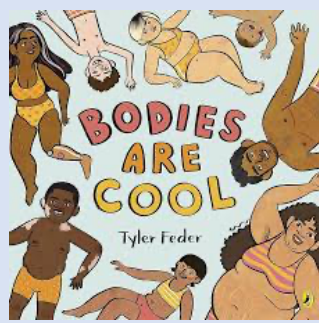
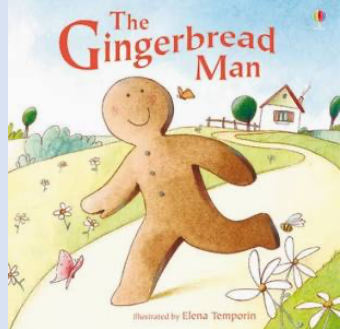
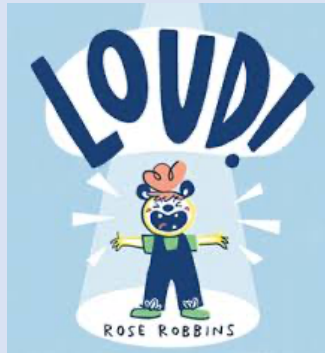
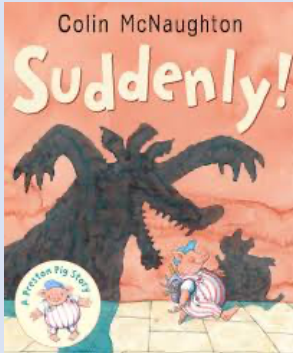
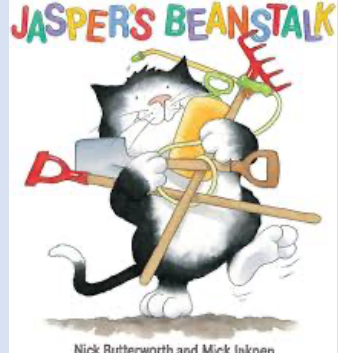
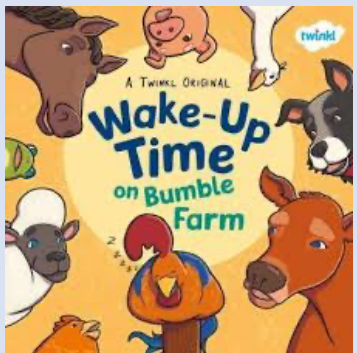




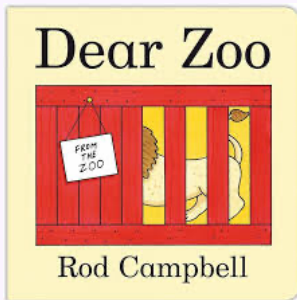
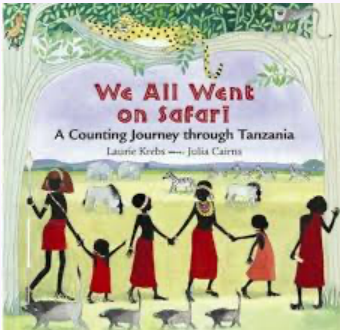
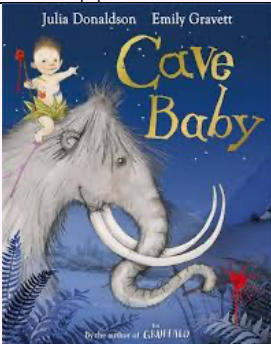
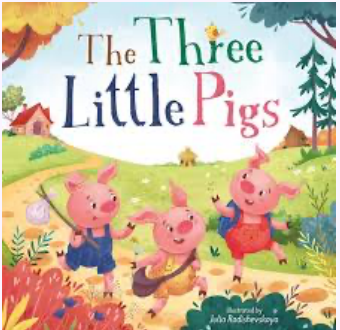
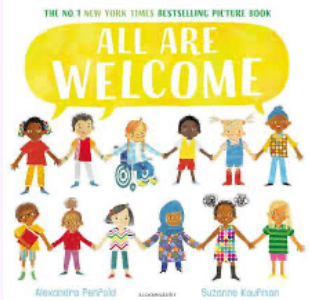
Landewednack School EYFS Long Term Planning and Progression of Skills

At Landewednack School we believe that children learn best through play based, practical activities that allow them to explore, develop curiosity and independence in their learning. As the foundation of the school we strive to support our children to develop the key knowledge and skills they need to prepare them for the next stage of their educational journey. We work as an Early Years Unit (from Nursery to Year One) and develop children's learning through small step teaching and play based learning opportunities. Our curriculum is based around six core texts that that we will explore throughout the year and celebration weeks that allow our children to understand different traditions and cultures.

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do you take care of yourself?	How do you make biscuits?	How do you make music?	How do you make shadows?	How do you grow plants?	How do farmers look after animals?
Core Texts						
Curriculum Enhancements (trips, visitors, experiences)	Nurse Visit		Musician Visit		Garden Centre Visit	Tregullas Farm Visit

Our Favourite Five

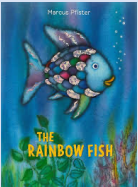




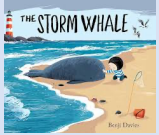
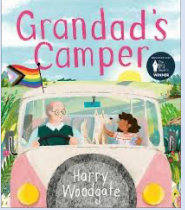

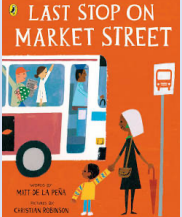



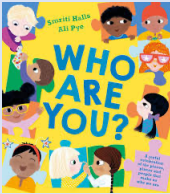
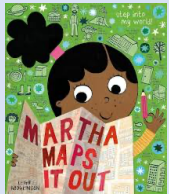
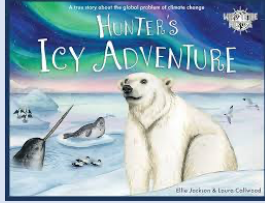



These are books that we will read over and over throughout the year to support children to develop a love for reading and a real familiarity with these books.

				
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Alongside the rest of the school we use White Rose Maths and our children begin Read Write Inc Phonic sessions the term before they start school.

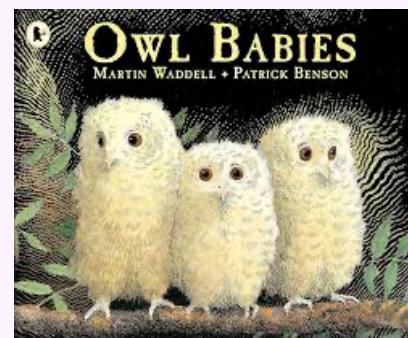
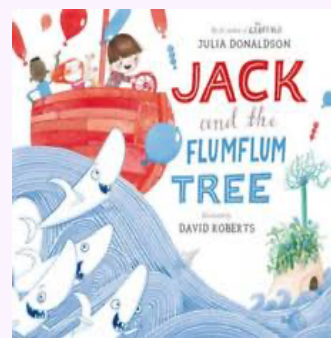




Puffins Class						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit (Year 1)	Powhatan People	Unity in the Community	Come fly with me Arctic Circle	Record Breaker	Never Eat Shredded Wheat	Going Wild
EYFS Enquiry Question	What does it mean to be part of a community?	Where do you live?	What happens in Winter?	What does it mean to be an explorer?	How do you stay healthy?	Which animals live in England?
Core Texts (English)	 	  	 Non-Fiction - Persuasive Leaflet - Ice Planet	 	 	 
Core Texts (Topic)						
Curriculum Enhancements (trips, visitors, experiences)	Harvest Festival	Christmas Nativity Pantomime Local Walk				Feet Beat (dance competition) Farm Visit Teddy Bears Picnic Transition Events

Our Favourite 5

These are books that we will read over and over throughout the year to support children to develop a love for reading and a real familiarity with these books.





