





EYFS Knowledge & Skills Progression



EYFS Intent

At Martins Shaw, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum. We provide pupils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

			
Communication and Language		Preschool	EYFS
Listening, Attention and Understanding	Knowledge & Skills	<ul style="list-style-type: none"> Enjoy listening to longer stories and recall some key events Begin to pay attention to more than one thing at a time Understand clear 2 step instructions Understand and answer 'why' questions Understand the meaning of more unusual vocabulary (from stories) Respond appropriately in simple conversation 	<ul style="list-style-type: none"> Understand the importance of listening and how to do so carefully Explore new vocabulary and show understanding by using it correctly Develop social phrases – e.g. manners, good morning, how are you? Ask questions to clarify understanding Hold a sustained conversation with peers and adults
	Vocabulary	rhymes, question, answer, instruction, talk	question, answer, retell, sentence, vocabulary, conversation
	Implementation	C&L is interwoven into all elements of the EYFS in each term - Rich language environment.	C&L is interwoven into all elements of the EYFS in each term - Rich language environment

		<ul style="list-style-type: none"> - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Modelling conversation, language structure and vocabulary by staff - Role-Play opportunities in continuous provision - Intervention for children with additional C&L needs 	<ul style="list-style-type: none"> - Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE activities - Explicit teaching of new vocabulary in whole class reading
Speaking	Knowledge & Skills	<ul style="list-style-type: none"> • Retell familiar Nursery and Number rhymes • Sing many familiar songs • Say age-appropriate speech sounds clearly • Speak in longer sentences (4 to 6 words) • Start a conversation and take turns speaking and listening • Begin to use a wider vocabulary • Use talk to organise their play • Begin to express a point of view 	<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) • • Retell familiar stories • Use talk to explain their thinking and offer explanations
	Vocabulary	tell, rhymes, word, turn-taking, conversations, talk	Retell, but, because, question, sentence
	Implementation	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Modelling clear diction and sentence structure by staff - Intervention for children with incorrect or unclear speech sounds 	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - Rich language environment - Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories. Giving explanations. - Circle time and PSHE activities - Explicit teaching of new vocabulary in whole class reading

Personal, Social and Emotional Development		Preschool	EYFS
Self-Regulation	Knowledge & Skills	<ul style="list-style-type: none"> • Talk about themselves positively • Talk about things they like or dislike • Show focus on a member of staff for a short period of time • Talk about feelings using words like 'happy', 'sad', 'angry', 'worried' • Use some methods to self-soothe when upset 	<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
	Vocabulary	Like, positive, happy, sad, angry, worried	instruction, strengths, qualities, attention, distraction
	Implementation	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE theme - learning about ourselves, our families, our community and our feelings. - Dialogic stories - Circle time - Calm time – mindfulness, yoga and massage 	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions - learning about ourselves and their feelings. - Circle time - Calm time - mindfulness
Managing Self	Knowledge & Skills	<ul style="list-style-type: none"> • Initiate their own play • Put away their belongings • Recognise and say when they need the toilet • Use a potty or toilet and ask for assistance if needed • Wash their hands independently • Eat snacks and meals independently • Put on their own coat and shoes • Ask an adult for help only when they need it • Develop their sense of responsibility by contributing to group tasks such as tidying up • Develop their sense of responsibility by looking after their own and Preschool belongings • Increasingly follow rules • Understand why the rules are important • Remember the rules without needing to be reminded of them 	<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, making good food choices) • Explain the reason for rules and actively try to meet them

