

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: -Drawing Club -CP writing opportunities</p>	<p>-I enjoy creating texts which communicate meaning for a variety of purposes such as greeting cards and lists. Implementation: -Drawing Club -CP writing opportunities</p>	<p>-I can say what I want to write before writing it down. Implementation: -Drawing Club -Sparkly writing -CP writing opportunities</p>	<p>-I can say what I want to write before writing it down. Implementation: -Drawing Club -CP writing opportunities -Sparkly writing</p>	<p>-I re-read what I have written to check that it makes sense. Implementation: -Drawing Club -CP writing opportunities -Sparkly writing</p>	<p>-I write simple phrases and sentences that can be read by others. Implementation: -Drawing Club -CP writing opportunities -Sparkly writing</p>
	<p>Key Texts: Owl Babies Non-fiction Owl books</p>	<p>Key Texts: We're Going on a Bear Hunt Atlas</p>	<p>Key Texts: Bear Snores On Winter Poems</p>	<p>Key Texts: The Little Red Hen Non-Fiction Farm Books</p>	<p>Key Texts: Handa's Surprise Non-fiction Africa books</p>	<p>Key Texts: The Very Hungry Caterpillar Minibeast Poems</p>
	<p>Number: Skill Progression: -I can recognise up to 3 objects, without having to count them individually Implementation: White Rose: -Getting to know you -Match and sort and compare. -Talk about measure and patterns. NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5</p>	<p>Number: Skill Progression: -I can experiment with representing my own symbols and marks as well as numerals. Implementation: White Rose: -It's me 1, 2, 3! -1, 2, 3, 4, 5 -Representing, comparing and composition of 1, 2, 3, 4, 5. -Light and dark -Representing numbers to 5 -One more and less NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5</p>	<p>Number: Skill Progression: -I understand the 'one more than/one less than' relationship between consecutive numbers. -I can link the number symbol (numeral) with its cardinal number value up to ten. Implementation: White Rose: -Alive in 5! -Introducing zero -Composition of 4 and 5 -Growing 6,7,8 -Making pairs -Combining 2 groups NCETM: -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>	<p>Number: Skill Progression: -I can explore composition of numbers to 10. Implementation: White Rose: -Growing 6,7,8 -Making pairs -Combining 2 groups -Building 9 and 10 -Comparing numbers to 10 -Bonds to 10 NCETM: -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>	<p>Number: Skill Progression: -I can recall number bonds for numbers 0-5 and some to 10. Implementation: White Rose: -To 20 and beyond -Building numbers and counting patterns beyond 10 -Numerical Patterns -Automatic recall Number Bonds -First, then and now -Adding more and taking away - sharing and grouping NCETM: -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>	<p>Number: Skill Progression: -I am familiar with number patterns up to 10, including evens and odds, double facts and sharing. -I can subitise up to 5. Implementation: White Rose: -My pattern -Doubling, sharing and grouping. -Even and odd -Deepening understanding -Patterns and relationships NCETM: -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>
	<p>Numerical Patterns: Skill Progression: -I can recite numbers to 5. -I can say one number for each item in order: 1,2,3,4,5 Implementation: White Rose: -Getting to know you -Match and sort and compare. -Talk about measure and patterns. NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5. -Compare sets of objects and use the language of comparison.</p>	<p>Numerical Patterns: Skill Progression: -I can begin to compare quantities using the language of 'more than', 'fewer than'. -I can experiment with representing my own symbols and marks as well as numerals. Implementation: White Rose: -It's me 1, 2, 3! -1, 2, 3, 4, 5 -Representing, comparing and composition of 1, 2, 3, 4, 5. -Light and dark -Representing numbers to 5 -One more and less NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5. - Compare sets of objects and use the language</p>	<p>Numerical Patterns: Skill Progression: -I understand the 'one more than/one less than' relationship between consecutive numbers. -I can link the number symbol (numeral) with its cardinal number value up to ten. Implementation: White Rose: -Alive in 5! -Introducing zero -Comparing numbers to 5 -Composition of 4 and 5 -Growing 6,7,8 -Making pairs -Combining 2 groups NCETM: -Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5.</p>	<p>Numerical Patterns: Skill Progression: -I can count beyond ten. Implementation: White Rose: -Growing 6,7,8 -Making pairs -Combining 2 groups -Building 9 and 10 -Comparing numbers to 10 -Bonds to 10 NCETM: -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>	<p>Numerical Patterns: Skill Progression: -I can recall number bonds for numbers 0-5 and some to 10. Implementation: White Rose: -To 20 and beyond -Building numbers and counting patterns beyond 10 -Numerical Patterns -Automatic recall Number Bonds -First, then and now -Adding more and taking away - sharing and grouping NCETM: -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>	<p>Numerical Patterns: Skill Progression: -I can count beyond 20. -I am familiar with number patterns up to 10, including evens and odds, double facts and sharing. -I can subitise up to 5. Implementation: White Rose: -My pattern -Doubling, sharing and grouping. -Even and odd -Deepening understanding -Patterns and relationships NCETM: -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>

		of comparison.	-Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. -Begin to connect quantities to numerals.			
