

EYFS Long Term Planning- Knowledge & Skills Progression: **Reception**

At Thistly Meadow Primary School, we recognise the fundamental role a child’s early experience plays in shaping the person and learner they become. As a cohesive team, we share the same vision that creating life-long learners occurs when children are happy, curious, creative, confident and engaged in an environment where there are regular opportunities to develop characteristics of effective learning. We provide pupils with a safe and stimulating indoor and outdoor learning environment that will enable them to thrive and become independent and resilient individuals. Our EYFS curriculum is designed to underpin strong foundations across the prime and specific areas of learning which supports sequential progression in knowledge and skills required to continue to be successful in Key Stage 1 and beyond.

Thistly Meadow Primary School’s Progression of Communication & Language

Communication and Language is embedded within all elements of the Early Years Foundation Stage’s daily practice. We ensure we explicitly model and explain key vocabulary we desire our pupils to understand and confidently use themselves across the curriculum, setting high expectations to use taught vocabulary and apply them in full sentences. We ensure there is a daily opportunity to listen, learn and engage with high quality texts from different genres, both through taught reading sessions and reading for pleasure separately. We also explore different poems, nursery rhymes and number rhymes on a daily basis. Our careful questioning within whole class discussions, small focused groups, engaging with pupils during continuous provision and high quality play. Our staff identify key vocabulary in order to set high expectations of vocabulary across the different areas of provision and whilst exploring texts.

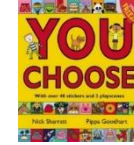
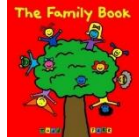
Listening Attention & Understanding	Early Learning Goals
	<ul style="list-style-type: none"> ○ <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> ○ <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> ○ <i>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</i>
	<ul style="list-style-type: none"> • To understand how to listen carefully • To understand why listening is important. • To be able to follow directions. • To engage in story times, joining in with repeated phrases and actions. • To begin to understand how and why questions • To respond to instructions with more than one step • Understand the importance of listening and how to do so carefully.

	<ul style="list-style-type: none"> • Explore new vocabulary and show understanding by using it correctly e.g when exploring texts, and curriculum specific vocabulary with the ability to apply in a full sentence. • Develop social phrases – manners, good morning, how are you? • Ask questions to clarify understanding • Hold a sustained conversation with peers and adults
<p>Speaking</p>	<p style="text-align: center;">Early Learning Goals</p> <ul style="list-style-type: none"> ○ <i>Participate in small group, class and one-to- one discussions, offering their own ideas, using recently introduced vocabulary.</i> ○ <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> ○ <i>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.</i>
	<ul style="list-style-type: none"> • Speak in well-formed sentences • Ask questions using who, what, where, when, why and how • Use taught vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail (may include use of sequencing words) • Retell familiar stories • Use talk to explain their thinking and offer explanations

Thistly Meadow Primary School’s Progression of Personal, Social & Emotional Development

Personal, Social & Emotional Development (PSED) at Thistly Meadow Primary is underpinned with our school’s Personal, Social, Health and Economic (PSHE) curriculum. We facilitate daily circle times which support our children in developing positive skills and attitudes towards learning, our self-esteem and how we see ourselves, our social and emotional development and to build on our focusing, listening and turn taking skills. In Reception, we deliver the *Cambridgeshire PSHE Scheme* which enables children to explore different emotions, relationships and their understanding of self through texts, circle

time, games and interactive activities. Our learning environment supports children to build relationships through collaborative play which promotes characteristics of effective learning. Children are encouraged to recognise and make healthy choices including trying daily fruit/vegetable snacks, as well as through dedicated learning time within our PSHE scheme units, the curriculum topics and within the reading texts. The following texts from Thistly Meadow's No Outsiders road map are read, shared and discussed throughout the EYFS year.