		<ul style="list-style-type: none"> • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe and recognise simple feelings – sad, happy, angry, worried, tired, scared 	
	Vocabulary	rules, voice, stop, safe, yourself	respect, rules, perseverance, resilience, hygiene, feelings, independent
	Implementation	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions - Dialogic stories - Circle time - Calm time - Individual behaviour charts and rewards <p>Independence is promoted and encouraged through daily routines e.g. putting on own coat and wellies, changing into slippers, putting away belongings, tidying up</p>	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions - Circle time - Merit charts - Superhero certificates
<i>Building Relationships</i>	Knowledge & Skills	<ul style="list-style-type: none"> • Talk to familiar children and adults • Play with one or more other children • When playing with other children, extend and elaborate on play ideas • Begin to find a solution if conflict occurs • Uses skills such as assertion, negotiation and compromise to resolve a conflict • Looks to a supportive adult for help in resolving conflict with peers • Develop specific friendships • Understand gradually how others might be feeling • Know that some actions and words can hurt other people's feelings • Gradually show more impulse control in favourable conditions 	<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
	Vocabulary	problems, feelings, confidence, help, right, friends, hurt	Relationships, problems, cooperative, sensitive

	Implementation	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions - celebrating difference and building relationships - Dialogic stories - Circle time - Positive play - Planned opportunities for collaborative learning in Continuous Provision 	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions - celebrating difference and building relationships - Circle time - Positive play - Social skills groups - Planned opportunities for collaborative learning in Continuous Provision
Physical Development		Preschool	EYFS
<i>Gross Motor Skills</i>	Knowledge & Skills	<ul style="list-style-type: none"> • Travel by galloping, jumping and hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Explore gymnastics equipment • Balance on one leg for a short time • Hold a pose for a short time • Work with others to move large/heavy resources safely • Steer and be able to stop when riding scooters • Demonstrate control on a balance bike using alternate feet • Begin to pedal trikes • Increasingly be able to use & remember sequences of movement • Begin to move their body in time to the music • Catch a large ball • Throw a ball with some accuracy • Kick a ball with some accuracy • Run with special awareness and negotiate space successfully 	<ul style="list-style-type: none"> • Become more confident and precise in the following movements and begin to combine them: - <ul style="list-style-type: none"> Walking – travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further Skiping – showing coordination to move with increasing speed Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall • Negotiate space and obstacles safely • Demonstrate overall body strength, good balance and coordination • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table • Throw and catch a smaller ball/objects • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball

	Vocabulary	walk, hop, crawl, gallop, travel, stop, start, balance, turn, obstacle, space	Direction, speed, control, space, exercise, health, balance, throw, catch, aim, roll, kick, crawl, control, coordination, accuracy
	Implementation	<p>PD opportunities are always included in the continuous provision. Children develop their skills using the gross motor equipment, obstacle courses, a trampoline, tunnels and climbing frame available in the outdoor provision</p> <p>The Preschool children have the opportunity to take part in a weekly Diddi-Dance session each week. Children explore a variety of musical genres and cultural dances. They learn dance moves each week and build a short, simple routine.</p> <p>Two weekly hall sessions allow children to explore the gymnastics equipment, play ball games, team games and express themselves through dance.</p> <p>Preschool children regularly use the outdoor spaces and develop their physical skills by negotiating the tyres and trim trail, running on the field and climbing, running, balancing and jumping in the woodland area.</p> <p>In the summer term, Preschool children learn how to race in a variety of events at Sports Day.</p>	<p>Autumn 1: Fundamental Movement Skills - revise and refine the skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing etc.</p> <p>Autumn 2: Dance - develop the overall body strength, co-ordination, balance and agility needed to engage successfully engage in dance using simple movement patterns, including moving to music.</p> <p>Spring 1: Gymnastics - Developing overall body-strength, balance, co-ordination and agility using a range of equipment.</p> <p>Spring 2: Combine different movements with ease and fluency – Create obstacle courses that demand a range of movements to complete, provide opportunities to move that require quick changes of speed and direction</p> <p>Summer 1: Ball skills – Develop and refine a range of skills e.g. throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Summer 2: Participate in simple team games – linked to Sports Day.</p>
<i>Fine Motor Skills</i>	Knowledge & Skills	<ul style="list-style-type: none"> • Use large muscle movements to paint and make marks • Use one-handed tools such as spoons, shovels, spades to mix, pour, sift etc (with good control) • Show preference for a dominant hand • Hold brush/pen/pencil with tripod grip and good control • Make snips with scissors • Snip paper moving scissors forwards • Begin to cut in a line holding the paper with their nondominant hand • Put on a coat independently 	<ul style="list-style-type: none"> • Show growing competence using a range of tool safely and confidently: <ul style="list-style-type: none"> - Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines - Begins to cut in a line holding the paper with their nondominant hand • 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

