

Newton Road School
EYFS Long Term Plan

Progression and Skill Development through Reception

This planning document identifies when a skill becomes 'in-focus' for development and teaching. Adults ensure that these skills are secured and automaticity is achieved through constant revisiting and recalling over the remaining year.

This document **does not** present a ceiling to learning each term, but provides a detailed skill progression to help ensure **ALL** children can achieve the Early Learning Goals.



Starting point for most children



Progression towards ELG

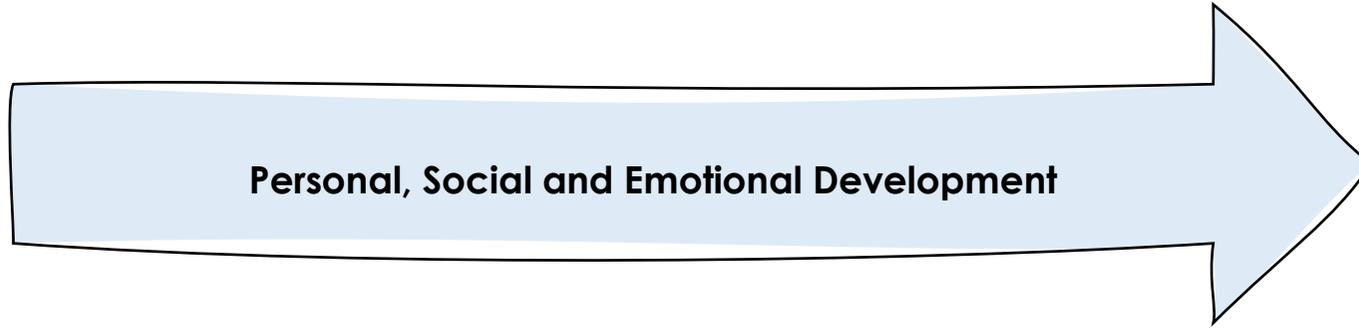
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<p>Children working 1:1 with an adult:</p> <p>L1: To be able to look at the person that is talking.</p> <p>L1: To be able to listen to an adult (no talking).</p>	<p>Children working as part of a small group:</p> <p>L1: To respond to what I have heard using comments or actions.</p> <p>L2: To make comments using</p>	<p>Whole class focus:</p> <p>L1: To be still and quiet when listening to the ideas of others.</p> <p>L1: To be able to answer simple questions with</p>	<p>In a range of situations:</p> <p>L1: To follow instructions through the use of silent signals.</p> <p>L1: To be able to follow instructions involving more</p>	<p>In a range of situations:</p> <p>L1: To track the movements of the speaker with 'magnet eyes'.</p> <p>L2: To be able to answer how and why</p>	<p>In a range of situations:</p> <p>L1: To actively engage in a lesson.</p> <p>L1: To listen attentively in a range of situations.</p>	<p>Children at the expected level of development will:</p> <p>L1: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</p>

	<p>L1: To be able to sit still for a short period of time during an appropriate activity.</p> <p>L1: To be able to stop and look when an adult addresses me by name.</p> <p>L2: To be able to recall what they have heard (in discussions and stories).</p> <p>L3: To be able to offer an appropriate response to what has been said.</p>	<p>target vocabulary.</p> <p>L1: To sit still when listening to a story.</p> <p>L3: To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views.</p> <p>L3: To ensure their contributions are linked to the conversational theme</p>	<p>relevant responses.</p> <p>L1: To be able to retell the key parts of a story. (beginning, middle, end)</p> <p>L2: To be able to talk to a partner when directed.</p>	<p>than one idea or action.</p> <p>L1: To be able to follow a story without pictures or props.</p> <p>L2: To know how to start a question (who, what, why, when, how)</p> <p>L2: To be able to use stem sentences/ starts to support the structure of my answer.</p>	<p>questions relating to own experiences.</p> <p>L2: To ask relevant questions to clarify their understanding.</p> <p>L3: Listens and responds to the ideas expressed by others in conversation.</p> <p>L3: To hold longer and more involved conversations.</p>	<p>L1: To be able to anticipate key events within a story.</p> <p>L2: To use target vocabulary in my play.</p> <p>L2: To ask relevant questions to my peers in my play.</p> <p>L2: To express an understanding of what has been taught through comment making.</p>	<p>and small group interactions.</p> <p>L2: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>L3: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Children working 1:1 with an adult:</p> <p>S1: To be able to listen to an adult (no talking)</p>	<p>Children working as part of a small group:</p> <p>S1: To be able to recognise a pause in</p>	<p>Whole class focus:</p> <p>S1: To be able to indicate a contribution to</p>	<p>In a range of situations:</p> <p>S3: To be able to use full sentences to</p>	<p>In a range of situations</p> <p>S3: To be able to extend my sentences by</p>	<p>In a range of situations:</p> <p>S2: To be able to use target vocabulary to</p>	<p>Children at the expected level of development will:</p> <p>S1: Participate in small group, class and one-to-one discussions,</p>

