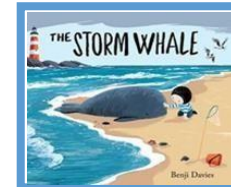
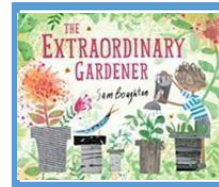
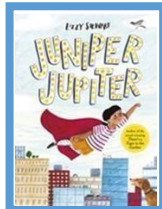


Ditton Primary School Reception Curriculum

EYFS 2023-2024



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Characteristics of Effective Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

<p>Playing & Exploring</p>	<ul style="list-style-type: none"> ☐ Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. ☐ Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."</i> ☐ Make independent choices. ☐ Do things independently that they have been previously taught. ☐ Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.
<p>Active Learning</p>	<p>Participate in routines, such as going to their cot or mat when they want to sleep.</p> <p>Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></p> <ul style="list-style-type: none"> ☐ Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i> ☐ Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i> ☐ Keep on trying when things are difficult.
<p>Thinking and Creating Critically</p>	<ul style="list-style-type: none"> ☐ Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i> ☐ Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i> ☐ Review their progress as they try to achieve a goal. Check how well they are doing. ☐ Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i> ☐ Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i> ☐ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ☐ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Age Related Expectations * Teaching and learning to be differe through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All about Me Friendship and Animals	Stars and Space	Superheroes	Traditional Tales	Growing	Seaside
Planning Around Quality Texts	 <p>The Friendship Bench The Something</p>	 <p>Star in the Jar</p>	 <p>Juniper Juniper</p>	 <p>Little Red</p>	 <p>The Extraordinary Gardener</p>	 <p>The Storm Whale</p>

Linked texts	The Friendship Bench by Wendy Meddour	How to catch a star Oliver Jeffers	Superbat by Matt Carr	The Wolf's story: What Really Happened to Little Red Riding Hood	Seed to Plant by Kristin Baird Tattini	A First Book of the Sea, Written by Nicola Davies
	Mr Big by Ed Vere	The Smeds and the Smoos by Julia Donaldson	My mum is a supermum, by Angela McAllister	Little Red Riding Hood by Stephen Tucker and Nick Sharratt	Oliver's Vegetables, Written by Vivian French	Three by the Sea, Written by Mini Grey
	Dogger by Shirley Hughes	Whatever Next by Jill Murphy	George save the world by Lunchtime by Jo Readman	Mixed Up Fairy Tales, by Hilary Robinson and Nick Sharratt	The Secret Sky Gardener, by Jeff Helmore and Richard Jones	Seashore, Written by Lucy Bowman
	The Tiger Who Came to Tea by Judith Kerr	Can't you Sleep Little Bear by Martin Waddell	People who help us series, Written by Rebecca Hunter	Jack and the Beanstalk, by Stephen Tucker and Nick Sharratt	Caterpillar, Butterfly by Vivian French	The Storm Whale in Winter, Written by Benji Davies
	A Great Big Cuddle by Michael Rosen.	The Lost Stars by Hannah Cummings	Supertato by Sue Hendra.	The Big Bad Wolf, Written by Jane Goulbourne	Eddie's Garden: and how to make it grow, Written by Sarah Garland	The Snail and the Whale, Written by Julia Donaldson
	Lost and Found by Oliver Jeffers	Diwali by Nancy Dickmann	Superworm by Julia Donaldson.	Super Daisy by Nick Sharratt	The Tiny Seed, by Eric Carle	The Rainbow Fish, by Marcus Pfister
	The Leaf Thief by Alice Hemming	Let's Celebrate by Kate De Palma	Super Duck, Written by Jez Alborough	Zog by Julia Donaldson	Plants, Written by Sally Hewitt	The Big, Blue Whale, Written by Nicola Davies
	A first book of animals by Nicola Davies and Peter Horacek	A Rocketful of Space Poems by John Forster	The Colour Monster by Anna Llenas	Core Fairy Tale: The Three Little Pigs	Core Fairy Tale: Jack and the Beanstalk	Core Fairy Tale: The Gingerbread Man
	Funnybones by Janet and Alan Ahlberg	The Story of the Nativity by Hans Christian	Core Fairy Tale: The Enormous Turnip			One Tiny Turtle, Written by Nicola Davies
	Room on the Broom by Julia Donaldson	Core Fairy Tale : The Three Billy Goats Gruff				

Trips/Visitors/First Hand Experiences Enrichments	First Hand Experiences: Forest School Visitors: Vet, Headteacher	Trip: Pantomime Visitors: Diwali Dance Workshop First Hand Experiences: Autumn Stay and Play Nativity Performance	Visitors: Police and Fire Fighters First Hand Experience: Superhero Day, Forest School	Visitors: Priest from St Michael's Church. First Hand Experiences: Trip: Library	First Hand Experiences: Raising caterpillars/butterflies Planting own garden Trip: Wonky Garden at Ditton CC	Trip: Knowsley Safari Park First Hand Experience: Begin Transition Activities in Year 1 Forest School
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> • Birthdays • Parents Coffee Morning • Halloween • Pumpkin Carving • Spooky Baking 	<ul style="list-style-type: none"> • Birthdays • Diwali • Hannukah • Bonfire Night • Remembrance Day • Christmas 	<ul style="list-style-type: none"> • Birthdays • New Year • Chinese New Year • National kite flying day • Internet Safety Day 	<ul style="list-style-type: none"> • Birthdays • National Tell a FairyTale Day • Mother's Day • World Book Day • Global Recycling Day • Easter 	<ul style="list-style-type: none"> • Birthdays • Eid-al-Fitr • World Bee Day • World Turtle Day 	<ul style="list-style-type: none"> • Eid al Adha • World Environment Day • World Oceans Day • Birthdays • Father's Day • Sports Day