		<ul style="list-style-type: none"> Fasten a zip with some assistance if needed Put on shoes independently Begin to use a knife and fork 	<ul style="list-style-type: none"> Show increasing accuracy and good control/pressure when forming letters Demonstrate increasing accuracy and care when drawing to create identifiable representations Fasten coat zip and buttons on clothes
	Vocabulary	snip, cut, turn, grip, control, fasten, hold	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	Implementation	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP and adult-led activities through fine motor activities e.g. threading, pincer movements, playdough, peg boards, puzzles, rice play, water and sand play, mud pie kitchen</p> <p>The continuous provision and adult led activities always provide the opportunity for mark making in a range of ways. For example, through painting, writing, drawing, using large rollers etc</p> <p>The Preschool children have regular dough disco sessions, where they develop a range of hand movements and build their hand strength in preparation for writing</p> <p>Staff encourage independence when putting on coats, shoes etc</p>	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through fine motor activities</p> <p>- threading, pincer movements, play-dough, peg boards, puzzles</p> <p>- Handwriting sessions as part of RWI phonics scheme and English lessons.</p>
*Health and hygiene	Knowledge & Skills	<ul style="list-style-type: none"> Use the toilet independently Follow steps and guidance to wash and dry hands Brush their own teeth effectively Begin to show and understanding of the need for good hygiene for everyday life Understand some simple healthy food and drink choices Recognise the effects of exercise on the body Be able to talk about themselves in a positive way Be able to talk about and use simple strategies to be calm 	<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
	Vocabulary	problems, feelings, confidence, clean, germs, healthy, gums, teeth, brush	Relationships, problems, cooperative, sensitive

	Implementation	<p>When children are potty training, staff support parents with this at Preschool, following routines used at home. Where possible, children are encouraged to participate in their own intimate care e.g. pulling up pants/trousers, wiping themselves etc</p> <p>Staff model good hand washing and teach correct methods. The children are supervised when washing their hands.</p> <p>Preschool staff offer informative information for parents on healthy eating, particularly snacks and lunchboxes.</p> <p>The importance of effective tooth brushing, healthy eating and regular exercise is taught to the children through adult-led activities. For example, children bring their toothbrush in to Preschool for a week, to learn how to brush their teeth effectively. They also learn about what causes tooth decay and the consequences of poor dental hygiene.</p> <p>We provide daily opportunities for children to be highly active in addition to weekly hall sessions and outdoor learning sessions e.g. through HITT exercise, running outdoors etc.</p> <p>We develop children's self-esteem and mental wellbeing through mindfulness activities, yoga, self-soothing strategies, relaxation time and circle time sessions.</p>	<p>Autumn term – Dental hygiene and healthy eating</p> <p>PSHE sessions PE lessons Circle time</p>
Literacy	Preschool	EYFS	
<i>Comprehension</i>	Knowledge & Skills	<ul style="list-style-type: none"> • Engage in conversations about stories they have listened to – express simple likes and dislikes • Talk about familiar books • Retrieve answers from a story answering what and who questions • Learn new vocabulary linked to stories, rhymes, non-fiction and poems • Join in with repeated refrains in familiar stories • Tell a long story 	<ul style="list-style-type: none"> • Retell key events in familiar stories • Answer who, what, where, when and why questions about familiar stories • Identify the characters in stories – heroes, villains • Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play • Begin to make simple predictions about what might happen next in stories • Begin to sequence key events in stories • Identify key features of a story