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Nursery	2 and 3 Year Olds					
		<p>WALT understand simple words in context.</p> <p>WALT copy what adults do, taking turns.</p>	<p>WALT use gestures like waving and pointing to communicate.</p> <p>WALT recognise and point to objects if asked about them.</p> <p>WALT use single words or phrases during play.</p>	<p>WALT listen, understand and respond to a simple instruction.</p> <p>WALT enjoy singing, music and toys that make sounds.</p> <p>WALT listen, understand and respond to simple instructions.</p>	<p>WALT focus on an activity of our own choice.</p> <p>WALT listen to other people's talk with interest.</p> <p>WALT identify familiar objects and properties for practitioners when they are described e.g. blue car.</p>	<p>WALT make ourselves understood using words and actions.</p> <p>WALT understand and act on longer sentences like "make teddy jump".</p> <p>WALT listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>WALT say how we are feeling, using words as well as actions.</p> <p>WALT develop conversations.</p> <p>WALT understand simple questions about 'who', 'what', and 'where'.</p>
		3 and 4 Year Olds					
		<p>WALT enjoy listening to longer stories and remember much of what happens.</p> <p>WALT use a wider range of vocabulary.</p>	<p>WALT start a conversation with an adult or a friend and continue it for many turns.</p> <p>WALT understand a question or instruction that has two parts, such as "Get your coat and wait at the door?".</p>	<p>WALT understand 'why' questions like: "Why do you think the caterpillar got so fat?".</p> <p>WALT pay attention to more than one thing at a time, which can be difficult.</p>	<p>WALT use talk to organise ourselves and our play: "Let's go on a bus...you sit there...I'll be the driver."</p> <p>WALT use longer sentences of four to six words.</p>	<p>WALT sing a large repertoire of songs.</p> <p>WALT know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>WALT be able to express a point of view and to debate when we disagree with an adult or a friend, using words as well as actions.</p>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Reception	WALT listen carefully to a story.	WALT join in with repeated refrains in a story.	WALT talk about key events in a story.	WALT identify the main characters in stories and talk about their feelings.	WALT link events in a story to our own experiences.	WALT 'hot seat' characters from stories.
		WALT ask 'what' questions.	WALT ask 'why' questions.	WALT ask 'who' questions.	WALT ask 'when' questions	WALT ask 'where' questions.	WALT ask a range of what, who, when, where and why questions.
		WALT know and use vocabulary from the core texts.	WALT know and use vocabulary from the core texts.	WALT know and use vocabulary from the core texts.	WALT know and use vocabulary from the core texts.	WALT know and use vocabulary from the core texts.	WALT know and use vocabulary from the core texts.
		WALT talk in full sentences.	WALT share our ideas in class discussions.	WALT explain why we think things happen.	WALT use recently introduced vocabulary throughout the day.	WALT participate in small group discussions.	WALT know and use vocabulary from the core texts. WALT express our views using past and present tense.
		<p>ELG: 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.</p> <p>ELG: 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.</p>					



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Nursery	2 and 3 Year Olds					
		Self-Regulation					
		WALT find ways to calm ourselves with the support of our key person.	WALT respond to boundaries and routines.	WALT develop confidence when exploring new places.	WALT express a range of emotions.	WALT be increasingly able to talk about and manage our emotions.	WALT talk about our feelings in more elaborated ways.
		Managing Self					
		WALT establish our sense of self.	WALT develop self-assurance	WALT grow in independence rejecting help.	WALT show effortful control e.g. waiting for our turn	WALT take part in short adult let session.	WALT use the toilet with help (following parents lead).
		Building Relationships					
		WALT build a positive relationship with our key person.	WALT play with increasing confidence with other children when our key person is nearby.	WALT develop friendships with other children with the support of our key person.	WALT develop friendships with other children independently.	WALT notice and ask questions about differences such as skin colour, types of hair, gender etc.	WALT explore emotions beyond or normal range through play alongside other children.
		3 and 4 Year Olds					
		Self-Regulation					
		WALT select activities and resources with help.	WALT develop a sense of responsibility and community.	WALT talk about and express simple feelings.	WALT understand boundaries and routines.	WALT resolve conflicts.	WALT maintain attention for a short while at a chosen activity.
		Managing Self					
		WALT express preferences. WALT be increasingly independent in meeting our own needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly.	WALT make healthy choices about food, drink, activity and toothbrushing.	WALT understand simple emotions.	WALT give comfort to others.	WALT become more confident around others.	WALT speak with confidence.
		Building Relationships					
		WALT be interested in others play.	WALT initiate play.	WALT take turns with adult guidance.	WALT take part in pretend play.	WALT understand how other might be feeling.	WALT keep play going by responding to what other are saying or doing.








		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Reception	Self Regulation					
		WALT seek comfort from a trusted adult at school. WALT follow simple instructions.	WALT name feelings. WALT give focussed attention to adults during adult led tasks.	WALT express our own feelings verbally. WALT follow two-part instructions.	WALT wait for what we want and begin to control immediate impulses.	IWALT give focused attention to the teacher when engaged in another activity. WALT set and work towards simple goals.	WALT follow instructions including several ideas or actions.
		Managing Self					
		WALT understand the rules and expectations at school. WALT manage our own personal hygiene needs with some support (toileting, hand washing).	WALT follow school and class rules and expectations effectively. WALT develop independence when dressing for P.E and Wild Tribe.	WALT develop positive vocabulary to talk about challenge. WALT understand the importance of toothbrushing and physical activity.	WALT persevere when faced with a challenge. WALT understand the importance of healthy eating and sleep routine.	WALT recognise and be proud of personal achievements. WALT manage personal hygiene needs independently.	WALT understand right from wrong and manage behaviour effectively in a range of situations. WALT know how to be a safe pedestrian and model this on school visits.
		Building Relationships					
		WALT build positive relationships with new adults within school.	WALT build positive friendships with a range of children across the school.	WALT understand the importance of turn taking and play turn taking games.	WALT understand that other children may have different perspectives.	WALT show consideration and sensitivity to the needs of others.	WALT play cooperatively with others during 'busy learning' time.
<p>ELG: Self-Regulation Children at the expected level of development will: 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.</p> <p>ELG: Managing Self Children at the expected level of development will: 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.</p> <p>ELG: Building Relationships Children at the expected level of development will: 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.</p>							



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Nursery	2 and 3 Year Olds					
		WALT gradually gain control of our whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	WALT fit ourselves into spaces like tunnels, dens and large boxes, and move around in them. WALT walk, run, jump and climb – and start to use stairs independently.	WALT build independently with a range of appropriate resources. WALT clap and stamp to music.	WALT spin, roll and climb independently. WALT explore different materials and tools.	WALT sit on a push-along wheeled toy, use a scooter or ride a tricycle. WALT enjoy starting to kick, throw and catch balls.	WALT use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. WALT develop manipulation and control. WALT start eating independently and learning how to use a knife and fork.
		3 and 4 Year Olds					
		WALT continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills. WALT go up and down stairs, or climb up apparatus using alternate feet. WALT show a preference for a dominant hand.	WALT use large muscle movements to wave flags and streamers, paint and make marks. WALT match our developing physical skills to tasks and activities in the setting. For example, we decide whether to crawl, walk or run across a plank depending on its length and width.	WALT be able to use and remember sequences and patterns of movements which are related to music and rhythm. WALT skip, hop, stand on one leg and hold a pose for a game like musical statues.	WALT choose the right resources to carry out our own plan. For example, choosing a spade to enlarge a small hole we dug with a trowel. WALT start taking part in some group activities which we make up for ourselves, or in teams.	WALT collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. WALT use one handed tools and equipment, for example, making snips in paper with scissors.	WALT be increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips. WALT use a comfortable grip with good control when holding pens and pencils.