	<p>Additional Skill Progression: -I am beginning to compare objects relating to size, length, weight and capacity.</p> <p>Implementation: White Rose: -Compare size, mass and capacity.</p>	<p>Additional Skill Progression: -I can talk about and explore 2D and 3D shapes using mathematical language.</p> <p>Implementation: White Rose: -Circles and triangles, positional language. Shapes with 4 sides. -Time.</p>	<p>Additional Skill Progression: -I can compare objects relating to size, length, weight and capacity.</p> <p>Implementation: White Rose: -Compare mass -Compare capacity -Length and height and time</p>	<p>Additional Skill Progression: -I can extend and create ABAB patterns.</p> <p>Implementation: White Rose: -Length and height and time -3D shape -Pattern</p>	<p>Additional Skill Progression: -I can copy and create repeating patterns including ABBC patterns. -I can compare length, weight and capacity.</p> <p>Implementation: White Rose: -Spatial reasoning 1 -Match, rotate, manipulate -Spatial reasoning 2 -Compose and decompose</p>	<p>Additional Skill Progression: -I can copy and create repeating patterns including ABBC patterns. -I can compare length, weight and capacity.</p> <p>Implementation: White Rose: -Spatial reasoning 3 -Visualise, build and map -Spatial reasoning 4 -Mapping -Make connections</p>
	. Key Texts: One Fox How to Count to One (And don't even THINK about bigger numbers!) Pattern Fish	. Key Texts: The Perfect Fit Triangle One More Try	Key Texts: Six Dinner Sid The Very Hungry Caterpillar 10 Black Dots	Key Texts: Jack and the Beanstalk 10 Delicious Teachers	Key Texts: Eat Your Peas How Big is a Million? We All Went on Safari	Key Texts: 10 Seeds How Many Legs?
Communication and Language	<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Implementation: -Story Dough 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Implementation: -Drawing Club vocabulary and talk -Oracy sessions -Visuals -Real and practical experiences (growing caterpillars, EYFS wedding, outdoor learning etc.)</p>

						-CP roleplay and collaborative opportunities
	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -I am beginning to use more complex sentences to link thoughts (e.g. using and, because). -I can use language in recalling past experiences. -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. <p>Implementation:</p> <ul style="list-style-type: none"> -Daily nursery rhymes -Plan, Do Review cycles -Oracy Sessions <p>-CP roleplay and collaborative opportunities</p>	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -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. -I can use a range of tenses e.g play, playing, played. <p>Implementation:</p> <ul style="list-style-type: none"> -Plan, Do Review cycles -Oracy Sessions 	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -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>Implementation:</p> <ul style="list-style-type: none"> -Drawing Club vocabulary -Oracy Sessions 	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -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. -I can introduce a storyline or narrative into my play. <p>Implementation:</p> <ul style="list-style-type: none"> --Drawing Club vocabulary -Plan, Do Review cycles -Oracy Sessions -CP roleplay and collaborative opportunities 	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. -I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Implementation:</p> <ul style="list-style-type: none"> --Drawing Club vocabulary -Plan, Do Review cycles -Oracy Sessions -Baking predictions 	<p>Speaking Skill Progression:</p> <ul style="list-style-type: none"> -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, with modelling and support from my teacher. <p>Implementation:</p> <ul style="list-style-type: none"> -Plan, Do Review cycles -Oracy Sessions
	<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>
Understanding the	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can share information about myself, my experiences and family. <p>Implementation:</p> <ul style="list-style-type: none"> -Sharing 'All About Me' information. 	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can begin to identify some similarities and differences between themselves and others. <p>Implementation:</p> <ul style="list-style-type: none"> -Old and new transport 	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can use my senses to explore objects from the past and comment on familiar situations in the past. <p>Implementation:</p> <ul style="list-style-type: none"> -Past memories of snow and winter -Discovering ancient artefacts 	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can share information about figures from the past (people from the community and wider world) and what life was like in the past. <p>Implementation:</p> <ul style="list-style-type: none"> -Traditional Games and Toys -Fairytales and nursery rhymes 	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can share information about the past learned through settings, characters and events encountered in books read in class and story telling. <p>Implementation:</p> <ul style="list-style-type: none"> -Farming Past/Present -Explore how the process of breadmaking has changed over time. 	<p>Past and Present Skill Progression:</p> <ul style="list-style-type: none"> -I can explain some similarities and differences between things in the past and now, drawing on experiences and what has been read in class <p>Implementation:</p> <ul style="list-style-type: none"> -Upcycling, turning old things into new inspired by the book Junk DNA