	Vocabulary	stories, question, answer, author, thoughts/think, characters	retell, events, beginning, middle, end, sequence, fiction, non-fiction, refrain
	Implementation	<p>Shared story sessions occur daily in Preschool. Children have the opportunity to become familiar with texts as the same stories from the Preschool Key Text list are repeated throughout the year.</p> <p>Subject-specific books are also introduced throughout the year, related to the children's interests.</p> <p>Key Workers regularly read stories with their children, asking comprehension questions related to the text and explaining new vocabulary.</p> <p>There is a reading area in the CP, where children are encouraged to access their own choice of book.</p> <p>Reading wallets are sent home, with picture books for families to read together and wordless books for children to read to others. Comprehension questions are also sent home to support learning.</p>	<p>Comprehension questions linked to the text read and shared during daily story time, during RWI sessions in the week and explicitly in Whole Class Reading 3x weekly when children are in Red group onwards.</p> <p>Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</p> <p>Autumn: Fiction texts in whole-class reading. Children</p> <p>Spring: Fiction and Non-fiction in whole-class reading</p> <p>Summer: Fiction (traditional tales) and poems in whole-class reading</p>
Word-Reading	Knowledge & Skills	<ul style="list-style-type: none"> • Listen carefully and discriminate between sounds • Recognise that print has meaning and that it can be used for different purposes • Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - recognise words with the same initial sound, such as cat and cup - develop oral blending skills 	<ul style="list-style-type: none"> • Develop book handling skills - recognising that we read left to right, top to bottom. • Know the sounds for individual letters • Blend sounds in words to read short words containing taught GPCs • Recognise taught digraphs and trigraphs from Set 1 and Set 2 sounds. Read short words containing them • Read common exception words for their corresponding RWI text. All pupils to know 'Ditty level' red words I, the, of, my, no, to • Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
	Vocabulary	sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	Implementation	Children complete Phase 1 phonics activities through circle-times and adult-led activities. Once children are ready (can	- Daily Phonics sessions in Phonics Groups.

		<p>tune in, orally blend, recognise initial sounds and recognise rhythm of spoken word) they move on to learn the RWI Set 1 picture and sound associations.</p> <p>Children are taught how to handle books carefully, turn the pages in order and that written word is read from left to right through story time and the reading area in the CP.</p> <p>Preschool is a print-rich environment. There are many examples of real-world print e.g. calendar and notes on the wall in home corner, recipe books and tea cannisters in the mud-pie kitchen, clock in role play area etc.</p>	<p>- Daily reading of RWI book as part of the session. Practise of 'red' words (Common Exception Words) as part of each session</p> <p>Autumn: Set 1 sounds. New sounds daily until all are taught.</p> <p>Focus week on each Set 1 digraph -ch,sh,qu,th,ng,nk, ll, ss, zz, ff</p> <p>Spring and Summer: Recap Set 1 sounds. New set 2 sounds introduced each week as focus sounds. Green words, red words and reading books.</p>
Writing	Knowledge & Skills	<ul style="list-style-type: none"> • Make marks during play • Give meaning to marks they make • Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements • Hold pens, pencils, brushes etc with a tripod grip • Demonstrate good pencil/brush/pen control when making marks • Begin to form recognisable letters • Learn to write their name 	<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 • Begin to recognise where to use 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.
	Vocabulary	straight lines, diagonal lines, circles, spirals	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip
	Implementation	There are mark making activities available daily in Continuous Provision. These activities are both indoor and outdoor. Children are encouraged to draw circles, lines, zig-zags and wavy lines when they mark make. They are also encouraged to give meaning to the marks that they make.	Daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision. Continuous Provision and RWI activities cover a range of genres both narrative and non-fiction. Handwriting as part of phonics and discrete sessions
			<p>Autumn:</p> <p>Letter formation – focus on lower case Applying GPCs to recording CVC words</p>

