10 Seeds How Many Legs?</p>
	<p>Listening and Attention Skill Progression: -I can listen to others in one-to-one or small groups when the conversation interests me. -I can listen to familiar stories with increasing attention and recall. -I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Implementation: -Daily story time -Plan, Do, Review cycle</p>	<p>Listening and Attention Skill Progression: -I am beginning to focus my attention and actively listen. -I can follow simple directions, if not already intently focused on a self-chosen task. Implementation: Daily story time -Plan, Do, Review cycle</p>	<p>Listening and Attention Skill Progression: -I can listen to instructions and carry them out in my play. -I can share instructions with others. Implementation: Daily story time -Plan, Do, Review cycle</p>	<p>Listening and Attention Skill Progression: -I can indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Implementation: Daily story time -Plan, Do, Review cycle -Emergency services visitors</p>	<p>Listening and Attention Skill Progression: -I can listen for extended periods of time, paying attention to the speaker. -I am beginning to ask questions about what I have heard. -I am starting to take turns in a conversation with others. Implementation: Daily story time -Plan, Do, Review cycle -Questions for the baker</p>	<p>Listening and Attention Skill Progression: -I can 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. Implementation: Daily story time -Plan, Do, Review cycle</p>
	<p>Understanding Skill Progression: -I can understand the use of objects (e.g. Which one do we cut with?) -I am beginning to understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture. I can respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. -I am beginning to understand why and how questions. Implementation: -Drawing Club Talk -Oracy sessions -Visuals -Real and practical experiences (Screech Owl Sanctuary visit) -CP roleplay and collaborative opportunities</p>	<p>Understanding Skill Progression: -I can understand a range of complex sentence structures including negatives, plurals and tense markers. -I am beginning to understand humour, e.g. nonsense rhymes, jokes. Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences (welly walk) -CP roleplay and collaborative opportunities</p>	<p>Understanding Skill Progression: -I can follow a story without pictures or props. -I can listen and responds to ideas expressed by others in conversation or discussion. Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences -CP roleplay and collaborative opportunities</p>	<p>Understanding Skill Progression: -I can understand questions such as who; why; when; where and how. Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences (library visit, emergency services visitors, baking bread) -CP roleplay and collaborative opportunities</p>	<p>Understanding Skill Progression: -I can make comments about what I have heard. -I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences (planting beans and growing sunflowers) -CP roleplay and collaborative opportunities</p>	<p>Understanding Skill Progression: -I can make comments about what they have heard and ask questions to clarify their understanding. -I can show an understanding of what has been read to me by retelling stories and narratives using my own words and new vocabulary. -I can predict key events in stories. -I can use and understand recently introduced vocabulary during discussions. Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences (growing caterpillars, EYFS wedding, outdoor learning etc.) -CP roleplay and collaborative opportunities</p>
	<p>Speaking Skill Progression: -I am beginning to use more complex sentences to link thoughts (e.g. using and because). -I can use language in recalling past experiences.</p>	<p>Speaking Skill Progression: -I can use talk to explain what is happening and anticipate what might happen next. -I can question why things happen and give an explanation.</p>	<p>Speaking Skill Progression: -I can extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words. -I can use language to imagine and recreate roles and experiences in play situations.</p>	<p>Speaking Skill Progression: -I can link statements and stick to a main theme or intention. -I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Speaking Skill Progression: -I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p>	<p>Speaking Skill Progression: -I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,</p>

Understanding the World