	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -I know where I live and where I go to school. -I can share information about myself and my family structures <p>Implementation:</p> <ul style="list-style-type: none"> -Learning about different types of families and homes. 	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -I can identify features in their immediate environment -I can share things I celebrate and how I celebrate them. <p>Implementation:</p> <ul style="list-style-type: none"> -Christmas in Different Communities -Diwali Festival of Light -The Nativity Story and It's Importance for Christians 	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -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. <p>Implementation:</p> <ul style="list-style-type: none"> -Chinese New Year -Classroom map 	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -I can identify features of other environments -I can describe different celebrations and how and where they are celebrated <p>Implementation:</p> <ul style="list-style-type: none"> -St.Piran's Day Celebration -My identity -Cornish culture -Emergency Services visit 	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -I can begin to explain some similarities and differences between religious and cultural communities in this country. <p>Implementation:</p> <ul style="list-style-type: none"> -Exploring African Artefacts -The Christian Creation Story and The Big Bang Theory 	<p>People, Culture and Communities Skill Progression:</p> <ul style="list-style-type: none"> -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 <p>Implementation:</p> <ul style="list-style-type: none"> -Travel around the world -Weddings in different cultures and religions

	<p>The Natural World Skill Progression: I can explore my immediate environment -I can express some signs of Autumn</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>
PSED	<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</p> <p>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.</p> <p>Implementation: Jigsaw: Celebrating Difference</p>	<p>Self-regulation: Skill Progression: -I can explore feelings. -I can follow simple instructions.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Implementation: Jigsaw: Relationships -Happy Hands</p>	<p>Managing Self: Skill Progression: -I understand healthy food choices and can explain what healthy food is.</p> <p>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.</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.</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.</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.</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.</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.</p>

Physical Development

	<p>-I can start to talk about the way I feel.</p> <p>Implementation: Jigsaw: Being Me in my World -Collaborative play opportunities</p>	<p>-I show empathy and concern for other people.</p> <p>Implementation: Jigsaw: Celebrating Difference -Collaborative play opportunities</p>	<p>Implementation: Jigsaw: Dreams and Goals</p>	<p>-I can use words to help solve conflicts with others.</p> <p>-I can show friendly behaviour in the classroom and around school.</p> <p>-I can identify how others feel and respond to them appropriately.</p> <p>Implementation: Jigsaw: Healthy Me</p>	<p>-I have developed particular friendships with other children which helps me to identify other points of view.</p> <p>I show some consideration of other peoples needs and have become less impulsive.</p> <p>Implementation: Jigsaw: Relationships</p>	<p>-I have lots of friends and positive relationships.</p> <p>-I know what my own needs are and can share them.</p> <p>-I am sensitive to the needs of others.</p> <p>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 It's OK to be Different</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>
