

[Monksmoor Park CE Primary EYFS Reception Curriculum and Progression 2023-2024](#)

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.




The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported
- **Curriculum is produced in accordance with programmes of study, schemes of work and high expectations within school.**
- **Building Relationships** The relationships which children build in the EYFS are vital and have an impact on children's learning and developing. This is why here at Monksmoor CE Primary School building strong and positive relationships with our children vital, the first thing we accomplish when they start school. We use a range of holistic approaches, incorporating nursery visits, home visits and stay and play sessions, meet and greets, multi- agency meeting etc., all tailored to need. We want our children to feel secure and confident in their school as well as cared for and heard. This is why every member of our EYFS team is genuinely passionate about the happiness and development of children, supporting our ethos and intention of nurturing **all** to flourish and aspire. This is complemented by high quality transition at the end of year including bespoke arrangements for those with additional need.
- **Characteristics of Effective Learning**
- **Playing and exploring:** Children thrive as confident learners where they investigate and 'have a go' with new activities. They can apply their previous knowledge and to create links in their memory to new learning and development.
- **Active Learning:** We facilitate children keeping on trying, building resilience if they have a difficulty and not give up! Through self -regulation support, pursuing their own learning, and taking pride in their achievements we create a lifelong love of learning.
- **Creating and Thinking Critically:** Encouraging children to have their own ideas and build upon these making links in their learning is crucial. We encourage them to question the world around them and use prior knowledge to draw and form conclusions.

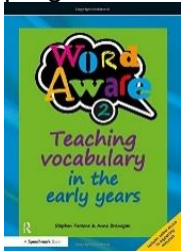



Please note our themes may be adapted at any point in the year to allow for children's interests in EYFS to lead learning.

See also Monksmoor continuous provision planning

Parental Involvement	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<p>Parent/carer workshops OPAL play Baseline/ transition discussions, Browsing books Take home Hedgehog bag, harvest celebrations, Macmillan morning, Nativity play Christmas jumper, dinner and activity days, Christmas fayre Panto Parents evening Library sharing books</p>	<p>Pancake racing Parent's evening Nursery rhyme week Browsing books, share a story Take home Hedgehog bag World book day story sharing British science week PTA disco Easter celebration Easter garden Library sharing books Parent/carer workshops</p>	<p>May day celebration Sports day sessions 'Share a story' Tea party celebration Library sharing books Browsing books Take home, Hedgehog bag Summer fayre Summer social Transition arrangements</p>
<p>Cultural capital and enrichment</p> 	<p>Black History Month Macmillan family Friendship behaviours (values) Holy Cross Harvest Celebration Black history month Anti-bullying week Children in Need Road safety , Art week Remembrance / memorabilia Diwali Nursery rhyme week Hanukkah Christmas / Joy Nativity Theatre Wreath/ candle decorating workshop</p>	<p>New year Chinese New Year Pancake day World book day Safer internet day British Science week PTA disco World book day sharing Mother's day Easter garden Library sharing books Browsing books Take home bags Castle day</p>	<p>Value/ behaviours May day traditions Minibeast hunt Summer social Animal experience Tea party Coventry Cathedral visit Summer fayre</p>
<p>Global learning themes and awareness</p> 	<p>Daily bread – explore Afghanistan bakery and Harvest using Lyfta- food sustainability /culture and community</p> <p>Desert areas comparison– life in deserts (Nativity) – Lyfta – climate</p>	<p>Contrasting locality –Polar regions/ Country park water/ climate change</p> <p>Awra ambra Lyfta – weaving and Community sustainability Beachcomber recycling / caring for our planet and impact</p>	<p>Links Biodiversity sustainability tradition and community Lyfta 'Grubs' Matsigenka community Amazonian Peru-minibeasts and natural food</p> <p>High water Guatemala – flooding and climate change</p>

Monksmoor Park CE Primary School Progression of Communication and Language Reception