	<p>-I can retell a simple past event in correct order (e.g. went down slide, hurt finger). -I can use talk in pretending that objects stand for something else in play, e.g. This box is my castle. Implementation: -Daily nursery rhymes -Plan, Do Review cycles -Oracy Sessions -CP roleplay and collaborative opportunities</p>	<p>-I can use a range of tenses e.g play, playing, played. Implementation: -Plan, Do Review cycles -Oracy Sessions</p>	<p>Implementation: -Drawing Club vocabulary -Oracy Sessions</p>	<p>-I can introduce a storyline or narrative into my play. Implementation: --Drawing Club vocabulary -Plan, Do Review cycles -Oracy Sessions -CP roleplay and collaborative opportunities</p>	<p>-I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Implementation: --Drawing Club vocabulary -Plan, Do Review cycles -Oracy Sessions -Baking predictions</p>	<p>with modelling and support from my teacher. Implementation: -Plan, Do Review cycles -Oracy Sessions</p>
	<p>Key Texts: Say Zoop!</p>	<p>Key Texts: Journey</p>	<p>Key Texts: Am I yours?</p>	<p>Key Texts: Penguin</p>	<p>Key Texts: The Odd One Out by Britta Teckentrup</p>	<p>Key Texts: Hank Finds an Egg</p>
	<p>Past and Present Skill Progression: -I can share information about myself, my experiences and family. Implementation: -Sharing 'All About Me' information.</p>	<p>Past and Present Skill Progression: -I can begin to identify some similarities and differences between themselves and others. Implementation: -Old and new transport</p>	<p>Past and Present Skill Progression: -I can use my senses to explore objects from the past and comment on familiar situations in the past. Implementation: -Past memories of snow and winter -Discovering ancient artefacts</p>	<p>Past and Present Skill Progression: -I can share information about figures from the past (people from the community and wider world) and what life was like in the past. Implementation: -Traditional Games and Toys -Fairytales and nursery rhymes</p>	<p>Past and Present Skill Progression: -I can share information about the past learned through settings, characters and events encountered in books read in class and story telling. Implementation: -Farming Past/Present -Explore how the process of breadmaking has changed over time.</p>	<p>Past and Present Skill Progression: -I can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class Implementation: -Upcycling, turning old things into new inspired by the book Junk DNA</p>
	<p>People, Culture and Communities Skill Progression: -I know where I live and where I go to school. -I can share information about myself and my family structures Implementation: -Learning about different types of families and homes.</p>	<p>People, Culture and Communities Skill Progression: -I can identify features in their immediate environment -I can share things I celebrate and how I celebrate them. Implementation: -Christmas in Different Communities -Diwali Festival of Light -The Nativity Story and It's Importance for Christians</p>	<p>People, Culture and Communities Skill Progression: -I can describe my immediate environment and be able to draw information from a simple map. -I can begin to describe different celebrations and how and where they are celebrated. Implementation: -Chinese New Year -Classroom map</p>	<p>People, Culture and Communities Skill Progression: -I can identify features of other environments -I can describe different celebrations and how and where they are celebrated Implementation: -St.Piran's Day Celebration -My identity -Cornish culture -Emergency Services visit</p>	<p>People, Culture and Communities Skill Progression: -I can begin to explain some similarities and differences between religious and cultural communities in this country. Implementation: -Exploring African Artefacts -The Christian Creation Story and The Big Bang Theory</p>	<p>People, Culture and Communities Skill Progression: -I can explain similarities between life in this country and life in other countries -I can explain some similarities and differences between religious and cultural communities in this country Implementation: -Travel around the world -Weddings in different cultures and religions</p>
