



Christleton Primary School

EYFS

## Statement of intent

We believe that our Early Years Foundation stage is crucial for developing firm foundations to be built upon throughout the school journey and beyond. It is our intent that children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their full potential. We set high expectations throughout all areas of school life and beyond. Our motto is introduced in our reception class... 'Be the best you can be'. This motto is embedded in all aspects of children's lives, as they become lifelong learners in an environment of acceptance and support. We believe that all children deserve to be valued as individuals and we are passionate in supporting children achieve their full, unique potential.

## Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me	Autumn Space Christmas	Things that Move People Who Help Us	People Who Help Us	Our Wonderful World Traditional Tales	Our Wonderful World
Key Texts	Gingerbread Man	Star in the Jar	Something Else Naughty Bus	Supertato Juniper Jupiter	Silly Doggy Little Red	The Something
Other text	Only One You You Choose What I like about me Let's make faces The Three Billy Goats Gruff The Three Little Pigs	Star in the Jar Aliens Love Underpants Whatever next Spaceman Bob Look Up There's An Alien in Your Book The Darkest Dark	Big book of cuddles Giraffe's Can't Dance Elmer You Be You The Queens Handbag That's Not my Hat A Walk in London	Different Supertato books There's A Superhero in Your Book Superheroes Don't Get Scared Ten Little Superheroes Traction Man Super Daisy Superworm	Little Red Riding Hood Red Riding Hood Was Rotten Little Red Riding Hood and the Sweet Little Wolf	Meercat Mail Baby Koala Diary of a Wombat Possum Magic Clever Sticks Suki's Kimono Brining the Rain to Kapiti Plain For You Are a Kenyan Child Mama Panya's Pancakes
Poetry	All About Me by Jessica McDonald Autumn Leaves are Falling Down Twinkl Bendy Man	Remember, Remember the 5 <sup>th</sup> November I have a Little Poppy. Zim Zam Zoom	Dragon Dance Song Snow Flake, Snow Flake I'm A Snowflake Snowball I'm a Little Snowman Five Little Snowmen	Down at the Station A Sailor Went to See The Big Ship Five Little Firemen The Wheels on the Bus If I was a Superhero	Little Red Summer Summer Summertime	10 Little Lady Bugs Caterpillar Garden

Trips/ visitors/ wider opportunities	Church Visit Harvest	Pantomime Police Visit (Road safety).	Christleton spring Walk Church Visit	Fire Brigade visit Police Visit Truck Visit GP Visit	Manchester Airport Visit	Forest School
Important dates	Harvest festival  Diwali	Children in Need  Diwali  Bonfire Night  Remembrance Day  Nursery rhyme week  Anti-Bulling week  Maths week  Saint Andrew's Day  Nativity performances  Christmas	Luna New Year  RSPB Bird Watch  Valentine's Day	Saint David's Day  Pancake Day  World Book Day  Mother's Day  Saint Patrick's Day  Palm Sunday  Easter	Eid  Saint Georges Day  May Day  World Bee Day	Sports day  Health week  Father's Day

## Communication and Language

Listening, attention and understanding  
Progression of skills:

### Autumn

- To listen to my teachers and friends and follow simple instructions.
- To listen to traditional stories and stories that are familiar to me recalling the main event.

### Spring

- To listen to my teachers and friends and follow a series of simple instructions.
- To listen carefully to stories and retain what has been heard and recall the key points.

### Summer

- To listen to my teachers and friends and follow more complex instructions.
- To listen carefully to stories, retain what has been heard and recall the key points with some exact repetition and offering my opinion on what I have heard.

### ELG:

Children at the expected level of development will:

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- make comments about what they have heard and ask questions to clarify their understanding;
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers

### Speaking

### Autumn

- To understand and answer how and why questions.
- To ask simple questions to my friends and adults.
- To engage in conversations with adults and peers and begin to communicate more confidently.
- To use plurals and some tenses correctly when talking about own experiences.

### Spring

- To begin to use simple connectives to connect one idea or action to another.
- To use a range of questions when communicating with friends and adults.
- To communicate confidently with peers and adults and use talk to communicate needs, news, feelings and ideas beginning to use new vocabulary.
- Describes events in increasing detail.

### Summer

- To confidently use new vocabulary throughout the day in the correct context.
- To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and express ideas.
- Respond to discussions with comments and questions.
- Enjoys being part of conversations and discussions.