Skill	Autumn	Spring	Summer	Early Learning Goal
<p>Listening, Attention and Understanding</p>	<p>To understand how to listen carefully To sit and listen for a story in group and beginning to whole class To understand why listening is important To be able to follow directions To engage in nursery rhyme and 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 listen in Early Years Assembly</p>	<p>To ask questions to find out more To listen to peers in a conversation To begin to understand humour To listen in assembly whole school To understand a range of complex sentence structures To listen intently to a story whole class and comment when familiar To retell a story using story talk now using own voice To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how to extend knowledge To ask adults or peers to check they have understood To have conversations with adults and peers with back and forth exchanges To retell a story with clear sequencing, confidence and story voice To act as role models to Nursery in Assembly</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	
<p>Also-</p> <p>Word Aware programme</p>  	<p>To talk in front of a small group</p> <p>To talk to class teacher and Adults in setting</p> <p>To learn new vocabulary e.g. with Concept cat and from story</p> <p>To use and recall new vocabulary throughout the learning day</p> <p>To use talk in play to extend ideas with others e.g. role play / retelling</p> <p>To use an indoor voice in classroom</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To share their work to the class-standing up at the front</p> <p>To talk in sentences using conjunctions e.g. and, because</p> <p>To use new vocabulary in different contexts</p> <p>To draw on non-fiction books/texts when talking</p> <p>Show increased confidence talking to visitors</p> <p>To use talk to take on a role /story voice for retelling</p>	<p>To link statements and stick to a main theme to explain</p> <p>To talk to different adults around the school with confidence</p> <p>To answer questions in front of whole class/ begin to use STEM sentences</p> <p>To talk in sentences and use a range of tenses to communicate effectively</p> <p>To use talk to organise ideas thinking and feelings with teacher support.</p> <p>To use and recall vocabulary from reading and story with confidence</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p>

modelling and support from their teacher.

Monksmoor C E Primary Progression of Personal, Social and Emotional Development

Skill	Autumn	Spring	Summer	Early Learning Goal
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Self-Regulation

Including



Emotion coaching

To recognise different emotions sometimes with support

To understand how people show emotions using story and experience

To focus during short whole class activities

To follow one step instructions

To recall Value for Term

To talk about how they are feeling to an adult

To use vocabulary to describe feeling – red blue yellow and green for learning (Zones of regulation)
Understanding of colours which match to the feelings
To begin to consider the feelings of others

To adapt behaviour to a range of situations

To share resources with others and begin to wait e.g. learning lining up / routines

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 recognise when not in green Zone and recognise and discuss strategies to regulate e.g. figure of 8, lazy breathing , colouring

To discuss value for term and how can be shown

To keep going when facing challenge and persevere

To wait with patience and turn take effectively

Express understanding of colours which match to the feelings.
Understand how we might be feeling and where we would place ourselves

To control their emotions using a range of techniques and strategies

To independently use own chosen strategies to self -regulate

To set a target and reflect on progress

To maintain focus during extended whole class teaching / Assembly and respond appropriately

To follow instructions of three steps or more

Show awareness of values in others and themselves

To actively seek challenge and enjoy this

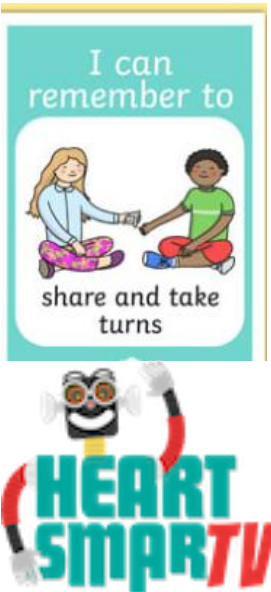
To demonstrate confidence participating in routines and procedures

To support others/ aid in choices where they need help
Solving conflicts through talk
Self-confidence
Transition
Maintaining Friendships


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.


	<p>Emotions Communication to help resolve issues – links Zones of regulation , emotion coaching</p>	<p>Beginning to resolve conflicts with no or little intervention. Self – confidence, resilience and patience using skills taught last term</p> <p>Beginning to use the colours to show how they are feeling</p>	<p>Using the colours to represent and talk about how they feel</p>	
<p>Managing Self</p> 	<p>To locate and hang items on peg To manage own resource e.g. book bag/ forest kit/ bottle etc.</p> <p>To wash hands independently</p> <p>To put coat and socks/ shoes on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p> <p>To ask for support if needed for hygiene needs and use the toilet independently</p> <p>Begin to follow rules and follow expectations in setting</p> <p>Self-confidence Speaking in a group Relationships Resolving issues with some support What is a good friend?</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To need minimal support to do up a zip/ buttons on coat</p> <p>To practise doing up buckle/ shoes on and off / outer clothing suits and wellies swiftly</p> <p>To develop independence when dressing and undressing for activities such as P.E and Forest school</p> <p>Manage own hygiene needs without adult prompt showing independence e.g. hand washing and using toilet</p> <p>Follow class rules and follow expectations in setting/ across school</p> <p>To independently access resources as needed</p>	<p>To understand the importance of healthy food choices, identify and name healthy foods</p> <p>To manage own basic needs independently and effectively</p> <p>To put P.E kit on independently / quickly change for forest school anticipating what comes next</p> <p>To change quickly and put away all items e.g. forest school /wellies</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude and demonstrate behaviour expectations for year group</p> <p>To talk about and understand importance of dental care and hygiene routine</p> <p>To support and act as role model for Nursery children inside/ outside</p> <p>To put uniform on and do up zippers, buttons and buckles without support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