	<p>S1: To be able to recall what has been said (to demonstrate comprehension)</p> <p>S1: To use a clear diction so as to be understood.</p> <p>S1: To use appropriate sentence structures in my utterances.</p> <p>S2: To be able to use 'target vocabulary' in our comments.</p> <p>S3: To be able to contribute a linked comment (to support conversation).</p>	<p>conversation as an opportunity to contribute thoughts and views.</p> <p>S1: To ensure their contributions are linked to the conversational theme and use 'target vocabulary'.</p> <p>S1: To listen to others without talking.</p> <p>S2: To be able to offer short comments or explanations about topics of interest.</p>	<p>the theme by putting hand up.</p> <p>S1: To be able to wait quietly until asked for your view.</p> <p>S1: To listen to others contributions whilst waiting.</p> <p>S1: To modify their contribution in light of others comments.</p> <p>S1: To offer my contribution when asked using 'target vocabulary'.</p> <p>S2: To make relevant comments about the knowledge I have learnt.</p>	<p>clearly express an idea.</p> <p>S3: To be able to offer more than one idea by using the conjunction 'and'.</p> <p>S1: To use target vocabulary in my contributions.</p> <p>S2: To be able to answer 'why' questions with some accuracy.</p> <p>S2: To be able to listen to and recall some rhymes or poems I have learnt.</p> <p>S3: To be able to use the past and present tense correctly using modelled</p>	<p>using conjunctions (after teacher modelling).</p> <p>S3: To offer explanations using the conjunction 'because'.</p> <p>S3: To be able to use the past, present and future tense correctly using modelled sentence structures.</p> <p>S2: To be able to use full and coherent explanations for the knowledge I have learnt.</p>	<p>offer explanations for why things might happen and when sharing my own ideas.</p> <p>S3: To be able to extend my sentences using the conjunctions I know.</p> <p>S2: To be able to perform some rhymes and poetry that I have learnt.</p> <p>S3: To be able to use the past, present and future tenses in the flow of everyday conversation.</p>	<p>offering their own ideas, using recently introduced vocabulary.</p> <p>S2: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>S3: 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.</p>
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sentence structures.

Starting point for most children



Progression towards ELG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self - Regulation	<p>SR1: To know some words to describe feelings.</p> <p>SR2: To know how to ask for something I want.</p> <p>SR2: To know how to wait my turn.</p> <p>SR3: To know how to stop, look, listen and respond when their name is called.</p>	<p>SR1: To be able to name the feeling they are experiencing.</p> <p>SR1: To know how their body changes when they are experiencing different feelings.</p> <p>SR1: To know some strategies to manage strong feelings.</p> <p>SR1: To recognise</p>	<p>SR1: To know how to manage my own feelings.</p> <p>SR1: To know how to remain calm when experiencing strong feelings.</p> <p>SR1/2: To know how to show positivity.</p> <p>SR2: To know how to use timers to support turn taking.</p>	<p>SR1: To be able to recognise the feelings of others.</p> <p>SR1: To be able to understand how my actions may affect the feelings of others.</p> <p>SR2: To know how to manage turn taking with independence.</p> <p>SR3: To know how to follow instructions</p>	<p>SR1: To be able support others when they are experiencing strong emotions.</p> <p>SR1/2: To know how to resolve a conflict with another child.</p> <p>SR2: To be able to complete a goal set by an adult.</p>	<p>SR1: To be able to manage my own feelings when changes occur.</p> <p>SR2: To be able to set myself a goal.</p> <p>SR2: To know how to stay motivated when challenges occur.</p> <p>SR3: To be able to follow instructions</p>	<p>Children at the expected level of development will:</p> <p>SR1: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>SR2: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

	<p>SR3: To be able to follow a simple instruction involving 1 idea or action after modelling from an adult.</p>	<p>similarities and differences between myself and another.</p> <p>SR2: To know how to take turns with resources with support from an adult.</p> <p>SR3: To be able to follow a simple instruction involving 1 idea or action.</p>		<p>involving 2 ideas or actions.</p>	<p>SR3: To be able to follow instructions involving several ideas or actions.</p>	<p>involving several ideas or actions.</p>	<p>SR3: 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.</p>
Managing Self	<p>MS1: To be able to try a new activity with an adult (1:1)</p> <p>MS2: To be able to walk around the classroom.</p> <p>MS2: To know how to tidy the classroom.</p>	<p>MS1: To be able to try a new activity within a small group.</p> <p>MS1: To be able to explain some of the things I am good at.</p> <p>MS2: To know what kind and unkind words are.</p>	<p>MS1: To be able to try a new activity by myself after modelling from an adult.</p> <p>MS2: To recognise that some actions have consequences.</p>	<p>MS1: To be able to try a new activity without prompting from an adult (independence)</p> <p>MS3: To know the foods that are healthy and unhealthy for me.</p>	<p>MS1: To be able to complete a new activity (resilience)</p> <p>MS2: To be able to name and talk about the school rules.</p> <p>MS2: To be able to name</p>	<p>MS1: To be able to complete a new and challenging activity (perseverance)</p> <p>MS2: To be able to understand and explain what our school rules are</p>	<p>Children at the expected level of development will:</p> <p>MS1: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>MS2: Explain the reasons for rules, know</p>