<ul style="list-style-type: none"> <li>• To use simple sentence to communicate thoughts feelings and ideas, including social phrases.</li> <li>• Describes events in some detail.</li> <li>• Begin to sing a range of songs, nursery rhymes and poetry.</li> <li>• Begin to have an understanding and engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently recall familiar songs, nursery rhymes and poetry paying attention to how they sound.</li> <li>• Can engage in non- fiction books and begin to develop a familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a range of familiar songs, nursery rhymes and poetry to an audience.</li> <li>• To confidently listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
---	--	--

ELG

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Vision:

Children will discover the connections between the spoken word, reading and writing. Children are confident to speak in group, whole class and one to situations and develop an eagerness to learn and apply a range of vocabulary to new situations. Great importance is attached to the use of language for clarifying thought, expressing ideas, feelings and interacting with peers. The children will have learned a range of poems, rhymes and familiar stories by the end of reception, which they can confidently perform to others.

Year 1

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Be encouraged to link what they read or hear read to their own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Discuss word meanings, linking new meanings to those already known.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

## Personal, Social and Emotional Development

### Self- Regulation

#### Progression of skills

Use the colour monster to explore and regulate feelings

#### Autumn

- Beginning to use a wider range of feelings e.g., scared, excited, angry, frustrated, nervous, worried, joyful.
- Can focus attention in group situations for a short period of time and can follow simple instructions. Can become engrossed in an activity and find it difficult to switch attention.
- Beginning to focus attention in whole class group teaching sessions e.g., phonics.

#### Spring

- Confidently use a wider range of feelings e.g., scared, excited, angry, frustrated, nervous, worried, joyful.
- Beginning to follow a series of instructions when already engrossed in an activity and is able to switch attention to a different task.
- Can focus attention with only a few reminders in a whole class teaching session.
- Willing to keep trying if something is difficult or challenging.

#### Summer

- Confidently express their feelings and consider the feelings of others.
- Responds well to complex instructions in small groups when engrossed in activities and is able to switch attention to different texts.
- Can regulate own attention independently when engaged in whole class teaching sessions.
- Complete set challenges and task independently showing perseverance and resilience.
- Is able to talk about ways that skills can be improved and demonstrate pride in their achievement.

### ELG

Children at the expected level of development will:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing self

#### Autumn

- To be confident to access the environment with minimal support and follow the rules as part of new routine.
- Reliably toilet trained with some reminders to wash hands and help with fastenings.

#### Spring

- Make independent choices and is becoming confident to try new things.
- Perseverance with fastenings on coats and washes hands without reminders.
- Knows some ways to keep healthy including being a safe pedestrian.

#### Summer

- Is confident to tackle new challenges and with encouragement will keep going.
- Knows some ways to keep healthy including regular activity, healthy eating and tooth brushing.

ELG:

Children at the expected level of development will:

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- explain the reasons for rules, know right from wrong and try to behave accordingly;
- manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Autumn

- Can play with other children as part of a game or activity without adult support.
- Can take turns and share with adult support.
- Make new friends in the class and talk to adults to share news as part of an activity.

Spring

- Interacts with adults and children and is building good relationships.
- Is aware of the needs of others but can find it hard for others to take the lead.
- Is beginning to identify when another child is upset and respond appropriately.

Summer

- Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements.
- Can identify how others feel and responds appropriately.
- Is able to take turns in group activities and is able to use appropriate words to solve conflict.

ELG

Children at the expected level of development will:

- work and play cooperatively and take turns with others;
- form positive attachments to adults and friendships with peers;
- show sensitivity to their own and to others' needs.

EYFS Vision

Children will have developed strong, warm and supportive relationships with adults, which enable children to learn how to understand their own feelings and those of others. Children will begin to use strategies 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. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year 1:

- Begin to understand that my choices can help or hurt my own and others hearts.
- Begin to understand what healthy choices for my mind and body look like.
- Begin to understand that I can choose kind or unkind words.
- Begin to understand that small lies can have a big impact.
- Start to explore how I can adapt my strategy and try other things when I feel stuck.
- Know what to do if someone asks me to keep a secret that makes me feel uncomfortable.

## Physical Development

### Gross Motor Skills Progression of skills

#### Autumn

- Has good coordination and balance when negotiating equipment and other people.
- Is able to tackle part of the outdoor equipment e.g., climbing frame.
- Uses trikes and scooters confidently.
- Uses brooms to brush and spades to dig in sand and soil.
- Is able to use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.

#### Spring

- Use a range of ways to move appropriately Inc. jumping, hopping and sliding.
- Can climb over, under and through obstacles e.g., large construction and obstacle course.
- Use large construction materials to build.
- Begin to develop overall body strength, balance, coordination and agility.

#### Summer

- Can throw, kick, pass and catch a large ball.
- Able to balance confidently on and off equipment.
- Confidently and safely, use a range of large and small equipment alone and in a group.
- Combine different movements with ease and fluency.