	<p>The Natural World Skill Progression: I can explore my immediate environment -I can express some signs of Autumn Implementation: -Harvest Festival -School site walk</p>	<p>The Natural World Skill Progression: -I can describe what they can see, hear and feel whilst outside -I can express some signs of Autumn/Winter Implementation: -Maps -Autumn walk and Our Senses</p>	<p>The Natural World Skill Progression: -I can make observations and ask questions about what I can see, hear and feel in my own environment -I can express some signs of Winter/Spring Implementation: Hibernation and Seasonal Change -Winter walk</p>	<p>The Natural World Skill Progression: -I can identify features of other environments and begin to compare to my own -I can express some signs of Spring Implementation: -Spring walk</p>	<p>The Natural World Skill Progression: -I can record observations of animals and plants through drawings -I can express some signs of Spring/Summer Implementation: -Using Maps and Atlases -Plant structures</p>	<p>The Natural World Skill Progression: -I can describe some similarities and differences between the natural world around them and contrasting environments -I can express some signs of Summer and start to compare the different Seasons Implementation: Life Cycles Forest School Summer Sun and Sea Safety -Using Maps and Atlases --St. Austell and London comparison</p>

	<p>Key Texts: Family Book A Handful of Buttons</p>	<p>Key Texts: Martha Maps it Out Rosie's Walk Lost and Found</p>	<p>Key Texts: The Leaf Thief The Magic Paintbrush</p>	<p>Key Texts: (old things) The Toy Museum Rosie' Hat</p>	<p>Key Texts: An Apples Life Oliver's Vegetables Farmer Duck The Tiny Seed Jasper's Beanstalk</p>	<p>Key Texts: Somebody Swallowed Stanley The Odd Fish Oi Get Off Our Train</p>
	<p>Self-regulation: Skill Progression: -I can talk about feeling (happy, sad, angry) -I can choose what I need to complete a short term goal. -I am starting to follow instructions Implementation: Jigsaw: Being Me in my World</p>	<p>Self-regulation: Skill Progression: -I can identify a range of different feelings. -I can keep on trying when I find something difficult. -I am starting to sit and listen more consistently during adult directed focus time. Implementation: Jigsaw: Celebrating Difference</p>	<p>Self-regulation: Skill Progression: -I can explore feelings. -I can follow simple instructions. Implementation: Jigsaw: Dreams and Goals</p>	<p>Self-regulation: Skill Progression: -I can say how others are feeling based on their expressions and actions. -I can say what I am good at and what I would like to improve. -I can sit and listen during adult directed focus time. Implementation: Jigsaw: Healthy Me</p>	<p>Self-regulation: Skill Progression: -I can say how I and others are feeling. -I can set myself goals. -I can follow instructions with two or more parts. Implementation: Jigsaw: Relationships</p>	<p>Self-regulation: Skill Progression: -I can show my understanding of feelings by changing my behaviour. -I can wait for my requests and needs to be met. -I can listen to and respond to adults. -I can follow instructions accurately involving several ideas/actions. Implementation: Jigsaw: Changing Me Outdoor Learning managing risk and meditation</p>
	<p>Managing Self: Skill Progression: -I am starting to become more confident when things are new. -I am showing an awareness of rules and how to behave in the classroom. -I can tell an adult I need the toilet. Implementation: Jigsaw: Being Me in my World -Happy Hands -The Carclaze Way</p>	<p>Managing Self: Skill Progression: -I enjoy a sense of belonging through being involved in daily tasks. -I am more able to recognise the impact of my choices and behaviours/actions on others. -I can toilet myself. Implementation: Jigsaw: Celebrating Difference -Happy Hands</p>	<p>Managing Self: Skill Progression: -I can work independently when I am set a task. -I know some actions and words can hurt others. -I can explain good dental hygiene practices. Implementation: Jigsaw: Dreams and Goals -Happy Hands</p>	<p>Managing Self: Skill Progression: -I am starting to become more confident when things are new. -I can follow the rules and know how to behave in the classroom. -I can get dressed independently. Implementation: Jigsaw: Healthy Me -Happy Hands</p>	<p>Managing Self: Skill Progression: -I can describe my competences, what I can do well and what I am getting better at. -I show confidence in choosing resources and perseverance. -I attempt to repair a relationship or situation if I have caused upset. -I can remember to wash my hands after sing the toilet and before eating. Implementation: Jigsaw: Relationships -Happy Hands</p>	<p>Managing Self: Skill Progression: -I understand healthy food choices and can explain what healthy food is. Implementation: Jigsaw: Changing Me -Outdoor Learning managing risk -Happy Hands</p>