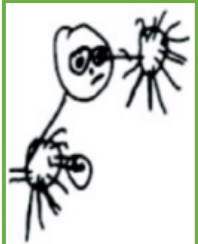

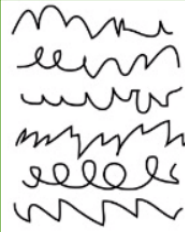

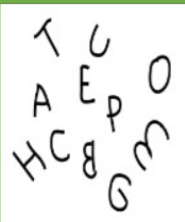

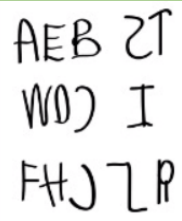
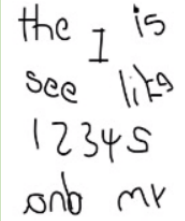


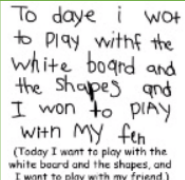
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Reception	Fine Motor					
		WALT draw freely using a range of materials. WALT attempt to use scissors.	WALT draw freely with increasing detail and control.	WALT draw in structured activities guided by an adult with increasing control. WALT begin to use scissors more accurately.	WALT form most letters correctly.	WALT form all letters correctly. WALT use scissors effectively.	WALT develop the foundations of a handwriting style which is fast, accurate and efficient.
		Gross Motor					
		WALT develop upper arm and shoulder strength by using the bars and climbing equipment and crawling.	WALT revise and refine the fundamental movement skills already acquired including rolling, crawling, walking, jumping, running, hopping, skipping and climbing.	WALT move around spaces with awareness for obstacles and other children.	WALT move through obstacle courses using a range of movements including crawling, climbing, jumping and running.	WALT use core muscle strength to achieve a good posture when sitting at a table or on the floor. WALT move with developing control and grace.	WALT confidently use a range of large and small apparatus. WALT display confidence, competence, precision and accuracy when engaging in activities that involve a ball.
		Real P.E.					
		Coordination (Footwork). Static Balance (One Leg).	Dynamic Balance to Agility (Jumping and Landing) Static Balance (Seated)	Real Gum (shape and travel) Real Gym (flight and rotation)	Dynamic Balance (On a line) Static Balance (stance) Coordination (Ball Skills) Counterbalance (with a partner)	Coordination (Sending and Receiving) Agility (Reaction/Response) Balance ability: Building stamina, training for sports day.	Agility (Ball Chasing) Static Balance (Floorwork) Real Dance
Pencil Grip Progression Pencil Grip Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress.							
Whole hand/palmer grasp	Overhand grasp	Four finger grasp	Tripod grip/quad grasp	Dynamic tripod grip			
							



Scissor Skill Progression							
Open/Close Scissors (2 to 2.5 Years Old) The children learn how to open and close scissors. They are not ready to use them with paper. They may explore with dough.		Snips Paper (2 to 2.5 Years Old) Once the children have mastered opening and closing the scissors, they can move on to make small snips on the paper. They are not moving forward on the paper with scissors, just making snips.		Snips Paper Moving Forwards (3 Years Old) Children are able to make snips in the paper while moving the scissors forward across the paper (paper size should be no bigger than 6 inches).			
Uses helping Hand (3 to 3.5 Years Old) Children begin to use their 'helper hand' to hold the paper whilst cutting with their dominant hand. Adults encourage a 'thumbs up' position while holding both the scissors and paper.		Cuts a Straight Line (3 to 3.5 Years Old) Children can move the scissors along a straight line that is 6 inches long. Their accuracy is still a work in progress, with most cutting within $\frac{1}{2}$ inch of the cutting line.		Cuts a Straight Line (4 Years Old) Children are now able to cut a 6 inch straight line within a $\frac{1}{4}$ inch of the cutting line.			
Cut a Curved Line (4 Years Old) Children are able to cut on a curved line that is $\frac{1}{4}$ inch wide, staying within a $\frac{1}{4}$ inch of the cutting line.		Cut a Circle Shape (4 Years Old) Once a child has mastered curved lines, they are able to take on circle shapes of at least 6 inches in diameter. Their accuracy will start at around $\frac{1}{2}$ an inch from the cutting line and improve to $\frac{1}{4}$ inch from the cutting line as they continue to practise. Right handers anti clockwise, left handers clockwise.		Cuts a Square Shape (4.5-5 Years Old) The child can cut out a square shape within $\frac{1}{4}$ inch from the cutting line.			
Cuts Complex Shapes (5 to 6 Years Old) The child is now able to cut complex shapes such as figures.		ELG: Gross Motor Skills Children at the expected level of development will: 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.					
ELG: Fine Motor Skills Children at the expected level of development will: 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.							
Physical Education	Year One	Coordination (Footwork).	Dynamic Balance to Agility (Jumping and Landing)	Real Gum (shape and travel)	Dynamic Balance (On a line)	Coordination (Sending and Receiving)	Agility (Ball Chasing)
		Static Balance (One Leg).	Static Balance (Seated)	Real Gym (flight and rotation)	Static Balance (stance)	Coordination (Ball Skills)	Agility (Reaction/Response)
				Counterbalance (with a partner)		Balance ability: Building stamina, training for sports day.	Real Dance



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	2 and 3 Year Olds					
		WALT enjoy songs and rhymes., tuning in and paying attention. WALT enjoy listening short to stories.	WALT join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. WALT pay attention and respond to the pictures or the words in stories. WALT enjoy drawing freely.	WALT say some of the words in songs and rhymes. WALT have favourite books and seek them out, to share with an adult, with another child or to look at alone.	WALT copy finger movements and other gestures in songs. WALT repeat words and phrases from familiar stories. WALT add some marks to our drawings, which we give meaning to. For example, "That says mummy".	WALT sing songs and say rhymes independently, for example, singing whilst playing. WALT ask questions about books. Make comments and share their own ideas.	WALT develop play around favourite stories using props. WALT notice some print, such as the first letter of our name, a bus, or door number, or a familiar logo. WALT make marks on our picture to stand for our name.
		3 and 4 Year Olds					
		WALT know that print has meaning.	WALT know that print can have different purposes.	WALT engage in extended conversations about stories, learning new vocabulary.	WALT use some of our print and letter knowledge in our early writing. For example, writing a pretend shopping list.	WALT Know that we read English from text from left to right and from top to bottom.	WALT know the names of the different parts of a book. WALT understand page sequencing.
		Phonological Awareness					
		General sound discrimination – environmental sounds. General sound discrimination – instrumental sounds.	General sound discrimination – body percussion Rhythm and Rhyme	Alliteration	Voice sounds	Oral Blending and Segmenting	RWI Phonics
		Pre Writing Skills Progression					
		Not all children will progress at the same rate but these are the elements they need to develop to be able to write successfully.					
		Gross Motor Skills Children learn how to develop their bodies from the centre outwards and from the top downwards. Arm and finger control follows the same pattern. Children need to manipulate the arm from the shoulder joint and they gradually understand how to control their hands and then make finger movements.	Bilateral Integration - Crossing the Mid Line In order to write children need to be coordinate both sides of their bodies together with one hand holding the paper, while the other manipulates the pen.	Building Fine Motor Control As well as building gross motor skills, children need to develop strength in their wrists and hands as well as a high level of finger control. Some of the key actions required are grip strength (make a fist to feel the action), pinch strength (hold an invisible pencil tight to feel this action) and eye to hand coordination (also known as visual motor integration).	Developing Dexterity Children need a high level of dexterity for writing. Children can develop this by doing up buttons and zips, threading beads, using tweezers and chopsticks, cutting or tearing paper.	Holding a Writing Tool At first children grasp a pencil using a fist grip and the ultimate aim is for them to learn how to use a dynamic pencil grip (see physical development section for this). Singing finger rhymes and being able to move individual fingers supports children to achieve this.	Proper Posture Children need a substantial amount of core strength to support their bodies to write. The correct posture for writing is a 90-90-90 position (a 90 degree angle at the feet/ankles, at the knees and at the elbows). "Feet flat and bottoms back"/
		Writing Progression Writing Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception).					