#### ELG:

Children at the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance and coordination when playing;
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills Progression of skills

#### Autumn

- Can use scissors to make snips and cut lines holding scissors in one hand.
- Attempts to use a tripod grip with some consistency.
- Often chooses to draw, representing recognisable objects or shapes in work.
- To begin to form all lowercase letters.
- Begin to use a range of tools with some control.

#### Spring

- Use scissors to cut along curved lines holding scissors in the correct position.
- Holds a pencil in a tripod grip.
- To consistently form lowercase letters with increasing accuracy and control and begin to form uppercase letters.
- Use a range of tools with increasing control.

#### Summer

- Uses scissors to cut around more complex shapes.
- Holds a pencil in a tripod grip.
- To effectively form all letters accurately and begin to develop a fast, accurate and efficient handwriting style.
- Use tools effectively for a specific purpose.



ELG:

Children at the expected level of development will:

- 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.

EYFS vision

The development of the children's fine and gross motor skills is embedded throughout the EYFS curriculum. By the end of reception, our intent is for children to show good co-ordination and control in both small and large movements, move confidently in a range of ways and handle equipment and tools effectively ready for the transition to year one.

Year 1:

- Describe how my body feels before, during and after an activity.
- Move with control and care.
- Talk about what they have done.
- Copy / plan a sequence of movements and repeat them.
- Control their body when balancing.
- Make a short dance.
- Use hitting, kicking and/or rolling in a game.
- Use scissors to cut accurately.
- Sit correctly at a table, holding a pencil comfortably and correctly.

## Literacy- Reading and Writing

Children will follow the Read Write Inc. phonics programme that is systematic and structured. Storybooks align to the sounds taught in class.

Children will access reading and writing through a range of high-quality texts including a range of genres.

Children will access weekly 'Helicopter Story' sessions to develop their story telling.

### Comprehension

#### Progression of skills

#### Autumn

- Is developing a love of stories and listens with increasing attention.
- Enjoys engaging with non-fiction text.
- Enjoys talking to friends and adults about their favourite stories.
- Is able to talk about the main event in a story and can predict what might happen.
- Can retell a story using role-play and small world resources using some story language.

#### Spring

- Is able to talk about a range of favourite stories and makes links to stories they have previously heard and to their own experience.
- Has a good understanding of story structure and can adapt a story to include their own ideas.
- Begin to understand the purpose of non-fiction text and use them to learn new facts.

#### Summer

- Begin to discuss different types of books including stories, non-fiction, poetry and rhymes.
- Begins to make up their own stories using vocabulary that has been learnt in whole class session, small group sessions and during child-initiated play.

#### ELG:

Children at the expected level of development will:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate – where appropriate – key events in stories;
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### Word Reading- Link to RWI curriculum

#### Autumn

- Read most set 1 RWI letter sounds.
- To begin to blend CVC words with taught phonemes.
- Is beginning to read simple captions.
- Is able to recognise their own name.

#### Spring

- Begin to learn RWI red words.
- Beginning to read set 2 RWI diagraphs/ trigraphs.
- Confidently blend CVC/ CVCC words with taught phonemes and diagraphs.
- Beginning to read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.

#### Summer

- Can read set 2 RWI diagraphs/ trigraphs.
- Begin to read simple books that are matched to the RWI programme.
- Can read simple sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.
- Shows a good understanding of what they have read.

	<ul style="list-style-type: none"> <li>• Read books with a range of set 1 and when appropriate set 2 sounds and taught tricky words.</li> <li>• Beginning to show a good understanding of what they have read.</li> </ul>	
<p><u>ELG:</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• read words consistent with their phonic knowledge by sound-blending;</li> <li>• read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<p><u>Writing</u></p>		
<p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>• To begin to segment CVC words with taught graphemes for spelling.</li> <li>• Begin to form set 1 letters accurately.</li> <li>• Can write own name and attempt simple captions in adult led activities and child-initiated play.</li> </ul>	<p><u>Spring</u></p> <ul style="list-style-type: none"> <li>• Can write simple captions using set 1 RWI letters and some set 2 RWI digraphs/ trigraphs.</li> <li>• Can orally rehearse simple sentences and is beginning to write their sentence with support.</li> <li>• Can adapt an adult's sentence with a small amount of support.</li> <li>• Shows an awareness of the use of finger spaces between words.</li> <li>• Begin to read their sentence back to an adult.</li> <li>• Is able to use some upper case letters in writing e.g., own name, Mum and Dad.</li> </ul>	<p><u>Summer</u></p> <ul style="list-style-type: none"> <li>• Can write simple dictated sentences independently.</li> <li>• Can generate their own ideas to write a simple sentence with increasing independence.</li> <li>• Can use finger spaces in their writing with increasing independence.</li> <li>• Has an awareness of capital letters and full stops when writing a sentence.</li> <li>• Can re-read their writing to check it makes sense.</li> </ul>
<p><u>ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• write recognisable letters, most of which are correctly formed;</li> <li>• spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• write simple phrases and sentences that can be read by others.</li> </ul>		
<p><u>EYFS Vision</u> To develop a love of language and stories through a language-rich environment. Children are confident to use a range of language in different contexts and are able to retell familiar stories, poetry and rhymes. Children to develop a love of writing and are confident to have a go using the phonetical skills that they have learnt.</p>		

