

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

Communication and Language - Listening, Attention and Understanding / Speaking							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>*To be able to look at the person that is talking. *To be able to listen to an adult (no talking). *To be able to sit still for a short period of time during an appropriate activity. *To be able to stop and look when an adult addresses me by name. **To be able to recall what they have heard (in discussions and stories). *** To be able to offer an appropriate response to what has been said.</p>	<p>*To respond to what I have heard using comments or actions. **To make comments using target vocabulary. *To sit still when listening to a story. ***To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views. *** To ensure their contributions are linked to the conversational theme.</p>	<p>*To be still and quiet when listening to the ideas of others. *To be able to answer simple questions with relevant responses. *To be able to retell the key parts of a story. (beginning, middle, end) **To be able to talk to a partner when directed.</p>	<p>*To follow instructions through the use of silent signals. *To be able to follow instructions involving more than one idea or action. *To be able to follow a story without pictures or props. **To know how to start a question (who, what, why, when, how) **To be able to use stem sentences/ starts to support the structure of my answer.</p>	<p>*To track the movements of the speaker with 'magnet eyes'. **To be able to answer how and why questions relating to own experiences. ** To ask relevant questions to clarify their understanding. ***Listens and responds to the ideas expressed by others in conversation. ***To hold longer and more involved conversations.</p>	<p>*To actively engage in a lesson. *To listen attentively in a range of situations. *To be able to anticipate key events within a story. **To use target vocabulary in my play. **To ask relevant questions to my peers in my play. **To express an understanding of what has been taught through comment making.</p>	<p>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.</p>
	<p>*To be able to listen to an adult (no talking) *To be able to recall what has been said (to demonstrate comprehension) *To use a clear diction so as to be understood. *To use appropriate sentence structures in my utterances. **To be able to use 'target vocabulary' in our comments. ***To be able to contribute a linked comment (to support conversation).</p>	<p>*To be able to recognise a pause in conversation as an opportunity to contribute thoughts and views. *To ensure their contributions are linked to the conversational theme and use 'target vocabulary'. *To listen to others without talking. **To be able to offer short comments or explanations about topics of interest.</p>	<p>*To be able to indicate a contribution to the theme by putting hand up. *To be able to wait quietly until asked for your view. *To listen to others contributions whilst waiting. *To modify their contribution in light of others comments. *To offer my contribution when asked using 'target vocabulary'. **To make relevant comments about the knowledge I have learnt.</p>	<p>***To be able to use full sentences to clearly express an idea. ***To be able to offer more than one idea by using the conjunction 'and'. *To use target vocabulary in my contributions. **To be able to answer 'why' questions with some accuracy. **To be able to listen to and recall some rhymes or poems I have learnt. ***To be able to use the past and present tense correctly using modelled sentence structures.</p>	<p>***To be able to extend my sentences by using conjunctions (after teacher modelling). ***To offer explanations using the conjunction 'because'. ***To be able to use the past, present and future tense correctly using modelled sentence structures. **To be able to use full and coherent explanations for the knowledge I have learnt.</p>	<p>** To be able to use target vocabulary to offer explanations for why things might happen and when sharing my own ideas. ***To be able to extend my sentences, using the conjunctions I know. **To be able to perform some rhymes and poetry that I have learnt. *** To be able to use the past, present and future tenses in the flow of everyday conversation.</p>	<p>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.</p>

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Knowledge objectives taken from Development Matters	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". (following instructions for bread making)</p>	<p>Sing a large repertoire of songs (Christmas performance, singing assemblies) (Music)</p>	<p>Ask questions to find out more and to check they understand what has been said to them (Buzz Aldrin, planet facts) (Science) (R.E)</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Reading)</p>	<p>To ask questions to find out more and check they understand what has been said to them</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (Jack and The Beanstalk By Susanna Davidson) (Reading)</p>	
	<p>Use a wider range of vocabulary (friendship, family, kindness, school, Diwali (STC))</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (Nativity, Supertato) (Reading)</p>	<p>Articulate their ideas and thoughts in well-formed sentences (talk partners, planet fact files) (Science)</p>	<p>Connect one idea or action to another using a range of connectives (and, because)</p>	<p>Describe events in some detail (school trip tbc)</p>	<p>Learn new vocabulary (animal, habitat, herbivore, carnivore, omnivore)</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. (carpet sessions, 1:1, assemblies) (Science)</p>
	<p>Start a conversation with an adult or a friend and continue it for many turns (talk partners, teachers and other adults in school) (Geography) (PSHE)</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (Nativity, emergency services) (Science) (Reading) (R.E)</p>	<p>To engage in non-fiction books (Reading)</p>	<p>To engage in non-fiction books (Reading)</p>	<p>Describe events in some detail (school trip tbc) (Science) (R.E)</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (school trip visit)</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Easter holidays, school trip, favourite animals) (PSHE)</p>
	<p>To talk in sentences using a range of tenses (sharing Magical Me box with peers)</p>	<p>Pay attention to more than one thing at a time, which can be difficult (emergency services visit)</p>	<p>Use new vocabulary through the day (Buzz Aldrin, space, solar system, planets) (Science)</p>	<p>Learn new vocabulary (Dinosaurs, extinction, extinct, fossil, prehistoric, herbivore, excavate)</p>	<p>Learn new vocabulary (Dinosaurs, extinction, extinct, fossil, prehistoric, herbivore, excavate)</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Easter holidays, school trip, favourite animals) (PSHE)</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (traditional tales, beanstalk, Giant) (R.E)</p>
	<p>Be able to express a view point and to debate when they disagree with an adult or friend, using words as well as actions (PSHE) (R.E)</p>	<p>Understand how to listen carefully and why listening is important (assemblies, carpet sessions) (Reading)</p>	<p>Learn new vocabulary (Buzz Aldrin, space, solar system, planets) (Science)</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Dinosaurs Love Underpants by Claire Freedman and Ben Cort) (Reading) (R.E)</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Dinosaurs Love Underpants by Claire Freedman and Ben Cort) (Reading)</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>
		<p>Develop social phrases (PSHE)</p>	<p>Listen to and talk about stories to build familiarity and understanding (Aliens Love Underpants by Claire Freedman and Ben Cort) (Reading) (R.E)</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (PSHE) (Science)</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. (Music)</p>		<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (end of year report, YR1) (PSHE) (R.E)</p>
					<p>Learn rhymes, poems and songs. (Music) (Reading)</p>		