COMMUNICATION & LANGUAGE: Listening, Attention & Understanding Speaking Weaved throughout the whole of the EYFS curriculum

Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn

Spring

Summer

Linked to Development Matters 2021

Listening, Attention and Understanding

- Understand a question or instruction that has two parts:
Linked to: Daily routines, Activities - AL and CI
- Understand how to listen carefully and why listening is important One-to-one / small groups / whole class
- Learn new vocabulary
 - Linked to: daily routine themes key knowledge
- Listen carefully to rhymes and songs and **begin to** pay attention to how they sound
 - Learn rhymes and songs
 - Anticipate words, begin to adapt phrases (with support)
- Listen to stories and **begin to** be active participants
 - Join in with repeated refrains Fill in rhyming words
 - Answer a range of questions with relevant comments Ask questions to develop understanding Talk about likes / dislikes Discuss characters, events, setting ... **character, happened**

Speaking

- Use new vocabulary throughout the day within a range of contexts/develop use of social phrases
- **Begin to** ask questions to find out more and develop understanding
- **Begin to** articulate their ideas and thoughts in well-formed sentence Express Ideas to practitioners / friends Within book talk
- **Begin to** connect one idea or action to another using a range of connectives... **because, although, but...**
- **Begin to** describe events in some detail, showing awareness of the Listener
- **Begin to** retell a simple story using some story language

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Listen to others and join in conversation, turn taking
- Listen carefully to and learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
 - Engage in conversation about main characters / events
 - Link story events to own experiences / other texts
 - Discuss feelings and actions of main characters
- **Begin to** listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Books linked to key themes
 - Begin to** name book parts / content - **front / backcover, contents page / fact / real**
- **Begin to** understand humour e.g., nonsense rhymes / jokes

Speaking

- Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence
- Answer and ask questions to develop understanding **Who? What? Where? When? Why?**
- Articulate ideas & thoughts in well-formed sentences Using new vocabulary and correct tenses
- Connect one idea or action to another using a range of connectives... **because, although, but, also, first, next, after ...**
- Describe events in some detail Use sequencing vocabulary - **first, next, after ...**
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
 - Introduction of some problem-solving words - **I think ... We could ...**
- Retell a simple story using story language / own words

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: fiction texts non-fiction texts
 - Engage in Talk for Writing activities fiction
 - Engage in Book Talk activities non-fiction
- Make comments about what they have heard and ask questions to clarify their understanding
 - Use a range of question starters and use full sentences
- Hold conversation when engaged in back-and-forth exchanges with teacher and peers
 - Showing awareness of the listener - (i) turn taking (ii) depth of information required
- Understand humour more readily e.g., nonsense rhymes/jokes
 - Begin to** discuss likes / dislikes / reasons

Speaking

- Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary Speak with confidence using:
 - full sentences range of connectives tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Active prior knowledge to speak with confidence and articulate ideas / thoughts
- Express ideas and feelings about experiences
 - Listen to others
 - Participate in purposeful conversation

Ditton Primary School - PSHE progression through EYFS

PSED with links to Physical Development & Understanding the World

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Early Learning Goals – PSED

- Self-regulation:** ■ Show an understanding of their feelings & begin to regulate their behaviour accordingly ■ Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate ■ Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions **Managing Self** ■ Be confident to try new activities & show independence, resilience & perseverance in the face of challenge ■ Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices
- Building Relationships** ■ Work & play cooperatively & take turns with others ■ Form positive attachments to adults & friendships with peers ■ Show sensitivity to their own & other’s needs

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe own competencies, what they can do well & are getting better at, describing themselves in positive but realistic terms Proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support More able to manage their feelings and tolerate situations in which their wishes cannot be met Know that other children do not always enjoy the same things, and is sensitive to this, accepting difference of opinion 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicate freely about town home & community Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	<p>Rules, Danger, Healthy, Unhealthy, Same, Similar, Different, Good touch/Bad Touch, Private, Secret, Real, Fake, Feelings, Emotions, Happy, Excited, Brave, Sad, Angry, Worried, Scared, Frustrated, Calm, Surprised, Nervous, Responsibility, Goals, Handwashing, water, soap, rub, between, front and back, rinse, dry germs</p> <p>Friend, Kind/kindness, Gentle, Share, Take Turns, Safe, look, listen, walk sensibly, line up, one behind the other, waiting, wait, politely, good manners,</p>