<p>Self-regulation</p>	<p style="text-align: center;">Early Learning Goals</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● View themselves as a valuable individual recognising their strengths. ● Begin to moderate their feelings in social situations. ● Tolerate delay and show patience for a short period of time. ● Follow instructions with more than 2 steps. ● Give focused attention to a staff member managing simple distractions.
<p>Managing self</p>	<p style="text-align: center;">Early Learning Goals</p> <ul style="list-style-type: none"> ○ Select and choose resources to help them reach a goal ○ Increasingly follow rules ○ Develop appropriate ways of being assertive (Stop, I don't like it.) ○ Begin to describe and recognise simple feelings – sad, happy, angry, worried, tired and scared <ul style="list-style-type: none"> ● Express their feelings and develop respect and awareness of the feeling of others ● Show growing confidence in trying new activities ● Show resilience when faced with a challenge ● Manage their own needs (washing their hands, dressing, toileting, toileting, making good food choices) ● Explain their reason for rules and actively try to meet them

Building relationships	Early Learning Goals
	<ul style="list-style-type: none"> ○ Work and play cooperatively and take turns with others ○ Form positive attachments to adults and friendships with peers ○ Show sensitivity to their own needs and to others' needs
	<ul style="list-style-type: none"> ● Build constructive and respectful relationships with adults and peers. ● Consider the perspectives of other people. ● Work and play cooperatively. ● Show growing sensitivity to the needs of others. ● Form positive attachments with peers and adults in provision.

Thistly Meadow Primary School's Progression of Literacy

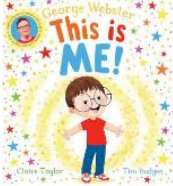
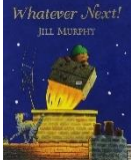
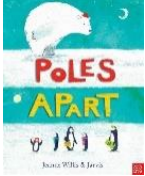
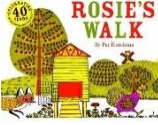
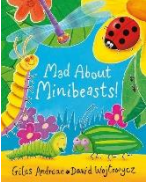
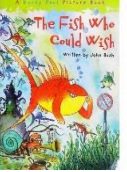
In YR, we instill curiosity and enjoyment around texts whilst supporting children developing key decoding and comprehension skills to help them flourish into confident and skilled readers and writers to prepare them for KS1. In EYFS and KS1, we follow the Read, Write, Inc Phonic scheme. This begins from the start of the year where we provide opportunities to engage with texts, to tune into sounds through different oral blending games and activities, to develop language and connect to books through singing, rhymes and sensory exploration. In Reception, we introduce children to graphemes and within our daily phonics sessions build towards reading common exception words, sentences and practicing the skill of segmenting and spelling words through writing. In addition to our daily phonics sessions, we participate in reading sessions weekly focusing on; decoding, prosody and comprehension. We have carefully selected high quality texts to hook the children into our various topics and enhance their knowledge and skills across the EYFS curriculum. Each provision within our Early Years has a calming and comfortable reading corner filled with high quality texts from different genres accessible to the children. We also carefully select the texts we read with the children daily including a mixture of fiction stories, non-fiction, poetry and rhymes.

	Autumn	Spring	Summer
Comprehension	Early Learning Goals <ul style="list-style-type: none"> ○ <i>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</i> ○ <i>Anticipate (where appropriate) key events in stories.</i> ○ <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> 		