	<p>MS2: To know how to stand in a line.</p> <p>MS3: To know how to ask to go to the toilet.</p> <p>MS3: To know how to use the toilet appropriately.</p> <p>MS3: To know how to wash my hands.</p> <p>MS3: To know how to ask for support.</p>	<p>MS3: To know how to take items of clothing on and off (jumpers, coats).</p>	<p>MS2: To be able to name our school values.</p>	<p>MS3: To know and explain why sleep is important.</p> <p>MS3: To know and explain why exercise is important.</p>	<p>some actions we can take to show respect to ourselves and others.</p>	<p>and why they are important.</p> <p>MS3: To be able to make a range of healthy choices throughout the day.</p>	<p>right from wrong and try to behave accordingly.</p> <p>MS3: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>BR1: To be able to use the words 'please' and 'thank you'.</p> <p>BR1: To know how to ask for a resource and wait until it is handed to me.</p> <p>BR2: To know how to greet someone.</p>	<p>BR1: To look and respond to another child when I am spoken to.</p> <p>BR1: To be able to listen to the ideas of another child (without interrupting).</p> <p>BR1: To be able to share my own</p>	<p>BR1: To know how to act upon the ideas or wishes of other children.</p> <p>BR1: To be able to share my ideas with a group of children.</p> <p>BR2: To be able to ask others</p>	<p>BR1: To be able to develop the ideas of others, engaging in back and forth exchanges.</p> <p>BR1: To be able to ask others questions.</p> <p>BR2/3: To know how to offer</p>	<p>BR1: To know how to work cooperatively with a range of children or adults. (unfamiliar)</p> <p>BR2: To know how to encourage others to join in with play.</p>	<p>BR1: To know how to develop the ideas of others and engage in conversation with a range of children / adults.</p> <p>BR3: To accept when others needs are put</p>	<p>Children at the expected level of development will:</p> <p>BR1: Work and play cooperatively and take turns with others.</p> <p>BR2: Form positive attachments to adults and friendships with peers.</p>

	BR3: To know how to communicate a need to an adult.	ideas with another child. BR3: To know how to ask how someone else is feeling.	about their likes and dislikes. BR3: To know that others may not like the same things as me.	help to someone else. BR2: To understand the difference between trusted adults and strangers.		before my own.	BR3: Show sensitivity to their own and to others' needs.
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Starting point for most children



Progression towards ELG

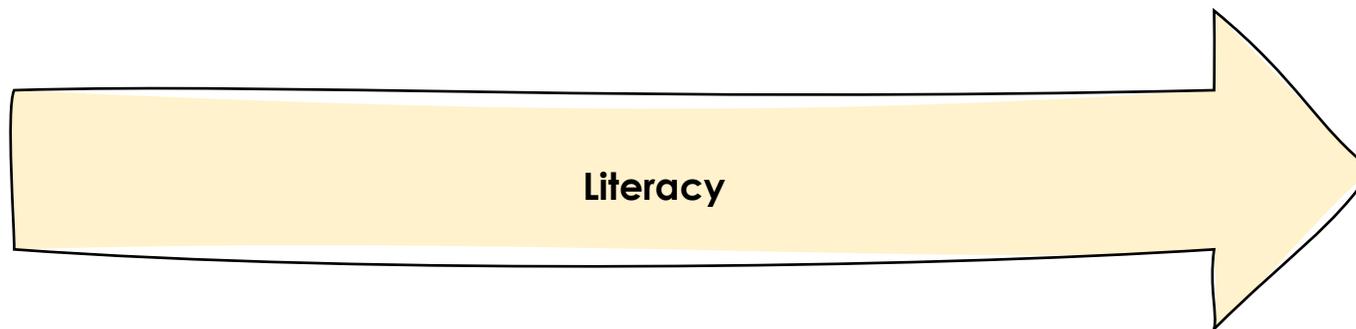
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	<p>GM1: To be able to keep my head up when moving.</p> <p>GM1: To be able to stay within marked areas.</p> <p>GM1: To be able to stop and stand still when asked.</p>	<p>GM1: To be able to share resources with others.</p> <p>GM1: To be able to share a space with others.</p> <p>GM2: To be able to balance in a seated position without hands /</p>	<p>GM1: To be able to understand and follow simple rules.</p> <p>GM2: To be able to balance along a line with fluidity (forwards and backwards).</p>	<p>GM1: To be able to work with a partner.</p> <p>GM2: To maintain control of a ball whilst sitting.</p> <p>GM2: To maintain control of a ball whilst standing.</p>	<p>GM2: To be able to roll a ball and collect the rebound.</p> <p>GM2: To be able to throw a ball and collect the rebound with 2 hands.</p>	<p>GM1: To be able to shift weight, rather than tilting body when moving hands and feet.</p> <p>GM2: To be able to hold a mini-front support position.</p>	<p>Children at the expected level of development will:</p> <p>GM1: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>GM2: Demonstrate strength, balance and</p>