Learning Outcomes	Autumn 1 All About Me. Animals and Friendships.	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	<p>Able to explore the classroom with interest</p> <p>To name and talk about own feelings</p> <p>Form positive attachments to staff and children</p> <p>Begin to consider the feelings of others</p> <p>Begin to self-regulate own feelings</p> <p>To begin to become familiar with rules/routines of Reception</p> <p>Understand that parts of their body need to be kept private-(Pants Rule)</p> <p>Learn about the importance of handwashing</p>		<p>Can manage own feelings and know who to go to for support.</p> <p>Can resolve minor conflicts in friendship groups</p> <p>Use kind words with others</p> <p>Can talk about how to stay safe on the road when crossing, at a train station and when near water.</p> <p>Knows who to go to if lost- Knowing who is a stranger.</p> <p>Understand that people have different beliefs than them and accept difference.</p> <p>Understand and follow the routines of the school</p>		<p>Develop respectful friendships with other children</p> <p>Demonstrates independence and confidence during activities</p> <p>Begin to understand the impact of using kind word with others</p> <p>Can talk about different food groups and which foods are good for our health and teeth.</p> <p>Begin to talk about the effect of exercise and food on their health.</p> <p>Manages their own personal hygiene needs independently</p> <p>Can talk in detail about the school behavioural expectations in class and around the school</p> <p>Talk about feelings as begin transition into year 1</p> <p>Can talk about how others may feel who are less privileged than we are - linking for other countries.</p>	

Health and Well Being	Relationships	Living in the Wider World
------------------------------	----------------------	----------------------------------

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key events.
- Classroom displays will display timetables and behavioural expectations of the day.
- Classrooms will provide quiet areas within their provision.
- Children will be encouraged to talk about their feelings and emotions throughout the day.
- Classrooms will promote and celebrate positive behaviour.

Ditton Primary School – PE Progression through EYFS

Physical Development with links to Gross Motor Skills, Fine Motors Skills and EAD - Creating with Materials

Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary
Reception Skills	<ul style="list-style-type: none"> Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility 	<ul style="list-style-type: none"> Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming Develop confidence, competence, precision & accuracy with activities that involve a ball Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes 	<ul style="list-style-type: none"> Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences Watch & talk about dance & performance art, expressing their feelings & responses Explore & engage in dance, performing 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Can manage their own personal hygiene Know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, tooth brushing, good sleep routines 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Learning Outcomes	Autumn 1 All About Me. Animals and Friendships.	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	<p>Revise and refine the fundamental movement skills they have already acquired; crawling, rolling, walking, jumping, running, hopping, skipping, climbing</p> <p>Pick up put down equipment with care</p> <p>Show increasing control with care over a ball</p> <p>Able to balancing on one leg</p> <p>Encourage my team mates and take turns with support</p> <p>Begin to negotiate space, adjusting speed to avoid obstacles</p> <p>Roll, throw under arm and kick a ball with accuracy</p> <p>Find a space</p> <p>Use a dominant hand to explore mark making tools with control</p> <p>Dress and undress for outdoor play, managing coats, waterproofs/fastenings</p>		<p>Throw underarm accurately to hit a target</p> <p>Kick a ball with both feet with some accuracy</p> <p>Gymnastics bouncing, jumping and landing with accuracy</p> <p>Jump in a variety of ways including with a turn</p> <p>Make a tuck shape in the air when jumping</p> <p>Combine a range of movements with ease and fluency</p> <p>Hold my pencil securely as I write recognizable letters</p> <p>Talk about the importance of exercise and sleep</p> <p>Make statue shapes using different parts of my body</p>		<p>Change direction confidently and independently</p> <p>I can dribble a ball with my feet using good control</p> <p>Can bounce/dribble a ball with hands and track with my eyes</p> <p>Find a good position to receive a pass</p> <p>Ride a bike effectively and with control</p> <p>Use a range of large/small equipment with confidence</p> <p>Explain a healthy diet and different food combinations</p> <p>Hold my pencil with a secure tripod grid as I form letters accurately</p> <p>Move in time to music and change my movements in response to what I hear</p> <p>Manage my own personal hygiene such as washing my hands and brushing my teeth.</p> <p>Demonstrate skills and techniques to the rest of my class.</p>	
Games		Dance			Self-Evaluation	

□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and outdoors. □ In addition, they have a weekly PE session which covers, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.

Ditton Primary School – Reading progression through EYFS

Literacy (Reading) with links to Communication and Language and Expressive Arts and Design

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension: ■ Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

ELG: Word Reading Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and Performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading	
Reception Skills	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound & say sounds for them Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> Enjoys an increasing range of print & digital books, both fiction and non-fiction Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> Re-enacts and reinvents stories/poems they have heard in their play Beginning to understand humour, e.g., nonsense rhymes Uses combinations of art forms, e.g., moving and singing, making and dramatic play 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> Is able to recall & discuss stories or information that has been read to them, or they have read themselves Listens & Responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how Links statements & sticks to a main theme or intention 	
Reception Knowledge	Autumn 1 All About Me Friendship and Animals Can read own name without prompting in range of contexts Know the 5 key concepts about print Can orally blend a CVC word Able to read all the Phase 2 sounds from Little Wandle Can read VC and CVC words that match their phonetic ability Can read taught tricky words matched to phonic ability Beginning to read simple captions and sentences Can describe a setting and a character within a story. Can re-tell a simple story narrative Can give their opinion on a story and make a simple prediction about what might happen next.	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside	Are secure up to phase 3 of Little Wandle sounds. Begin to read some phase 4 words Can read aloud simple sentences by decoding phonetically regular words and sight read taught tricky words Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read. Can find the correct page in a book by following the contents page.		