			<p>To show individual responsibility for own possessions and shared resources</p> <p>To demonstrate caring for others and awareness of values.</p>	
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Skill	Autumn	Spring	Summer	Early learning Goal
<p>Building Relationships</p>  <p>Me and my community</p> <p>New beginnings and friendships Class rules and routines Relationships Aspirations and Self-confidence Relationships</p>	<p>To seek adult when needed to support</p> <p>To gain confidence to speak to peers and adults To happily speak 1 to 1 to an adult e.g. discussing text when reading</p> <p>To play with children who are playing with the same activity</p> <p>To begin to develop positive peer friendships To begin to learn routines with support e.g. lining up / lunch To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p> <p>To follow routines and adapt to new experience with others To separate from adult confidently</p> <p>To listen to the ideas of other children and agree solution /compromise sometimes with guidance and modelling</p> <p>To express feelings to others</p>	<p>To work as a group effectively</p> <p>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</p> <p>To speak in whole class on carpet / Assembly To model safe practices as pedestrian and around site To show respect to others during school day</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Monksmoor Park CE Primary School Progression of Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.


Skill	Autumn	Spring	Summer	Early Learning Goal
<p>Gross Motor Skills</p> 	<ul style="list-style-type: none"> To move safely in a space To find own space To stop safely To develop control when using equipment To begin to learn rhythmic exercise movements- crawling rolling and rocking To work cooperatively with a partner To balance using body movements -one leg, hop, land on 2 feet To begin to track a ball To explore movement using a prop e.g. scarves Begin to show physical literacy moves – gorilla meercat etc. 	<ul style="list-style-type: none"> To roll , control and track a ball round body To develop accuracy when throwing to a target To throw and catch with a Partner To skip in time learning a Maypole dance copying beat, shapes, balances and travelling actions To balance and safely use apparatus To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus Develop confidence and posture in physical literacy positons – stone lions penguins 	<ul style="list-style-type: none"> To use counting to help to stay in time with the music when copying and creating actions, moving in time To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and coordination e.g. pompoms To move with strength, control and coordination, expressing ideas To show confidence in range of rhythmic movements (E Collar programme for physical literacy) To jump and land safely from a height To work cooperatively as a team Confidently use physical literacy positions for posture and demonstrate flow between all 	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

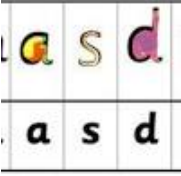
Fine Motor




<p>To use a dominant hand</p> <p>To mark make using different shapes e.g. stencils, circles</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects and manipulate, fingers for peg boards</p> <p>To thread large beads To copy a cross / Imitate a square To use large pegs</p> <p>To begin to copy letters – letter strings, environmental print</p> <p>To write name (using name card independently if needed) To hold scissors correctly , cut straight / zigzag line/ make snips in paper</p> <p>To begin to use anticlockwise movement to retrace vertical lines</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>Follow movements for brave/ scared monkey to begin to form letters</p> <p>To hold a fork and spoon correctly</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads / small pegs on a board</p> <p>To use a hammer, saw and screwdriver (supervision)</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p> <p>To write taught letters using correct formation starting at top - kinetic letters</p> <p>To write own name independently with confidence To hold scissors correctly and cut out large shapes</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>Effectively use tap and pin</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paintbrushes</p> <p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To write letters using the correct letter formation and control the relative size of letters</p> <p>To write capital letters, numbers confidently demonstrating pencil hold (kinetic letters)</p> <p>To show confidence using a range of tools and equipment switching easily e.g. varied drawing pencils</p> <p>Demonstrate independence when hand writing and number letter formation/ recall</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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Monksmoor Park CE Primary School Progression of Literacy