	<p>GM2: To be able to change direction after stopping.</p> <p>GM2: To be able to maintain balance on both legs, standing still for 10 seconds.</p> <p>GM3: To be able to side-step in both directions.</p> <p>GM3: To be able to gallop, leading with either foot.</p> <p>GM3: To be able to hop on either foot.</p> <p>GM3: To be able to skip (without skipping rope).</p>	<p>feet touching floor.</p> <p>GM3: To be able to jump from 2 feet to 2 feet - forwards, backwards and side to side.</p>	<p>GM2: To be able to balance on a low beam for 10 seconds.</p>	<p>GM2: To perform a counter-balance with a partner: sitting and standing</p>	<p>GM2: To be able to throw and catch a ball after one bounce</p> <p>GM2: To be able to react quickly to catch a ball.</p> <p>GM3: To be able to move confidently in different ways.</p> <p>GM3: To be able to perform a small range of skills and link two movements together.</p>	<p>GM2: To be able to balance and control objects whilst in a mini-front support position.</p> <p>GM3: To be able to chase a ball (starting in a balanced position)</p>	<p>coordination when playing.</p> <p>GM3: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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<p>Fine Motor Skills</p>	<p>FM1: To know that we use three fingers to hold a pencil.</p> <p>FM1: To know that our pointing finger and our thumb hold the pencil.</p> <p>FM1: To know that our middle finger supports the pencil.</p> <p>FM2: To know how to use whole hand grasp scissors (loop scissors).</p> <p>FM3: To be able to draw lines and circles in my drawings.</p>	<p>FM1: To be able to pick up a pencil with 3 fingers with my dominant hand.</p> <p>FM1: To be able to sit on a chair when writing. (Feet flat, back straight)</p> <p>FM2: To know how to use long loop scissors.</p> <p>FM2: To know how to hold a paintbrush</p> <p>FM2: To be able to use a spoon to scoop.</p> <p>FM3: Be able to draw squares and rectangles in my drawings.</p>	<p>FM1: To maintain a '3 friends hold' when writing for short periods of time with an adult.</p> <p>FM1: To only use my dominant hand when writing.</p> <p>FM1: To be able to use my non-dominant hand to support the paper.</p> <p>FM2: To know how to hold a pair of scissors using the conventional hold.</p> <p>FM2: To be able to create vertical and horizontal strokes with a paintbrush.</p>	<p>FM1: To maintain a '3 friends hold' when writing for short periods of time independently.</p> <p>FM2: To know how to use scissors to cut straight and curved lines.</p> <p>FM2: To be able to thread and weave on a large scale.</p> <p>FM3: Be able to draw triangles in my drawings.</p> <p>FM2: To know how to use a toothbrush effectively.</p>	<p>FM1: To maintain a '3 friends hold' when writing for longer periods.</p> <p>FM2: To be able to use scissors to cut through a range of materials.</p> <p>FM2: To know how to cut and prepare food using cutlery.</p> <p>FM3: To be able to form most lowercase letters with accuracy.</p>	<p>FM1: To maintain a '3 friends hold' when writing for longer periods.</p> <p>FM2: To be able to cut out more complex shapes with scissors.</p> <p>FM2: To know how to use graters, strainers, squeezers and other utensils.</p> <p>FM2: To be able to thread and weave on a small scale (sewing).</p> <p>FM3: To be able to add details to my drawings.</p>	<p>Children at the expected level of development will:</p> <p>FM1: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>FM2: Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>FM3: Begin to show accuracy and care when drawing.</p>
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Progression towards ELG

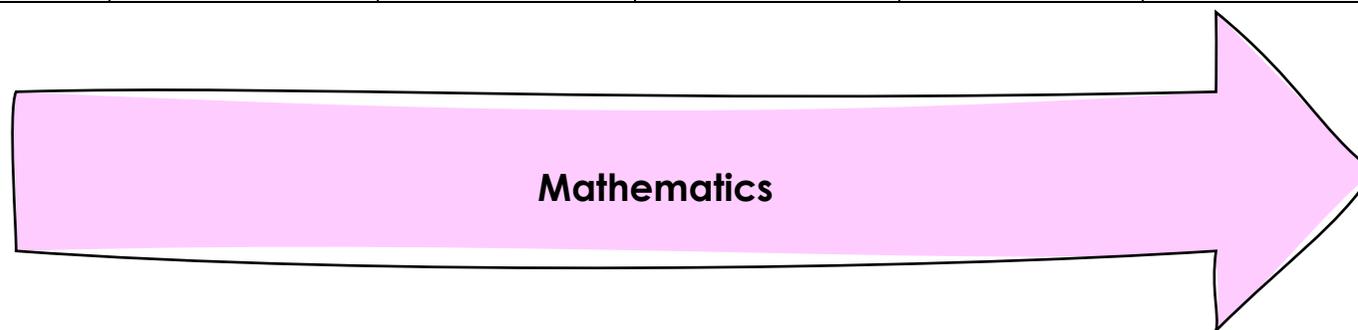
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<p>C1: To be able to recall the characters and some key events from a story.</p> <p>C2: To comment on the predictions of key event in stories made by my teacher.</p>	<p>C1: To be able to order and sequence a familiar story.</p> <p>C2: To offer simple predictions about characters or settings.</p>	<p>C1: To be able to retell the key parts of a story in my own words. (beginning, middle, end)</p> <p>C2: To offer simple predictions</p>	<p>C1: To be able to use some story language to retell a familiar story. (Key events)</p> <p>C2: To provide relevant predictions about key events in stories.</p>	<p>C1: To be able to use new vocabulary when retelling stories (to add detail)</p> <p>C2: To listen and respond to the predictions</p>	<p>C1: To be able to retell stories and narratives to others using my words /new and target vocabulary</p> <p>C3: To be able to use new vocabulary</p>	<p>Children at the expected level of development will:</p> <p>C1: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>