Word Reading

Comprehension

□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily English inputs and daily Phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.

Ditton Primary School – Writing Progression through EYFS

Literacy (Writing) with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Writing:

■ 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.

ELG: Physical Development-Fine Motor Skills

■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Transcription (Spelling and Handwriting)			Composition (Articulating ideas and structuring them into speech, before writing)				
Reception Skills	<ul style="list-style-type: none"> Can use simple tools to effect change on materials Handle tools/objects, construction and malleable materials safely and with increasing control and intention Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology Show a preference for a dominant hand Use an effective hold/grip 	<ul style="list-style-type: none"> Form recognisable letters independently and write these in sequence, such as in own name and other familiar words Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format) 	<ul style="list-style-type: none"> Write recognisable letters-most of which are correctly formed Apply their developing phonic knowledge to write simple sentences Write captions that include the sounds heard at the beginning of familiar words Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop 	<ul style="list-style-type: none"> Break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing 	<ul style="list-style-type: none"> Form lower case and capital letters correctly 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter(s) 	<ul style="list-style-type: none"> Begin to write simple sentences 	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense
Reception Knowledge	Autumn 1 All About Me. Friendships and Animals	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing		Summer 2 Seaside	
	Can write own name using correctly formed letters Can orally retell a story, draw images and write some initial sounds Can spell VC and CVC words that match their phonetic ability and apply this in their play, labelling for example Begin to use correct letter formation for lower case letters Can write a label/ list/ caption using phonic sounds Begin to identify capital letters Begin to use finger spaces Begin to form a 3 word simple sentence e.g. It is red.		Can write and apply captions/speech bubbles using a few decodable and tricky words Can write CVC words with taught digraphs. Begin to develop independent writing further to include (orally rehearsed) simple sentences. Can form upper case letters correctly Begin to show an understanding of punctuation by using a capital letter and a full stop in a simple sentence. Children to progress towards 2 group writes per week.		Spell some taught tricky words correctly. Write simple sentences and phrases that can be read by others. Rewrite a story in simple sentences Present facts via simple sentences Apply capital letters, finger spaces and full stops correctly Able to re-read what they have written to check it makes sense			

Transcription	Composition
----------------------	--------------------

□ Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.

Ditton Primary School- **Maths** progression through EYFS

Maths-Number and Numerical Patterns

Educational Programme: 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.

ELG: Number

■ Have a deep understanding of number to 10, including the composition of each number ■ Subitise (recognise quantities without counting) up to 5 ■ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

ELG: Numerical Patterns

■ 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

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and Subtraction; recall, represent, use	Addition and subtraction: Calculation	Addition and subtraction: Solve problems	
Reception Skills	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Counts out up to 10 objects from a larger group 	<ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Increasingly confident at putting numerals in order 0 to 10 (ordinality) Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 	<ul style="list-style-type: none"> In practical activities, adds one and subtracts one with number to 10 	<ul style="list-style-type: none"> Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three 	
Reception Knowledge	Autumn 1 All about me Friendship and Animals		Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	Autumn 1 Can accurately count sets of objects, actions and sounds 1-5 Subitises 1-3 Numeral recognition 1-5 Can notice numbers within numbers (Conceptual subitising) Beginning to notice numbers within numbers Compare sets 1-5 using the vocabulary of more/fewer/most/fewest		Spring 1 Can count backwards 10-1 and order numbers 10-1 Begin to use a systematic approach when partitioning sets of objects 1-5 using a part whole model Find 1 less using sets of objects on tens frame, number track and from a larger group	Spring 2 Can recall number bonds to 5 Able to partition and re-combine 6-10 including on part whole model and tens frame Begin to write numerals to 10	Summer 1 Can count beyond 10 noticing patterns in 1's Able to use a systematic approach to splitting and recombining 10 using a tens frame and part whole model Can recall some number bonds to 10	Summer 2 Can count beyond 20, noticing the pattern in 10 Able to share fairly between 2 Begin to share fairly between 3 Able to halve groups of objects to 10 Begin to split numbers into more than 2 parts on a part whole model Secure writing numerals to 10	
	Number and Place Value		Addition and Subtraction	Multiplication and Division	Patterning		

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

Ditton Primary School - **Maths** progression through EYFS

Shape, Space and Measure

Educational Programme: 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.

ELG - N/A * See Number & Numerical Pattern links

Focus	Spatial Awareness		Shape		Pattern	Measures
Reception Skills	<ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks 		<ul style="list-style-type: none"> Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 		<ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreating repeating patterns beyond AB patterns and begins to identify the unit of repeat 	<ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars
Reception Knowledge	Autumn 1 All About Me Animals and Friendships	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	Autumn 1 and 2 Complete and copy simple AB patterns Make own AB patterns and spot and correct errors in AB patterns Can describe, compare and order 3 objects according to their height Recognise and name 2D shapes and describe their properties- Square, circle, triangle, rectangle, pentagon, hexagon, octagon Able to identify the unit of repeat in an AB and ABC patterns		Spring 1 Can describe, compare and order 3 objects according to their length Uses positional language of- in front, behind, in between, on, in, under, first second, third Can complete, make and copy ABB, ABBC patterns Begin to make generalisations about patterns to different forms e.g. shapes to movement Spring 2 Can describe, compare and order objects according to their weight Represents objects and their spatial relationship on maps Uses directional vocabulary forwards, backwards, up, down, across Follow and give directions e.g. at the end turn right Identify numerical staircase patterns of 1 more/1 less		Summer 1 Recognise cube, cuboid, cylinder, sphere, pyramid as 3D shapes. Describes properties of 3D shapes using words such as faces/vertices/edges Recognise faces on 3D shapes comprise of 2D shapes Able to identify odd and even numbers 1-10 Learn double facts to 10 Summer 2 Can sequence events using language related to Time Can describe, compare and order objects according to their capacity	
	Measures		Shape		Pattern	

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

Ditton Primary School - RE progression through EYFS

UW- People/Culture and Communities

Educational Programme: 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.

