**Oxton St Saviours CofE Primary School – Miss Morton EYFS**

**Progression of Skills & Curriculum Overview 2022-23**

| **Area of Learning** | Autumn 1 - Marvellous Me! | Autumn 2 - Colours of the Rainbow | | Spring 1 - Animal Kingdom | | Spring 2 - The Great Outdoors | Summer 1 - What a Wonderful World | Summer 2 - Under the Sea & Pirates | |
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| **Other Possible Themes** | Pets Superheros  Looking after ourselves  People Who Help Us Our Local Area  Our Families  *Week 1: Starting School & Me*  *Week 2: Starting School & Me*  *Week 3: Superheros*  *Week 4: People Who Help Us*  *Week 5: Supertato / Healthy Eating / Oral Hygiene*  *Week 6: Autumn*  *Week 7: Harvest & Diwali* | Autumn Firefighters  Toys in the past  *Week 1: Bonfire Night*  *Week 2: Elmer*  *Week 3: Nursery Rhyme Week*  *Week 4: The Gingerbread Man*  *Week 5: Stickman*  *Week 6: Christmas*  *Week 7: Christmas* | | David Attenborough Birds  *Week 1:* Spring  *Week 2:* Pets & Vets  *Week 3: Croc and Bird*  *Week 4: Zoo Animals*  *Week 5: Jungle Animals & David Attenborough*  *Week 6:* Dinosaurs | | Pancake Day Fairtrade  Easter International Women’s Day  *Week 1: Pancake Day*  *Week 2: The Outdoors*  *Week 3: What can we grow?*  *Week 4: Minibeasts*  *Week 5: Easter* | Valentine’s Day Chinese New Year Arctic Animals Around the World!!!  Transport Space  Journeys  *Week 1: Holiday News & Weather*  *Week 2: Winter & Arctic Animals*  *Week 3: Chinese New Year*  *Week 4: Transport & Around the World*  *Week 5: Transport & Around the World*  *Week 6: Space*  *Week 7: Valentines Day* | Holidays Lifeguards Mermaids  Looking after the ocean  *Week 1:* Summer  *Week 2:* Under the Sea  *Week 3:* Sharks  *Week 4:* Pirates  *Week 5:* Pirates  *Week 6:* Transition to Yr1  *Week 7:* Transition to Yr1 | |
| **Events and Celebrations** | Roald Dahl Story Day (13.09.22)  World Mental Health Day (10.10.22)  Harvest Festival (20.10.22)  Diwali (24.10.22) | Halloween (31.10.22)  Bonfire Night (05.11.22)  Remembrance Day (11.11.22)  World Nursery Rhyme Week (14.11.22)  Children in Need (18.11.22) | | Lunar New Year (22.01.23)  Children’s Mental Health Week (06.02.23) | | Pancake Day (21.02.23)  World Book Day (02.03.23)  Holi (08.03.23)  British Science Week (10.03.23)  Red Nose Day (18.03.23)  Mothering Sunday (19.03.23)  Ramadan (22.03.23)  Easter (09.04.23) | Earth Day (22.04.23)  Eid (22.04.23) | Father’s Day (18.06.23) | |
| **Enrichment Activities** | Parent Occupations  Secret Readers | Visit from a Firefighter  Welly Walk wearing Autumn Colours  Nursery Rhyme Week/Dress Up Day  Superhero Day  Messy Play Day  Teddy Baptism at Church  Tie-Dying Christmas T-shirts  *Nativity Performance*  *Christmas Jumper/Dinner Day (08.12.22)* | | Penguin Day  Ice Experiments  ‘Flying’ to a different country.  Visit to the Tram Shed.  Space Day  Underwater street with Year 1  Trip to Sainsbury’s  *Chinese New Year Parade* | | Barefoot Sensory Walk  Butterfly Garden  Tadpoles  Growing flowers (sunflowers, daisies)  Vegetable Patch  Cress Heads  *World Book Day*  *Easter Bonnet Parade* | Pen Pals  Animal Cam/ Virtual Zoo Trip  Bird Watching  Tiger Tea Party  Class Pet  *National Storytelling Week* | Blue Planet Aquarium Trip  Family Pirate Picnic  Flying to the beach, sand & water play  Science Day  Water Day | |
| **Communication and Language**    Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time. | ***Listening, Attention and***  ***Understanding***  Children will be able to understand how to listen carefully and know why it is important.  ***Speaking***  Children will talk in front of small groups and their teacher offering their own ideas. | ***Listening, Attention and Understanding***  Children will begin to understand how and why questions.  ***Speaking***  Children will use new vocabulary throughout the day. | | ***Listening, Attention and Understanding***  Children will learn to ask questions to find out more.  ***Speaking***  Children will talk in sentences using conjunctions, e.g. and, because. | | ***Listening, Attention and Understanding***  Children will retell a story and follow a story without pictures or props.  ***Speaking***  Children will engage in non-fiction books and to use new vocabulary in different contexts. | ***Listening, Attention and Understanding***  Children will be able to understand a question such as who, what, where, when, why and how.  ***Speaking***  Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. | ***Listening, Attention and Understanding***  Children will be able to have conversations with adults and peers with back-and-forth exchanges.  ***Speaking***  Children will use talk in sentences using a range of tenses. | |
| ***Listening, Attention and Understanding:*** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ***Speaking:*** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | | | | |
