

Physical Development – skills and progression					
Red – FS1 Blue – FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use large-muscle movements to wave flags and streamers, paint and make marks.	Revise and refine the fundamental movement skills they have already acquired: - rolling - - crawling - - walking - - jumping - - running - - hopping - - skipping - - climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Develop 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. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	<u>Gross Motor Skills</u> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

	confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes				
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PSED Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
.Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. Understand gradually how others might be feeling. To be able to use the toilet on their own	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.	Develop their sense of responsibility and membership of a community. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	<u>Self-Regulation</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

C and L Development – skills and progression					
Red – FS1 Blue – FS2					
Autumn Term		Spring Term		Summer Term	
Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.	Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phases Engage in story time Listen carefully to rhymes and songs, paying attentions to how they sound Learn rhymes, poems and sions	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition	Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?" Can the child use sentences have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the	Listening and Attention Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	shop"? Can the child answer simple 'why' questions? Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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UW - Science Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
To begin to use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. Begin to talk about what they see, using some vocabulary. With support, to begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. Explore how things work.	• Describe what they see, hear and feel whilst outside. To begin to comment and asks questions about aspects of their familiar world such as the natural world, making observations. To begin to talk about why things happen and how things work To begin to look closely at similarities, differences, patterns and change To begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter To begin to talk about the features of their own immediate environment and how environments might vary from one another.	To be able to use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Talk about what they see, using a wide vocabulary. To begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants Talks about why things happen and how things work Looks closely at similarities, differences, patterns and change Explore and talk about different forces I can feel - gravity, push and pull toys To be able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	To begin to be able to say their five senses and begin to understand how we can use these to explore the world around us. Talk confidently about what they see, using a wide vocabulary. Talk about what they see, using a wide vocabulary. To understand the need to respect and care for the natural environment and all living things. To confidently Explore collections of materials with similar and/or different properties. To understand that all living things need to be cared for to grow and flourish.	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

			Plant seeds and care for growing plants. To understand the key features of the life cycle of a plant To develop an understanding of growth, decay and changes over time To identify similarities and differences in relation to living things To be able to talk about the features of their own immediate environment and how environments might vary from one another.		
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UW - History Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
• Begin to make sense of their own life-story and family's history To begin to think about how I have changed. Show an interest into different occupations	To begin to think about and begin to understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them. Comment on images of familiar situations in the past	To make sense of their own life-story and family's history To be able to think about how I have changed. Show an interest into different occupations	To begin to think about and begin to understand the ways I have To begin to Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past	To make sense of their own life-story and family's history and to be able to talk about it. To be able to think about how I have changed and to be able to talk about this. Show an interest into different occupations and begin to talk about these.	<u>Past and Present</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

UW - RE Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
To begin to develop positive attitudes about the differences between people	To begin to understand that some places are special to members of their community. To begin to recognise that people have different beliefs and celebrate special times in different ways. • Talk about members of their immediate family and community • Name and describe people who are familiar to them.	Continue to develop positive attitudes about the differences between people	To understand that some places are special to members of their community To understand and to recognise that people have different beliefs and celebrate special times in different ways. To confidently talk about members of their immediate family and community .Name and describe people who are familiar to them and discuss them.	Ask questions, discuss and talk positively about different people.	Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -

UW - Geography Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
To begin to learn the country that they live in, along with their own address.	• Begin to understand what a simple map is and what a key is used for. • Explore the natural world around them. • Investigate different environments and discuss what is similar and different to the one that they live in. With support, begin to understand the effect of changing seasons on the natural world around them.	To begin to learn about different countries and begin to talk about these from a range of sources - books, experience, Barnby Bear.	To be able to use a map. To explore the world around them. To begin to recognise some similarities and differences between life in this country and life in other countries. To understand the effect of changing seasons on the natural world around them.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps.

Literacy Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Read individual letters by saying the sounds for them. Begin to blend letters together Be able to orally blend	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	<u>Comprehension</u> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> - Write recognisable letters, most of which

			and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
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Maths Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		Spring Term		Summer Term	
Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity	Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Combine shapes to make new ones - an arch, a bigger triangle etc. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. • Know that the last number reached when counting a small set of objects tells you how	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Subitise. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world	Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts,

		many there are in total ('cardinal principle'). Extend and create ABAB patterns - stick, leaf, stick, leaf.		mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them	recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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EAD Development - skills and progression					
Red - FS1 Blue - FS2					
Autumn Term		<u>Spring Term</u>		<u>Summer Term</u>	
Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> -Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when

				shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.	appropriate - try to move in time with music.
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