ELG: UW / People, Culture and Communities

■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary	
Reception Skills	<ul style="list-style-type: none"> : Compare & contrast characters from stories, including figures from the past : Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> : Know about similarities & differences between themselves & others, & among families, cultures & traditions : Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> : Understand that some places are special to members of their community 	<ul style="list-style-type: none"> : Talk about members of their immediate family & community Enjoys joining in with family customs & routines 	<p><i>Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect, similar, different, Eid, Diwali, Christmas, Easter, Mandir, Church, worship, beauty, messenger, message, prophet</i></p>	
Reception Knowledge	<p>Autumn 1 All About Me Friendship and Animals</p> <ul style="list-style-type: none"> • To know that there are special and significant events in their own lives such as a birthday or trip to the cinema. • Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak. 	<p>Autumn 2 Stars and Space</p> <ul style="list-style-type: none"> • Recall simple stories connected to Christmas/Diwali • Say why festivals are special times for believers of different faiths • To learn about the festival Diwali and know some ways that it is celebrated by Hindu people • To know why Christmas is a special event linking to the birth of Jesus 	<p>Spring 1 Superheroes</p> <ul style="list-style-type: none"> • Talk about their special place and why it is special • Know that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu • Talk about some significant features of a church or mosque • Talk about some of the things Christians and Muslims do when visiting church, mosque or mandir 	<p>Spring 2 Traditional Tales</p> <ul style="list-style-type: none"> • Talk about and recall some religious stories through role play, art, model making • Share features of the Easter and know this is a special time for Christian people • Identify that the Bible and Qur’an are special 	<p>Summer 1 Growing</p> <ul style="list-style-type: none"> • Express ideas about how to care for animals and plants • Retell stories to explain Christian and Muslim ideas about Creation and the natural world • To know that Eid is a Muslim celebration and be able to talk about some of the features of Eid • Talk about ways in which people can look after and harm the natural world • Talk about similarities and differences between religions 	<p>Summer 2 Seaside</p>
	Christianity- Church	Christianity -God	Christianity -Jesus	Hindu- Dharma	Islam	Judaism

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

Ditton Primary School – History progression through EYFS

UW – Past and Present

Educational Programme: 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.

ELG: UW / Past and Present

- Talk about the lives of the people around them & their roles in society
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily	
Reception Skills	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books 	<ul style="list-style-type: none"> • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more and to check understanding of what has been said 	<ul style="list-style-type: none"> • Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<ul style="list-style-type: none"> • Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when why? I know this because... • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? explain 	
Reception Knowledge	<p>Autumn 1 All About Me Animals and Friendships</p> <p>Understand, follow and begin to talk about the daily routine with use of visual timetable with some time vocabulary – after, next</p> <p>Begin to talk about the length of time until a birthday</p> <p>Begin to understand that their parents/grandparents were once babies</p> <p>To begin to make sense of own family history; when I was a baby, when my parents/grandparents were babies.....</p> <p>Begin to comment on familiar situations in the past e.g. when mum and dad were little</p> <p>Begin to talk about and become familiar with some characters and figures from the past through fiction and non-fiction texts</p>	<p>Autumn 2 Stars and Space</p> <p>Begin to develop an awareness of the sequence of the seasons Winter/Spring/Summer/Autumn</p> <p>Begin to recite the days of the week and months of the year</p> <p>Begin to understand the structure of their week weekday, weekend, 7 days</p> <p>Compare different celebrations and relate to family life</p> <p>To begin to understand why we remember soldiers on Remembrance Day</p> <p>To talk about significant people and events from the past e.g. Tim Peck and Neil Armstrong, Guy Faulkes</p>	<p>Spring 1 Superheroes</p> <p>Begin to understand and interact with a timeline representing their school year so far – timeline, events, month, year, remember</p> <p>Talk about and sequence events of the day with some accuracy; first, next, later, after that, finally</p> <p>Continue to build an understanding of their family history by talking about the roles their family members play in society</p>	<p>Spring 2 Traditional Tales</p> <p>Begin to understand the difference between a day and a week and talk about what happens on different days this week, next week, weekend, evening</p> <p>Develop their understanding of past and present by talking about things which happened before they were born</p> <p>Compare past events/experiences</p> <p>Compare a range of old and new homes describing similarities and differences.</p> <p>Talk about what is special about my home</p>	<p>Summer 1 Growing</p> <p>Talk confidently about their daily routine at home and at school; earlier, later, evening</p> <p>Begin to recognise longer periods of time e.g. Summer holidays</p> <p>Begin to recognise change, similarities, difference over time e.g. When I started Reception...</p> <p>Use sequencing vocabulary when talking about events in own life or in stories e.g. when sequencing plant or animal growth</p>	<p>Summer 2 Seaside</p> <p>Understand and interact with a timeline representing their year in Reception recalling key events and celebrations</p> <p>Talk about memories in the past, black and white photographs and compare to today.</p> <p>To know that they live in Widnes and explain why it is special to them</p> <p>Understand the past through settings, characters and events encountered in books and read in class storytelling</p>
	Significant person	Significant event	Significant places	Changes within living memory		

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Tapestry to be used to showcase a learning journey over time of significant events.