| **Personal, Social and Emotional Development**    Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc. | ***Self-Regulation***  Children will be able to follow one step instructions.  Children will recognise different emotions.  Children will focus during short whole class activities.  ***Managing Self***  Children will learn to wash their hands independently.  ***Building Relationships***  Children will seek support from adults and gain confidence to speak to peers and adults. | ***Self-Regulation***  Children will talk about how they are feeling and to consider others feelings.  ***Managing Self***  Children will understand the need to have rules.  ***Building Relationships***  Children will begin to develop friendships. | | ***Self-Regulation***  Children will be able to focus during longer whole class lessons.  ***Managing Self***  Children will begin to show resilience and perseverance in the face of a challenge.  ***Building Relationships***  Children will be able to use taught strategies to support in turn taking. | | ***Self-Regulation***  Children will identify and moderate their own feelings socially and emotionally.  ***Managing Self***  Children will develop independence when dressing and undressing.  ***Building Relationships***  Children will an listen to the ideas of other children and agree on a solution and compromise. | ***Self-Regulation***  Children will be able to control their emotions using a range of techniques.  ***Managing Self***  Children will manage their own basic needs independently.  Children will learn to dress themselves independently.  ***Building Relationships***  Children will learn to work as a group. | ***Self-Regulation***  Children will be able to follow instructions of three steps or more.  ***Managing Self***  Children will show a ‘can do’ attitude.  Children will understand the importance of healthy food choices.  ***Building Relationships***  Children will have the confidence to communicate with adults around the school. | |
| ***Self-Regulation:*** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.  ***Managing Self:*** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ***Building Relationships:*** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. | | | | | | | | |
| Physical Development    Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle. | Children will learn to sit up tall at the table with their feet flat on the floor.  ***Gross Motor***  Children will learn to move safely in a space.  ***Fine Motor***  Children will begin experimenting with grips and hands when using mark making tools.  Children will attempt writing their name. | Children will learn to sit up tall at the table with their feet flat on the floor.  ***Gross Motor***  Children will explore different ways to travel using equipment.  ***Fine Motor***  Children will accurately draw lines, circles and shapes to draw pictures.  Children will form most letters in their name. | | ***Gross Motor***  Children will be able to control a ball in different ways.  Children will balance on a variety of equipment and climb.  ***Fine Motor***  Children will consistently use a dominant hand. They will hold a pencil with a tripod pincer grip and increase control and pressure.  Children will correctly form all letters in their name and from Phase 2.  Children will handle scissors, pencil and glue effectively. | | ***Gross Motor***  Children will jump and land safely from a height.  ***Fine Motor***  Children will correctly hold a pencil and use it with good control and pressure.  Children will correctly form all 26 letters from the alphabet.  Children will use cutlery appropriately. | ***Gross Motor***  Children will move safely with confidence and imagination, communicating ideas through movement.  ***Fine Motor***  Children will reduce the size of their letters and sit them on the line.  Children will hold scissors correctly and cut out small shapes. | ***Gross Motor***  Children will be able to play by the rules and develop coordination.  ***Fine Motor***  Children will record letters with some consistency of size and neatness and sit all of the letters on the line. | |
| ***Gross Motor:***Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ***Fine Motor:***Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. | | | | | | | | |
| **Literacy** | ***Comprehension***  Children will independently look at a book, hold it the correct way and turn pages.  ***Word Reading***  Children will segment and blend sounds together to read words.  ***Writing***  Children will give meanings to the marks they make.  Children will hear initial sounds and write the letters down to match.  Children will begin to write short strings of letters to represent words, hearing and writing final sounds first then medial. | ***Comprehension***  Children will engage and enjoy an increasing range of books.  ***Word Reading***  Children will begin to read captions and sentences.  ***Writing***  Children will spell out and write down vc and cvc words by matching letters and sounds.  Children will formulate and say a simple sentence for writing.  Children will write simple labels and lists. | | ***Comprehension***  Children will act out stories using recently introduced vocabulary.  ***Word Reading***  Children will recognise taught digraphs in words and blend the sounds together.  ***Writing***  Children will spell out and write down vc and cvc words by matching letters and sounds.  Children will orally compose a sentence and hold it in my memory before I start to write it.  Children will write a series of words, which is beginning to be readable to others.  Children will write short captions and messages. | | ***Comprehension***  Children will be able to talk about the characters in the books they are reading.  ***Word Reading***  Children will read words containing tricky words and digraphs,  ***Writing***  Children will write tricky words from memory and words with consonant clusters, vowel digraphs and trigraphs.  Children will recall the order of words in a sentence and start to put finger spaces between words.  Children will begin to read their writing back.  Children will write lists, cards, menus and captions. | ***Comprehension***  Children will retell a story using vocabulary influenced by their book.  ***Word Reading***  Children will read longer sentences containing phase 4 words and tricky words.  ***Writing***  Children will write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics.  Children will write a sentence with a full stop and capital letter and re-read it to check that it makes sense.  Children will write instructions, postcards, simple stories and letters. | ***Comprehension***  Children will be able to answer questions about what they have read.  ***Word Reading***  Children will read books matched to their phonics ability.  ***Writing***  Children will write words containing alternative graphemes and split digraphs.  Children will write stories with narratives and storytelling language at length. | |
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| **Possible Book Focus’**  **Quality Text**  **Traditional Tale**  **UTW Focus**  **PSED/Diversity**  **Misc.**  **Misc.** | ***Super Six Books:***  Juniper Jupiter  The Little Red Hen  Avocado Baby  The Colour Monster  Supertato  Owl Babies  ***Other Books:***  We are going on a bear hunt  The invisible string  What the ladybird heard?  Pink is for boys | ***Super Six Books:***  The Something  The Night Before Christmas  Elmer  The Rainbow Fish  Room on the Broom  Stickman  ***Other Books:***  Nursery Rhymes | | ***Super Six Books:***  Whatever Next  A Star in a Jar/How to catch a Star  Jack Frost  Lost and Found  The Naughty Bus  Beegu/Aliens Love Underpants  ***Other Books:***  If you were a penguin  Rocket Rocket Zoom  Zoom to the Moon  Ada Twist | | ***Super Six Books:***  The Extraordinary Gardener  Jack and the Beanstalk  The Very Hungry Caterpillar  Handa’s Surprise  Olivers Vegetables  The Tiny Seed  ***Other Books:***  The Bad Tempered Ladybird  Billy’s Sunflower  A fruit is a suitcase for seeds | ***Super Six Books:***  The Tiger Who Came to Tea  Little Red Riding Hood  Croc and Bird  Goldilocks & The Three Bears  Dear Zoo  The Gingerbread Man  ***Other Books:***  We’re going on a bear hunt  Rumble in the Jungle  Charlottes Web  Three Billy Goats Gruff  The Gruffalo  Giraffes Can’t Dance  Three Little Pigs | ***Super Six Books:***  The Storm Whale  The Little Mermaid  Commotion in the Ocean  Sully the Seahorse  Pirates Love Underpants  Tiddler  ***Other Books:***  Barry the Fish with Fingers  Sharing a shell  Pirate Boy  Smiley Shark | |
| ***Comprehension:*** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  ***Word Reading:*** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  ***Writing:*** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | | | | | | | | |
| **Mathematics** | ***Number***  Children will represent, compose and compare numbers to 3.  ***Numerical Patterns***  Children will match and sort.  Children will compare amounts, size, mass and capacity.  Children will make AB patterns.  Children will verbally say which group has more or less. | ***Number***  Children will represent, compose and compare numbers to 5.  ***Numerical Patterns***  Children will identify and describe circles, triangles, squares and rectangles.  Children will use positional language including under, over, around and through.  Children will identify one more and one less within 5. | | ***Number***  Children will know number bonds to 4.  Children will identify 0.  Children will represent, compose and compare numbers to 8.  ***Numerical Patterns***  Children will compare mass and capacity.  Children will make pairs. | | ***Number***  Children will know number bonds to 5.  ***Numerical Patterns***  Children will combine 2 groups.  Children will explore length, height and time.  Children will compare numbers to 10.  Children will identify a cube, sphere, cylinder and cone.  Children will make ABB/AAB repeated patterns. | ***Number***  Children will know 5+5=10 and 0+10=10.  Children will count forwards and backwards within 10.  ***Numerical Patterns***  Children will build and identify numbers to 20.  Children will match patterns using tangrams and shapes.  Children will add more and take away within 20. | ***Number***  Children will double within 10.  ***Numerical Patterns***  Children will equally share into two groups.  Children will identify even and odd numbers up to 10.  Children will verbally count beyond 20. | |
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| ***Number:*** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  ***Numerical Patterns:*** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | | | |
| **Understanding the World** | ***History: Past and Present***  Children will know about their own life story and how they have changed.  ***Geography: People, Culture and Communities***  Children will know about features of the immediate environment.  ***Science: The Natural World***  Children will understand the terms ‘same’ and ‘different’.  ***RE: People, Culture and Communities***  Children will know what Creation teaches Christian’s about God. | ***History: Past and Present***  Children will know some similarities and differences between things in the past and now.  ***Geography: People, Culture and Communities***  Children will know that there are many countries around the world.  ***Science: The Natural World***  Children will explore and ask questions about the natural world around them.  ***RE: People, Culture and Communities***  Children will know why Christans perform nativity plays.  Children will know what the church is and why the local church is linked to our school. | | ***History: Past and Present***  Children will talk about the lives of people around them.  ***Geography: People, Culture and Communities***  Children will know that people around the world have different religions.  ***Science: The Natural World***  Children will talk about features of the environment they are in and learn about the different environments.  ***RE: People, Culture and Communities***  Children will know what Christians say God is like.  Children will know what kind of king Jesus may have been. | | ***History: Past and Present***  Children will talk about past and present events in their lives and what has been read to them.  ***Geography: People, Culture and Communities***  Children will know about people who help us within the community.  ***Science: The Natural World***  Children will make observations about plants discussing similarities and differences.  ***RE: People, Culture and Communities***  Children will know why people say sorry.  Children will know why Christians put three crosses in an Easter garden.  Children will know how Easter Day is different to Good Friday.  Children will know why Christians are happy on Easter. | ***History: Past and Present***  Children will know about the past through settings and characters.  ***Geography: People, Culture and Communities***  Children will know that people in other countries may speak different languages.  ***Science: The Natural World***  Children will make observations about animals discussing similarities and differences.  ***RE: People, Culture and Communities***  Children will know what Christians say the Holy Spirit is like. | ***History: Past and Present***  Children will know about the past through settings, characters and events.  ***Geography: People, Culture and Communities***  Children will know that simple symbols are used to identify features on a map.  ***Science: The Natural World***  Children will know some important processes and changes in the natural world, including states of matter.  ***RE: People, Culture and Communities***  Children will know how the disciples changed when they first met Jesus. | |
| ***Past and Present:*** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  ***People, Culture and Communities:*** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  ***The Natural World:*** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | | |
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| Expressive Arts and Design | ***Music: Being Imaginative***  Children will sing and perform nursery rhymes.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will experiment mixing with colours.  ***Access Art:***  *Shaving Foam Marbling*  *To Colour…*  *Mark Making and Sound*  *Fruit and Veg Head*  *Hands, Feet and Flowers* | ***Music: Being Imaginative***  Children will experiment with different instruments and their sounds.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will experiment with different textures.  ***Access Art:***  *Finding Circles*  *Collaging with Wax Crayon Rubbings*  *Printing with String*  *Transforming Objects*  *Repeat Pattern Printing Roller* | | ***Music: Being Imaginative***  Children will create narratives based around stories.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will safely explore different techniques for joining materials.  ***Access Art:***  *Still Life Compositions Inspired by Cezanne*  *Collecting, Arranging, Drawing*  *Nursery Night Time Collage* | | ***Music: Being Imaginative***  Children will move in time to the music.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will make props and costumes for different role play scenarios.  ***Access Art:***  *Insect Hotels*  *Burton Hathow Ducklings* | ***Music: Being Imaginative***  Children will play an instrument following a musical pattern.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will explore and use a variety of artistic effects to express their ideas and feelings.  ***Access Art:***  *Top Tips for Cardboard Creations*  *Prop Making for Toys*  *Clay Play* | ***Music: Being Imaginative***  Children will invent their own narratives, stories and poems.  *See Charanga Progression of Skills document.*  ***Art & Design: Creating with Materials***  Children will share creations, talk about process and evaluate their work.  ***Access Art:***  *Shells: Observational & Imaginative Drawing*  *Creating a Book World* | |
| ***Creating with Materials:*** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.  ***Being Imaginative:*** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | | | |