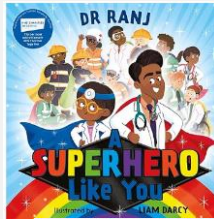
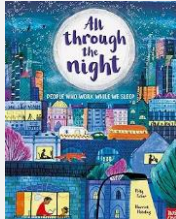
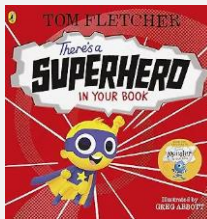
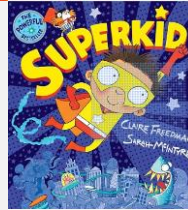
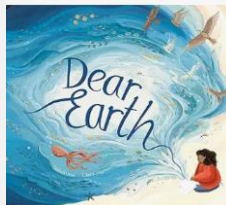
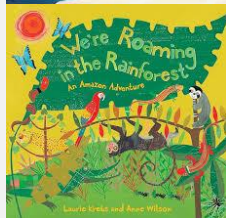
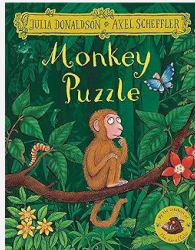
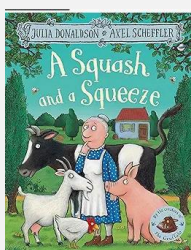
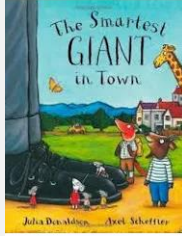
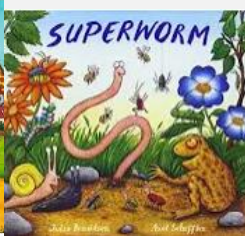


EYFS Skills & Progression (Reception-Rainbows)

CYCLE A

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project books	Who are our heroes?    		Why is our world wonderful?    		What Julia Donaldson books have you read?    	
Communication and Language Listening, Attention and Understanding	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		To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures To retell a story To follow a story without pictures or props		To understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back and forth exchanges	
	Statements have been split for extra focus but they are ongoing throughout the year.					
	ELG 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.					
Communication and Language Speaking	To talk in front of a small group. To talk to class teacher and adults in class To learn new vocabulary To answer questions in front of whole class. To use new vocabulary throughout the day		To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because To share their work to the class- standing up at the front. To use new vocabulary in different contexts To engage in non-fiction books		To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses.	
	Statements have been split for extra focus but they are ongoing throughout the year.					
	ELG 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.					
Personal, Social and Emotional Development Self-Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations		To focus during longer whole class lessons To follow twostep instructions To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others		To identify and moderate their own feelings socially and emotionally To maintain focus during extended whole class teaching To follow instructions of three steps or more	

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CYCLE A

	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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 focussed 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		
SCARF	Me and my Relationships Valuing Difference	Keeping safe Rights and respect	Being my Best Growing and Changing
Personal, Social and Emotional Development Managing Self	To wash hands independently To explore different areas within the EYFS environment. To use the toilet independently To develop class rules and understand the need to have rules To have confidence to try new activities To identify and name healthy foods To understand the importance of healthy food choices To try new things.	To begin to show resilience and perseverance in the face of challenge To practise doing up a zip. To practise doing their buttons To practise doing their shoes To develop independence when dressing and undressing for activities such as P.E and Forest School.	To think about the perspective of others To put coat and socks on independently To get changed for P.E independently To have constructive and respectful relationships Understand importance of rules
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		
Personal, Social and Emotional Development Building Relationships	.To seek support of adults when needed To gain confidence to speak to peers and adults To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all staff in EYFS.	To begin to work as a group with support To use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school To have strong friendships
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		
Physical Development PE CURRICULUM FOR SCHOOL	Gross motor-agility, balance, co-ordination Further development of gross motor (gymnastics)	Coordination and agility skills Spatial awareness (tennis)	Coordination and games Athletics
Physical Development Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work cooperatively with a partner To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus.	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions.