Ditton Primary School - Geography progression through EYFS

UW- The Natural World

Educational Programme: 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.

ELG: UW/ The Natural World ■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical Skills and Fieldwork	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information including maps, globes, photographs 	<ul style="list-style-type: none"> Use appropriate words, e.g., ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, ‘church’, ‘mandir’, ‘aerial’, ‘map’, ‘key’, ‘country’, ‘locate’, ‘direction’, ‘seasons’, ‘weather’, ‘symbol’, ‘similar’, ‘different’. Encourage the use of words that help children to express opinions, e.g., ‘busy’, ‘quiet’ and ‘pollution’ make distinctions in their observations. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”

Reception Knowledge	Autumn 1 Friendship and Animals	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	<p>To name and explore the different areas of provision independently and know their purposes</p> <p>Know own address and can describe own home.</p> <p>Know that I go to school in Ditton.</p> <p>Begin to know the different jobs people do in our school setting.</p>	<p>Can describe the similarities and differences between the different locations around the school.</p> <p>Explore and describe the school grounds including, trim trail, playground, field, and forest area</p> <p>Know school is in Widnes</p>	<p>Describe the jobs people do in our community to help to protect it.</p> <p>Describe what they see on their way to school and understand that different places in the school community have different purposes</p>	<p>Use a map of the Continuous Provision to find hidden treasures</p> <p>Compare the setting from Little Red with the school setting</p> <p>Children draw simple story maps of Little Red’s visit to Grandmother’s house</p> <p>Use a BeeBot to plan a route between two objects and use directional language</p>	<p>Talk about the best places to plant our Reception grounds and why.</p> <p>Can describe the seasonal changes they have observed.</p> <p>Talk about significant places in Widnes that they like to visit</p> <p>Name different buildings people go to worship, church, temple, and synagogue.</p> <p>Discuss con</p>	<p>Talk about the impact of Human activity- Recycling. The impact on animals and the environment</p> <p>Describe the seaside environment from photographs and video clips</p> <p>Compare the seaside environment to our school</p> <p>Explore a range of maps and globes</p> <p>Discuss contrasting environments in focus texts e.g. Snail and the Whale</p>

My School, My Area	Widnes	The UK
---------------------------	---------------	---------------

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and
- Tapestry to be used to showcase a learning journey over time of significant events.

Ditton Primary School - Science progression through EYFS

UW-The Natural World

Educational Programme: 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.

ELG - Understanding the World- The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants ■ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Seasonal changes	Everyday materials	Plants	Animals including Humans	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Describe what they see, hear & feel whilst outside Observational drawings of the natural world Discuss how to care for the living things & their habitats Examine change over time Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment Use words such as busy, quiet, pollution Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes that they notice Characteristics of liquids and solids e.g., cooking, melting chocolate Observe & interact with natural processes, such as ice melting, a sound making, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water 	<ul style="list-style-type: none"> Extend vocabulary: blossom, buds, bulb, evergreen, deciduous Describe what they see, hear & feel whilst outside Name & describe some plants Draw pictures of plants 	<ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Describe what they see, hear and feel Identify different parts of their body & animals Be able to show care and concern for living things Know the effects exercise has on their bodies Have some understanding of growth and change Talk about things they have observed including animals Observational drawings of animals 	Test, fair, why, senses, world, plants - leaf, petals, stem, root, bud, soil, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, e.g., whale, bark, stick, branch, Autumn leaves, frozen, frost, wind, rain, colder, hotter, drier, wetter, heat, hot, damp, humid, sunny, petals, younger, older, baby, toddler, child, adult, Evergreen, Oak Tree, conkers, acorns, pine cones, hibernating, woodland animals, seasons, ice, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf, nostrils, elbow, eyebrow, wrists, ankle, ribs, hips, coral, fur, talons, beak, tail, ladybird, snail, ant, beetle, caterpillar, butterfly, wasp, bee, body parts-wings, antennae, snails, fin, scales, tusks, food, pollution, litter,
Reception Knowledge	Autumn 1 All About Me Friendships and Animals Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
	Name own body parts using the song Funny Bones as a support. Can describe the key function of the skeletal system Describe changes occur as they change from a baby to an adult Explore the natural world around them and begin to describe what they see, hear, feel whilst outside (including plants and animals) ; naming Autumn objects e.g. leaves, acorns, conkers, spiky, smooth; Autumn trees; weather e.g. wind, rain, colder, frozen, frost Begin to find out about animals in contrasting environments; pets, woodland animals, nocturnal animals, hibernating animals Begin to understand the effects of the changing seasons on world around them e.g. how animals and plants may behave differently Compare natural materials and begin to talk about similarities, differences and patterns; talk about likes/dislikes, experiment with ways of grouping different objects by material and property	Recognise an increasing number of plants and animals in their local environment; ladybird, snail, ant, beetle, caterpillar, butterfly, wasp, bee, body parts-wings, antennae, blossom tree, daffodils, Explore some animal habitats linked to Winter time Explore the natural world around them making observations and drawing pictures of plants and animals Continue to develop understanding of the effects of the changing seasons on the natural world around them e.g. how plants change from Winter to Spring; blossom, buds, shoots Know the effects of heating and cooling on ingredients such as melting and freezing of ice outdoors Name and explore a range of everyday materials Can sort and classify a set of objects; wood, plastic, fabric, glass Describe the most suitable materials for building and give explanations as to why. Name the 4 seasons. Observe and identify key characteristics of the different seasons.	Continue to find out about animals in contrasting environments e.g. whales:-name and label body parts Explore, name and describe some other sea animals e.g. seals, sharks, sea lions, fish, walrus Explore and talk about a range of animal habitats and what they need to survive Continue to develop their understanding of how plants and animals change during growth and lifecycles using some correct terminology e.g. caterpillar to butterfly, planting; observing seeds growing and naming plant parts, baby animals Draw pictures to represent growth and change in the caterpillar and plant growth cycle Know all plants need water, light and warmth to grow and survive seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight Understand the need to respect and care for the natural environment and all living things e.g. handle living things with care and talk about why this is important; understand and talk about how we can look after plants and animals Describe what they see feel and hear whilst outside with increasing confidence and a wider range of vocabulary e.g. Spring to Summer change		
	Seasonal changes	Everyday materials	Plants	Animals including humans	