	<p>Gross Motor Skills: Skill Progression: -I am building my spatial awareness, positional awareness negotiating space and obstacles safely.</p> <p>-I am revising my fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>-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.</p> <p>-I am able to implement skills needed during daily routines, such as lining up and queuing.</p> <p>-I can use strength, co-ordination, and balance, through play movement with objects and adults.</p> <p>Implementation: Real P.E The Birthday Bike/Pirate planks -Coordination and Balance -Spatial awareness -Daily outdoor physical experiences in PDR</p>	<p>Gross Motor Skills: Skill Progression: -I have refined the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>-I can move energetically using the fundamental movement skills.</p> <p>-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> <p>Implementation: Real Dance Journey to the Blue Planet/ Monkey Business. -Jumping, landing -Static balances -Daily outdoor physical experiences in PDR -Bike Balance</p>	<p>Gross Motor Skills: Skill Progression: -I am developing a more fluent style of moving, working towards movements with control and grace.</p> <p>-I am able to use static and dynamic balances.</p> <p>-I am beginning to develop ball skills individually and in small groups.</p> <p>Implementation: 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>	<p>Gross Motor Skills: Skill Progression: -I can use a fluent style of moving, with developing control and grace.</p> <p>-I confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-I have developed overall body-strength, balance, co-ordination and agility through a range of activities and resources available</p> <p>Implementation: 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>	<p>Gross Motor Skills: Skill Progression: -I can combine different movements together, with ease and fluency.</p> <p>-I have developed a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming.</p> <p>-I have developed competence when engaging in activities that involve a ball.</p> <p>Implementation: 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>	<p>Gross Motor Skills: Skill Progression: -I have refined a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>-I have developed confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>-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> <p>Implementation: 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>
	<p>Fine Motor Skills: Skill Progression: 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.</p> <p>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> <p>Implementation: -Story Dough</p>	<p>Fine Motor Skills: Skill Progression: I have developed the skills I need to manage the school day successfully, including using appropriate tools at mealtimes.</p> <p>I can manipulate different materials using my hands.</p> <p>I am developing my scissor skills including holding scissors, being safe and making snips.</p> <p>I can interact with small tools to develop control and confidence with fine motor movements.</p> <p>I have refined my fine motor skills using tweezers, playdough and threading activities.</p>	<p>Fine Motor Skills: Skill Progression: 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.</p> <p>I can manipulate different materials to make things for a desired effect or outcome using your hands.</p> <p>I can use scissors confidently using the correct grip and movement and begin to use them safely, confidently and effectively.</p> <p>Implementation: -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support</p>	<p>Fine Motor Skills: Skill Progression: 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.</p> <p>I can begin to show accuracy and care when drawing.</p> <p>I can use the skills they need to manage mealtimes successfully using the appropriate tools.</p> <p>Implementation: -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support</p>	<p>Fine Motor Skills: Skill Progression: 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.</p> <p>I can show accuracy and care when drawing.</p> <p>Implementation: -Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.) -Scissor skill support -Pencil grip support -Independent Snack Café (spreading, pouring etc.)</p>	<p>Fine Motor Skills: Skill Progression: I have developed the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can manipulate different materials to make things for a desired effect or outcome using my hands.</p> <p>Implementation: -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 minibests.</p>

	<p>-Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.)</p> <p>-Story Dough</p> <p>-Scissor skill support</p> <p>-Pencil grip support</p> <p>-Independent Snack Café (spreading, pouring etc.)</p> <p>-RWI</p>	<p>I can hold a pencil effectively in preparation for fluent writing, using the tripod grip (in almost all cases).</p> <p>Implementation:</p> <p>-Finger Fit (threading, tweezers, pinching, sewing, single hole punching, playdough etc.)</p> <p>-Scissor skill support</p> <p>-Pencil grip support</p> <p>-Independent Snack Café (spreading, pouring etc.)</p> <p>-Christmas dough craft</p> <p>-RWI</p>	<p>-Pencil grip support</p> <p>-Independent Snack Café (spreading, pouring etc.)</p> <p>-Chinese mark making</p> <p>-RWI</p>	<p>-Pencil grip support</p> <p>-Independent Snack Café (spreading, pouring etc.)</p> <p>-Papier-mâché</p> <p>-RWI</p>	<p>-Kneading and shaping dough</p> <p>-RWI</p>	<p>-Loose parts art</p> <p>-RWI</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can explore what I see and hear.</p> <p>-I can notice, look, wonder and talk about what I see and hear.