Skill	Autumn	Spring	Summer	Early Learning Goal
<p>Comprehension</p>  <p style="font-size: small;">shutterstock.com · 542051424</p> <p style="text-align: center; margin-top: 20px;">Skill</p>	<p>To use pictures /props / puppets to re-tell stories / imitate</p> <p>To sequence familiar stories using picture prompts and begin to use story language</p> <p>To independently look at books, holding them the correct way and turning pages</p> <p>To engage in story times, joining in with repeated phrases /actions drawing on talk for writing technique</p> <p>To begin to answer questions about the stories read to them 1 to 1 / group</p> <p>To enjoy increasing range of books - fiction, non-fiction, poems and rhymes</p>	<p>To act out stories with others using talk for writing technique</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> <p>To retell and sequence a story independently</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters/ setting in the books they are reading and stories</p> <p>To create own stories and innovate</p> <p>Understand 'why' questions</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books and recall</p> <p>To answer questions about what they have read / recall key events</p> <p>To know that information can be retrieved from books / sources</p> <p>Demonstrate use of vocabulary from story / text experiences when in setting – role play/ story telling / collaboration with others</p> <p>Compare texts/ stories with peers and likes/ views</p> <p>Demonstrate increasing awareness of authors and texts in discussion in group/ whole class</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

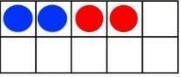
	Autumn	Autumn 2	Spring	Spring 2	Summer	Summer 2	Early Learning Goal
<p>Word Reading</p>  <p>- RWI scheme and expectations of progression each term</p>	<p>To recognise their name</p> <p>To recognise taught sounds – single letter set 1 sounds</p> <p>To begin to blend sounds together to read words using the taught sounds- see RWI Inc expectations of progress through year as minimum</p>	<p>Read all set 1 sounds, blend sounds into words orally</p> <p>inckubfpgoelmrvyvwzmasdtx</p>	<p>Blend sounds to read words, read short ditty stories</p> <p>Words e.g. in am red bin yes</p> <p>To begin reading captions/ sentence using taught sounds</p>	<p>Read red story books</p> <p>Digraphs ch ng nk qu th sh incl. double letter sounds e.g. ll ss tt etc.</p> <p>Chip shop jump that</p> <p>3 sound alien words e.g. fas gip</p> <p>To read books matching their phonics ability decoding all set 1 sounds speedily</p> <p>Review word time 1.1-1.5</p> <p>Teach 1.6-1.7</p>	<p>Read green story books, some set 2 sounds</p> <p>Cvc words incl. double letter digraphs – e.g. ff pink thick help</p> <p>Alien words 4 letters – e.g. plut dimp criff slom</p>	<p>Read green or purple story books confidently, demonstrate speedy sound automaticity in recall to aid fluency</p> <p>Use Fred in head to demonstrate non overt blending –with off thin will this then that have</p> <p>Show fluency in reading simple sentences/ phonic texts including known tricky red words</p> <p>To read books matching their phonics ability</p> <p>Read all word time words/ speedy review</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.(incl. double sounds)</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Writing	Autumn	Spring	Summer	Early learning goals
	<p>To give meanings to the marks they make To copy taught letters using kinetic letters beginning to use the correct letter formation</p> <p>To copy and write their name (if using sound card do so independently)</p> <p>To write initial sounds medial and end (and hear when writing)in cvc words using taught sounds with dictation</p> <p>To add labels using taught sounds (dictation support)</p> <p>To begin to write captions To create story maps to use to retell</p>	<p>To write captions /sentences using fingers spaces To form lowercase letters correctly</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly To form lowercase letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly using kinetic letters taught</p> <p>To write longer words / compound words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back check it for others to read</p> <p>To show awareness of story language when writing using talk for writing techniques and resources. To record ideas independently , e.g. in role play , investigation/ areas of learning</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>

Monksmoor Park CE Primary School Progression of Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Sits alongside NumberSense / Powermaths / WhiteRose as sources. Impact maths training - pedagogy