	<ul style="list-style-type: none"> Independently look at books, holding them the correct way and turning pages Recognise left to right print Track the text from left to right and top to bottom Talk about the pictures Recall the things that happened in stories Hear rhyme Hear initial sounds in words To enjoy an increasing range of book genres including fiction, non-fiction, poems and rhymes Engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them 	<ul style="list-style-type: none"> Track the text and read simple sentences / books matched with phonics ability, sounding out the words Expect what is read makes sense Talk about the stories that have been read by saying what happened at the beginning, middle and end To enjoy a range of books Begin to re-tell stories in own words with some support to use recently introduced vocabulary To make inferences from illustrations To talk about characters' feelings and characteristics in the books they are reading To make plausible predictions based on what has been read 	<ul style="list-style-type: none"> To show engagement and enjoyment when listening to a range of books including stories, rhymes and poetry Read books matched with their phonics ability independently, sounding words out where needed as well as using other strategies (e.g. sounding out words in head and using the context) Show an understanding of what has been read / what has been read to them by answering how and why questions Talk about their favourite part of the story Re-tell stories in their own words using recently introduced vocabulary Say what might happen next in the story
<p>Phonics- please see RWI phonics programme</p> <p>Word reading</p>	<p>Early Learning Goals</p> <ul style="list-style-type: none"> <i>Say a sound for each letter in the alphabet and at least 10 digraphs</i> <i>Read words consistent with their phonic knowledge by sound-blending</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word</i> 		
	<ul style="list-style-type: none"> Say the phoneme for all of the single letter sounds Know that 2 letters can make 1 sound 	<ul style="list-style-type: none"> Say the phoneme for all of the single letter sounds and recognise a digraph in a word Segment and blend cvc words 	<ul style="list-style-type: none"> Say the phonemes for all of the single letter sounds and for at least 10 digraphs / trigraphs Segment and blend the sounds

	<ul style="list-style-type: none"> Segment and blend the sounds to read cvc words and some ccvc and cvcc words Start to chunk multi-syllabic words to read some of these with the phonemes they know Recognise and read some see it, say it words 	<p>and an increasing number of ccvc and cvcc words</p> <ul style="list-style-type: none"> Chunk multi-syllabic words to read them more independently Recognise and read an increasing number of see it, say it words 	<p>in cvc, ccvc and cvcc words and some multi-syllabic words to read a range of simple sentences</p> <ul style="list-style-type: none"> Recognise a range of see it, say it words on sight
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Writing	Early Learning Goals					
	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters Write short sentences with words with known GPCs using a capital letter and full stop. Write short phrases and sentences that can be read by others Begin to re-read what they have written to check that it makes sense. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name Hear and write the initial 	<ul style="list-style-type: none"> Independently segments the sounds in words to write a cvc word Begins to write simple sentences using a capital letter, finger spaces and a full stop Begins to write simple sentences using the sounds that have been learnt, including some digraphs Spell a couple of taught common exception words correctly Begin to form lower case letters correctly 		<ul style="list-style-type: none"> To plan what they want to write and say the sentence out loud Independently segments the sounds in words to write a cvc word Begins to write simple sentences using a capital letter, finger spaces and a full stop, using sounds learnt, including digraphs to spell words phonetically Form most lower case letters correctly 	

		<p>sounds in words, independently segments the sounds in words to write a cvc word</p> <ul style="list-style-type: none"> • Begin to form lower case letters correctly 			<ul style="list-style-type: none"> • Spell some common exception words correctly • Can read their work back to others and begins to correct their mistakes 	
<p>Theme and key text:</p>	<p>Me and my Family</p> 	<p>Celebrations</p> 	<p>Our world</p> 	<p>Growing</p> 	<p>Living in a natural world</p> 	<p>Let's go on an adventure</p> 
<p>Writing opportunities</p>	<p>-Encouragement of writing letters during continuous provision</p> <p>-Daily practice of CVC words and introduced common exception words</p> <p>-Create a story map for oral story telling</p> <p>-Verbalise sentences using the conjunctions 'and' / 'because'</p> <p>-Write a Halloween spell</p>		<p>-Responding to text: write a simple sentence</p> <p>-Write a speech bubble</p>	<p>-Write instructions on how to plant a seed using numbered points</p> <p>-Labelling a story map</p> <p>-Responding to text: write a simple sentence, starting to use set 2 sounds</p>	<p>-Create a warning sign to protect dinosaur eggs</p> <p>-Write a mini-beast riddle</p> <p>-Mini-beast sentences</p> <p>-Label a lifecycle</p>	<p>-Write a party invitation to Y1</p> <p>-Write a wanted poster for a pirate</p> <p>-How to be a pirate</p>

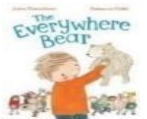



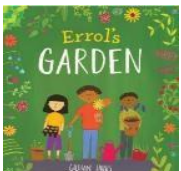
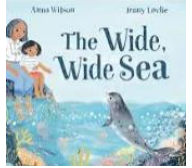


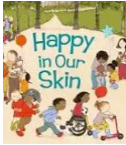
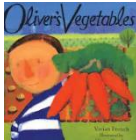
Thistly Meadow Primary School's Progression of Expressive Arts and Design

At Thistly Meadow, we take great pride in our displays of children's work including their beautiful art work! In the Early Years, we use our key texts to support the children creating pieces of art work which explores the safe use of a variety of tools, materials and techniques to experiment with shape, texture, colour, design and function. Our choice of reading texts support us in instilling purposeful and regular opportunities for children to create with a range of materials and tools and consequently create a deeper connection with the text being examined. Within each of our continuous provisions, there is a painting area along with crafting materials and tools to support children applying taught knowledge of art and design techniques, to follow their interests and express themselves artistically. We will often take photos of children's masterpieces! As a school we follow the Kapow music scheme, this enables children to listen to high quality recorded music and share their opinions and reflections, playing games to feel the pulse, learning different rhymes to sing and exploring playing a range of instruments.

Early learning goals

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Art & Design & Technology)	<ul style="list-style-type: none"> To listen to and copy a simple rhythm (clapping / with instruments) To sing a simple song and rhyme with basic actions To draw simple pictures and talk about what has been drawn Make different colours by mixing paints Select from different materials to make their own pictures Use different objects to pretend when playing imaginatively 		<ul style="list-style-type: none"> Explore how instruments can make different sounds and know that instruments are played in different ways Sing a range of songs/ rhymes and have favourites Explore the mixing of paint colours including shading (light / dark) Try different techniques in 2D and 3D design (e.g. collage / printing / paper mache / model making) Act out their experiences and imagined ones in different forms of play 		<ul style="list-style-type: none"> Use a variety of instruments to make different sounds and change the sounds (e.g. make it louder / quieter / faster / slower) Tap along to a song / rhyme in time to the music Sing a range of rhymes and songs and have the confidence to perform them in a group to an audience Use and select from a variety of media and materials, thinking about which is most appropriate to use Use different tools and techniques when making models / artwork – e.g. think about different ways to join things together Talk about how they have made something / what they have made Act out stories with their friends and use different narratives in their play Make props / select from props to help them retell stories or act things out when playing imaginatively 	
Key text	Me and my family <i>Here I am!</i> 	Celebrations  <i>Leaf man</i>	Our world Blue penguin 	Growing Yucky worms 	Living in a natural world Errol's Garden 	Let's go on an adventure The wide, wide sea 

	<p><i>Happy in our skin</i></p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Oliver's vegetables</p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Vocab-specific to Kapow Scheme- see scheme</p>
<p>Kapow unit</p>	<p>-Marvellous marks</p> <p>-Drawing faces</p>	<p>-Seasonal project: hibernation</p> <p>-Printing and mixed media: paint my world</p> <p>Painting to music.</p> <p>-Structure: junk modelling</p> <p>-Autumn crafts: nature wreaths</p>	<p>-Winter craft: threaded snowflake</p>	<p>-Sculpture and 3D: creation station (clay)</p> <p>-Cooking and nutrition: soup</p> <p>-Craft and design: flower designs</p>	<p>-Textiles: bookmarks</p> <p>-Making a rainbow salad</p>	<p>-Painting and mixed media: landscape collage</p> <p>-Painting to music</p>