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>	 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>
 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Reception	Comprehension					
		WALT identify our favourite books and talk about why we like them. WALT begin to retell simple stories,	WALT answer simple questions about a familiar story	WALT predict what may happen next in a story. WALT retell stories with increasing detail.	WALT use the vocabulary fiction and non-fiction and begin to understand meaning. WALT use Grandma Fantastic vocabulary when talking about stories.	WALT use vocabulary introduced from stories throughout the school day. WALT create and retell our own stories.	WALT be able to identify whether a book is fiction or non-fiction. WALT use Grandma Fantastic vocabulary in a range of contexts.
		Word Reading					
		WALT read individual letters by saying the sounds for them.	WALT blend sounds into words, so that we can read short words made up of known letter- sound correspondences.	WALT read some letter groups that each represent one sound and say sounds for them.	WALT read a few common exception words matched to the school's phonic programme.	WALT read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.	WALT re-read books to build up confidence in word reading, fluency, understanding and enjoyment. WALT recognise and say a sound for each letter of the alphabet as well as 10 'special friends' (digraphs).
		Writing					
		WALT form some lower-case letters correctly.	WALT form most lower-case letters correctly. WALT begin to write simple CVC words using the sounds taught. WALT write our names.	WALT spell words by identifying the sounds and then writing the sound with letter/s.	WALT form all lower-case letters correctly. WALT begin to write short captions using finger spaces.	WALT begin to form capital letters correctly. WALT understand when we use capital letters (at the beginning of a sentence and for names). WALT consistently write our names with correct letter formation.	WALT write short sentences with words with known sound-letter correspondences using a capital letter and full stop. WALT re-read what we have written to check that it makes sense.
Pre Writing Progression							
Gross Motor Skills Children learn how to develop their bodies from the centre outwards and from the top downwards. Arm and finger control follows the same pattern. Children need to manipulate the arm from the shoulder joint and they gradually understand how to control their hands and then make finger movements.	Bilateral Integration - Crossing the Mid Line In order to write children need to be coordinate both sides of their bodies together with one hand holding the paper, while the other manipulates the pen.	Building Fine Motor Control As well as building gross motor skills, children need to develop strength in their wrists and hands as well as a high level of finger control. Some of the key actions required are grip strength (make a fist to feel the action), pinch strength (hold an invisible pencil tight to feel this action) and eye to hand coordination (also known as visual motor integration).	Developing Dexterity Children need a high level of dexterity for writing. Children can develop this by doing up buttons and zips, threading beads, using tweezers and chopsticks, cutting or tearing paper.	Holding a Writing Tool At first children grasp a pencil using a fist grip and the ultimate aim is for them to learn how to use a dynamic pencil grip (see physical development section for this). Singing finger rhymes and being able to move individual fingers supports children to achieve this.	Proper Posture Children need a substantial amount of core strength to support their bodies to write. The correct posture for writing is a 90-90-90 position (a 90 degree angle at the feet/ankles, at the knees and at the elbows). "Feet flat and bottoms back" /		

Writing Progression

Writing Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress (step 11 isn't an expectation until children reach the end of Reception).

<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	<p>4. Symbols That Represent Letters</p>	<p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	<p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>
<p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	

ELG: Comprehension
Children at the expected level of development will: 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.

ELG: Word Reading
Children at the expected level of development will: 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.

ELG: Writing
Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

<p>English</p>	<p>Year One</p>	<p>WALT write simple dictated sentences using finger spaces consistently.</p> <p>WALT consistently use a capital letter for the personal pronoun "I".</p> <p>WALT know to use capital letters for names.</p>	<p>WALT form capital letters correctly.</p> <p>WALT write simple sentences using capital letters, finger spaces and full stops.</p>	<p>WALT form capital letters correctly.</p> <p>WALT spell each of the days of the week and understand that these always begin with a capital letter.</p> <p>WALT join words and clauses using and.</p>	<p>WALT sequence sentences to form short narratives.</p>	<p>WALT use exclamation marks and question marks to demarcate sentences.</p> <p>WALT understand and use suffixes.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery	2 and 3 Year Olds					
		<p>WALT respond to words like lots or more.</p> <p>WALT fit shapes into spaces.</p> <p>WALT become familiar with patterns in daily routines.</p>	<p>WALT build with a range of resources.</p> <p>WALT find our way around familiar environments.</p> <p>WALT explore how things look from different viewpoints.</p>	<p>WALT develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>WALT react to changes of amounts in a group of up to three items.</p>	<p>WALT compare sizes and weights etc. using gesture and language – 'bigger, little, smaller', 'high/low', 'tall', 'heavy'.</p> <p>WALT fill and empty containers.</p>	<p>WALT notice patterns and arrange things in patterns.</p> <p>WALT know that things might happen now or are another time within daily routines.</p>	<p>WALT count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>WALT compare amounts, saying 'lots', 'more', or 'same'.</p> <p>WALT take part in finger rhymes with numbers.</p>
		3 and 4 Year Olds					
		<p>More than, fewer than, same</p> <ul style="list-style-type: none"> -WALT collect objects to compare amounts. -WALT make simple comparisons of amounts. -WALT look for collections of larger and small amounts. -WALT compare and talk about large and small amounts. -WALT make large and small collections. -WALT make collections the same. <p>Explore and Build with Shapes and Objects</p> <ul style="list-style-type: none"> -WALT explore and play with shapes. -WALT show interest in simple differences between shapes. -WALT put shapes and blocks into position. -WALT select shapes for a reason. -WALT begin to explore and describe natural shapes and objects. -WALT find and collect objects for a purpose. <p>Explore Repeats</p>	<p>Begin to Order Number Names</p> <ul style="list-style-type: none"> -WALT model saying 1,2,3 in play. -WALT copy the sequence of 1, 2 and 3 -WALT copy fingers the represent 1, 2 and 3 -WALT begin to count actions -WALT say number names in order -WALT begin to recognise that anything can be counted <p>I see 1, 2, 3</p> <ul style="list-style-type: none"> -WALT notice images in books. -WALT respond to "I see 1,2,3" -WALT recognise "I see 1,2,3" -WALT copy "I see 1,2,3" -WALT point to 1,2,3 -WALT recognise 1,2,3 in well-known tales. <p>Join in with Repeats</p> <ul style="list-style-type: none"> -WALT join in with repeats in songs and stories -WALT sing some refrains independently -WALT have a sense of daily routines -WALT say what happens next 	<p>Show me 1,2,3</p> <ul style="list-style-type: none"> WALT copy fingers to show 1. WALT copy fingers to show 2. WALT cope fingers to show 3. WALT show 1 finger when seeing 1 item in stories. WALT show 2 or 3 fingers when seeing 2 or 3 in stories. WALT show 1,2,3 fingers when asked. <p>Move and Label 1,2,3</p> <ul style="list-style-type: none"> WALT make actions when saying counting words. WALT move fingers when saying counting words. WALT count out up to 3 objects from rhymes. WALT notice number symbols on labels. WALT label amounts as 1 and not 1. WALT label amounts as 1,2 or 3. <p>Explore Position and Routes</p> <ul style="list-style-type: none"> WALT explore shape resources. WALT explore more complex inset jigsaws. WALT talk about simple positions. WALT move into simple positions. 	<p>Take and Give 1, 2, 3</p> <p>Match, Talk, Push and Pull</p> <p>Talk About Dots</p> <p>Compare and Sort Collections</p>	<p>Lead on Own Repeats</p> <p>Start to Puzzle</p> <p>Making Patterns Together</p> <p>Make Games and Actions</p>	<p>Show me 5</p> <p>My Own Pattern</p> <p>Stop at 1, 2, 3, 4, 5</p> <p>Match, Sort, Compare</p>



- WALT listen to repeats in songs and stories.
- WALT start to join in songs with repeats.
- WALT start to join in with repeats from stories.
- WALT clap along to songs.
- WALT make line patterns with own sequences.
- WALT choose blocks to build roads and towers.

Hear and Say Number Names

- WALT hear some number names
- WALT join in saying some number names
- WALT model saying number names in order
- WALT practise saying number names in order
- WALT join in stable order counting forwards
- WALT join in stable order counting backwards.