Skill	Autumn	Spring	Summer	Early Learning Goal
<p style="text-align: center; color: blue;">Number</p> <div style="text-align: center;">  </div> <p>(NumberSense Early NumberSense Programme daily) Power Maths White Rose</p>	<p>To recognise numbers 1-5 NUMBERSENSE</p> <p>To begin to subitise - 1 and 2 , 1 to 3 ,1 to 4, 1 to 5 Subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To explore the composition of 2 and 3 partitioning 2 , 3, 4</p> <p>recognise doubles – bunny ear doubles 1 2 3</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8 NUMBERSENSE/ White Rose / Powermaths</p> <p>To subitise to 5 recall bonds – 122, 11111, 221 etc. , show fluency in recalling number facts</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to NUMBERSENSE / White rose / Powermaths</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above</p> <p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>Part whole model misconceptions White rose Power maths obs. sheets</p> <p>To know addition and subtraction facts to 10</p> <p>to rapidly recall doubles</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p> <p>and some number bonds to 10, including doubling facts</p>

<p>Numerical Patterns Doubles $2+2=4$</p> 	<p>AUTUMN</p> <p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p> <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>SPRING</p> <p>To count to 15, To count objects to 10</p> <p>To compare quantities to 8 - using stem sentence – I think that because and more/fewer</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p> <p>To count to 20</p> <p>To add numbers</p> <p>To compare quantities to 10, order to 10</p> <p>To explore odd and even numbers</p>	<p>SUMMER</p> <p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10 To count back from 10</p> <p>To combine two groups of objects</p> <p>To order numbers to 20, order numbers e.g. 13, 15, 19</p> <p>To subtract numbers</p> <p>To find the missing number in problems</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>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.</p>
<p>Shape, Space and Measure</p>	<p>To match objects</p> <p>To sort objects</p> <p>To recognise and name square and rectangle properties</p>	<p>To order objects by height and length</p> <p>To begin to recognise o'clock e.g. 9 o'clock and 10 o'clock</p>	<p>To measure capacity and order using language</p> <p>To add money</p> <p>To recognise the time to o'clock</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have</p>



To compare capacity, length, height, size.