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. Forest School sessions will further enhance this experience □ Trips to the safari park will be used to enhance children experiences of animals and class experiences of caring for our own caterpillars/butterflies.

Ditton Primary School- **Design and Technology** progression through EYFS

EAD: Creating with Materials & Being Imaginative and Expressive

Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important children have regular opportunities to engage with the arts, enabling them to explore/play with a wide range of media/materials. The quality and variety of what children see, hear and participate in is crucial for developing 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.

ELG: EAD / Creating with Materials and Being Imaginative

■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> Use increasing knowledge and understanding of materials to explore their interests and enquiries and develop their thinking Create representations both imaginary & real-life ideas, events, people and objects 	<ul style="list-style-type: none"> Express and communicates working theories, feelings and understandings Responds imaginatively to artworks & objects Return to and build on previous learning, refining ideas and developing their ability to represent them Discuss problems and how they might be solved 	<ul style="list-style-type: none"> Use different techniques for joining materials Use tools independently, with care and precision 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Know and talk about the different factors that support their overall health & well-being 	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, pinching, squeezing, pulling, poking, patting, sausages, balls, thumb pot, roll, flatten, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods, pour, choose, healthy, spread, chop, material names, shape, mould, combine, spiky, smooth, fury.
	Autumn 1 All About Me Friendships and Animals	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
Reception Knowledge	Clay/Playdough Mould with hands using techniques such as pinching, squeezing, pulling, poking, and patting to achieve a desired effect (e.g. sausages, balls, thumb pot). Use tools appropriately to roll, cut, flatten etc. □ Loose Parts Independently make constructions, using own ideas and loose parts. Show increasing skills with combining, lining up, stacking etc Explore a range of join joining materials such as tapes, strings,wools and glues : Snack life skills: Wash hands and sit at table for snack with support. Choose own fruit and snack. Pouring own cup of water/milk. Spread onto a cracker with a knife.		Clay/Playdough Combine pieces using different techniques and tools to represent a familiar object (e.g. a caterpillar) and represent the feel of an object (e.g. spiky, furry, smooth). Loose Parts Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control. □ Snack life skills: Wash hands and sit at the table for snack with increasing independence. Spread onto a piece of toast. Cut own snack with a knife.		Clay/Playdough Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces) For instance, with a systematic approach - begin with a body, add a head, legs and a tail to make a dog. □ Loose Parts Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. Begin to evaluate their work through talk; explaining what is good and identifying a way they could improve it. Snack life skills: Follow snack routine independently. Use knives for cutting, chopping and spreading. To select own ingredients to make a sandwich	
	Food		Mechanisms		Structures	
Ongoing Across Reception Year Exploring, evaluating & developing ideas: Alongside children’s open-ended play / learning with art materials, practitioners should: □ scaffold learning □ target specific skills □ develop thinking □ encourage children to talk about their art work □ model responses to their art to develop their thinking □ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.						

Ditton Primary School - Expressive Arts and Design - **Art** progression through EYFS

EAD-Creating with Materials and Being Imaginative

Educational Programme: 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.