	<p>Building Relationships: Skill Progression: -I can play purposefully with equipment. -I can play with one or more children cooperatively. -I can seek out companionship. -I build relationships with special people. -I can start to talk about the way I feel. Implementation: Jigsaw: Being Me in my World -Collaborative play opportunities</p>	<p>Building Relationships: Skill Progression: -I can play with a small group of children, sharing ideas. -I am starting to form good relationships with the familiar adults in my class. -I show empathy and concern for other people. Implementation: Jigsaw: Celebrating Difference -Collaborative play opportunities</p>	<p>Building Relationships: Skill Progression: -I look to a supportive adult to help resolve conflict with others. -I can express my basic needs to familiar adults. -I can express and identify my feelings. Implementation: Jigsaw: Dreams and Goals</p>	<p>Building Relationships: Skill Progression: -I can work well with others listening and sharing ideas. -I am developing friendships with lots of different people. -I can use words to help solve conflicts with others. -I can show friendly behaviour in the classroom and around school. -I can identify how others feel and respond to them appropriately. Implementation: Jigsaw: Healthy Me</p>	<p>Building Relationships: Skill Progression: -I am increasing my social skills and take steps to resolve conflict. I am proactive in seeking out adult support and am able to articulate my wants and needs. -I have developed particular friendships with other children which helps me to identify other points of view. I show some consideration of other peoples needs and have become less impulsive. Implementation: Jigsaw: Relationships</p>	<p>Building Relationships: Skill Progression: -I can work with others in a group. -I can play with others, take turns and share. -I can form good relationships with adults in the classroom and around the school. -I have lots of friends and positive relationships. -I know what my own needs are and can share them. -I am sensitive to the needs of others. Implementation: Jigsaw: Changing Me -Outdoor Learning teambuilding and collaboration</p>
	<p>Key Texts: Hands are Not for Hitting Dogger The Colour Monster</p>	<p>Key Texts: Barry the Fish with Fingers The Hueys in the New Jumper You Choose Perfectly Norman</p>	<p>Key Texts: Love Monster Don't worry, Hugless Douglas The Lion Inside</p>	<p>Key Texts: Not Everyone is Nice Barbara Throws a Wobbler The Easter Story The Little Red Hen</p>	<p>Key Texts: Mabel and Me, Best of Friends Sharing a Shell Monty the Manatee</p>	<p>Key Texts: The Huge Bag of Worries Look Inside Your Body</p>

Physical Development

	<p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I am building my spatial awareness, positional awareness negotiating space and obstacles safely. -I am revising my fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -I am developing my core muscle strength to support me to hold a good posture when sitting at a table or sitting on the floor. -I am able to implement skills needed during daily routines, such as lining up and queuing. -I can use strength, co-ordination, and balance, through play movement with objects and adults. <p>Implementation:</p> <ul style="list-style-type: none"> Real P.E The Birthday Bike/Pirate planks -Coordination and Balance -Spatial awareness -Daily outdoor physical experiences in PDR 	<p>It's OK to be Different</p> <p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I have refined the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -I can move energetically using the fundamental movement skills. -I can use my core muscle strength to achieve and maintain a good posture when sitting at a table or sitting on the floor. <p>Implementation:</p> <ul style="list-style-type: none"> Real Dance Journey to the Blue Planet/ Monkey Business. -Jumping, landing -Static balances -Daily outdoor physical experiences in PDR -Bike Balance 	<p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I am developing a more fluent style of moving, working towards movements with control and grace. -I am able to use static and dynamic balances. -I am beginning to develop ball skills individually and in small groups. <p>Implementation:</p> <ul style="list-style-type: none"> Real P.E Tilly and the Trains Big Day/Thembi walks the Tightrope -Ball skills -Static and dynamic balances --Healthy choices -Daily outdoor physical experiences in PDR 	<p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I can use a fluent style of moving, with developing control and grace. -I confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -I have developed overall body-strength, balance, co-ordination and agility through a range of activities and resources available <p>Implementation:</p> <ul style="list-style-type: none"> Real P.E Clowning Around/ Wendy's Waterski Challenge -Ball skills -Counter balance with partners -Sports Day Practise -Daily outdoor