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Personal, Social and Emotional Development - Self-Regulation /Managing Self/ Building Relationships							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>*To know some words to describe feelings. **To know how to ask for something I want. **To know how to wait my turn. ***To know how to stop, look, listen and respond when their name is called. ***To be able to follow a simple instruction involving 1 idea or action after modelling from an adult.</p>	<p>*To be able to name the feeling they are experiencing. *To know how their body changes when they are experiencing different feelings. *To know some strategies to manage strong feelings. *To recognise similarities and differences between myself and another. **To know how to take turns with resources with support from an adult.</p>	<p>*To know how to manage my own feelings. *To know how to remain calm when experiencing strong feelings. *&**To know how to show positivity. **To know how to use timers to support turn taking.</p>	<p>*To be able to recognise the feelings of others. *To be able to understand how my actions may affect the feelings of others. **To know how to manage turn taking with independence. ***To know how to follow instructions involving 2 ideas or actions.</p>	<p>*To be able support others when they are experiencing strong emotions. *&**To know how to resolve a conflict with another child. **To be able to complete a goal set by an adult. ***To be able to follow instructions involving several ideas or actions.</p>	<p>*To be able to manage my own feelings when changes occur. **To be able to set myself a goal. **To know how to stay motivated when challenges occur. ***To be able to follow instructions involving several ideas or actions.</p>	<p>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.</p>
	<p>*To be able to try a new activity with an adult (1:1) **To be able to walk around the classroom. **To know how to tidy the classroom. **To know how to stand in a line. ***To know how to ask to go to the toilet. ***To know how to use the toilet appropriately. ***To know how to wash my hands. ***To know how to ask for support.</p>	<p>*To be able to try a new activity within a small group. *To be able to explain some of the things I am good at. **To know what kind and unkind words are. ***To know how to take items of clothing on and off (jumpers, coats).</p>	<p>*To be able to try a new activity by myself after modelling from an adult. **To recognise that some actions have consequences. **To be able to name our school values.</p>	<p>*To be able to try a new activity without prompting from an adult (independence) ***To know the foods that are healthy and unhealthy for me. ***To know and explain why sleep is important. ***To know and explain why exercise is important.</p>	<p>*To be able to complete a new activity (resilience) **To be able to name and talk about the school rules. **To be able to name some actions we can take to show respect to ourselves and others.</p>	<p>*To be able to complete a new and challenging activity (perseverance) **To be able to understand and explain what our school rules are and why they are important. ***To be able to make a range of healthy choices throughout the day.</p>	<p>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.</p>

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	<p>*To be able to use the words 'please' and 'thank you'.</p> <p>*To know how to ask for a resource and wait until it is handed to me.</p> <p>**To know how to greet someone.</p> <p>***To know how to communicate a need to an adult.</p>	<p>*To look and respond to another child when I am spoken to.</p> <p>*To be able listen to the ideas of another child (without interrupting).</p> <p>*To be able to share my own ideas with another child.</p> <p>***To know how to ask how someone else is feeling.</p>	<p>*To know how to act upon the ideas or wishes of other children.</p> <p>*To be able to share my ideas with a group of children.</p> <p>**To be able to ask others about their likes and dislikes.</p> <p>***To know that others may not like the same things as me.</p>	<p>*To be able to develop the ideas of others, engaging in back and forth exchanges.</p> <p>*To be able to ask others questions.</p> <p>***To know how to offer help to someone else.</p> <p>**To understand the difference between trusted adults and strangers.</p>	<p>*To know how to work cooperatively with a range of children or adults. (unfamiliar)</p> <p>**To know how to encourage others to join in with play.</p>	<p>*To know how to develop the ideas of others and engage in conversation with a range of children / adults.</p> <p>***To accept when others needs are put before my own.</p>	<p>Children at the expected level of development will:</p> <p>*Work and play cooperatively and take turns with others.</p> <p>**Form positive attachments to adults and friendships with peers.</p> <p>***Show sensitivity to their own and to others' needs.</p>
<p>Knowledge objectives taken from Development Matters</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (scissors for cutting and school Values) (DT) (PSHE)</p> <p>Develop their sense of responsibility and membership of a community (school expectations and Values) (PSHE) (R.E)</p> <p>Play with one or more other children, extending and elaborating play ideas (Learning Partners, roleplay) (PSHE)</p> <p>Increasingly follow rules, understanding why they are important (carpet sessions, Values and Redwell Rules) (PSHE)</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (PSHE) (PE)</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting (Learning partners, continuous provision groups, school nurse) (PSHE)</p> <p>Show more confidence in new social situations (assemblies, Book Time) (PSHE)</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (PSHE)</p> <p>Remember rules without needing an adult to remind them (PE, lunchtimes, daily activities) (Computing) (PSHE)</p> <p>Talk with others to solve conflicts (school rules, regulation station) (PSHE)</p> <p>Understand gradually how others might be feeling (Children in Need, Supertato story) (PSHE)</p>	<p>Think about the perspectives of others (PSHE) (R.E)</p> <p>Express their feelings and consider the feelings of others (PSHE sessions, friendships) (PSHE) (R.E)</p> <p>See themselves as a valuable individual (talk about similarities and differences of themselves and others) (PSHE) (R.E)</p> <p>To manage their own needs (using cutlery, preparing snacks, toileting, dressing) (Science) (PSHE)</p>	<p>Identify and moderate their own feelings socially and emotionally (behaviour expectations and Values) (PSHE)</p> <p>Build constructive and respectful relationships (children and teachers in EYFS and the wider school) (PSHE) (R.E)</p> <p>Show resilience and perseverance in the face of challenge (taking risks during PE and outdoor learning) (Computing) (PSHE)</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (carpet discussions, turn taking) (PSHE)</p> <p>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. (PSHE)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (school trip, PE, outdoor learning) (PSHE)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (Redwell Rules, school Values) (PSHE)</p> <p>Manage their own basic hygiene and personal</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (regulation station) (PSHE)</p> <p>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> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (Sports Day, Values Day) (Computing)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (Computing)</p> <p>Work and play cooperatively and take turns with others (Learning partners and continuous provision) (PSHE)</p> <p>Form positive attachments to adults and friendships with peers (own class, department and playground) (PSHE)</p>	