		<p>Children have the opportunity to take part in regular Dough Disco sessions, where they learn hand movements and build hand strength in preparation for writing.</p> <p>Key Workers complete a pencil grip assessment and all staff encourage children to hold pens, pencils, brushes etc with a tripod grip.</p> <p>Once children begin to show signs of readiness to write, they begin to learn how to form letters (RWI). Once children have begun to form letter shapes correctly, they progress to practise writing their name.</p>	<p>Spring:</p> <p>Letter formation – focus on lower case letters Write captions and simple sentences using graphemes taught so far. Sentence punctuation – finger spaces. Hold a sentence and writing it down.</p> <p>Summer:</p> <p>Letter formation – focus on lower and upper case. Sitting letters on the line Sentence punctuation – capital letters, finger spaces and full stops Focus on building and recording their own sentences Begin to re-read what they have written to check it makes sense</p>
Mathematics		Preschool	EYFS
Number	Knowledge & Skills	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Count accurately by rote to 5 and then to 10 Touch-count accurately to 5 and then to 10 Know that the last number reached when counting a small set of objects tells you how many there are in total Represent numbers on fingers up to 5 and then to 10 Represent amounts to 5 on a frame Links numerals to amounts within 5 Solve real-world problems with numbers to 5 Compare quantities using 'more than', 'less than' Explore representing numbers through marks as well as numerals 	<ul style="list-style-type: none"> Count objects, actions and sounds Subitise to 5 and extend to 10 Link numerals to their cardinal value Accurately count beyond 10 Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Find one more and one less than a given number within 10 Explore the composition of numbers to 10 Recall number bonds to 5 (including subtraction facts) Recall most number Bonds to 10 Recall doubles to double 5
	Vocabulary	count, number, more than, less than, altogether	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond
	Implementation	Mathematical opportunities are woven in to the children's play in addition to discrete adult-led activities with Key Workers.	Autumn: subitising, ordering numbers to 5, exploring the value of numbers to 5, addition within 5, exploring number bonds to 5, one more, one less, comparing groups

		<p>A loose parts area with frames, numbers and counters in is available in the CP. This provides opportunities for counting, number recognition, linking numerals to amounts, patterns etc</p> <p>Numbers are also visible in the outdoor area through signs and within the provision provided.</p> <p>In role-play areas there are always mathematical opportunities provided e.g. numbers on the till or telephone, stacking tins and containers, individual pieces of fruit for counting, price tags etc.</p>	<p>Spring: subitising, ordering number to 10, bonds to 10, addition within 10, more than, fewer than, equal, accurately count beyond 10 forwards and backwards, doubles to double 5 and halving.</p> <p>Summer: Numbers beyond 10, 10s and ones, addition, subtraction, more, less. EXT to 20 as appropriate.</p>
Numerical Patterns	Knowledge & Skills	<ul style="list-style-type: none"> Count accurately beyond 5 Compare quantities using more than and less than Know that a quantity remains the same however you split 	<ul style="list-style-type: none"> 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
	Vocabulary	more than, less than	pattern, even, odd, less, more, same, equal
	Implementation	<p>Through adult-led activities and CP, children are taught to count to five and then, once they have consolidated this skill, to 10.</p> <p>In line with our mastery approach, children do not extend their mathematical knowledge by counting beyond 10, but rather, deepen it through fluency e.g. partitioning, doubling, comparing amounts, solving addition and subtraction problems etc.</p>	<p>Autumn: recognise the pattern of the counting system up to 5. Begin to compare quantities using greater than, less than, same with groups.</p> <p>Spring: compare quantities using greater than, less than, same and equal to using number balances and addition Recognise the pattern of the counting system to 10 Sharing between two and three equal groups. Recognising groups that are not equal</p> <p>Summer: Odd and Even numbers Recognise the pattern of the counting system beyond 10</p>
Shape, Space, Measure*	Knowledge & Skills	<ul style="list-style-type: none"> Understand key words that can describe position – prepositions (off, up, down, under, above, besides) Talk about and identify the patterns around them 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined

		<ul style="list-style-type: none"> Extend and create ABAB patterns Notice and correct an error in a repeating pattern Use some sequencing language to describe an event 'first', 'next', 'last' Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have Select shapes appropriately for a purpose Combine shapes to make new ones Describe a familiar route 	<ul style="list-style-type: none"> Compose and decompose shapes Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi-circle, hexagon Combine shapes to create new ones – a rectangle and a semicircle to create an arch Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder Recognise that 3D shapes are solid. Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC) Compare length, weight and capacity using key language. Order 3 or more objects by length, weight or capacity
	Vocabulary	off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, longest, shortest, heaviest, lightest, empty, full	Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices
	Implementation	<p>Children have the opportunity to explore measurement, capacity and shape through mostly natural resources in the outdoor area e.g. sand and water tray and within the construction and small world area.</p> <p>In addition, Key Workers support mathematical learning through discrete activities such as learning the names of shapes, modelling ABAB patterns and modelling mathematical vocabulary related to capacity, size and weight</p>	<p>Autumn: continue and complete repeating patterns, length, weight</p> <p>Spring: capacity, 2D shapes and their properties,</p> <p>Summer: 3D shapes and their properties, composition of 3D shapes revision</p>
Understanding the World		Preschool	EYFS
<i>Past and Present</i>	Knowledge & Skills	<ul style="list-style-type: none"> Describe themselves in simple terms Talk about how they have changed since they were a baby Talk about current and past events in their lives Talk about their immediate family 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know who their extended family are Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

		<ul style="list-style-type: none"> Recognise that their parents have parents and grandparents Continue developing positive attitudes about the differences between people 	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Vocabulary	family, change, growth, baby, toddler, child, adult	past, present, change, time, timeline
	Implementation	<p>When children enter the Preschool setting, they are asked to bring photographs of themselves throughout their lives (from baby to now) as well as photographs of their family, house and of special events. Key workers get to know the children through discussions around these photographs.</p> <p>The photographs are then put up into an individual book which is placed in the reading area, for the children to access and show to their friends or adults in the setting.</p>	<p>Autumn: compare and contrast characters from stories – including figures from the past - in whole class reading My own timeline</p> <p>Spring: explore the terms past and present – Pirates, Knights and Castles – discuss change over time. Comment on familiar situations in the past. Mary Anning (Palaeontologist) – fossils and dinosaurs Neil Armstrong – Moon Landing</p> <p>Summer: comment on familiar situations in the past using images-comparing seaside scenes. Traditional tales evolving and changing.</p>
People, Culture and Communities	Knowledge & Skills	<ul style="list-style-type: none"> Show an interest in different occupations and recognise people who can help them – emergency services etc. Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about differences they have seen or experienced Know that there are different countries in the world and talk about differences they have seen or experienced 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate and wider family and community Name and describe people who are familiar to them Draw information from a simple map. Use a simple key and add features to a map Name some countries Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	jobs, different, similarities, countries, world, family	Similar, different, country, world, map, religion, belief, community, celebration
	Implementation	Special events throughout the year provide opportunities for Preschool children to learn more about different countries,	Autumn: talk about members of their immediate family and describe them. Why are they special to us?