To finish a repeating pattern of 2 objects or colours

To recognise and name circle and triangle

To recognise 1p and 2p

To recognise 1 o'clock, 2 o'clock and 3 o'clock

To recognise 5p

To order the days of the week

To measure height using cubes

To measure time

To recognise 6 o'clock, 7 o'clock and 8 o'clock

To begin to name 3D shapes

To explore the properties of 3D shapes
To recognise 10p

To begin to name 3D shapes

To explore the properties of 3D shapes

To describe the properties of 3D shapes

To make pictures with shape arrangements

To finish a repeating pattern


To make patterns using shapes

To name and describe 2D and 3D shapes



experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure


Monksmoor Park CE Primary School Progression of Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Skill	Autumn	Spring 1	Summer 1	Early Learning Goal
<p style="text-align: center;">Past and Present</p>  <p style="text-align: center;">Links History</p> <p style="text-align: center;">Humankind</p> <p style="text-align: center;">Hierarchy and Power</p> <p style="text-align: center;">Creativity Communication</p>	<p>To know about my own life-story</p> <p>To know how I have changed (Everyday life)</p> <p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas) / harvest</p> <p>To talk about own significant events – birthdays/ family celebrations Significant events</p> <p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know about features of the immediate environment.</p>	<p>To talk about the lives of the people around us. (Everyday life)</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Castles)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling e.g. Kings and Queens as Monarchy in the past (Hierarchy and Power)</p> <p>Who is our king / where does he live and what does he do?</p> <p>To use stories books and pictures to find out about the past Stories – JS Goodall Castles Princess and the pea, Role play experience Castle day</p> <p>Creativity Make observations about objects from the past – clothes</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling - retelling prior stories e.g. 'Princess and the Pea' to show deepened learning</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside) and recap stories e.g. – Cinderella</p> <p>To make observations and ask questions about items from the past – Coronation ware display Artefacts and resources</p> <p>To begin to understand significant events important to people – Coronation Significant events</p> <p>Create own historical role play e.g. Coronation / tea party / banquet</p> <p>Creativity To know that people in other countries may speak different languages</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	<p>(Location)</p> <p>To know that there are many countries around the world. To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To recognise Autumn / signs of Autumn Climate and weather</p>	<p>Communication</p> <p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community- visit PCSO Kirsten, Fire service, Refuse collector</p> <p>To know some similarities between the Natural World around them drawing on their experiences and what has been read in class – country park/ Monksmoor estate To describe a contrasting environment to their own – Antarctica (Settlements and Land Use)</p> <p>To recognise Spring / signs of Autumn and winter and compare and record change Climate and weather</p> <p>Begin to describe how different weather can affect the environment e.g. ice Physical processes</p> <p>To know that Christians celebrate Easter. UC Why do Christians put a cross in an Easter garden? (RE)</p>	<p>To know that simple symbols are used to identify features on a map and use photos to recognise/ show key environment features</p> <p>Mapping our school environment</p> <p>Geographical investigation</p> <p>To recognise the 4 seasons Spring Summer Autumn and winter and compare by talking using knowledge Climate and weather</p> <p>To collect and use simple geographical data from fieldwork - outside area weather station</p> <p>Data analysis/ fieldwork</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>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.</p> <p>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.</p>
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<p>The Natural</p>  <p>World</p> <p>See also forest</p>  <p>school</p> <p>PLAN Science objectives and progression</p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know about and recognise the signs of Autumn / (Winter)</p> <p>To know about features of the world and Earth</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p> <p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds and make observations and predictions</p> <p>To know the different between herbivores and carnivores</p> <p>Mini beast hunt</p> <p>To know and recognise signs of spring</p> <p>Name and describe a polar habitat i.e. Antarctica and animals that live there – penguin</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables prepare and eat them</p> <p>To know about different habitats and talk about them</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p> <p>Animal e expert to visit</p> <p>Creating a class worm farm</p> <p>Raising caterpillars into butterflies</p> <p>Fiction and nonfiction texts</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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<p>Technology</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about esafety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p> <p>To use technological items in the setting freely – phones, calculators, talk buttons, big tape measure, digital thermometer</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving</p> <p>To explore how a Bee-Bot works</p> <p>To use a search engine safely and get sense of place e.g. using Lyfta to compare habitat / locality – geography table eraser</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>
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Monksmoor Park CE Primary Progression of Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Skill	Autumn	Spring	Summer	Early Learning Goal
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<p>Creating with Materials</p> 	<p>To name colours and experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design,</p>
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	<p>crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non statutory measures (spoons, cups beakers)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches pumpkin coring with support</p> <p>To use colours for a particular purpose and share creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To learn about artists and colour –To construct using range of materials</p>	<p>To use some cooking techniques – mixing, beating – pancakes</p> <p>To use tools to cut and join wood (supervision)</p> <p>To know the names of tools</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To create props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To learn about artists and style/ technique– Paul Klee</p>	<p>To draw more detailed pictures of people and objects/ observational drawings using a range of drawing materials – charcoal pencils – observational portraits of friends</p> <p>To manipulate materials</p> <p>To demonstrate confidently know how to work safely and hygienically</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell summer pictures and Henri Matisse the snail. Fish collage van Gogh boats Monet – water lillies)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary to improve</p> <p>Kandinsky circles – adapt own design and discuss feelings</p>	<p>texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
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Being Imaginative and Expressive



Charanga

To sing and perform nursery rhymes in class

Find the pulse. (Music)

Find the pulse as a characters from song. (nursery rhyme)

Copy-clap the rhythm of names/ words and vocabulary

Copy-clap the rhythm of small phrases from the songs.

To join in with whole school singing assemblies

To pitch match

To sing the melodic shape of familiar songs

To begin to build up a repertoire of songs/entire songs

To talk about whether they like or dislike a piece of music/associate with feelings

To experiment with different instruments and their sounds

To use costumes and resources to act out narratives

To perform a song/dance in the Christmas Play

To create musical patterns using untuned instruments

To create costumes and resources for role play

To perform songs for Easter

To join in with whole school singing assemblies

To associate genres of music with characters and stories

To move in time to music

To learn dance routines

To join in with whole school singing assemblies

To act out well know stories

To follow a musical pattern to play tuned instruments

To create narratives based around stores

To perform Summer fayre / Jubilee (songs, poems, stories, dance)

To listen to poems and create their own

To join in with whole school singing assemblies

To create own compositions using tuned instruments

To invent their won narratives, making/ choosing costumes and resources

Designing and crafting with purpose
Altering and adapting their work to enhance

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.