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	<p>Develop appropriate ways of being assertive (PSHE) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSHE sessions, carpet sessions, family, school, friendship) (PSHE)</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. (PSHE) (PE) (Science)</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' (Computing) • having a good sleep routine • being a safe pedestrian (PSHE) (PE) (Science) 			<p>needs, including dressing, going to the toilet and understanding the importance of healthy food choices (PE, snack time, toileting) (PSHE)</p>	<p>Show sensitivity to their own and to others' needs. (PSHE)</p>	
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Physical Development – Gross Motor / Fine Motor							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>*To be able to keep my head up when moving.</p> <p>*To be able to stay within marked areas.</p> <p>*To be able to stop and stand still when asked.</p> <p>*To be able to change direction after stopping.</p> <p>**To be able to maintain balance on both legs, standing still for 10 seconds.</p> <p>***To be able to side-step in both directions.</p> <p>***To be able to gallop, leading with either foot.</p> <p>***To be able to hop on either foot.</p> <p>***To be able to skip (without skipping rope).</p>	<p>*To be able to share resources with others.</p> <p>*To be able to share a space with others.</p> <p>**To be able to balance in a seated position without hands / feet touching floor.</p> <p>***To be able to jump from 2 feet to 2 feet - forwards, backwards and side to side.</p>	<p>*To be able to understand and follow simple rules.</p> <p>** To be able to balance along a line with fluidity (forwards and backwards).</p> <p>**To be able to balance on a low beam for 10 seconds.</p>	<p>*To be able to work with a partner.</p> <p>**To maintain control of a ball whilst sitting.</p> <p>**To maintain control of a ball whilst standing.</p> <p>**To perform a counter-balance with a partner: sitting and standing</p>	<p>**To be able to roll a ball and collect the rebound.</p> <p>**To be able to throw a ball and collect the rebound with 2 hands.</p> <p>**To be able to throw and catch a ball after one bounce</p> <p>**To be able to react quickly to catch a ball.</p> <p>***To be able to move confidently in different ways.</p> <p>***To be able to perform a small range of skills and link two movements together.</p>	<p>*To be able to shift weight, rather than tilting body when moving hands and feet.</p> <p>**To be able to hold a mini-front support position.</p> <p>**To be able to balance and control objects whilst in a mini-front support position.</p> <p>***To be able to chase a ball (starting in a balanced position)</p>	<p>Children at the expected level of development will:</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>**Demonstrate strength, balance and coordination when playing.</p> <p>***Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p>*To know that we use three fingers to hold a pencil.</p> <p>*To know that our pointing finger and our thumb hold the pencil.</p> <p>*To know that our middle finger supports the pencil.</p> <p>**To know how to use whole hand grasp scissors (loop scissors).</p> <p>***To be able to draw lines and circles in my drawings.</p>	<p>*To be able to pick up a pencil with 3 fingers with my dominant hand.</p> <p>*To be able to sit on a chair when writing. (Feet flat, back straight)</p> <p>**To know how to use long loop scissors.</p> <p>**To know how to hold a paintbrush</p> <p>**To be able to use a spoon to scoop.</p> <p>***Be able to draw squares and rectangles in my drawings.</p>	<p>*To maintain a '3 friends hold' when writing for short periods of time with an adult.</p> <p>*To only use my dominant hand when writing.</p> <p>*To be able to use my non-dominant hand to support the paper.</p> <p>**To know how to hold a pair of scissors using the conventional hold.</p> <p>**To be able to create vertical and horizontal strokes with a paintbrush.</p>	<p>*To maintain a '3 friends hold' when writing for short periods of time independently.</p> <p>**To know how to use scissors to cut straight and curved lines.</p> <p>**To be able to thread and weave on a large scale.</p> <p>***Be able to draw triangles in my drawings.</p> <p>**To know how to use a toothbrush effectively.</p>	<p>*To maintain a '3 friends hold' when writing for longer periods.</p> <p>**To be able to use scissors to cut through a range of materials.</p> <p>**To know how to cut and prepare food using cutlery.</p> <p>***To be able to form most lowercase letters with accuracy.</p>	<p>*To maintain a '3 friends hold' when writing for longer periods.</p> <p>**To be able to cut out more complex shapes with scissors.</p> <p>**To know how to use graters, strainers, squeezers and other utensils.</p> <p>**To be able to thread and weave on a small scale (sewing).</p> <p>***To be able to add details to my drawings.</p>	<p>Children at the expected level of development will:</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>**Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>***Begin to show accuracy and care when drawing.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge objectives taken from Development Matters</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks (PE sessions, outdoor learning, Wriggle Whilst You Wriggle) (DT) (Art) (Music) (PE)</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (PE and outdoor learning sessions) (PE)</p>	<p>Revise and refine the fundamental movement skills they have already acquired (PE sessions, pencil grip, Kinetic Letters) (Writing) (PE)</p>	<p>Progress towards a more fluent style of moving, with developing control and grace (walking, negotiating space, outdoor learning and playtime) (DT) (PE)</p>	<p>Combine different movements with ease and fluency (PE, outdoor learning, negotiating space) (Music) (PE)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others (PSHE) (PE)</p>	
	<p>Start taking part in some group activities which they make up for themselves, or in teams (playtimes, outdoor learning, provision and PE) (PE)</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues (PE, outdoor learning and music sessions) (PE)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Dough Disco, preparing snack using cutlery) (DT) (Computing) (Art) (Writing)</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Art) (PE)</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (PE and outdoor learning) (PE)</p>	<p>Demonstrate strength, balance and coordination when playing (PE)</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PE)</p>
	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel (DT) (Art)</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (Rhyme Time assemblies, Christmas performance) (PE) (Music)</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (Kinetic Letters) (DT) (Art) (Writing) (PE)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (PE apparatus, outdoor trim trail-climbing, over, under, balancing on equipment) (PE)</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (PE)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (Kinetic Letters, writing activities) (Art) (Writing)</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery (DT) (Art) (Writing)</p>
	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks (outdoor learning) (PE)</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width (Kinetic Letters) (Computing) (PE)</p>	<p>Further develop the skills they need to manage the school day successfully (Daily routines, responsibility for own belongings) (PSHE)</p>	<p>Develop overall body-strength, balance, co-ordination and agility (Writing) (PE)</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient (Kinetic Letters) (Writing)</p>	<p>Begin to show accuracy and care when drawing (Traditional Tale characters) (Art) (Writing)</p>	
	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors (creative, mark making activities) (DT) (Art)</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips (PSHE)</p>					
	<p>Use a comfortable grip with good control when holding pens and pencils (Art) (Writing)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing (Supertato story, emergency service visits, school nurse visit, self-regulation station, mindful minute)</p>					
	<p>Show a preference for a dominant hand (independent and adult led writing tasks) (Writing)</p>						