		<p>celebrations and cultures e.g. Chinese New Year, Christmas, Diwali etc.</p> <p>The role-play area in the CP provides the opportunity for children to develop an interest in a range of occupations e.g. doctors, vets, shop, café etc</p>	<p>People who help us, their roles and the equipment they might use to do this.</p> <p>Diwali, Bonfire Night, Birthdays Christmas – who celebrates and why?</p> <p>Spring: Explore Chinese New Year and how it is celebrated and by who Explore stories from around the globe and discuss similarities and differences Easter (RE link) A pirate's life</p> <p>Summer: Being special – where do we belong? (RE link) Why is the word God special to Christians? (RE link)</p> <p>Use directional language to follow a route</p>
The Natural World	Knowledge & Skills	<ul style="list-style-type: none"> • Use their senses to practically explore natural materials • Explore collections of materials with similar or different properties • Talk about changes to materials • Plant seeds and take care of plants • Recognise the need to care for the natural world • Recognise and talk about differing weather conditions (sun, rain, snow, wind, frost, cloudy) • Name the four annual seasons • Explore and talk about different forces • Talk about animals and their young 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Use their senses to describe the natural world around them • Understand the key features in the life cycle of a plant and an animal • Recognise some environments that are different to the one we live in • Understand the effect of the changing seasons on the world around them
	Vocabulary	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze	Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	Implementation	<p>Preschool children go out on 'Welly Walks' for two sessions each week. This provides an opportunity for them to look, observe and explore the natural world.</p> <p>These walks may focus on observing the weather, seasons, plants and animals or for example, exploring how mud feels when you stand in it or touch it or how different tree barks feel.</p>	<p>Autumn: continue and complete repeating patterns with signs of autumn</p> <p>Autumn nature walk using their senses, leaf rubbings etc</p> <p>Explore stories from around the world and recognise similarities and differences to where we live – Africa, Arctic</p>

		<p>The garden area in the CP provides an opportunity for children to hunt for minibeasts, plant and grow and observe the changes in their immediate natural environment.</p>	<p>Sources of light Explore melting and freezing - Winter</p> <p>Spring: Winter nature walk, signs of spring</p> <p>Plant beans and explore how to take care of them to help them to grow as tall as can be</p> <p>Lifecycles</p> <p>Space – explore the names of the planets and develop an understanding of the solar system – the sun, moon and stars</p> <p>Make a boat – floating and sinking</p> <p>Magnetic objects</p> <p>Dinosaur habitats</p> <p>Summer:</p> <p>Animals and their habitats</p> <p>Summertime and different activities that might happen in the summer</p>
Expressive Arts and Design	Preschool	EYFS	
<i>Creating with Materials</i>	<p>Knowledge & Skills</p>	<ul style="list-style-type: none"> • Explore different materials and textures freely • Join different materials together using tape and glue, paperclips, fasteners etc. • Make choices about which materials to use when creating their own designs • Draw lines • Create closed shapes with continuous lines 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creation and explain the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Begin to refine techniques to express their ideas and feelings

		<ul style="list-style-type: none"> • Begin to use these shapes to represent objects • Begin to include details on their drawings – eg an enclosed circle for a face with an attempt at features • Explore colour mixing with paint • Explore simple painting techniques 	<ul style="list-style-type: none"> • Create collaboratively to share ideas and skills • Draw faces showing different emotions • use a variety of drawing tools and techniques – pencil, charcoal <ul style="list-style-type: none"> • Primary and secondary colours and colour mixing
	Vocabulary	Join, materials, shapes, lines, detail, colour mixing, colour, light, dark	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat,
	Implementation	<p>There is an art and craft area in the CP. This provides opportunities for the children to explore different ways of expressing themselves artistically.</p> <p>Children are taught a variety of artistic techniques (such as printing, collage, colour mixing, abstract painting, drawing, texture painting etc) through adult-led activities. They are then able to practise and explore these independently in the art and craft area.</p> <p>Children also have the opportunity to junk model in the art and craft area, as well as mould and sculpt using natural materials e.g. clay</p> <p>Throughout the year, special events provide the opportunity for Preschool children to learn about preparing food, cooking and baking e.g. Fairtrade Week, Easter, Valentine's Day etc</p>	<p>Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem</p> <p>Autumn: Drawing - Follow guided drawings – snowmen, self portraits Explore printing - people Explore line and colour creating firework pictures Create a watercolour background blending warm or cool colours Sculpture – Making clay diva lamps</p> <p>Spring: Mixed media – make a pirate ship that will float. Mixed Media – make crowns and shields for the king and queen. Explore different ways to fasten them – colour mixing Sculpture – create knights' shields and explore techniques for printing patterns and designs – clay Making a 3D rocket Creating a broom Moving pictures using magnets (a witch flying on broomstick) Printing – symmetrical butterflies. Natural rubbings Moving parts – frog plate Collage - Easter eggs</p> <p>Summer: Create a mask to represent the troll or the billy goats Drawing – observational drawings of shells</p>