	<p>C3: To say and use some new vocabulary in my comments.</p>	<p>C3: To use new vocabulary when speaking to a partner.</p>	<p>about key events in stories.</p> <p>C3: To use new vocabulary within structure sentences (sentence stems)</p>	<p>C3: To use new vocabulary with accuracy within the answers I provide.</p>	<p>made by others.</p> <p>C3: To be able to recall facts using target vocabulary.</p>	<p>with accuracy in my play.</p> <p>C2: To be able to provide accurate or relevant predictions for key events in stories.</p> <p>C2: To be able to offer explanations for my predictions.</p>	<p>introduced vocabulary.</p> <p>C2: Anticipate – where appropriate – key events in stories.</p> <p>C3: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Word Reading	<p>WR1: To be able to read the following individual letters by saying sounds for them: m a s d t l n p g o c k u b f e l h r j v y w z x</p> <p>WR2: Be able to jump in when they hear the blend in words.</p>	<p>WR1: To be able to read the following individual letters by saying sounds for them: m a s d t l n p g o c k u b f e l h r j v y w z x</p> <p>WR2: Be able to blend sounds into words orally.</p> <p>WR2: Be able to read CV and CVC words</p>	<p>WR1: To be able to read the following digraphs by saying a sound for them: sh th ch qu ng nk</p> <p>WR2: To be able to read CVC words containing the sounds I know.</p> <p>WR1: To be able to spot the</p>	<p>WR1: To be able to read the following digraphs by saying a sound for them: sh th ch qu ng nk</p> <p>WR2: To be able to read words containing new sounds.</p> <p>WR3: To be able to read simple phrases</p>	<p>WR1: To be able to read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo</p> <p>WR2: To be able to read words containing new sounds.</p>	<p>WR1: To be able to read the following digraphs / trigraphs by saying a sound for them: ar or air ir ou oy</p> <p>WR2: To be able to read words containing new sounds.</p> <p>WR3: To be able to read</p>	<p>Children at the expected level of development will:</p> <p>WR1: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>WR2: Read words consistent with their phonic knowledge by sound-blending.</p> <p>WR3: Read aloud simple sentences and books that are</p>

		containing the sounds I know.	digraphs I have been taught in words.	containing the sounds I know. WR3: To be able to read a few common exception words.	WR3: To be able to read simple sentences from Red level books. WR3: To be able to read the common exception words that appear in red level books.	simple sentences from Green level books. WR3: To be able to read the common exception words that appear in green level books.	consistent with their phonic knowledge, including some common exception words.
Writing	<p>W1: To be able to write the letters h, n, m, r, b and p. (Jumper family)</p> <p>W2: To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p> <p>W2: To be able to build CV and CVC words (magnetic tiles)</p>	<p>W1: To be able to write the letters c, o, a, d, g and s (Abracadabra family) l, t, i, u (Window cleaner family)</p> <p>W2: To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p>	<p>W1: To be able to write the letters: y, f, g, j (Fisher family) v, w, x, z, k (Slider family)</p> <p>W2: To be able to use my fingers to help me segment words.</p> <p>W2: To be able to segment CVC words with some independence.</p>	<p>W1: To be able to write most letters using taught formation.</p> <p>W2: To be able to write some words containing digraphs.</p> <p>W3: To be able to write short phrases containing the tricky words 'I' and 'the'.</p>	<p>W1: To be able to write some capital letters</p> <p>W2: To be able to count the sounds in words when segmenting.</p> <p>W2: To be able to write some tricky words with accuracy.</p> <p>W3: To be able to write a short sentence after holding it first.</p>	<p>W1: To be able to write some capital letters</p> <p>W1: To be able to snuggle letters into words.</p> <p>W3: To be able to use a capital letter at the beginning of a sentence.</p> <p>W3: To be able to use a full stop at the end of a sentence.</p>	<p>Children at the expected level of development will:</p> <p>W1: Write recognisable letters, most of which are correctly formed.</p> <p>W2: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>W3: Write simple phrases and sentences that can be read by others.</p>