EYFS Skill Progression and Objective Overview

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Literacy - Comprehension / Word Reading / Writing							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>*To be able to recall the characters and some key events from a story. **To comment on the predictions of key event in stories made by my teacher. ***To say and use some new vocabulary in my comments.</p>	<p>*To be able to order and sequence a familiar story. **To offer simple predictions about characters or settings. ***To use new vocabulary when speaking to a partner.</p>	<p>*To be able to retell the key parts of a story in my own words. **To offer simple predictions about key events in stories. ***To use new vocabulary within structure sentences (sentence stems)</p>	<p>*To be able to use some story language to retell a familiar story. (Key events) **To provide relevant predictions about key events in stories. ***To use new vocabulary with accuracy within the answers I provide.</p>	<p>*To be able to use new vocabulary when retelling stories (to add detail) **To listen and respond to the predictions made by others. ***To be able to recall facts using target vocabulary.</p>	<p>*To be able to retell stories and narratives to others using my words /new and target vocabulary ***To be able to use new vocabulary with accuracy in my play. **To be able to provide accurate or relevant predictions for key events in stories. **To be able to offer explanations for my predictions.</p>	<p>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.</p>
	<p>*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 **Be able to jump in when they hear the blend in words.</p>	<p>*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 **Be able to blend sounds into words orally. **Be able to read CV and CVC words containing the sounds I know.</p>	<p>*To be able to read the following digraphs by saying a sound for them: sh th ch qu ng nk **To be able to read CVC words containing the sounds I know. *To be able to spot the digraphs I have been taught in words.</p>	<p>*To be able to read the following digraphs by saying a sound for them: sh th ch qu ng nk **To be able to read words containing new sounds. ***To be able to read simple phrases containing the sounds I know. ***To be able to read a few common exception words.</p>	<p>*To be able to read the following digraphs / trigraphs by saying a sound for them: ay ee igh ow oo oo **To be able to read words containing new sounds. ***To be able to read simple sentences from Red level books. ***To be able to read the common exception words that appear in red level books.</p>	<p>*To be able to read the following digraphs / trigraphs by saying a sound for them: ar or air ir ou oy **To be able to read words containing new sounds. ***To be able to read simple sentences from Green level books. ***To be able to read the common exception words that appear in Green level books.</p>	<p>Children at the expected level of development will: *Say a sound for each letter in the alphabet and at least 10 digraphs. **Read words consistent with their phonic knowledge by sound-blending. ***Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

	<p>*To be able to write the letters h, n, m, r, b and p. (Jumper family)</p> <p>**To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p> <p>**To be able to build CV and CVC words (magnetic tiles) after modelling from an adult</p>	<p>*To be able to write the letters c, o, a, d, g and s (Abracadabra family)</p> <p>l, t, l, u (Window cleaner family)</p> <p>**To be able to segment CV and CVC words containing the single letter sounds I know after modelling from an adult.</p> <p>**To be able to build CV and CVC words (magnetic tiles) after modelling from an adult</p>	<p>*To be able to write the letters: y, f, g, j (Fisher family) v, w, x, z, k (Slider family)</p> <p>**To be able to use my fingers to help me segment words.</p> <p>**To be able to segment CVC words with some independence.</p> <p>**To be able to hear the initial sound in words.</p> <p>***To be able to orally hold a sentence.</p> <p>***To be able to record facts within a fact file using short phrases and captions.</p>	<p>*To be able to write most letters using taught formation.</p> <p>*To be able to write some capital letters (Kinetic Letters)</p> <p>**To be able to write some words containing digraphs.</p> <p>***To be able to write short phrases containing the tricky words 'I' and 'the'.</p> <p>***To be able to write instructions using short phrases and captions.</p> <p>***To be able to use spaces between my words.</p>	<p>*To be able to write some capital letters</p> <p>**To be able to count the sounds in words when segmenting.</p> <p>**To be able to write some tricky words with accuracy.</p> <p>***To be able to write a short sentence after holding it first.</p> <p>***To be able to re-read my writing.</p> <p>***To be able to write a narrative using short sentences.</p> <p>***To be able to write a letter using short sentences.</p>	<p>*To be able to write some capital letters</p> <p>!To be able to snuggle letters into words.</p> <p>***To be able to use a capital letter at the beginning of a sentence.</p> <p>***To be able to use a full stop at the end of a sentence.</p> <p>***To be able to write a sentence after holding it first.</p> <p>***To be able to write a narrative using vocabulary I have been taught.</p> <p>***To be able to write a report using vocabulary and facts that I have been taught.</p>	<p>Children at the expected level of development will:</p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>**Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>***Write simple phrases and sentences that can be read by others.</p>
<p>Knowledge objectives taken from Development Matters</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p>Develop their phonological awareness (RWI progression) (Reading)</p> <p>Engage in extended conversations about stories, learning new vocabulary (The Little Red Hen, friendship, kindness, school, family, safe) (Reading)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes (Thank you cards to superheroes and letters to Santa) (Writing) we read English text from left to right and from top to bottom (Book Time) the names of the different parts of a book page sequencing <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping</p>	<p>Read some letter groups that each represent one sound and say sounds for them (RWI progression) (Reading)</p> <p>Read a few common exception words matched to the school's phonic programme (RWI group dependent) (Reading)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reading)</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (Reading)</p> <p>Form lower-case and capital letters correctly (Kinetic Letters) (Writing)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Writing)</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (Animal fact file) (Writing)</p> <p>Re-read what they have written to check that it makes sense (Reading)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Reading)</p> <p>Anticipate – where appropriate key events in stories (Monkey Puzzle) (Reading)</p> <p>Use and understand recently introduced</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Reading)</p> <p>Anticipate – where appropriate key events in stories (story, character, setting, sequence, a long time ago, once upon a time, happily ever after, main event, beginning, middle, end, beanstalk, Giant) (Reading)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (once upon a time, happily ever after, beanstalk, Giant) (Reading)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (Reading)</p>	