- WALT make arrangements in art

Explore Position and Space

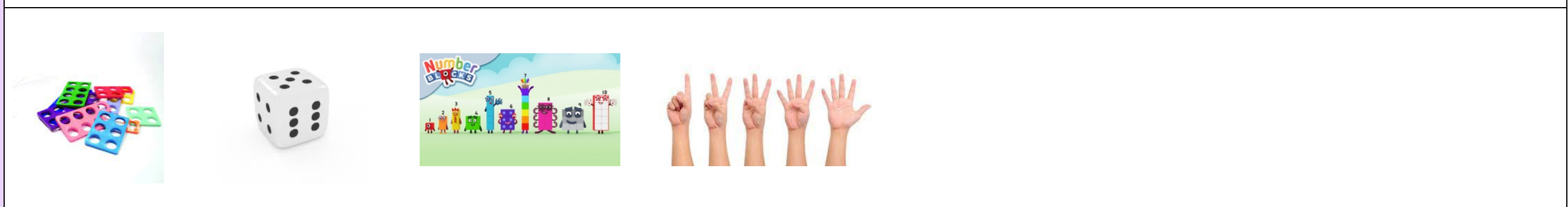
- Respond to simple language of position
- WALT arrange blocks in a chosen position
- WALT select shapes for a space
- WALT recognise when 2 objects are the same shape
- WALT explore and describe shapes and objects
- WALT sort shapes and objects into simple categories

- WALT follow simple small-world routes.

Explore own first Patterns

- WALT explore simple pattern arrangements.
- WALT make roads and bridges with intent.
- WALT choose blocks to copy simple creations.
- WALT make simple line patterns with objects.
- WALT make simple pattern arrangements.
- WALT show an interest in patterns and shapes.

Key Representations





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Reception	White Rose Maths					
		<p>Match, sort and compare WALT match objects. WALT match pictures and objects. WALT identify a set. WALT sort objects to a type. WALT explore sorting techniques WALT create sorting rules WALT compare amounts.</p> <p>Talk about measure and patterns WALT compare size. WALT compare mass. WALT compare capacity. WALT explore simple patterns. WALT copy and continue simple patterns. WALT create simple patterns.</p> <p>It's me 1,2,3 WALT find 1, 2 and 3. WALT subitise 1, 2 and 3. WALT represent 1, 2 and 3. WALT find 1 more. WALT find 1 less. WALT the composition of 1, 2 and 3</p>	<p>Circles and Triangles WALT identify and name circles and triangles WALT compare circles and triangles WALT spot shapes in the environment WALT describe position</p> <p>1, 2, 3, 4, 5 WALT find 4 and 5 WALT subitise 4 and 5 WALT represent 4 and 5 WALT find 1 more WALT find 1 less WALT the composition of 4 and 5 WALT the composition of 1-5</p> <p>Shapes with 4 Sides WALT identify and name shapes with 4 sides WALT combine shapes with 4 sides WALT spot shape in the environment WALT order our day and night</p>	<p>Alive in 5 WALT understand the concept of zero WALT find 0 to 5 WALT subitise 0 to 5 WALT represent 0 to 5 WALT find 1 more WALT find 1 less WALT understand composition WALT conceptually subitise to 5</p> <p>Mass and Capacity WALT compare mass. WALT find a balance WALT explore capacity WALT compare capacity</p> <p>Growing 6, 7, 8 WALT find 6, 7 and 8 WALT represent 6, 7 and 8 WALT find 1 more WALT find 1 less WALT understand the composition of 6, 7 and 8 WALT make pairs – odd and even WALT find a double to 8 WALT make a double to 8 WALT combine two groups WALT conceptually subitise</p>	<p>Length, height and time WALT explore length WALT compare length WALT explore height WALT compare height WALT talk about time WALT order and sequence time</p> <p>Building 9 and 10 WALT find 9 and 10 WALT compare numbers to 10 WALT represent 9 and 10 WALT conceptually subitise to 10 WALT find 1 more WALT find 1 less WALT understand composition to 10 WALT find bonds to 10 (2 parts) WALT make arrangements of 10 WALT find bonds to 10 (3 parts) WALT find doubles to 10 WALT make doubles to 10 WALT explore even and odd</p> <p>Explore 3-D shapes WALT recognise and name 3-D shapes WALT find 2-D shapes within 3-D shapes WALT use 3-D shapes for tasks WALT find 3-D shapes in the environment WALT identify more complex patterns WALT copy and continue patterns WALT find patterns in the environment</p>	<p>To 20 and Beyond WALT build numbers beyond 10 (10-13) WALT continue patterns beyond 10 (10-13) WALT build numbers beyond 10 (14-20) WALT continue patterns beyond 10 (14-20) WALT verbally count beyond 20 WALT understand verbal counting patterns</p> <p>How many now? WALT add more. WALT how many did I add? WALT take away WALT how many did I take away?</p> <p>Manipulate, compose and decompose WALT select shapes for a purpose WALT rotate shapes WALT manipulate shapes WALT explain shape arrangements WALT compose shapes WALT decompose shapes WALT copy 2-D shape pictures WALT find 2-D shapes within 3D shapes</p>	<p>Sharing and Grouping WALT explore sharing WALT share WALT explore grouping WALT share (even and odd) WALT play with and build doubles</p> <p>Visualise, Build and Map WALT identify units of repeating patterns WALT create our own pattern rules WALT explore pattern rules WALT replicate and build scenes and constructions WALT visualise from different positions WALT give instructions to build WALT explore mapping WALT represent maps with models WALT create own maps and plans from story situations</p> <p>Make Connections WALT deepen understanding WALT notice patterns and relationships</p>

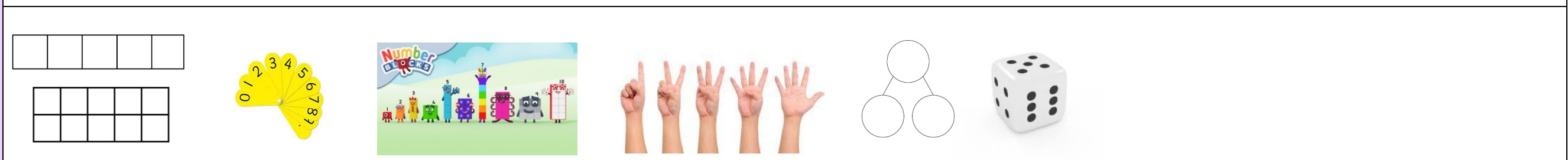


Number Sense Maths

Strand 1 Subitising 1 and 2 Subitising 1 to 3 Subitising 1 to 4 Subitising 1 to 5	Strand 1 Subitising 6 to 10	Strand 2 Partitioning 2 Partitioning 3 Partitioning 4 Partitioning 5	Strand 2 Partitioning 10 Composition of 6 to 9	Strand 3 Comparing quantities to 10	Strand 3 Patterns in numbers to 10
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In Reception we aim to incorporate maths into our daily routine to help children to develop confidence and fluency with numbers 1-10. We use 10s frames for self-registration and have lots of conversations about numbers in the environment. We follow Number sense for our number planning and combine this with elements of White Rose. We believe that although it is very important for children to develop a strong grounding in Number we also want our children to have developed knowledge and skills in other areas of shape, space and measure to prepare them for learning in KS1.

Key Representations



ELG: Number

Children at the expected level of development will: 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.

ELG: Numerical Patterns

Children at the expected level of development will: 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.