			<p>Paint - Colour lightening – shades of pink – painting pigs Mixed media - Jungle scenes – creating a small world jungle play combining materials and exploring attaching materials in different way – collage,</p>
<p><i>Being Imaginative and Expressive</i></p>	<p>Knowledge & Skills</p>	<ul style="list-style-type: none"> • Take part in pretend play imagining objects are other things from their experiences • Make imaginative 'small worlds' using a variety of objects • Act out storylines in their small world play • Begin to act out familiar roles in their imaginative play e.g. Mummy, Daddy, Doctor, Shopkeeper • Listen carefully to songs and instruments • Remember and sing entire songs • Sing the melodic shape of familiar songs • Create their own songs or improvise a song around one they know • Name some well-known instruments e.g. drum, cymbal, guitar • Play instruments with increasing control 	<ul style="list-style-type: none"> • 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. • Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in play • Compose music and dance both alone and in a group
	<p>Vocabulary</p>	<p>Instrument, music, song, tune, slow, quick, fast, imagination, story, characters, songs</p>	<p>retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</p>
	<p>Implementation</p>	<p>There is a home corner in the CP which is as realistic as possible. This provides opportunities for children to explore imaginative play through scenarios which are familiar to them.</p> <p>There is a joint small world and construction area in the CP. This provides the opportunity for children to build and play with small worlds. This area is enhanced depending on the children's interests e.g. with fairies, pirates, dinosaurs</p> <p>Daily singing sessions occur in Preschool. There are also two 'Key Songs' which children learn each half-term, in order to build up their repertoire of songs,</p>	<p>During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out.</p> <p>Autumn:</p> <p>Pulse: identify the pulse of a variety of music, move their bodies, objects and march to the pulse and explore sounds which are of different lengths. Create a short piece focusing on the duration of sounds and following the gestures and direction of a conductor.</p> <p>Voice: Sing a variety of songs which will support them to pitch-match a small range of notes, explore different types of sounds which their voice can make and perform actions alongside the music.</p>

		<p>Children explore instruments through the CP and through music focused circle times.</p>	<p>Spring:</p> <p>Rhythm: learn a large range of songs to help them learn about tempo, pulse and rhythm. Move on to focus on how the syllables in words can be used to formulate simple rhythms and how these can be notated in simple graphical scores using printed images. The unit culminates in a class performance where groups perform their composed ostinato patterns to an audience.</p> <p>Pitch: explore pitch by carrying out lots of physical movements and experiments with their voices. They will follow graphical representations and use their voices to match the pitch accordingly. They will play games, including a version of hide and seek, using a hidden teddy bear and their voices to find it. The children also get to explore being conductors, leading their groups whilst performing several short pieces which all focus on listening and performing different pitches.</p> <p>Summer</p> <p>Music, technology, for and structure: learn and sing a variety of nursery rhymes, often with animal themes. The animals in each song will be discussed along with the sounds that those animals make. Children will be introduced to simple technology / apps that allow for voice / sound recordings to be made. Children will explore changing the pitch / tempo of these sounds to recreate animal sounds.</p> <p>20th Century Music: learn the key features of country music, big band music and beatboxing. They will use features of each genre as a basis for their own 20th Century-style composition.</p>