Early learning goals

- Invent, adapt and recount narratives and stories with peers and their teachers
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being imaginative and expressive	<p><i>Learn to sing nursery rhymes and action songs:</i> -Pat-a-cake -1, 2, 3, 4, 5, Once I Caught A Fish Alive -This Old Man - Five Little Ducks -Name Song Things For Fingers</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing</p>	<p>EYFS Christmas performance</p> <p><i>Learn to sing nursery rhymes and action songs:</i> -I'm A Little Teapot - The Grand Old Duke Of York -Ring O'Roses -Hickory Dickory Dock - Not Too Difficult</p> <p>The ABC Song</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p>	<p><i>Learn to sing nursery rhymes and action songs:</i> -Wind The Bobbin Up - Rock-a-bye Baby -Five Little Monkeys Jumping On The Bed - Twinkle Twinkle -If You're Happy And You Know It -Head, Shoulders, Knees and Toes</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing</p>	<p><i>Learn to sing nursery rhymes and action songs:</i> -Old Macdonald -Incy Wincy Spider -Baa Baa Black Sheep -Row, Row, Row Your Boat -The Wheels On The Bus -The Hokey Cokey</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery</p>	<p>Join in with traditional tales-familiar phrases, use of puppet theatre.</p> <p>Retell traditional tales and sequence events</p> <p>Listening and appraising funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p>	<p><i>Performance poetry:</i></p> <p><i>Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</i></p>

	<p>classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	
<p>Key text</p>	<p>Me and my family <i>Here I am!</i></p>  <p><i>Happy in our skin</i></p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Celebrations <i>Leaf man</i></p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Our world</p> <p>Blue penguin</p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Growing</p> <p>Yucky worms</p>  <p>Oliver's vegetables</p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Living in a natural world</p> <p>Errol's Garden</p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>	<p>Let's go on an adventure</p> <p>The wide, wide sea</p>  <p>Vocab-specific to Kapow Scheme- see scheme</p>

Kapow unit	-Exploring sound	-Celebration music	-Music and movement			
The poetry basket	-Leaves are falling -A basket of apples -Shoes	-A pointy hat -Chop, chop -5 little pumpkins	-pancakes -I can build a snowman -Carrot nose	-Hungry birdies -A little seed	-I have a little frog -A little shell	-If I were so very small -Monkey babies

Thistly Meadow Primary School's Progression of Understanding of the World



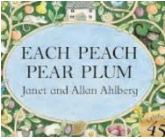
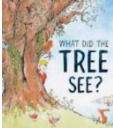



Within the Early Years we ensure consistent and meaningful coverage of Science, Geography, History, PSHE and RE across the academic year with exciting links to our topic's texts. We encourage first hand observations and experiences within these areas of the curriculum so children can make sense of their learning, the world around them and to promote retention of knowledge. We encourage members of the school community to spend time with us from different cultures and faiths to share their experiences to inform our understanding of others- one of our secrets of success! We ensure we share with the children the subject of learning we are exploring within 'Understanding the World' so children can make sense of and attach meaning to the concepts 'science' 'history' and 'geography' before starting KS1.

Early learning goals

- 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 experience and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ● Talk about themselves and the things that they like / are good at ● Talk about what the weather is like ● Notice / comment about things in the world around them 	<ul style="list-style-type: none"> ● Notice / comment on the changes and / or things that happen in the world around them ● Comment on the things that they can do now and the things that they can't do yet ● Know that their grown-ups are older than me 	<ul style="list-style-type: none"> ● Talk about what things are like now and in the past and say what is the same / different (e.g. how teddies have changed / making reference to pictures in stories) ● Talk about where they live and make comments on how this is the same / different to other places around the world




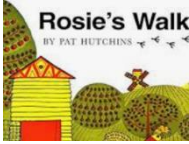


<ul style="list-style-type: none"> • Understand what heating / cooling is (e.g. when making porridge) • Know that people celebrate different festivals • Name some technology that we use in our day to day life (e.g. phone / computer) • Know how to stay safe when using I-pads / computer • Use and understand simple positional and directional language (e.g. when completing and obstacle course) 	<ul style="list-style-type: none"> • Talk about some of the ways that people celebrate some festivals (e.g. Christmas, Diwali, Chinese New Year, Easter) • Help to make a pictogram working as a group or a class • Choose an app and shut it down <p>Know how to stay safe when using technology</p>	<ul style="list-style-type: none"> • Name different animals and plants and talk about them (e.g. what they look like / where they live / how to take care of them) • Say how we can look after our school / home / classroom / playground (e.g. pick up litter, water plants etc.) • Talk about how others celebrate different festivals and compare this to their own experiences • Talk about the changes that happen outside throughout the year and name some of the seasons • Have an understanding of, and can describe, changes and concept that happen in the natural world (e.g. freezing, melting, heating, cooling, floating, sinking) • Program a beebot to follow a simple path using directions • Know how to stay safe when using technology
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present (History)</p>	<p>Me and my family <i>All about me</i></p>  <p>Same, different, unique, birth, age, years,</p>	<p>Celebrations <i>Old bear</i></p>  <p>Past, present, modern, old fashioned, technology</p>	<p>Our world <i>Each peach pear plum</i></p>  <p>Past, present, modern, old fashioned, technology</p>	<p>Growing <i>What did the tree see?</i></p>  <p><i>Story of Mary Anning</i></p> 	<p>Living in a natural world</p>  <p>History, age, century</p>	<p>Let's go on an adventure <i>The oak tree</i></p>  <p>History, age, century</p>