White Rose Maths

Maths	Year One	Place Value (within 10) WALT sort objects. WALT count objects WALT count objects from a larger group WALT represent objects WALT count on from any number WALT find 1 more WALT count backwards within 10 WALT find 1 less WALT compare groups by matching WALT identify fewer, more, same WALT identify less than, greater than, equal to WALT compare numbers WALT order objects and numbers WALT use the number line WALT recognise numbers as words	Addition and Subtraction (continued) WALT recall number bonds to 10 WALT understand addition – add together WALT add more WALT solve addition problems WALT find a part WALT find a part WALT understand Fact families – the eight facts WALT take away/cross out (How many left?) WALT take away (How many left?) WALT subtract using a number line WALT add or subtract 1 or 2 Shape WALT recognise and name 3-D shapes WALT sort 3-D shapes	Place Value (within 20) WALT count within 20 WALT understand 10 WALT understand 11, 12 and 13 WALT understand 14, 15 and 16 WALT understand 17, 18 and 19 WALT understand 20 WALT understand 1 more and 1 less WALT complete number lines to 20 WALT use a number line to 20 WALT estimate on a number line to 20 WALT compare numbers to 20 WALT order numbers to 20 Addition and Subtraction (within 20) WALT add by counting on within 20 WALT add ones using number bonds	Place Value (within 50) WALT count from 20 to 50 WALT understand 20, 30, 40 and 50 WALT count by making groups of tens WALT group tens and ones WALT partition into tens and ones WALT use the number line to 50 WALT estimate on a number line to 50 WALT understand 1 more and 1 less Length and Height WALT compare lengths and heights WALT measure length in objects WALT measure length in centimetres Mass and Volume	Multiplication and Division WALT count in 2s WALT count in 10s WALT count in 5s WALT recognise equal groups WALT add equal groups WALT make arrays WALT make doubles WALT make equal groups – grouping WALT make equal groups – sharing Fractions WALT recognise half of an object or a shape WALT find a half of an object or a shape WALT recognise a half of a quantity WALT find half of a quantity WALT recognise a quarter of an object or a shape	Place Value (within 100) WALT count from 50 to 100 WALT count in tens to 100 WALT partition into tens and ones WALT use the number line to 100 WALT find 1 more and 1 less WALT compare numbers with the same number of tens WALT compare any two numbers Money WALT unitise WALT recognise coins WALT recognise notes WALT count in coins Time WALT use the language before and after



Addition and Subtraction

WALT understand the concept of parts and wholes
 WALT use a part-whole model
 WALT write number sentences
 WALT understand fact families – addition facts.
 WALT recall number bonds within 10
 WALT recall systematic number bonds within 10

WALT recognise and name 2-D shapes
 WALT sort 2-D shapes
 WALT recognise patterns with 2-D and 3-D shapes.

WALT find and make number bonds to 20
 WALT understand doubles
 WALT understand near doubles
 WALT subtract ones using number bonds
 WALT subtract by counting back
 WALT subtract by finding the difference
 WALT understand related facts
 WALT solve missing number problems

WALT use the language heavier and lighter
 WALT measure mass
 WALT compare mass
 WALT use the language full and empty
 WALT compare volume
 WALT measure capacity
 WALT compare capacity

WALT find a quarter of an object or a shape
 WALT recognise a quarter of a quantity
 WALT find a quarter of a quantity

Position and Direction

WALT describe turns
 WALT describe position – left and right
 WALT describe position – forwards and backwards
 WALT describe position – above and below
 WALT use ordinal numbers

WALT name and order the days of the week
 WALT name and order the months of the year
 WALT identify hours, minutes and seconds
 WALT tell the time to the hour
 WALT tell the time to the half hour

Number Sense Maths

Stage 1
 Subitising 1-5
 Subitising 6-10
 Subitising on tens frames

Stage 2
 Make and break 5
 Make and break 4, 3 and 2
 Make and break 10

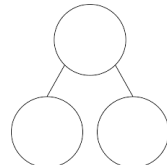
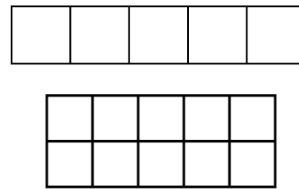
Stage 2
 Make and break 6
 Make and break 7
 Make and break 8
 Make and break 9

Stage 3
 One more, one less
 Two more, two less
 Number 10 fact families
 Five and a bit

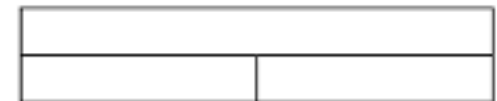
Stage 3
 Know about zero
 Doubles and near doubles
 Number neighbours
 7 tree and 9 square
 Strategy selection

Stage 4
 Ten and a bit

Key Representations



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Nursery	2 and 3 Year Olds					
		WALT explore the environment in Autumn. WALT make connections between the features of our family and other families. WALT notice differences between people.	WALT explore materials with different properties.	WALT explore the environment in Winter. WALT explore a range of instruments that make different sounds. WALT repeat actions that have an effect.	WALT explore natural materials, indoors and outside.	WALT explore the environment in Spring. WALT explore and respond to different natural phenomena in our setting and on trips (plants).	WALT explore the environment in Summer. WALT identify animals and their babies in their surrounding environment. WALT explore and respond to different natural phenomena in our setting and on trips (animals).
		3 and 4 Year Olds					
		WALT take care of ourselves. WALT identify and talk about our senses. WALT understand the key features of the lifecycle of a human. WALT begin to make sense of our own life story and family history. WALT show interest in different occupations (nurse).	WALT explore collections of materials with similar and/or different properties. WALT combine and mix ingredients. WALT shape and join materials. WALT change materials by heating and cooling, including cooking. WALT talk about the differences between materials and changes we notice. WALT show interest in different occupations (cook).	WALT make sounds WALT listen to sounds WALT explore how things work WALT identify electrical devices WALT use battery-powered devices WALT show interest in different occupations (musician).	WALT explore light sources WALT shine light on or through different materials WALT explore and talk about different forces they can feel. WALT show interest in different occupations (IT technician).	WALT explore the surrounding natural environment. WALT Use all our senses in hands on exploration of natural objects from the surrounding environment. WALT plant seeds and care for growing plants. WALT understand the key features of the lifecycle of a plant. WALT show interest in different occupations (gardener).	WALT talk about what we see using a wide vocabulary. WALT begin to understand the need to respect and care for the natural environment and all living things. WALT compare adult animals to their babies WALT observe how baby animals change over time. WALT understand the key features of the lifecycle of an animal. WALT show interest in different occupations (farmer).



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Reception	Past and Present					
		WALT identify what the past means. WALT look at family photos and identify, name and describe immediate family members. WALT talk about our favourite memories from the past.	WALT identify similarities and differences when looking at photographs of the Lizard in the past and present. WALT talk about our family Christmas traditions and find out if they were the same for our parents when they were children.	WALT ask questions to find out about what life was like when our teachers and parents were children.	WALT know about different methods of transport and how they have changed over time.	WALT order events from our lives.	WALT talk about the pets in our families and identify how they have changed as they have grown.
		People, Culture and Communities					
		WALT understand what it means to be part of a community. WALT follow a simple map around school.	WALT know how to stay safe when near roads and how to cross safely. WALT follow a simple map around the village.	WALT recognise some similarities and differences between life in England and life in the Arctic Circle.	WALT draw a simple map of our journey to school.	WALT recognise similarities and differences between life in a village and city.	WALT identify animals that live in different countries.
		The Natural World					
		WALT describe people who are familiar to us WALT play, explore and observe living things in Autumn (in all weather).	WALT explore a range of materials, including natural materials WALT compare how materials change over time and in different conditions WALT draw simple pictures of the natural environment, autumn leaves, plants and animals.	WALT play, explore and observe living things in Winter (in all weather). WALT describe what we can hear when outside. WALT describe what we can feel when outside. WALT explore how objects move in water. WALT explore how the wind can move objects WALT explore how to change how things work. WALT explore ice and freezing.	WALT make objects from different materials, including natural materials WALT understand the concept of space travel. WALT identify the Earth, Sun, Moon, planets and stars.	WALT play, explore and observe living things in Spring (in all weather). WALT to take care of ourselves. WALT explore plants in the surrounding natural environment. WALT observe, measure and record how materials change when heated and cooled	WALT play, explore and observe living things in Summer (in all weather). WALT explore the animals in the surrounding natural environment WALT explore plants and animals in a contrasting natural environment WALT name and describe animals that live in different habitats. WALT describe different habitats



R.E.

Being special: where do we belong?