	after modelling from an adult	W2: To be able to build CV and CVC words (magnetic tiles) after modelling from an adult	W2: To be able to hear the initial sound in words. W3: To be able to orally hold a sentence. W3: To be able to record facts within a fact file using short phrases and captions.	W3: To be able to write instructions using short phrases and captions. W3: To be able to use spaces between my words.	W3: To be able to re-read my writing. W3: To be able to write a narrative using short sentences. W3: To be able to write a letter using short sentences.	W3: To be able to write a sentence after holding it first. W3: To be able to write a narrative using vocabulary I have been taught. W3: To be able to write a report using vocabulary and facts that I have been taught.	
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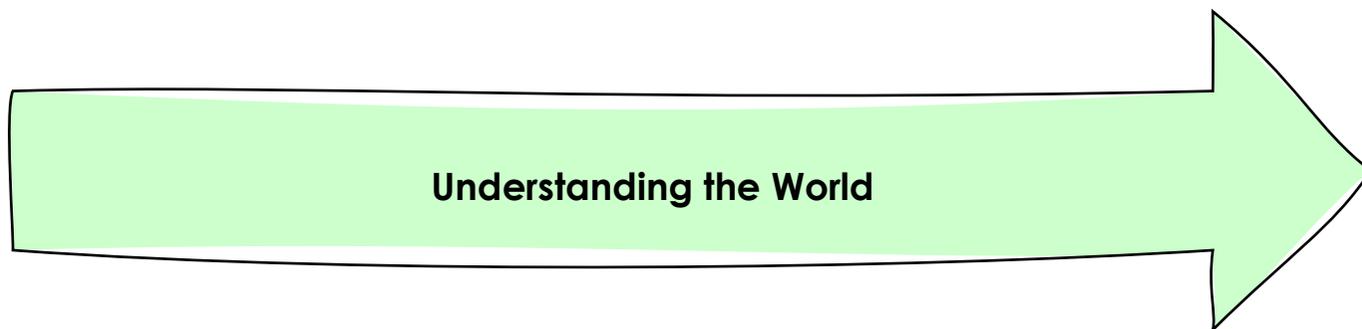
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
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<p>Number</p>	<p>N1: To know that 2 is made up of 1 and another 1.</p> <p>N1: To be able to recognise when a collection is composed of 3 or not 3.</p> <p>N2: To know how to subitise within 3.</p> <p>N2: To know how to represent quantities on their fingers in different ways.</p>	<p>N1: To be able to use a part whole model to explore composition of numbers to 5.</p> <p>N1: To investigate ways to compose and decompose sets of 2 and 3.</p> <p>N2: To be able to subitise to 4.</p> <p>N3: To be able to make collections of 5 in different ways.</p>	<p>N3: To know how to combine 2 groups to find the whole.</p> <p>N1: To investigate ways to compose and decompose sets of 4 and 5.</p> <p>N2: To be able to subitise to 5.</p> <p>N2: To be able to visualise and describe arrangements of 5 dots.</p> <p>N2: To be able to recognise dice patterns to 6.</p>	<p>N3: To be able to recall number bonds to 10.</p> <p>N3: To know the different ways that 5 can be partitioned.</p> <p>N1: To know that 6 is made up of '5 and a bit more'.</p> <p>N1: To know that 7 is made up of '5 and 2 more'.</p> <p>N3: To be able to explore subtraction within 10.</p>	<p>N3: To recognise and explore doubling facts.</p> <p>N2: To know how to subitise arrangements of 6.</p> <p>N1: To know how to represent 8 as '5 and 3 more.'</p> <p>N1: To understand the composition of 7.</p>	<p>N2: To use conceptual subitising strategies to derive dice patterns to 8.</p> <p>N3: To use the language of doubles to describe dice patterns.</p> <p>N3: To be able to make double patterns on fingers.</p> <p>N1: To use fingers to show numbers to 8.</p>	<p>Children at the expected level of development will:</p> <p>N1: Have a deep understanding of number to 10, including the composition of each number.</p> <p>N2: Subitise (recognise quantities without counting) up to 5.</p> <p>N3: 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.</p>
<p>Numerical Patterns</p>	<p>NP1: To know how to count to 5.</p> <p>NP1: To be able to hear and join in with the</p>	<p>NP2: To be able to find one more than a number.</p> <p>NP2: To be able to find one less than a number.</p>	<p>NP1: To know how to count to 10.</p> <p>NP1: To hear and join in with the counting</p>	<p>NP3: To be able to recognise and order numerals to 5.</p> <p>NP3: To be able to match</p>	<p>NP3: To be able to add and subtract by counting on and counting back.</p>	<p>NP3: To recognise and explore halving facts.</p> <p>NP3: To recognise and</p>	<p>Children at the expected level of development will:</p> <p>NP1: Verbally count beyond 20, recognising the</p>

	<p>counting sequence through using songs, sounds, actions and rhymes.</p> <p>NP1: To know that the last number in a count tells us how many.</p> <p>NP2: To know how to compare quantities of identical and non-identical objects.</p>	<p>NP2: To be able to compare two sets of objects and say which is more and which is fewer.</p> <p>NP2: To be able to say when there is an equal number.</p> <p>NP3: To be able to describe patterns within the number 4.</p> <p>NP3: To be able to make patterns of 4.</p> <p>NP3: To represent 5 on a die frame.</p>	<p>sequence to 10.</p> <p>NP3: To use their fingers to represent quantities to 5 and to begin to represent quantities to 10</p> <p>NP2: To know how to compare groups up to 10.</p> <p>NP2: To develop their understanding of equal amounts.</p> <p>NP1: To recognise numerals to 5.</p>	<p>numerals to representations.</p> <p>NP2: Use more and fewer than to describe quantities.</p>	<p>NP1: To be able to count to 20.</p> <p>NP3: To recognise and explore doubling facts</p> <p>NP2: To be able to describe the 1 more / 1 less relationship of numbers to 10.</p> <p>NP3: Ordering quantities to 10.</p>	<p>explore doubling facts</p>	<p>pattern of the counting system.</p> <p>NP2: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>NP3: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Starting point for most children



Progression towards ELG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	<p>PP1: To be able to name the people that are important to me.</p> <p>PP1: To be able to name the people that live in my home.</p> <p>PP2: To be able to name and talk about what is happening in my life now.</p> <p>PP3: To be about to recall character names and settings in books.</p>	<p>PP1: To offer comments about the people that are important to me.</p> <p>PP1: To be able to name and describe my family.</p> <p>PP2: To be able to recall some events that happened in the recent past.</p> <p>PP3: To be able to name what is happening in the present within stories.</p>	<p>PP1: To offer comments and explanations about the important people in my life.</p> <p>PP2: To be able to use photos to discuss memories within my own past.</p> <p>PP2: To be able to describe events from the recent past using target vocabulary: yesterday, last week etc.</p>	<p>PP1: To be able to name and describe some of the different roles in society.</p> <p>PP1: To be able to name and think about the roles I would like to do in the future.</p> <p>PP2: To know and name how I have changed over time.</p> <p>PP3: To be able to recognise when a story is set / is referring</p>	<p>PP1: To make links between roles in society and the people that are important to me.</p> <p>PP1: To be able to name some similarities and differences between roles.</p> <p>PP2: To be able to name some similarities and differences in myself and others from the</p>	<p>PP1: To be able to talk confidently about the people around me and their roles in society.</p> <p>PP1: To be able to use target vocabulary with accuracy when describing different roles.</p> <p>PP2: To be able to talk about the similarities and differences between the</p>	<p>Children at the expected level of development will:</p> <p>PP1: Talk about the lives of the people around them and their roles in society.</p> <p>PP2: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>PP3: Understand the past through settings, characters and events encountered in</p>