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

<p>Write some or all of their name (Morning job) (Writing)</p> <p>Read individual letters by saying the sounds for them (RWI progression) (Reading)</p>	<p>list that starts at the top of the page; writing 'm' for mummy (roleplay, labelling models/work) (Writing)</p> <p>Write some or all of their name (Writing)</p> <p>Write some letters accurately (Kinetic Letters) (Writing)</p> <p>Read some letter groups that each represent one sound and say sounds for them (Reading)</p> <p>Read a few common exception words matched to the school's phonic programme (RWI group dependent) (Reading)</p>			<p>vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Animal, habitat, home, herbivore, carnivore) (Reading)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (Writing) (Reading)</p>	<p>Read words consistent with their phonic knowledge by sound-blending (RWI Green Level) (Reading)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Reading)</p> <p>Write recognisable letters, most of which are correctly formed (story writing) (Writing)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (Reading) (Writing)</p> <p>Write simple phrases and sentences that can be read by others. (Writing)</p>	
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EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

Mathematics – Number / Numerical Patterns							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills		<ul style="list-style-type: none"> *To know that 2 is made up of 1 and another 1. *To be able to recognise when a collection is composed of 3 or not 3. **To know how to subitise within 3. **To know how to represent quantities on their fingers in different ways. *To be able to use a part whole model to explore composition of numbers to 5. *To investigate ways to compose and decompose sets of 2 and 3. **To be able to subitise to 4. ***To be able to make collections of 5 in different ways. *To investigate ways to compose and decompose sets of 4 and 5. **To be able to subitise to 5. **To be able to visualise and describe arrangements of 5 dots 	<ul style="list-style-type: none"> **To be able to recognise dice patterns to 6. ***To know the different ways that 5 can be partitioned. * To know that 6 is made up of '5 and a bit more'. *To know that 7 is made up of '5 and 2 more'. **To know how to subitise arrangements of 6. *To know how to represent 8 as '5 and 3 more.' *To understand the composition of 7. *To use fingers to show numbers to 8. **To use conceptual subitising strategies to derive dice patterns to 8. 	<ul style="list-style-type: none"> **To be able to recall number bonds to 10. *To understand the composition of 9. 	<ul style="list-style-type: none"> ***To know how to combine 2 groups to find the whole. ***To be able to explore subtraction within 10. *To count to 20. 	<ul style="list-style-type: none"> ***To use the language of doubles to describe dice patterns. ***To be able to make double patterns on fingers. ***To recognise and explore doubling facts. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> *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.



EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

	<p>**To know how to compare quantities of identical and non-identical objects.</p>	<p>*To know how to count to 5. *To be able to hear and join in with the counting sequence through using songs, sounds, actions and rhymes. *To know that the last number in a count tells us how many. **To be able to find one more than a number. **To be able to find one less than a number. **To be able to compare two sets of objects and say which is more and which is fewer. **To be able to say when there is an equal number. ***To be able to describe patterns within the number 4. ***To be able to make patterns of 4. ***To represent 5 on a die frame.</p>	<p>***To use their fingers to represent quantities to 5 and to begin to represent quantities to 10 **To know how to compare groups up to 10. **To develop their understanding of equal amounts. **To recognise numerals to 5. ***To be able to recognise and order numerals to 5. ***To be able to match numerals to representations. **Use more and fewer than to describe quantities.</p>	<p>*To know how to count to 10. *To hear and join in with the counting sequence to 10.</p>	<p>***To be able to add and subtract by counting on and counting back. *To be able to count to 20. **To be able to describe the 1 more / 1 less relationship of numbers to 10. ***Ordering quantities to 10.</p>	<p>***To recognise and explore halving facts. ***To recognise and explore doubling facts</p>	<p>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.</p>
<p>Knowledge objectives taken from Development Matters</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare quantities using language: 'more than', 'fewer</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Compare length, weight and capacity.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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>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>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Count objects, actions and Sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Continue, copy and create repeating patterns.</p>	<p>and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone. (Geography)</p> <p>Describe a familiar route. (Geography)</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. (Geography)</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick.</p> <p>Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>						
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EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

Understanding the World – Past and Present / People Culture and Communities / The Natural World							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>*To be able to name the people that are important to me. *To be able to name the people that live in my home. **To be able to name and talk about what is happening in my life now. ***To be about to recall character names and settings in books.</p>	<p>*To offer comments about the people that are important to me. *To be able to name and describe my family. **To be able to recall some events that happened in the recent past. ***To be able to name what is happening in the present within stories.</p>	<p>*To offer comments and explanations about the important people in my life. **To be able to use photos to discuss memories within my own past. **To be able to describe events from the recent past using target vocabulary: yesterday, last week etc. ***To be able to put events in order within a story.</p>	<p>*To be able to name and describe some of the different roles in society. * To be able to name and think about the roles I would like to do in the future. **To know and name how I have changed over time. ***To be able to recognise when a story is set / is referring to the past in the stories I listen to.</p>	<p>*To make links between roles in society and the people that are important to me. *To be able to name some similarities and differences between roles. **To be able to name some similarities and differences in myself and others from the past and present. ***To be able to offer comments and show an understanding of the past when encountered in stories. ***To know the names and roles of some significant individuals from the past.</p>	<p>*To be able to talk confidently about the people around me and their roles in society. *To be able to use target vocabulary with accuracy when describing different roles. **To be able to talk about the similarities and differences between the past and present in a range settings (people, places etc). ***To be able to offer explanations about the past when encountered in stories. ***To know the names and roles of some significant individuals from the past.</p>	<p>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.</p>
	<p>*To be able to name familiar places, buildings and settings. **To be able to name and talk about some special times in my life. **To name some features of a Christian wedding. ***To be able to make comments about my life: food, home, routines, weather etc.</p>	<p>*To be able to describe familiar settings (my home, my school, my road) **To name some features of a Christening and Baptism. **To name some ways Muslims and Sikhs celebrate the arrival of a baby. **To be able to locate land and water on a map or globe.</p>	<p>*To be able to name the town I live in. *To be able to use simple maps. **To make comments on some of the groups that I belong to. **To talk about the interests I share with others. ***To name the country I live in.</p>	<p>*To be able to use key vocabulary when making observations. *To be able to draw and use maps within my play. **To make comments and show an understanding of the religious groups in the community. **To name and recognise some symbols belonging to Judaism. **To talk about belonging to the community. ***To be able to name other countries in the world.</p>	<p>*To be able to make comments about the different environments found in texts. *To be able to draw and use maps within my play. **To be able to name special books belonging to different religions. **To be able to retell some religious stories. ***To be able to recall some facts about life in other countries.</p>	<p>*To be able to compare Wellingborough to the environments found in stories / non-fiction texts. *To be able to locate features of my immediate environment on a map. **To be able to retell some religious stories. ***To be able to explain some similarities and differences between life in this country and another country.</p>	<p>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.</p>

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

	<p>*To know the names of natural objects. *To be able to name different animals. **To be able to name different types of weather. ***To be able to name the current season. ****To be able to explore the texture and movement of water. ****To explore the sounds that different objects make. ****To know how to use a torch. ****To explore magnets.</p>	<p>*To be able to use the senses to describe natural objects. *To observe, explore and draw natural objects. **To be able to name and describe the daily weather. **To be able to describe what they see, hear and feel outside. ***To be able to make comments about autumnal changes. ***To be able to describe and explore ice. *To be able to describe the sound objects make. ***To know how to create a shadow with a torch. ***To make comments on the materials that magnets attract.</p>	<p>*To be able to name different parts of an animal. *To be able to recall the names of an animal's young. *To be able to draw animals. **To be able to use target vocabulary to name and describe natural and man-made features found outside. ***To be able to offer comments on freezing and melting water. ***To be able offer comments about the differences between Autumn / Winter. ***To know how to make changes to sounds – softer, louder.</p>	<p>*To be able to name the different parts of a plant. *To be able to take care of a plant and animal. *To be able to draw plants. **To be able to describe and make comments on the different settings found in books and nursery rhymes. ***To be able to recall and observe the changes from seed / bulb to plant. ***To recall some purposes of water. ***To know the names of the 4 seasons. ***To identify my own shadow. ***To offer explanations on the materials magnets attract/repel.</p>	<p>*To be able to make detailed observations of animals, plants and natural objects. **To make comments about the similarities of my immediate environment and another environment. ***To be able to identify objects that float and sink. ***To be able to talk and the differences between Autumn and Spring. ***To explore how sound can cause vibrations. ***To comment and demonstrate how a shadow is made. ***To be able to describe the process of melting food (e.g. chocolate).</p>	<p>*To be able to make detailed observations of animals, plants and natural objects. *To be able to compare animals and plants. **To recognise the similarities and differences between the immediate environment and a contrasting environment. ***To be able to offer comments about how objects float and sink. ***To explore and explain how light can travel through different materials. ***To be able to make comments about the differences between Spring and Summer.</p>	<p>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.</p>
<p>Knowledges objective taken from Development Matters</p>	<p>Use all their senses in hands-on exploration of natural materials (Geography) (Science) Explore collections of materials with similar and/or different properties (Science) Begin to understand the need to respect and care for the natural environment and all living things (Geography) (Science) Talk about what they see, using a wide vocabulary (Science) Talk about members of their immediate family and community (PSHE)</p>	<p>Show interest in different occupations (PSHE) Explore how things work (DT) (Computing) (Science) Talk about the differences between materials and changes they notice (Science) Continue developing positive attitudes about the differences between people (PSHE) (R.E) Name and describe people who are familiar to them (PSHE) Comment on images of familiar situations in the past (History) (R.E)</p>	<p>Talk about members of their immediate family and community (PSHE) Compare and contrast characters from stories, including figures from the past (History) Draw information from a simple map (Geography) Recognise that people have different beliefs and celebrate special times in different ways (R.E) Recognise some similarities and differences between life in this country and life in other countries (Geography) (R.E)</p>	<p>Explore the natural world around them (Geography) Describe what they see, hear and feel whilst outside (Science) (Science) Recognise some environments that are different from the one in which they live (Geography) (Science)</p>	<p>Explore the natural world around them (Science) Describe what they see, hear and feel whilst outside (Science) Understand the effect of changing seasons on the natural world around them (Science) Talk about the lives of the people around them and their roles in society (History) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (History)</p>	<p>Talk about the lives of the people around them and their roles in society (PSHE) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Reading) Understand the past through settings, characters and events encountered in books read in class and storytelling (Reading) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography) (Reading) Know some similarities and differences between different religious and cultural</p>	

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

	<p>Begin to make sense of their own life-story and family's history (sharing Magical Me boxes) (History) (Science) (PSHE)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Magical Me box) (Geography) (PSHE)</p> <p>Plant seeds and care for growing plants. (story time) (Science)</p> <p>Understand the key features of the life cycle of a plant and an animal. (story time) (Science)</p>	<p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (PSHE)</p>			<p>Understand the past through settings, characters and events encountered in books read in class and storytelling (History)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (Geography) (Science)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Geography) (Science)</p>	<p>communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Geography) (R.E)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (Science) (Geography)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (Geography) (Science)</p>	
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EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