WALT retell religious stories making connections with personal experiences.

WALT share and record occasions when things have happened in our lives that make us feel special.

WALT recall simply what happens at a traditional Christian infant baptism and dedication.

WALT recall simply what happens when a baby is welcomed into a religion other than Christianity.

Why is Christmas special to Christians?

WALT talk about people who are special to us.

WALT say what makes our family and friends special to them.

WALT recall simply what happens at a traditional Christian festival (Christmas).

WALT begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.

WALT retell religious stories, making connections with personal experiences.

Why is the word 'God' special to Christians?

WALT talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.

WALT retell stories, talking about what they say about the world, God, human beings.

WALT think about the wonders of the natural world, expressing ideas and feelings.

WALT say how and when Christians like to thank their Creator.

WALT talk about what people do to mess up the world and what they do to look after it.

Why is Easter special to Christians?

WALT recognise and retell stories connected with celebration of Easter.

WALT say why Easter is a special time for Christians.

WALT talk about ideas of new life in nature.

WALT recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature.

WALT talk about some ways Christians remember these stories at Easter.

Which places are special and why?

WALT talk about somewhere that is special to us, saying why.

WALT recognise that some religious people have places which have special meaning for them.

WALT talk about the things that are special and valued in a place of worship.

WALT begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.

WALT get to know and use appropriate words to talk about our thoughts and feelings when visiting a church.

WALT express a personal response to the natural world.

Which stories are special and why?

WALT talk about some religious stories.

WALT recognise some religious words, e.g. about God.

WALT identify some of our own feelings in the stories they hear.

WALT identify a sacred text e.g. Bible, Torah.

WALT talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

ELG: Past and Present

Children at the expected level of development will: 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.

ELG: People, Culture and Communities

Children at the expected level of development will: 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.

ELG: The Natural World

Children at the expected level of development will: 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.



History

<p>WALT know and retell the life story of Pocahontas.</p> <p>WALT know what made Pocahontas famous.</p> <p>WALT understand the contribution made to cross-cultural relationships.</p> <p>WALT understand what makes Pocahontas an inspirational historical figure.</p>			<p>WALT know and be able to retell the life story of Ranulph Fiennes.</p> <p>WALT know about Ranulph Fiennes was famous for.</p> <p>WALT understand what makes Ranulph Fiennes an inspirational historical figure.</p>		<p>WALT know that some animals are endangered, the reasons why and what is being done to preserve these species.</p>
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Geography

	<p>WALT use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area.</p> <p>WALT know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop.</p> <p>WALT know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation.</p> <p>WALT know how to locate the school on a map.</p>	<p>WALT know what the Arctic circle is and be able to locate the Arctic Circle on a map.</p> <p>WALT understand about the weather and climate in the Arctic Circle.</p> <p>WALT know about the Inuit people group and their customs and traditions.</p> <p>To learn about the Aurora Borealis (Northern Lights).</p>		<p>WALT know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>WALT name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>WALT name and locate the world's seven continents and five oceans.</p> <p>WALT know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm.</p> <p>WALT know how to recognise landmarks and basic physical features from aerial photos and plans.</p> <p>WALT know where in the world some foods come from.</p>	<p>WALT identify how places have become the way they are and how they are changing.</p> <p>WALT recognise changes in the environment and identify how the environment may be improved and sustained.</p>
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Science

WALT identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

WALT observe Autumn changes and describe weather associated with Autumn and how day length varies.

WALT distinguish between an object and the material from which it is made.

WALT identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

WALT describe the simple physical properties of a variety of everyday materials.

WALT compare and group together a variety of everyday materials on the basis of their simple physical properties.

WALT observe Winter changes and describe weather associated with the Winter and how day length varies.

Science Enrichment

WALT identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

WALT identify and describe the basic structure of a variety of common flowering plants, including trees.

WALT observe Spring changes and describe weather associated with the Spring and how day length varies.

WALT identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

WALT identify and name a variety of common animals that are carnivores, herbivores and omnivores.

WALT describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

WALT observe Summer changes and describe weather associated with the Summer and how day length varies.

R.E.

WALT recognise that loving others is important in lots of communities.

WALT say simply what Jesus and one other religious leader taught them about loving other people.

WALT give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.

WALT identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

WALT give examples of ways in which people express their identity and belonging within

WALT recognise that stories of Jesus' life come from the Gospels.

WALT give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

WALT give examples of ways in which Christians use the story of the Nativity to guide our beliefs and actions at Christmas.

WALT think, talk and ask questions about Christmas for people who are Christians and people who are not.

WALT decide we they personally have to be thankful for, giving a reason for our ideas.

WALT identify what a parable is.

WALT tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.

WALT give clear, simple accounts of what the story means to Christians.

WALT give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).

WALT give an example of how Christian put their beliefs into

WALT Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

WALT Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

WALT give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

WALT think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for our ideas.

WALT recognise the words of the Shema as a Jewish prayer.

WALT re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).

WALT give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

WALT give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).

WALT make links between Jewish ideas of God found in the stories and how people live.

WALT give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

WALT talk about what we think is good about reflecting, thanking, praising and remembering for Jewish people.

WALT give a good reason for our ideas about whether reflecting, thanking, praising and remembering have something to say to us too.