			<p>PP3: To be able to put events in order within a story.</p>	<p>to the past in the stories I listen to.</p>	<p>past and present.</p> <p>PP3: To be able to offer comments and show an understanding of the past when encountered in stories.</p> <p>PP3:To know the names and roles of some significant individuals from the past.</p>	<p>past and present in a range settings (people, places etc).</p> <p>PP3: To be able to offer explanations about the past when encountered in stories.</p> <p>PP3:To know the names and roles of some significant individuals from the past.</p>	<p>books read in class and storytelling.</p>
<p>People, Cultures and Communities</p>	<p>PCC1: To be able to name familiar places, buildings and settings.</p> <p>PCC2: To be able to name and talk about some special times in my life.</p>	<p>PCC1: To be able to describe familiar settings (my home, my school, my road)</p> <p>PCC2: To name some features of a Christening and Baptism.</p> <p>PCC2: To name some ways</p>	<p>PCC1: To be able to name the town I live in.</p> <p>PCC1: To be able to use simple maps.</p> <p>PCC2: To make comments on some of the</p>	<p>PCC1: To be able to use key vocabulary when making observations.</p> <p>PCC1: To be able to draw and use maps within my play.</p> <p>PCC2: To make comments and</p>	<p>PCC1: To be able to make comments about the different environments found in texts.</p> <p>PCC1: To be able to draw and use maps within my play.</p>	<p>PCC1: To be able to compare Rushden to the environments found in stories / non-fiction texts.</p> <p>PCC1: To be able to locate features of my immediate</p>	<p>Children at the expected level of development will:</p> <p>PCC1: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

	<p>PCC2: To name some features of a Christian wedding.</p> <p>PCC3: To be able to make comments about my life: food, home, routines, weather etc.</p>	<p>Muslims and Sikhs celebrate the arrival of a baby.</p> <p>PCC3: To be able to locate land and water on a map or globe.</p>	<p>groups that I belong to.</p> <p>PCC2: To talk about the interests I share with others.</p> <p>PCC3: To name the country I live in.</p>	<p>show an understanding of the religious groups in the community.</p> <p>PCC2: To name and recognise some symbols belonging to Judaism.</p> <p>PCC2: To talk about belonging to the community.</p> <p>PCC3: To be able to name other countries in the world.</p>	<p>PCC2: To be able to name special books belonging to different religions.</p> <p>PCC2: To be able to retell some religious stories.</p> <p>PCC3: To be able to recall some facts about life in other countries.</p>	<p>environment on a map.</p> <p>PCC2: To be able to retell some religious stories.</p> <p>PCC3: To be able to explain some similarities and differences between life in this country and another country.</p>	<p>PCC2: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>PCC3: 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.</p>
The Natural World	<p>NW1: To know the names of natural objects.</p> <p>NW1: To be able to name different animals.</p> <p>NW2: To be able to name different types of weather.</p>	<p>NW1: To be able to use the senses to describe natural objects.</p> <p>NW1: To observe, explore and draw natural objects.</p> <p>NW2: To be able to name and</p>	<p>NW1: To be able to name different parts of an animal.</p> <p>NW1: To be able to recall the names of an animal's young.</p>	<p>NW1: To be able to name the different parts of a plant.</p> <p>NW1: To be able to take care of a plant and animal.</p> <p>NW1: To be able to draw plants.</p>	<p>NW1: To be able to make detailed observations of animals, plants and natural objects.</p> <p>NW2: To make comments about the</p>	<p>NW1: To be able to make detailed observations of animals, plants and natural objects.</p> <p>NW1: To be able to compare</p>	<p>Children at the expected level of development will:</p> <p>NW1: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