				Paleontologist, museum, fossil,		
	<p>Talk about members of their immediate family and community</p> <p>Begin to make sense of their own life story</p>	<p>Know some similarities and differences between things in the past and now</p>	<p>Talk about some of the ways life was different to life now</p>	<p>Making links to the text and importance of looking after our environments and animals</p>	<p>Recount activities that happened in the past and compare to the present day</p>	<p>Transition to KS1- what knowledge and skills they have learned in the present compared to the beginning of Reception</p>

Early learning goals

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Me and my family <i>The everywhere bear/Handa's Surprise</i></p>  <p>Seasons, Autumn, Spring, Summer, Winter, change, similar, different</p>	<p>Celebrations <i>Man on the moon</i></p>  <p>Lunar, solar system, gravity,</p>	<p>Our world <i>Poles Apart</i></p>  <p>Climate, warming, cooling, humid, frozen,</p>	<p>Growing <i>Rosie's Walk</i></p>  <p>Directional vocabulary</p>	<p>Living in a natural world <i>Erro's Garden</i></p>  <p>Organic/ Stem, leaf, flower, root, pollinate, nectar,</p>	<p>Let's go on an adventure <i>Martha Maps it out</i></p>  <p>Compass, north south east west</p>

	<ul style="list-style-type: none"> • Compare environment in the text with locality • Make observations about the features of places in stories • Ask questions about the world around them. 	<ul style="list-style-type: none"> • Make observations about the features of places in stories • Ask questions about the world around. 	<ul style="list-style-type: none"> • Compare life in this country with Antarctica – climate and animals • Locate on map and compare appearance of countries, ice/land, large surface, smaller surface 	<ul style="list-style-type: none"> • Make observations about the features of places in stories <ul style="list-style-type: none"> • Ask questions about the world around using specific vocabulary. 	<ul style="list-style-type: none"> • Explore why some animals are good for our garden and some are not. 	<ul style="list-style-type: none"> • Make comparisons between life in this country and environments explored in this text and identify physical features in an atlas • On Summer walk around locality, describe their surroundings
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Early learning goals




- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Natural World (Science)	Me and my family <i>The Everywhere bear</i>  Seasons, Autumn, Spring, Summer,	Celebrations <i>Leaf Man/ Percy the park keeper – After the storm</i> 	Our world <i>Blue Penguin</i>  <i>Rumble in the jungle.</i>	Growing <i>Yucky Worms</i> 	Living in a natural world <i>Errol's Garden</i> 	Let's go on an adventure <i>Martha maps it out</i> 