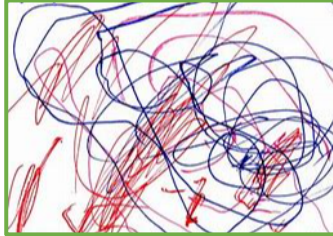





<p>faith communities and other communities, responding sensitively to differences.</p> <p>WALT talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>		<p>practice in worship (e.g. by saying sorry to God).</p> <p>WALT think, talk and ask questions about whether we can learn anything from the story for ourselves, exploring different ideas.</p> <p>WALT give a reason for the ideas we have and the connections we make.</p>			
<p>Computing</p>					
<p>WALT identify technology in our classroom.</p> <p>WALT use computer technology.</p> <p>WALT develop mouse skills.</p> <p>WALT use a computer keyboard.</p> <p>WALT develop keyboard skills.</p> <p>WALT use a computer responsibly.</p>	<p>WALT use paint software on a computer.</p> <p>WALT use shapes and line.</p> <p>WALT make careful choices.</p> <p>WALT reflect on the choices we have made.</p> <p>WALT use paint software independently.</p> <p>WALT compare computer art and painting.</p>	<p>WALT use buttons to program a moving robot.</p> <p>WALT use directions to program a moving robot.</p> <p>WALT combine forwards and backwards commands to make a sequence.</p> <p>WALT combine four direction commands to make a sequence.</p> <p>WALT plan a simple program.</p> <p>WALT find more than one solution to a problem.</p>	<p>WALT label objects.</p> <p>WALT identify that objects can be counted.</p> <p>WALT describe objects in different ways.</p> <p>WALT count objects with the same properties.</p> <p>WALT compare groups of objects.</p> <p>WALT answer questions about groups of objects.</p>	<p>WALT use a computer to write.</p> <p>WALT add and remove text on a computer.</p> <p>WALT identify that the look of text can be changed on a computer.</p> <p>WALT make careful choices when changing text.</p> <p>WALT explain why we used the tools that we selected.</p> <p>WALT compare typing on a computer to writing on paper.</p>	<p>WALT choose a command for a given purpose.</p> <p>WALT show that a series of commands can be joined together.</p> <p>WALT identify the effect of changing a value.</p> <p>WALT explain that each sprite has its own instructions.</p> <p>WALT design the parts of a project.</p> <p>WALT use our algorithm to create a program.</p>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	Nursery	2 and 3 Year Olds					
		<p>WALT recognise sounds.</p> <p>WALT join in with songs and rhymes, making some sounds.</p> <p>WALT notice patterns with strong contrasts.</p> <p>WALT explore paint using fingers and other body parts.</p>	<p>WALT make marks with purpose.</p> <p>WALT explore different materials, using all our senses to investigate them.</p> <p>WALT manipulate and play with different materials.</p>	<p>WALT move and dance to music.</p> <p>WALT make rhythmical and repetitive sounds.</p> <p>WALT respond emotionally and physically to music when it changes.</p>	<p>WALT enjoy and take part in action songs.</p> <p>WALT use our imagination as we consider what we can do with different materials.</p>	<p>WALT explore our voices and enjoy making sounds.</p> <p>WALT express feelings through making marks, and give a meaning to the marks we make.</p> <p>WALT explore paint using tools.</p> <p>WALT explore paint using brushes.</p>	<p>WALT explore a range of sound makers and instruments and play them in different ways.</p> <p>WALT develop pretend play, pretending that one object represents another.</p> <p>WALT make simple models which express our ideas.</p>
		3 and 4 Year Olds					
		<p>WALT take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>WALT join different materials and explore different textures.</p>	<p>WALT explore different materials freely, to develop our own ideas about how to use them and what to make.</p>	<p>WALT listen with increased attention to sounds.</p> <p>WALT use drawing to represent ideas like movement or loud noises.</p> <p>WALT play instruments with increasing control to express our feelings and ideas</p> <p>WALT respond to what we have heard, expressing our thoughts and feelings.</p> <p>WALT sing the melodic shape of familiar songs.</p> <p>WALT sing the pitch of a tone sung by another person.</p>	<p>WALT begin to develop complex stories using small world equipment.</p> <p>WALT create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>WALT develop our own ideas and then decide which materials to use to express them.</p> <p>WALT show different emotions in our drawings and paintings.</p> <p>WALT draw with increasing complexity and detail, such as representing a face with circle including details.</p> <p>WALT explore colour and colour mixing.</p>	<p>WALT make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>WALT create our own songs or improvise a song around one we know.</p> <p>WALT remember and sing entire songs.</p>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Art and Design	Reception	Creating with Materials					
		<p>WALT investigate the marks and patterns made by different textures.</p> <p>WALT explore mark making with felt tips.</p> <p>WALT explore mark making with chalk.</p> <p>WALT explore mark making using pencils.</p>	<p>WALT create a simple observational drawing.</p> <p>WALT use a variety of colours and materials to create a self-portrait.</p> <p>WALT explore paint through finger painting.</p> <p>WALT create natural paintbrushes using found objects.</p> <p>WALT use a range of tools to create and decorate salt dough decorations.</p>	<p>WALT respond to music through the medium of painting.</p> <p>WALT make child led collages using mixed media.</p> <p>WALT create landscape collages inspired by the work of Megan Coyle.</p> <p>WALT create a large piece of group artwork based around fireworks.</p>	<p>WALT explore clay and its properties.</p> <p>WALT explore playdough and its properties.</p> <p>WALT create natural 3D Landscape pictures using found objects.</p> <p>WALT generate inspiration and conversation about sculpture art and artists.</p>	<p>WALT make a 3D clay sculpture using own designs.</p> <p>WALT develop scissor skills.</p> <p>WALT develop threading skills.</p> <p>WALT join materials together in different ways and practise these techniques.</p>	<p>WALT fold, curl and cut paper to achieve a desired effect.</p> <p>WALT create a design for a tissue paper flower.</p> <p>WALT create a tissue paper flower based upon design.</p> <p>WALT refine small motor skills through the use of drawing, cutting and manipulating paper.</p>
		<p>Throughout the year children will have access to a wide range of material to create freely with. Children will be encouraged to use the skills we have taught when creating freely and to reflect and come back to their creations once completed. Children also have access to a range of props and resources within deconstructed role play to create their own narratives and stories.</p>					
		Being Imaginative and Expressive					
		<p>WALT perform a song in Harvest Festival as a class.</p> <p><u>Nursery Rhymes/Songs</u> Harvest song</p>	<p>WALT enjoy creating and moving in time to music.</p> <p>WALT perform in the Christmas Nativity.</p> <p><u>Nursery Rhymes/Songs</u> Dinosaurs 5 little ducks went swimming one day Nativity songs</p>	<p>WALT enjoy dancing with consideration to different styles and tempos of music.</p> <p><u>Nursery Rhymes/Songs</u> 5 little men in a flying saucer Humpty, dumpty sat on the wall I can sing a rainbow</p>	<p>WALT talk about dance and performance art.</p> <p>WALT listen to and learn simple poems.</p> <p><u>Nursery Rhymes/Songs</u> Incy wincy spider Jack and Jill Five currant buns</p>	<p>WALT perform familiar songs in groups and individually.</p> <p><u>Nursery Rhymes/Songs</u> Down in the jungle Twinkle, twinkle little star Old MacDonald had a farm</p>	<p>WALT retell a story as a performance for the school in assembly.</p> <p><u>Nursery Rhymes/Songs</u> 1,2,3,4,5 once I caught a fish alive One man went to mow Ten green bottles</p>

<p>Drawing Progression Drawing Progression will not follow a specific timescale for all children but will vary depending on their individual needs and rates of progress.</p>							
<p>Scribble stage – records of enjoyable kinaesthetic movements, no attempts at portraying the real world.</p> 		<p>Stages of scribbling (random /controlled) Scribbles take on shapes, the first being circular movements.</p> 		<p>Naming the scribble - drawings may look like scribble but children ascribe meaning to them</p> 		<p>Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.</p> 	
				<p>Schematic stage – children have a definite way to portray certain objects using simple shapes.</p> 		<p>Realism stage – children add detail to their work and compare it to that of others work and real objects/images.</p> 	
<p>ELG: Creating with Materials Children at the expected level of development will: 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.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: 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.</p>							
<p>Art</p>							
<p>WALT know how to create different types of lines.</p> <p>WALT explore line and mark-making to draw water.</p> <p>WALT draw with different media.</p> <p>WALT develop an understanding of mark making.</p>		<p>WALT apply an understanding of drawing materials and mark-making to draw from observation.</p> <p>WALT investigate how to mix secondary colours.</p> <p>WALT apply knowledge of colour mixing when painting.</p>		<p>WALT explore colour when printing.</p> <p>WALT experiment with paint mixing to make a range of secondary colours.</p> <p>WALT apply painting skills when working in the style of an artist (Clarice Cliff).</p> <p>WALT roll paper to make 3D structures.</p>		<p>WALT shape paper to make a 3D drawing.</p> <p>WALT apply paper-shaping skills to make an imaginative sculpture.</p> <p>WALT work collaboratively to plan and create a sculpture.</p>	
				<p>WALT apply painting skills when working in 3D.</p> <p>WALT know that art can be made in different ways.</p> <p>WALT choose, measure, arrange and fix materials.</p>		<p>WALT explore plaiting, threading and knotting techniques.</p> <p>WALT learn how to weave.</p> <p>WALT combine techniques in a piece of woven artwork.</p>	
<p>Expressive Art and Design Year One</p>							



Music					
WALT play tuned and untuned instruments musically.	WALT know what is meant by musical texture.	WALT understand the meaning of pitch.	WALT know how to create a graphic score.	WALT use our voices expressively and creatively by singing songs and speaking, chants and rhymes.	WALT explore elements of pitch.
WALT know how symbols are used in composition.	WALT be able to recognise the difference between a thin and thicker texture.	WALT know the meaning of tempo.	WALT learn the meaning of 'timbre' and recognise that voices have their own unique timbre.	WALT know the importance of posture and vocal warm-ups when singing.	WALT increase control of vocal pitch.
WALT know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet'.	WALT experiment with, create, select and combine sounds using the inter-related dimensions of music.	WALT know that dynamics relates to volume.	WALT recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound.	WALT understand what beat is.	WALT use pitched instruments and accurately match their voices to the different notes they can hear.
		WALT know what sound effects are and how they are used.		WALT know what lyrics are in a song.	WALT use musical knowledge and skills to create a safari soundtrack.
Design Technology Project on a page					
	Mechanisms, Sliders and Levers		Structures – freestanding structures	Food – preparing fruits and vegetables including cooking and nutrition requirements.	