	<p>NW3: To be able to name the current season.</p> <p>NW3: To be able to explore the texture and movement of water.</p> <p>NW3: To explore the sounds that different objects make.</p> <p>NW3: To know how to use a torch.</p> <p>NW3: To explore magnets.</p>	<p>describe the daily weather.</p> <p>NW2: To be able to describe what they see, hear and feel outside.</p> <p>NW3: To be able to make comments about autumnal changes.</p> <p>NW3: To be able to describe and explore ice.</p> <p>NW1: To be able to describe the sound objects make.</p> <p>NW3: To know how to create a shadow with a torch.</p> <p>NW3: To make comments on the materials</p>	<p>NW1: To be able to draw animals.</p> <p>NW2: To be able to use target vocabulary to name and describe natural and man-made features found outside.</p> <p>NW3: To be able to offer comments on freezing and melting water.</p> <p>NW3: To be able offer comments about the differences between Autumn / Winter.</p> <p>NW3: To know how to make changes to</p>	<p>NW2: To be able to describe and make comments on the different settings found in books and nursery rhymes.</p> <p>NW3: To be able to recall and observe the changes from seed / bulb to plant.</p> <p>NW3: To recall some purposes of water.</p> <p>NW3: To know the names of the 4 seasons.</p> <p>NW3: To identify my own shadow.</p> <p>NW3: To offer explanations on the materials</p>	<p>similarities of my immediate environment and another environment.</p> <p>NW3: To be able to identify objects that float and sink.</p> <p>NW3: To be able to talk and the differences between Autumn and Spring.</p> <p>NW3: To explore how sound can cause vibrations.</p> <p>NW3: To comment and demonstrate how a shadow is made.</p> <p>NW3: To be able to describe the</p>	<p>animals and plants.</p> <p>NW2: To recognise the similarities and differences between the immediate environment and a contrasting environment.</p> <p>NW3: To be able to offer comments about how objects float and sink.</p> <p>NW3: To explore and explain how light can travel through different materials.</p> <p>NW3: To be able to make comments about the</p>	<p>NW2: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>NW3: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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		that magnets attract.	sounds – softer, louder.	magnets attract / repel.	process of melting food (chocolate).	differences between Spring and Summer.	
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Starting point for most children



Progression towards ELG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	<p>Self - Portraits</p> <p>CM1: To be able to draw straight and curved lines to form different shapes.</p> <p>CM2: To be able to have a purpose for my creation.</p> <p>CM2: To be able to give meaning to the marks I make.</p>	<p>Painting</p> <p>CM1: To know how to use a paintbrush.</p> <p>CM1: To know how to pour my own paint.</p> <p>CM1: To be able to mix paint to create different colours.</p> <p>CM2: To be able to name some</p>	<p>Sculptures: Clay</p> <p>CM1: To be able to use tools to mould, shape and add texture to clay.</p> <p>CM1: To be able to add water to clay to support moulding.</p> <p>CM2: To be able to talk about the</p>	<p>Natural Sculptures</p> <p>CM1: To be able to carve and shape natural materials.</p> <p>CM1: To be able to select and gather my own materials.</p> <p>CM1: To be able to create patterns with natural materials.</p>	<p>Printing</p> <p>CM1: To make copies using printing.</p> <p>CM1: To be able to use engraving.</p> <p>CM1: To be able to use an ink roller.</p>	<p>Textiles and Materials</p> <p>CM3: To be able to use joining techniques to join materials together.</p> <p>CM1: To be able to make play dough.</p> <p>CM2: To be able to plan a creation.</p>	<p>Children at the expected level of development will:</p> <p>CM1: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>CM2: Share their creations, explaining the process they have used.</p>

	<p>CM2: To be able to say what I like about my creation.</p> <p>CM3: To be able to use available props to support my play.</p>	<p>of the steps taken to make my creation.</p> <p>CM3: To be able to form my own ideas for props.</p>	<p>process in 3 steps: First, Next, Then.</p> <p>CM3: To be able to make simple props using a range of materials.</p>	<p>CM1: To be able to join 2 materials together (tape).</p>		<p>CM2: To be able to reflect on and improve my creation.</p> <p>CM3: To be able to create costumes to support my role play.</p>	<p>CM3: Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>BIE2: To sing along with a pre-recorded song and add actions</p> <p>BIE2: To be able to copy rhythm patterns with simple actions.</p> <p>BIE2: To explore the sounds different instruments make.</p>	<p>BIE2: To use available props to support storytelling.</p> <p>BIE1: To be able to use small word to engage in imaginative play.</p> <p>BIE2: To be able to find the pulse in music by following the lead of an adult.</p> <p>BIE2: To be able to copy basic rhythm patterns of single words.</p>	<p>BIE2: To use key story language.</p> <p>BIE2: To be able to recognise high and low pitch sounds on a glockenspiel.</p> <p>BIE2: To be able to perform taught nursery rhymes, adding actions or dance.</p> <p>BIE2: To be able to find the pulse in music by following the</p>	<p>BIE2: To have a clear story structure (Beg, mid, end)</p> <p>BIE1: To be able to make and create props to support storytelling.</p> <p>BIE2: To be able to listen to and make comments about high quality music.</p> <p>BIE2: To sing along with a backing track.</p>	<p>BIE1: To be able to negotiate different roles within role play / story telling.</p> <p>BIE1: To be able to engage in imaginative play in a number of settings.</p> <p>BIE2: To be able to invent a pattern using one pitched note.</p>	<p>BIE1: To be able to take on different roles within storytelling.</p> <p>BIE2: To be able to play some tuned and untuned instruments musically.</p> <p>BIE2: To be able to create simple 2-note patterns to accompany a song.</p>	<p>Children at the expected level of development will:</p> <p>BIE1: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>BIE2: 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.</p>

		<p>BIE2: To be able to explore high and low using voices and sounds of characters in the songs.</p> <p>BIE2: To play a piece of percussion in time with music.</p>	<p>lead of an adult.</p>	<p>BIE2: To be able to find the pulse when listening to music. (through actions)</p>	<p>BIE2: To be able to copy basic rhythm patterns with short phrases from songs.</p> <p>BIE2: To be able to perform a range of nursery rhymes, adding a simple instrumental part.</p>	<p>BIE2: To be able to play with two pitched notes to invent musical patterns</p> <p>BIE2: To be able to use my voice expressively when singing and chanting familiar songs and rhymes.</p>	
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