## Year 1:

### Reading

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

### Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far.

### Writing

- Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- Add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].

## Mathematics

### Number

#### Progression of skills

#### Autumn

- Have a good understanding of number to 5 and know that the amount stays the same however objects are arranged.
- Can subitise to 5 and begin to talk about the different ways that 5 can be made.
- Begin to use the part whole model to find different ways to make.

#### Spring

- Continue to subitise number to 5 and begin to subitise to 6.
- Find all the different ways of making 5 using a range of resources and the part whole model.
- Start to learn number bonds 1-5.
- Begin to use the understanding of different ways a number can be made and apply it to number to 10.

#### Summer

- Begin to use systematic approach when finding different ways of making numbers up to 10 using a part whole model and tens frame.
- Begin to learn number bonds to 10.
- Recall some double fact to 10.

#### ELG:

Children at the expected level of development will:

- 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.

### Numerical Patterns

#### Progression of skills

#### Autumn

- Accurately count to 10 using 1:1 correspondence and can identify when objects have the same, more, fewer, most and fewest.
- Order numbers 1-10.
- Compare numbers up to 10 using vocabulary of same, more, fewer, most, fewest and less.
- Find one more using sets of objects using a tens frame and a number track.

#### Spring

- Counting backwards 10-1 and order numbers 10-1.
- Find one less using sets of objects on a number track and tens frame and in our heads.

#### Summer

- Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond ten.
- Begin to share in more than two parts fairly and compare within number to 10.
- Count beyond 10 notice patterns in 1s and then 10s.

### ELG

Children at the expected level of development will:

- 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.

### EYFS vision

The children will develop firm mathematical foundations. We will facilitate this by working in a way that is engaging, and age-appropriate through hands-on and practical activities using real-life resources as well as mathematical equipment. The children become confident to explore and problem solve throughout the maths curriculum and through engaging and motivating activities. They are not afraid of making mistakes and have a real 'have a go' attitude.

Through a carefully sequenced curriculum the children develop the skills to help them progress through their maths learning at Christleton Primary school, and beyond.

### Year 1

#### Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.

#### Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

#### Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Understanding the World

### Past and present Progression of skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past talking about how we have changed e.g., baby photos.</li> <li>• Understand the difference between past and present and build up knowledge of key historical events through topic, stories and community events e.g., Bonfire Night Remembrance Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to understand the difference between past and present and build up knowledge of key historical events through topic, stories and community events e.g., Bonfire Night, Remembrance Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to understand the difference between past and present and build up knowledge of key historical events through topic, stories and community events e.g., Bonfire Night Remembrance Day.</li> <li>• Talk about significant historical events and how things were different in the past.</li> <li>• Compare and contrast characters from stories including figures from the past.</li> </ul>

### ELG:

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- understand the past through settings, characters and events encountered in books read in class and storytelling;

### People, Culture and Communities Progression of skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> <li>• Create story maps within their immediate environment.</li> <li>• Know about some celebrations and is able to talk about how they might be celebrated e.g., Harvest, Advent, Christmas, Diwali.</li> <li>• Understand that some places are special for some members of the community e.g., St James' Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from simple maps and create their own maps with immediate environment.</li> <li>• Understand that some places are special for some members of the community e.g., St James' Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to stories about different places and begin to recognise that different places have different features e.g., recognising the difference between life in this country and another country.</li> <li>• Continue to make maps of the local and immediate environment and describe their journey within this environment.</li> <li>• Understand that some places are special for some members of the community e.g., St James' Church.</li> </ul>

ELG:

Children at the expected level of development will:

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Progression of skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"><li>• Explore the natural world and talk about the things that are noticed. Describing and drawing what they see, hear and feel outside.</li><li>• In autumn, describe the features of autumn looking at leaves, conkers, pinecones, sycamore seeds etc.</li><li>• Understand how to stay safe in the dark.</li><li>• Identify when things are the same and different within their immediate environment and other environments.</li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world and talk about the things that are noticed. Describing and drawing what they see, hear and feel outside</li><li>• In winter look at changes of matter e.g., ice, water and snow.</li><li>• Describe the features of plants and animals looking at spring flowers and new life e.g., frogspawn.</li><li>• Identify when things are the same and different within their immediate environment and other environments.</li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world and talk about the things that are noticed. Describing and drawing what they see, hear and feel outside.</li><li>• Continue to observe living things and their habitats e.g., growing sunflowers and butterflies.</li><li>• Identify when things are the same and different within their immediate environment and other environments.</li></ul>

ELG:

Children at the expected level of development will:

- 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 and changing states of matter.