Expressive Arts and Design – Creating with Materials / Being Imaginative and Expressive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Skills	<p>Self - Portraits</p> <p>*To be able to draw straight and curved lines to form different shapes. **To be able to have a purpose for my creation. **To be able to give meaning to the marks I make. **To be able to say what I like about my creation. ***To be able to use available props to support my play.</p>	<p>Painting</p> <p>*To know how to use a paintbrush. *To know how to pour my own paint. *To be able to mix paint to create different colours. **To be able to name some of the steps taken to make my creation. ***To be able to form my own ideas for props.</p>	<p>Sculptures: Clay</p> <p>*To be able to use tools to mould, shape and add texture to clay. *To be able to add water to clay to support moulding. **To be able to talk about the process in 3 steps: First, Next, Then. ***To be able to make simple props using a range of materials.</p>	<p>Natural Sculptures</p> <p>*To be able to carve and shape natural materials. *To be able to select and gather my own materials. *To be able to create patterns with natural materials. *To be able to join 2 materials together (tape).</p>	<p>Printing</p> <p>*To make copies using printing. *To be able to use engraving. *To be able to use an ink roller.</p>	<p>Textiles and Materials</p> <p>***To be able to use joining techniques to join materials together. *To be able to make play dough. **To be able to plan a creation. **To be able to reflect on and improve my creation. ***To be able to create costumes to support my role play.</p>	<p>Children at the expected level of development will:</p> <p>*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.</p>
	<p>**To sing along with a pre-recorded song and add actions **To be able to copy rhythm patterns with simple actions. **To explore the sounds different instruments make.</p>	<p>**To use available props to support storytelling. *To be able to use small word to engage in imaginative play. **To be able to find the pulse in music by following the lead of an adult. **To be able to copy basic rhythm patterns of single words. **To be able to explore high and low using voices and sounds of characters in the songs. **To play a piece of percussion in time with music.</p>	<p>**To use key story language. **To be able to recognise high and low pitch sounds on a glockenspiel. **To be able to perform taught nursery rhymes, adding actions or dance. **To be able to find the pulse in music by following the lead of an adult.</p>	<p>**To have a clear story structure (Beg, mid, end) *To be able to make and create props to support storytelling. **To be able to listen to and make comments about high quality music. **To sing along with a backing track. **To be able to find the pulse when listening to music. (through actions)</p>	<p>*To be able to negotiate different roles within role play / story telling. *To be able to engage in imaginative play in a number of settings. **To be able to invent a pattern using one pitched note. **To be able to copy basic rhythm patterns with short phrases from songs. **To be able to perform a range of nursery rhymes, adding a simple instrumental part.</p>	<p>*To be able to take on different roles within storytelling. **To be able to play some tuned and untuned instruments musically. **To be able to create simple 2-note patterns to accompany a song. **To be able to play with two pitched notes to invent musical patterns **To be able to use my voice expressively when singing and chanting familiar songs and rhymes.</p>	<p>Children at the expected level of development will:</p> <p>*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.</p>

EYFS Skill Progression and Objective Overview

Autumn 1: You've Got a Friend in Me! Autumn 2: How Far Will I Go... Spring 1: To Infinity and Beyond Spring 2: The Land Before Time Summer 1: Rumble in the Jungle Summer 2: Once Upon a Time

Knowledge objectives taken from Development Matters	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar (domestic roleplay)</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls house etc. (Superhero and emergency services small world) (R.E)</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DT) (Art) (Music)</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (DT) (Computing)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Art)</p>
	<p>Explore colour and colour mixing (self-portrait paintings) (Art)</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (police stations, fire stations, superhero city) (DT) (R.E)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. (Music)</p>	<p>Explore and engage in music making and dance, performing solo or in groups. (Music)</p>	<p>Sing a range of well-known nursery rhymes and songs. (Music)</p>	<p>Share their creations, explaining the process they have used (Art) (DT)</p>
	<p>Show different emotions in their drawings – happiness, sadness, fear etc. (self-portraits)</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (DT) (Art)</p>	<p>Create collaboratively, sharing ideas, resources and skills. (Music) (DT)</p>			<p>Make use of props and materials when role playing characters in narratives and stories. (Art) (DT) (Reading)</p>
	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits, new friends and family member drawings) (Art)</p>	<p>Develop their own ideas and then decide which materials to use to express them (DT) (Art)</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (Music)</p>			<p>Invent, adapt and recount narratives and stories with peers and their teacher (Reading)</p>
	<p>Listen with increased attention to sounds (Rhyme Time, daily songs) (Music)</p>	<p>Join different materials and explore different textures. (Art)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DT) (Computing) (Art)</p>			<p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music (Music)</p>
	<p>Respond to what they have heard, expressing their thoughts and feelings (The Little Red Hen story, friends Magical Me boxes, Diwali) (Music)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (DT) (Art)</p>				
	<p>Remember and sing entire song (CHARANGA, rhyming assembly) (Music)</p>	<p>Use drawing to represent ideas like movement or loud noises. (Art)</p>				
	<p>Create their own songs, or improvise a song around one they know. (Music)</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear Etc. (Art)</p>				
	<p>Play instruments with increasing control to express their feelings and ideas. (Music)</p>					