	<i>Winter, change, similar, different</i>	<i>Hibernate, nocturnal, harvest, crop,</i>	<i>Climate, warming, cooling, humid, frozen,</i>	<i>Predator, habitat, life cycle metamorphosis, arachnid</i>	<i>Stem, leaf, flower, root, pollinate, nectar,</i>	<i>Environment, sustainability, recycle</i>
	<p>Compare the environment in the text with the locality.</p> <p>Introduce to concept of seasons, and seasonal change</p>	<p>Local walk to observe seasonal changes.</p> <p>Explore the concept of hibernation, sort animals into who hibernates and who does not.</p> <p>Explore the sounds, feelings and components of a storm.</p>	<p>Local walk to observe seasonal changes.</p> <p>Compare Antarctica to own environment, locate on a globe. Discuss differences in climate.</p> <p>Ice to liquid-changing state of matter. How could the penguin be freed?</p>	<p>Local walk to observe seasonal changes.</p> <p>Make observations of chicks growth from incubation to hen. Create a lifecycle, booklets with drawings and sentences.</p> <p>Compare earthworms and minibeasts, their habitat, behaviour, food and predators.</p> <p>Create a wormery/bug house and make observations over a period of time.</p>	<p>Plant and grow beans and sunflowers. Record observations and draw what we can see.</p> <p>Create artistic drawings of plants in our local environment.</p>	<p>Go on a local walk around the locality/ school grounds. What changes have we noticed compared to Autumn, Spring and Winter.</p> <p>Creatures, growth, climate. How can we look after our world ? conservation, sustainability ?</p>

Early learning goals

- 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 (where appropriate) maps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, culture and communities (RE)	<p>Me and my family</p>  <p>Special, belong, unique, same, different</p>	<p>Celebrations <i>The Bible</i> <i>Nativity</i></p> <p>God, Jesus, Nativity, Christians</p>	<p>Our world <i>The Bible</i></p> <p>Bible, God, Christians</p>	<p>Growing <i>The Bible</i> <i>The Easter story</i> <i>Dan the Donkey</i></p> <p>Cross, crucifix, Easter, sacrifice, death</p>	<p>Living in a natural world</p>  <p>Church, mosque, synagogue, temple</p>	<p>Let's go on an adventure</p>  <p>Church, mosque, synagogue, temple</p>
	<p>Being Special: where do we belong?</p> <p>Pass the smile. Print unique finger prints. We are all unique but we all belong.</p> <p>Learn about how babies are welcomed into families.</p>	<p>Why is Christmas special for Christians?</p> <p>Learn to talk about features, feelings and some examples of celebrations and festivals.</p> <p>Retell the Nativity story simply.</p>	<p>Why is the word of God so important to Christians?</p> <p>Talk about special books.</p> <p>Read Jesus calming of the storm and feeding the 5 thousand.</p> <p>Talk about miracles.</p>	<p>Why is Easter so special to Christians?</p> <p>Talk about the story of Easter in simple terms. Remind children of the story of the birth of Jesus and some of the stories about Jesus as an adult from the bible.</p>	<p>What places are special and why?</p> <p>Talk about special places- gardens, houses, beaches,</p> <p>Where is special to me? What makes it special? How does it make me feel? Do we all have the same</p>	<p>What places are special and why?</p> <p>Notice and recognise internal and external features of a church and a mosque.</p> <p>Explore, observe and find out about churches in their local community</p>

	<p>Talk about groups that they belong to. Look at symbols incl. religious symbols.</p>		<p>Read the story of David and Goliath.</p>	<p>Talk about Palm Sunday and the ride into Jerusalem. Tell it from the perception of the donkey. Use Dan the donkey from BBC teach.</p> <p>Talk about symbols of Easter such as hot cross buns, palm crosses, cross, eggs, Good Friday,</p>	<p>special places? Read Mohammed and the crying camel.</p>	
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Thistly Meadow Primary School's Progression of Physical Development

We follow the Real PE framework which is adopted by the whole school. Real PE explores progression of skills from foundation stage up to the end of KS2 focusing on the following areas of physical development; personal, social, cognitive, creative, applying physical and health and fitness. Within each lesson there is a warm up, taught skill, application of skill and review method lesson parts. In addition to directly taught PE, we encourage children to develop their gross motor skills through our high quality outdoor learning provision which is available for the children to explore daily no matter the season or weather! We support children with the development of their fine motor skills through our daily taught RWI Phonics scheme in Reception and providing opportunities for the children to write purposefully across the curriculum. Within our continuous provision we provide opportunities for children to develop their fine motor skills in the mark-making, painting and dough areas.