EYFS vision

Understanding the World within EYFS is fun, investigative, engaging and active! It is an integral part of the curriculum as it enables children to understand the world they live in and ask inquisitive questions about how and why things happen. Questioning is at the core of all teaching as we want to develop deep thinkers, knowledgeable learners and live learning. We encourage children to ask questions, challenge ideas and then work towards finding out the reasons through fun, investigative and active lessons. Through this our children will have a secure, age-appropriate knowledge of the world they live in.

Year 1

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.



- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom (Christleton) and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom.
- Use simple fieldwork (aerial and plan perspectives) and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.
- Explain how I have changed since I was born.
- Spot old and new things in a picture.
- Give a plausible explanation about what an object was used for in the past.

## Expressive Arts and Design

### Creating with Materials

#### Progression of skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> <li>• Explore a range of different techniques using a variety of material and artistic effects e.g., paint, collage, drawing.</li> <li>• Use drawing materials to create picture with a range of lines and shapes.</li> <li>• Begin to use a range of tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Make some independent choices about the resources needed and talk about their creations.</li> <li>• Use different textures in creations and combine media.</li> <li>• Mix colours to produce different shades and combine materials to create different textures.</li> <li>• Select the most appropriate tool or joining material with some support.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques and materials to achieve the desired effect and can talk about what has been created.</li> <li>• Is beginning to plan a design before starting.</li> <li>• Select the most appropriate tool or joining material independently.</li> </ul>

#### ELG:

Children at the expected level of development will:

- 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.

Being Imaginative and Expressive

Progression of skills

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"><li>• Experiments with a range of percussion instruments.</li><li>• Joins in with signing in a familiar group.</li><li>• Accesses role-play and small world resources sometimes playing with others to develop a story line.</li><li>• Rehearse for and performs in a Christmas play.</li></ul>	<ul style="list-style-type: none"><li>• Develops a storyline in role or small world with their peers.</li><li>• Sings a range of familiar songs.</li><li>• Explore movement to music e.g., Luna New Year.</li><li>• Begin to collect resources and develop own role play with peers.</li></ul>	<ul style="list-style-type: none"><li>• Play a range of percussion instruments and use them to compose their own music.</li><li>• Independently collect resources and develop own role play with peers.</li></ul>

ELG

Children at the expected level of development will:

- invent, adapt and recount narratives and stories with peers and their teacher;
- sing a range of well-known nursery rhymes and songs;
- perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

EYFS Vision:

Children become confident to represent their own ideas, thoughts and feelings through art. They safely explore a range of materials, tools and techniques; and experiment with colour, design, texture, form and function. The children are encouraged to be curious and question, as well as develop skills and techniques that give them the strong foundations to confidently access the year one curriculum.

Design and Technology sits very prominently within the areas of 'Understanding of the World' and 'Expressive Arts and Design'. The children at Christleton Primary School learn to develop and make sense of their physical world through opportunities to explore, observe and find out about technology. All our learning opportunities embed each child's interests and build upon these with exciting and enjoyable learning experiences.

In EYFS, children are encouraged to explore and play with a wide range of musical instruments, as well as being provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music. All children are encouraged to explore music through singing songs, making their own music and experimenting with changing them to create their own melodies.

Year 1:

- Produce a range of patterns and textures.
- Paint a picture of something I can, see.
- Use objects to create prints (e.g., fruit, vegetables or sponges).
- Take rubbings from textured surfaces: e.g., leaf, coin, tree bark.
- Use a combination of materials that are cut, torn and glued.
- Use scissors to cut accurately.
- Create an image from a variety of cut or torn media.
- Use techniques such as rolling, cutting, moulding and carving with clay, dough or Plasticine.

- Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g., glues or masking tape.
- Use voices in different ways such as speaking, singing and chanting.
- Perform simple rhythmical patterns, beginning to show an awareness of pulse.
- Create and choose sounds.
- Begin to identify simple repeated patterns and follow basic musical instructions.