physical experiences in PDR 	<p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I can combine different movements together, with ease and fluency. -I have developed a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming. -I have developed competence when engaging in activities that involve a ball. <p>Implementation:</p> <ul style="list-style-type: none"> Real P.E John and Jasmine Learn to Juggle/Ringo to the Rescue -Coordination sending and receiving. -Agility reaction and response -Daily outdoor physical experiences in PDR 	<p>Gross Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> -I have refined a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. -I have developed confidence, precision and accuracy when engaging in activities that involve a ball. -I have developed the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. <p>Implementation:</p> <ul style="list-style-type: none"> Real P.E Sammy Squirrel and his Rolling Nuts/Casper the Very Clever Cat Agility and ball chasing. -Static balance floor work. -Health and well-being factors -Daily outdoor physical experiences in PDR -Outdoor Learning
	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I am developing my small motor skills so that they can use a range of tools safely. I am beginning to use pencils for drawing and writing, focusing on holding a pencil. I can mark make using a paintbrush, fingers and other mark making tools. I can practice my fine motor skills using tweezers, threading, and playdough. I can interact with small world activities, puzzles, arts and crafts using their hands to develop control and confidence with fine motor movements <p>Implementation:</p> <ul style="list-style-type: none"> -Story Dough -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Story Dough -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -RWI 	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I have developed the skills I need to manage the school day successfully, including using appropriate tools at mealtimes. I can manipulate different materials using my hands. I am developing my scissor skills including holding scissors, being safe and making snips. I can interact with small tools to develop control and confidence with fine motor movements. I have refined my fine motor skills using tweezers, playdough and threading activities. I can hold a pencil effectively in preparation for fluent writing, using the tripod grip (in almost all cases). <p>Implementation:</p> <ul style="list-style-type: none"> -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -Christmas dough craft -RWI 	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I have developed my small motor skills so that I can use a range of tools competently, safely and confidently, including pencils for drawing and writing, control and grip. I can manipulate different materials to make things for a desired effect or outcome using your hands. I can use scissors confidently using the correct grip and movement and begin to use them safely, confidently and effectively. <p>Implementation:</p> <ul style="list-style-type: none"> -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -Chinese mark making -RWI 	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I can use my small motor skills with a range of tools competently, safely and confidently. Use pencils for drawing and writing, control and grip and accurate letter formation. I can begin to show accuracy and care when drawing. I can use the skills they need to manage mealtimes successfully using the appropriate tools. <p>Implementation:</p> <ul style="list-style-type: none"> -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -Papier-mâché -RWI 	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I have developed my small motor skills so that they can use a range of tools competently, safely and confidently, using pencils effectively to write. I can show accuracy and care when drawing. <p>Implementation:</p> <ul style="list-style-type: none"> -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) -Kneading and shaping dough -RWI 	<p>Fine Motor Skills: Skill Progression:</p> <ul style="list-style-type: none"> I have developed the foundations of a handwriting style which is fast, accurate and efficient. I can manipulate different materials to make things for a desired effect or outcome using my hands. <p>Implementation:</p> <ul style="list-style-type: none"> -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.) Shaping clay and plasticine minibeasts. -Loose parts art -RWI

Expressive Arts and Design