Early learning goals

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills: Real PE scheme of work	<ul style="list-style-type: none"> • Coordination: Footwork • Dynamic Balance to Agility: Jumping and Landing • Static Balance: One Leg 	<ul style="list-style-type: none"> • Static Balance: Stance • Coordination: Ball Skills • Counter Balance: With a Partner 	<ul style="list-style-type: none"> • Coordination: Sending & Receiving • Static Balance: Stance • Dynamic Balance: On a Line 	<ul style="list-style-type: none"> • Counter Balance: With a Partner • Coordination: Ball Skills 	<ul style="list-style-type: none"> • Agility: Reaction/ Response • Coordination: Sending and Receiving 	<ul style="list-style-type: none"> • Agility: Ball Chasing • Static Balance: Floor Work

<p>Fine motor skills</p>	<ul style="list-style-type: none"> • Show growing competence using a range of tool safely and confidently • Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines • Cutlery – use both knife and fork simultaneously • Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Use the tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations
<p>Health and Safety</p>	<ul style="list-style-type: none"> • Recognise the importance of good dental hygiene. • Know how to brush their teeth and for how long • Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you • Understand the importance of sleep • Begin to recognise that there are sensible amounts of ‘screen time’ • Know simple road safety – stop, look and listen, crossing points • Know that regular exercise can help to keep you healthy

Thistly Meadow Primary School's Progression of Mathematics

Our Foundation Stage adopt the 'White Rose' scheme of work to prepare the children for knowledge and skills taught in KS1. Within our White Rose scheme and in the early introduction of mathematical concepts in Reception, language & communication, conceptual understanding and mathematical thinking underpin our mathematics curriculum, where problem solving is at the heart of what we do and embedded in each unit. In our continuous provision we have transient art areas in order for children to apply taught mathematical understanding and vocabulary.

Early learning goals

- 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 doubling facts.
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p>Please see: White Rose Scheme of work</p>	<ul style="list-style-type: none"> ● To count to at least 10 aloud ● To count up to 10 objects ● To understand language more/ fewer/ same when comparing groups of objects ● To recognise a quantity for amounts to 3 without counting ● To recognise numerals 1-5 ● To count up to 5 objects from a larger set ● To estimate how many ● To start to find one more / fewer using objects for numbers to 5 ● To know that the numbers up to 5 can be made in different ways 		<ul style="list-style-type: none"> ● To count to 20 ● To count up to 15 objects ● To use the language more / fewer / same when comparing groups of objects ● To recognise lots of different arrangements of objects for amount to 3 and some to 5 without counting ● To recognise most number to 10 ● To count out over 5 objects from a larger set accurately ● To estimate how many with increasing accuracy ● To know some number bonds to 5 ● To find one more / one less than numbers to 10 using objects 		<ul style="list-style-type: none"> ● To count to 20 and beyond ● To count up to 20 objects ● To compare quantities to 10 saying if they are more or fewer or the same and justify my reasons ● To recognise lots of different arrangements of objects that have the same number for quantities to 5 ● To recognise all the numbers to 10 ● To count up to 10 objects from a larger set ● To estimate how many with larger quantities to 10 giving a reasonable amount ● To change numbers up to 10 by adding and taking away 	

	<ul style="list-style-type: none"> • To recognise and describe a circle, semi-circle, triangle, rectangle and square • To recognise, copy and extend an AB repeating pattern • To understand comparative language when working with length, height, weight, capacity 	<ul style="list-style-type: none"> • To share a number into two equal groups and say if there is an odd one out • To recognise, copy and extend an ABC repeating pattern • To rotate, manipulate and tessellate shapes 	<ul style="list-style-type: none"> • To know that teens numbers are made up of tens and ones • To recall ways to make 5 and some ways to make 10 in my head • To know which numbers are odd and even up to 10 • To double some numbers to 10 • I know how to share quantities to 10 equally • To recognise and describe different shapes • To recognise, copy and extend an ABB /AAB pattern • To use and understand comparative language when talking about weight, length, height and capacity and can order objects
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Version	Date	Comment
V1	Date created:1/9/2024 Review date: Sept 2027	