ELG - EAD: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	<ul style="list-style-type: none"> Use a range of tools competently and safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary and real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods 	<ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> Respond imaginatively to art works and objects Explore, use and refine a variety of artistic effects to express their ideas & feelings Express and communicate working theories, feelings and understandings in the form of artwork and objects 	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques

Reception Knowledge	Autumn 1 All About Me Animals and Friendship	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
e	Drawing and Painting Begin to draw with purpose, deciding what to draw before making marks. Use a variety of mark-makers with increasing control and efficiency. Understand that they can draw through observation (e.g. portraits using mirrors) In painting, be able to select a brush and use a ‘dip, draw, wash and wipe’ technique to keep colours clear. Explore what happens mixing primary colours to create secondary colours. Printing Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures Collage Explore different contrasting textures e.g. rough, smooth. Use techniques (e.g. folding, crunching, tearing and cutting) to create different effect. Artist: Van Gogh		Drawing and Painting Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels). Return to and build on previous learning. Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. Mix various shades of primary colours to create secondary colours and use these in artworks. Capture experiences and responses with a range of media, such as paint and other materials or words. Printing Have own ideas for print making (e.g. finding their own everyday objects) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark. Collage Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns. Artist: Orla Kiely (Printing) Jackson Pollock		Drawing and Painting With independence, create drawings based on feelings, real / imaginative experiences and stories. Use drawing tools with care and increasing precision. Draw with increasing complexity and detail. Observe colour in nature and represent it in artwork; mixing colours to match what they see. Work collaboratively with other children, sharing ideas, resources and skills. Return to and build on previous learning, refining ideas and developing ability to represent them. Printing Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (e.g. using irregular and repeating patterns). Collage Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas. Artist: Andrew Goldsworthy (Sculpture) Althea McNish Caribbean Designer Printing	

Painting	Drawing	Texture and Collage
----------	---------	---------------------

Ongoing Across Reception Year Exploring, evaluating & developing ideas: Alongside children’s open-ended play / learning with art materials, practitioners should: □ scaffold learning □ target specific skills □ develop thinking □ encourage children to talk about their art work □ model responses to their art to develop their thinking □ describe the children as ‘artists’ □ introduce the children to the work of famous artists □ visit galleries, where possible to extend their learning. □ Children to be exposed to key vocabulary and quality visual stimulus. □ There will be a range of texts used to support learning. □ Children will have continuous provision opportunities to a wide range of materials, enhanced where appropriate.

Ditton Primary School - **MUSIC** progression through EYFS

EAD- Creating with Materials and Being Imaginative

Educational Programme: 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.

ELG: EAD / Creating with Materials and Being Imaginative

- Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate - try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Reception Skills	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Respond imaginatively to music e.g., this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	<ul style="list-style-type: none"> Chant High/low Repeat Rhythm Sound Beat Follow 	
Reception Knowledge	Autumn 1 All About Me Friendships and Animals Sing along to a familiar song as a class group. Core Songs: Name Song Funny Bones Song Old McDonald Five Speckled Frogs	Autumn 2 Stars and Space Sing along to new songs nativity songs as a group. Explore a range of instruments Learn to play Twinkle Twinkle Little Star on a Glockenspiel Core Songs: Five Little Men in a Flying Saucer Twinkle Twinkle Christmas Nativity Songs	Spring 1 Superheroes Use and compose own sounds to tell stories Begin to follow a Musical Score Move in time to music (dance) Core Songs: Sandy Girl/Boy Wind the Bobbin Up If you’re happy and you know it Wheels on the bus	Spring 2 Traditional Tales Follow the beat with a range of instruments Follow a simple musical Pattern Core Songs: Grand Old Duke of York Hickory Dickory Dock I’m a little Teapot Hey Diddle Diddle	Summer 1 Growing Make own musical instrument and explain the sounds that it makes. Write and sing own song about our favorite things Compose a rhythm to accompany own song Core Songs: Tiny Caterpillar Incy Wincy Spider The ABC song	Summer 2 Seaside Listen attentively to music they hear talking about their thoughts and feelings in response Return to and build on previous learning, refining their and developing their ability to represent them Sing in a group increasingly matching the pitch and following a melody Core Songs: Row, Row, Row Your Boat Five Little Ducks 12345 once I caught a fish alive.
Explore pulse, rhythm, and duration		Exploring pitch, timbre, tempo, and dynamics.		Exploring sounds, instruments, and symbols.		
□ Specialist teacher input weekly to enhance provision in this area. □ A range of high quality instruments will be made available for continuous provision. Children will be practicing their core songs throughout the Continuous Provision and will have props available to them to help support their practice in the Outdoor Provision.						

Ditton Primary School - **COMPUTING** progression through EYFS

Educational Programme: 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.

ELG - NO ELG’s are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Completes a simple program on electronic devices 	<ul style="list-style-type: none"> Begin to list different IT in their home 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online Use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> Create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> Develop digital literacy skills by being able to access, understand and interact with a range of technologies 	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme, safe, careful, tell a grown up, ask for help, pop up.
Reception Knowledge	Autumn 1 All About Me Animals and Friendships	Autumn 2 Stars and Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer Seaside
	Turn on an iPad, open a programme and follow instructions. Explain how to stay safe when using the internet.	Follow teachers’ instructions when using an online interactive programme such as paint or draw.	Write a variety of CVC words using a keyboard.	Send a group class email and wait for a response	Collect information about the measurement of plants and see which was the best environment for growing in. Use the I Pad and class cameras to take their own images of their plants	Explain who ‘hector’ is and why we use him. Use Google to search for information about sea animals.
E-Safety		Computer Skills		Programming	Word Processing skills	Data Collection

□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled. □ Explicit teaching will be needed within this area when using iPad and researching. This should take place in small, guided groups.