</p> <p>Implementation:</p> <p>Colour mixing, name primary colours and</p> <p>-Creating self-portraits</p> <p>-Looking carefully at detail to create observational owl drawings.</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can explore and play with a range of materials to make sound and marks.</p> <p>-I am developing an understanding of how things are used and the effects they give.</p> <p>-I can sing in a group or on my own.</p> <p>Implementation:</p> <p>-Using tool to shape sculptures with clay to create Diva lamps.</p> <p>-Explore texture and collage to create depth in Bear Hunt artwork.</p> <p>-explore percussion instruments</p> <p>-learn, rehearse and perform Christmas songs</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can express my ideas using a range of art forms, effects on my own and in collaboration.</p> <p>Implementation:</p> <p>-Colour mixing and forming shapes.</p> <p>-Developing individual style and exploring new ideas</p> <p>-Becoming an artist.</p> <p>-Introducing Boom wackers to develop rhythm and pattern.</p> <p>-collaborative Chinese dragon artwork</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can revisit and use key materials.</p> <p>-I respond to different experiences, watching, talking and expressing feelings.</p> <p>Implementation:</p> <p>-Papier-mâché Easter eggs</p> <p>Using Boom whackers to create pieces of music and to explore tempo.</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can reflect and respond to art in my own way.</p> <p>-I can develop storylines in my pretend play.</p> <p>-I can talk about what I see and share my likes and dislikes.</p> <p>Implementation:</p> <p>Explore joining mechanisms and how to construct from design while creating seed packets.</p> <p>Explore natural pattern and animal marks/print. Creating patterns and collages by layering materials and printing fruits.</p> <p>Using African drums to explore sound. Develop rhythm and patterns.</p> <p>African dance</p>	<p>Creating with Materials:</p> <p>Skill Progression:</p> <p>-I can join materials and work in 2D and 3D to represent my ideas.</p> <p>-I can select different roles to play, with support if necessary.</p> <p>-I engage in music making and dance, performing solo or in groups.</p> <p>Implementation:</p> <p>Shape and form sculpture with minibeasts as inspiration. Develop symmetrical artwork butterflies and leaf rubbings. Develop transient art inspired with key texts.</p> <p>Use a range of percussion instruments to find the pulse, develop rhythms and perform.</p>
	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>I can take on a role such as a doctor in a surgery.</p> <p>Implementation:</p> <p>-CP roleplay opportunities</p> <p>-Model play</p> <p>-</p> <p>Body Percussion, call and respond, exploring rhythm and pattern.</p> <p>Singing familiar nursery rhymes and number songs.</p>	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>-I can explore and play with a range of materials to make sound and marks.</p> <p>-I am developing an understanding of how things are used and the effects they give.</p> <p>-I can sing in a group or on my own.</p> <p>Implementation:</p> <p>-Sing a range of songs and explore voice and traditional carols.</p> <p>-Act out and recreate the Nativity story for an audience.</p> <p>Recount bear Hunt storytelling, with stick puppets and creating bear dens using natural materials outside.</p>	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>-I can express my ideas using a range of art forms, effects on my own and in collaboration.</p> <p>Implementation:</p> <p>Learn to find the pulse in a piece of music. Listening for changes in music and responding to</p> <p>Exploring cultural dancing and recreating Chinese dragon dances.</p>	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>-I can revisit and use key materials.</p> <p>-I respond to different experiences, watching, talking and expressing feelings.</p> <p>Implementation:</p> <p>Recount narratives – story telling. Preform story acting out with actions. Traditional and historical songs.</p>	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>-I can reflect and respond to art in my own way.</p> <p>-I can develop storylines in my pretend play.</p> <p>-I can talk about what I see and share my likes and dislikes.</p> <p>Implementation:</p> <p>Respond to traditional African dancing and respond with body movements to traditional African music.</p>	<p>Being Imaginative and Expressive:</p> <p>Skill Progression:</p> <p>-I can join materials and work in 2D and 3D to represent my ideas.</p> <p>-I can select different roles to play, with support if necessary.</p> <p>-I engage in music making and dance, performing solo or in groups.</p> <p>Implementation:</p> <p>Story retelling</p> <p>Invent and adapt narratives.</p>
	<p>Key Texts:</p> <p>Beautiful Oops</p> <p>Mixed</p>	<p>Key Texts:</p> <p>Mix it Up</p>	<p>Key Texts:</p> <p>The Dot</p>	<p>Key Texts:</p> <p>Rabbityness</p>	<p>Key Texts:</p> <p>Giraffe's Can't Dance</p>	<p>Key Texts:</p> <p>Matisse's Magical Trail</p> <p>The Visitors</p> <p>Junk DNA</p>