<p>Creating with Materials: Skill Progression: -I can explore what I see and hear. -I can notice, look, wonder and talk about what I see and hear. Implementation: Colour mixing, name primary colours and -Creating self-portraits -Looking carefully at detail to create observational owl drawings.</p>	<p>Creating with Materials: Skill Progression: -I can explore and play with a range of materials to make sound and marks. -I am developing an understanding of how things are used and the effects they give. -I can sing in a group or on my own. Implementation: -Using tool to shape sculptures with clay to create Diva lamps. -Explore texture and collage to create depth in Bear Hunt artwork. -explore percussion instruments -learn, rehearse and perform Christmas songs</p>	<p>Creating with Materials: Skill Progression: -I can express my ideas using a range of art forms, effects on my own and in collaboration. Implementation: -Colour mixing and forming shapes. -Developing individual style and exploring new ideas -Becoming an artist. -Introducing Boom wackers to develop rhythm and pattern. -collaborative Chinese dragon artwork</p>	<p>Creating with Materials: Skill Progression: -I can revisit and use key materials. -I respond to different experiences, watching, talking and expressing feelings. Implementation: -Papier-mâché Easter eggs Using Boom whackers to create pieces of music and to explore tempo.</p>	<p>Creating with Materials: Skill Progression: -I can reflect and respond to art in my own way. -I can develop storylines in my pretend play. -I can talk about what I see and share my likes and dislikes. Implementation: Explore joining mechanisms and how to construct from design while creating seed packets. Explore natural pattern and animal marks/print. Creating patterns and collages by layering materials and printing fruits. Using African drums to explore sound. Develop rhythm and patterns. African dance</p>	<p>Creating with Materials: Skill Progression: -I can join materials and work in 2D and 3D to represent my ideas. -I can select different roles to play, with support if necessary. -I engage in music making and dance, performing solo or in groups. Implementation: Shape and form sculpture with minibeasts as inspiration. Develop symmetrical artwork butterflies and leaf rubbings. Develop transient art inspired with key texts. Use a range of percussion instruments to find the pulse, develop rhythms and perform.</p>
<p>Being Imaginative and Expressive: Skill Progression: I can take on a role such as a doctor in a surgery. Implementation: -CP roleplay opportunities -Model play - Body Percussion, call and respond, exploring rhythm and pattern. Singing familiar nursery rhymes and number songs.</p>	<p>Being Imaginative and Expressive: Skill Progression: -I can explore and play with a range of materials to make sound and marks. -I am developing an understanding of how things are used and the effects they give. -I can sing in a group or on my own. Implementation: -Sing a range of songs and explore voice and traditional carols. -Act out and recreate the Nativity story for an audience. Recount bear Hunt storytelling, with stick puppets and creating bear dens using natural materials outside.</p>	<p>Being Imaginative and Expressive: Skill Progression: -I can express my ideas using a range of art forms, effects on my own and in collaboration. Implementation: Learn to find the pulse in a piece of music. Listening for changes in music and responding to Exploring cultural dancing and recreating Chinese dragon dances.</p>	<p>Being Imaginative and Expressive: Skill Progression: -I can revisit and use key materials. -I respond to different experiences, watching, talking and expressing feelings. Implementation: Recount narratives – story telling. Perform story acting out with actions. Traditional and historical songs.</p>	<p>Being Imaginative and Expressive: Skill Progression: -I can reflect and respond to art in my own way. -I can develop storylines in my pretend play. -I can talk about what I see and share my likes and dislikes. Implementation: Respond to traditional African dancing and respond with body movements to traditional African music.</p>	<p>Being Imaginative and Expressive: Skill Progression: -I can join materials and work in 2D and 3D to represent my ideas. -I can select different roles to play, with support if necessary. -I engage in music making and dance, performing solo or in groups. Implementation: Story retelling Invent and adapt narratives.</p>
<p>Key Texts: Beautiful Oops Mixed</p>	<p>Key Texts: Mix it Up</p>	<p>Key Texts: The Dot</p>	<p>Key Texts: Rabbityness</p>	<p>Key Texts: Giraffe’s Can’t Dance</p>	<p>Key Texts: Matisse’s Magical Trail The Visitors Junk DNA</p>