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		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Music)</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). (Music)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Music)</p> <p>Develop storylines in their pretend play. (Reading)</p>				
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Schemes used at Redwell within EYFS							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
PE- Real PE	<p>Gymnastics</p> <p>I know how to adapt instructions to physical actions. I know how to develop take-off and landing position for jumps.</p> <p>I can transfer and move small equipment. I can move through and under apparatus. I can copy and repeat actions.</p>	<p>Dance</p> <p>I can link colours to feelings. I know how to explore animal movements and levels.</p> <p>Replicate actions in larger groups. Sequence work. Explore leader or follower work.</p>	<p>Body Management</p> <p>I can list different ways to move. I can name different types of apparatus.</p> <p>I can work with others to move through hoops. I can reach, stretch, and retrieve objects. I can use steps, strides, bounce, hop, bridges and tunnels. I can travel over apparatus.</p>	<p>Speed Agility</p> <p>I know how to demo agility in variety of games. I can recognise and follow instructions.</p> <p>Perform fast and slow movements. Show control to stop and perform actions Experiment with starting and stopping positions.</p>	<p>Manipulation and Coordination</p> <p>I know how to coordinate limbs to carry out defined movements and actions. Replicate bilateral movements.</p> <p>Make contact with ball with legs and feet. Practice hop, step, jump sequence.</p>	<p>Cooperate and Solve Problems</p> <p>I know how to keep my heart rate high. I know different ways to travel.</p> <p>Work as an individual and part of a group to match. Travel and follow travel trails as an individual. Work cooperatively to form shapes.</p>	
	<p>Me!</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>My Stories</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action song</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Everyone!</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p>	<p>Our World</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p>	<p>Big Bear Funk</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p>	<p>Reflect, Rewind & Replay</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	
Music- Charanga							

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			Share and perform the learning that has taken place	Share and perform the learning that has taken place	Share and perform the learning that has taken place		
R.E- Discovery R.E	<p>Special People</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)</p> <p>Build constructive and respectful relationships (PSED) Express their feelings and consider the feelings of others (PSED) Think about the perspectives of others (PSED)</p>	<p>Special People</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)</p> <p>Build constructive and respectful relationships (PSED) Express their feelings and consider the feelings of others (PSED)</p>	<p>Celebrations</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)</p> <p>Build constructive and respectful relationships (PSED)</p>	<p>Easter</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)</p> <p>Build constructive and respectful relationships (PSED)</p>	<p>Story Time</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Listen to and talk about stories to build familiarity and understanding (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)</p> <p>Build constructive and respectful relationships (PSED) Express their feelings and consider the feelings of others (PSED)</p>	<p>Special Places</p> <p>Understand how to listen carefully and why listening is important (C&L) Describe events in some detail (C&L) Engage in story times (C&L) Learn new vocabulary (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) Listen carefully to rhymes and songs, paying attention to how they sound (C&L)</p> <p>Build constructive and respectful relationships (PSED) Express their feelings and consider the feelings of others (PSED) Think about the perspectives of others (PSED) Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p>	

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	<p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p>	<p>Think about the perspectives of others (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p>	<p>Express their feelings and consider the feelings of others (PSED)</p> <p>Think about the perspectives of others (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p> <p>Understand the effect of changing seasons on the natural world around them (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (UTW)</p>	<p>Express their feelings and consider the feelings of others (PSED)</p> <p>Think about the perspectives of others (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p> <p>Understand the effect of changing seasons on the natural world around them (UTW)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (UTW)</p>	<p>Think about the perspectives of others (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW)</p> <p>Understand that some places are special to members of their community (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (UTW)</p>	<p>Name and describe people who are familiar to them (UTW)</p> <p>Understand that some places are special to members of their community (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (UTW)</p>	
<p>Cambridgeshire Primary Personal Development Development</p>	<p>Myself & My Relationships: Family and Friends (this is covered throughout EYFS transition phase)</p> <ul style="list-style-type: none"> Who are my special people and why are they special to me? (PSED-BR) 	<p>Healthy and Safer Lifestyles: Keeping Safe</p> <ul style="list-style-type: none"> What are some situations where I need to think about how to keep myself safer? Do I understand simple safety rules for when I am 	<p>Healthy and Safer Lifestyles: Healthy Lifestyles</p> <ul style="list-style-type: none"> What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? 			<p>Citizenship Me and My World</p> <ul style="list-style-type: none"> Who are the people who help to look after me and my school? (UTW- PP) How can I help to look after my school? How can I help to care for my things at home? 	

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	<ul style="list-style-type: none"> • Who is in my family and how do we care for each other? BR • What is a friend and how can I be a good one? (PSED-BR) • How do I make new friends? (PSED-BR) • How can I respect my own needs and the needs of others? (PSED-BR) • How can I make up with friends when I have fallen out with them? (PSED-BR) • How does what I do affect others? (PSED-BR) • Do I know what to do if someone is unkind to me? (PSED-SR) 	<p>at home, at school and when I am out and about?</p> <ul style="list-style-type: none"> • What are the clues my body gives me if I am feeling unsafe? (PSED-MS) • Can I say 'No!' if I feel unsafe or unsure about something? (PSED-MS) • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR • Who are the people who help to keep me safe? PP • What goes on to and into my body and who puts it there? (PSED-MS) • Why do people use medicines? (PSED-MS) • What are the safety rules relating to medicines and who helps me with these? (PSED-MS) 	<ul style="list-style-type: none"> • What can I do to help keep my body healthy? (PSED-MS) • Why are food and drink good for us? (PSED-MS) • How can I make healthier choices about food? (PSED-MS) • What is exercise is and why is it good for us? • Why are rest and sleep good for us? 			<ul style="list-style-type: none"> • Where do I live and what are the different places and features in my neighbourhood? (UTW-PCC) • Who are the people who live and work in my neighbourhood, including people who help me? (UTW-PP) • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? 	
RSE	<p>My Self and My Relationships: Beginning and Belonging</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? (PSED-SR) • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? (PSED-SR) • How can I show I am listening to an adult? (PSED-SR) • What can help me to follow instructions? (PSED-SR) 			<p>Healthy and Safer Lifestyles: My Body and Growing Up</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? (PSED-MS) • How am I learning to take care of myself and what do I still need help with? MS • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<p>Citizenship: Identity and Diversity</p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? (UTW-PCC) • Who are the people in my family, and who are the people in other families? • What is especially important to my family and me? • What are some of the similarities and differences in the way people live their lives? (UTW-PCC) • What is life like in other countries? (UTW-PCC) • How can we value different types of people including what they believe in and how they live their lives? 		

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					<ul style="list-style-type: none"> • How do we celebrate what we believe in and how is this different for different people? (UTW-PCC) 		
<p>Prime Area: Personal, Social & Emotional Development: SR - Self Regulation MS - Managing Self BR Building Relationships</p> <p>Specific Area: Understanding the World: PP - Past and Present PCC - People, Culture and Communities</p>							