EYFS Skills & Progression (Reception-Rainbows)

CYCLE A

		To create short sequences linking actions together and including apparatus	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team.
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		
Physical Development Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support.	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		
Literacy Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction,	To act out stories To begin to predict what may happen in the story To suggest how a story might end To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To answer questions about what they have read To know that information can be retrieved from books

EYFS Skills & Progression (Reception-Rainbows)
CYCLE A

	non-fiction, poems and rhymes		
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		
Literacy Word Reading	To recognise their name. To recognise taught Set 1 sounds. To recognise some red words. (I the no) To blend sounds to read words using taught Sounds To begin to read words ending with s e.g. hats, sits To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught Set 1 and some set 2 sounds. To recognise red words. To blend sounds to read words using taught Sounds To read words ending with s e.g. hats, sits To read captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught Set 1 and some set 2 sounds. To recognise red words. To blend sounds to read words using taught Sounds To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes To read captions and sentences using taught sounds
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		
Literacy Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly To form lowercase letters correctly and begin to former capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back. To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		

EYFS Skills & Progression (Reception-Rainbows)

CYCLE A

Maths Number Whiterose Maths	Match, sort and compare - Talk about measure and patterns – It's me 1, 2, 3 – Circles and triangles – 1, 2, 3, 4, 5 – Shapes with 4 sides	Alive in 5 – Mass and capacity – Growing 6, 7, 8 – Length, height and time - Building 9 and 10 - Explore 3-D shapes	To 20 and beyond – How many now? – Manipulate, compose and decompose – Sharing and grouping – Visualise, build and map - Make connections – Consolidation
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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		
Maths Numerical Patterns	To say which group has more To say which group has less To compare quantities to 3 To count to 5 To compare quantities to 5 To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects	To count to 20 Represent patterns within numbers up to 10 Look at patterns including double facts
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Understanding the world Past and present SCHOOL KAPOW LESSONS	To know about my own life story. To know how I have changed Comment on images of familiar situations in the past To know about the past through settings, characters and events encountered in books read in class and storytelling Talk about peoples roles in society	To know about the past through settings, characters and events encountered in books read in class and story telling To talk about the lives of the people around us.	Compare and contrast characters from stories Revisit all learning and statements from previous 2 terms to embed ready for final assessments
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG Talk about the lives of 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		

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CYCLE A

Understanding the world People, Culture & Communities	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions To talk about how Hindus celebrate Diwali To understand some places are special to members of their community	To talk about Chinese New Year. To know about people who help us within the local community, To know that Christians celebrate Easter. Ramadan/Eid To know that people in other countries may speak different languages To know that simple symbols are used to identify features on a map Recognise people have different beliefs and celebrate special times in different ways Recognise similarities and differences between life in this country and others countries	To understand some places are special to members of their community To listen to different stories and use learnt knowledge To understand what makes a place special
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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 (where appropriate) maps.		
DISCOVERY RE	Special People: What makes people special? Christmas: What is Christmas	Celebrations: How do people celebrate? Easter: What is Easter?	Stories: What can we learn from stories? Special places: What makes a place special?
Understanding the world Natural World SCHOOL KAPOW SCHEME	To know about and recognise the signs of Autumn /Winter Describe what they see/hear/feel when outside Explore natural world around them	To know about and recognise the signs of Winter/Spring To know some important processes and changes in the natural world including states of matter Draw information from a simple map Recognise some environments are different to ones they live in Explore natural world around them	To know about and recognise the signs of Summer To know how to care for growing plants To learn about lifecycles of plants and animals To observe the growth of seeds and talk about changes Explore natural world around them
	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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 season and changing states of matters		
Expressive Arts & Design Creating with Materials	To name colours To experiment with mixing colours To begin to create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To use natural objects to make a piece of art (transient art)	To name colours To begin to mix colours for a purpose To create simple representations of people and objects To draw and colour with pencils and crayons with increasing accuracy To role play using chosed props and costumes To explore different techniques for joining materials (Glue Stick/PVA glue/ masking tape) To use some cooking techniques using non-statuary measures To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To learn about and compare artists (Henri Matisse)	To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To begin to mix colours for a purpose To explore, use and refine a variety of artistic effects to express their ideas and feeling

EYFS Skills & Progression (Reception-Rainbows)
CYCLE A

	Statements have been split for extra focus but they are ongoing throughout the year.		
	ELG 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.		
Expressive Arts & Design Being Imaginative Expressive	To sing and perform nursery rhymes To perform a song in the Christmas Play To experiment with different instruments and their sounds To use costumes and resources to act out narratives Statements have been split for extra focus but they are ongoing throughout the year.	To create musical patterns using untuned instruments To begin to create costumes and resources for role play To associate genres of music with characters and stories	To move in time to music To learn dance routines To create own compositions using tuned instruments To follow a musical pattern to play tuned instruments
	ELG Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.		