

Edenfield CE Primary EYFS Progression Map

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry School Core Values – Love, faith, joy, hope, forgiveness and respect Characteristics off Effective Learning	All About me Why I am special Identifying Feelings Superheroes My Family Where I Live – Harvest Time Teddy Bears Local Walk Fruit Salad tasting Rainbow Party – Celebration of uniqueness Autumn Hibernation and Migration Relationships – Families and Friendships	Time to Celebrate Birthdays Diwali Remembrance Bonfire Night Christmas Christmas story Looking after one another History Week – Edenfield when Grandad and grandma were in Class Reception Pantomime Visit Strictly Come dancing Relationships – safe relationships, respecting ourselves and others	Story Soup Traditional tales Settings, transport, characters Imaginary Lands Time Travel Life in the Past when I was a lad – Magic Grandad – linked to living memory – Go and ask a Grown Up A Long, long time ago – Magic grandad What do you think that this could be – enquiry work Past, present and future Castle and cottage role-play Bikeability Training – Challenges The Wider World – What do I value/belonging to a community Chinese New Year	Amazing Adventures North West England Great Britain Barnaby Bear France/ Australia/ Papua New Guinea/ America Children around the world Music from around the world Manchester Airport Visitors Centre Aeroplane role-play International Day Boats and Trains linked to Euro Tunnel Aeroplanes linked to Australia, Papua new Guinea and France The Wider World – Belonging to a community	Super Scientists Protecting our world/environment Big Questions from Super Scientists Investigations Observations – stick insects and Snails Categorising Minibeasts The Senses The Body – what it does and how to look after it Health and Wellbeing – Physical health and mental wellbeing	Growing up and Staying Safe Looking after ourselves Right Start Road safety Internet Safety Medicines Safety in the Home Moving on to Year 1 How I have Changed Celebration of achievement – celebration Circus Local History and celebration of completing Class R year – Trip on a the East Lancashire Railway Health and Wellbeing – growing and changing/ keeping safe The Wider World – Money and Work
Supporting texts 	The Colour Monster Harry and his Bucket full of Dinosaurs start school The Jolly Postman In Every House on Every Street Our House The Colour Monster Autumn Owl Babies Rusty Flies South The Invisible String The Meanies On the Way Home Superworm and other superhero stories My Big Shouting Day! Range of Peppa Pig books linked to everyday experiences Part of the Party My First day of School Different Families	The Owl who was Afraid of the Dark Happy Birthday Royal baby The Princess and The Wizard Laura's Star The Velveteen Rabbit The Little Fir Tree The First Christmas Winnie's Birthday party Elmer the Elephant Collection Charlie Cook's Favourite Book Under the Love Umbrella Hug We're All Wonders All are Welcome Dogger	Red Riding Hood Hansel and Gretel How to Bake a Book Ted and Dolly's Magic Carpet Ride Ted and Dolly's Magic Balloon Ride The Magic Box Poem Room on the Broom Meg and Mog's Time Machine Magic Grandad – When I was a Lad My Naughty Little Sister Ish... How to Catch a Star Aliens Love Underpants The Dinosaur that Pooped a Planet Mog, the forgetful Cat Dear Greenpeace The Hare and the Tortoise	Kiki and Coco in Paris Ella and the Ocean The Great Race From My Window Mirror Romeo's View from the Shard Barnaby bear Visits Brittany Thomas the tank Engine Stories Aeroplane Handa's Surprise Mog the Forgetful Cat	My Daddy is a Spaceman Why is the Sky Blue? My Green Day George saves the World By Lunchtime My Five Senses My Body Mad About Minibeasts The Very Hungry Caterpillar Minibeasts non-fiction text Lion is in a Flap Paper Dolls Happy to be Me! There is a house inside my mummy!	Brush, Brush, Brush The Tooth Book When I Grow Up Once There were Giants The Children's Book of Keeping Safe One Decision Dilemma Drops Safety Stories Down at the Station Trains The Little Red Engine
Communication and Language 	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.		

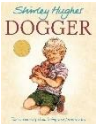
Personal, Social and Emotional Development Self-regulation 	Umbrella Whole School Theme Relationships Understand and can cope with separation from carers during the school day Can talk about their own feelings in relation to something they have seen or heard. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Knows similarities and differences between themselves and others Knows what makes them special/unique Independently organise belongings in the morning. Independently follow class routines Manage personal hygiene. Build constructive and respectful relationships. Please, Thank you, Sorry - One Decision – Drop Dilemmas - Mummy, where are you? - Daddy, can you play with me? - My Big Shouting Day - Say Please Louise - Moving Molly - Puppy learns to say Please	Umbrella Whole School Theme - Relationships Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. - One Decision – Drop Dilemmas - Plop the Owl who was Afraid of the Dark – The lady who liked to remember – Linked to Remembrance - Laura’s Star – Linked to making wishes for others	Umbrella Whole School Theme – Living in the Wider World Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Understand about change and know what to do if they are worried Show resilience and perseverance. - One Decision Dilemma Drops - How to catch a Star - The Hare and the Tortoise - Bear learns to Share - Noah and the no-good baby	Umbrella Whole School Theme – Living in the Wider World Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. - One Decision Dilemma Drops - Elephant learns to Share - Bet you Can’t - Part of the Party - Busy, Busy, Busy - Stella Brings the Family	Umbrella Whole School Theme – Health and Wellbeing Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Managing self Can identify kindness. Seek others to share activities and experiences. Understanding the importance of healthy food choices and basic hygiene Self-Care – eating, drinking, making own snacks, personal hygiene, cleaning teeth, dressing and undressing - Use of dog and big toothbrush for dental hygiene, dentist role play area, dentist visit Understands the importance of asking permission before touching someone else - One Decision Dilemma Drops - Squirrel is sad - Hamster Learns to Help - Tiger has a Tantrum - Be Happy to be You - Koala makes a Choice - Ask First Monkey	Umbrella Whole School Theme – Health and Wellbeing Knows how to stay safe in a variety of situations – eg, by the road, in the sun, around medicine, in the car, in the home, out and about-getting lost – The childrens’ book of keeping safe. Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can talk about what makes them special Can select an activity and perform the in the end of term circus Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings. - One Decision Dilemma Drops - Sheep is Scared - Monkey needs to Listen - Frog Finds a Friend - Elmer the Elephant Collection
Religious Education 	Key Question: Why do we say thank you to God for Harvest Time? Why am I Special?	Key Question: What makes a person Special? How do we celebrate Jesus’s birthday?	Key question What Stories did Jesus hear when he was a boy? Why did Jesus tell stories? RE Week – Islam	Key Question How did Jesus show that he loved us?	Key question: What makes a place special? What makes a good friend?	Key Question How do we celebrate special times? What is prayer?
Physical Development  PE Focus 	Further develop the skills they need to manage the school day successfully: sitting on carpet, lining up and queuing, mealtimes, personal hygiene hand washing/flushing the toilet/washing inc teeth Begin to learn to use a range of large apparatus in group. Eye tests / Flu vaccines PE Passport – Fundamental movement skills – Superworm	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Revisit -personal hygiene hand washing/flushing the toilet/washing inc teeth Begin to learn to use a range of large and small apparatus indoors and outside, alone and in a group PE Passport – Fundamental movement skills – How to Catch a Star	Confidently, safely use a range of large and small apparatus indoors and outside, alone and in a group. Learn to Ride – develop cycling skills in order to ride bike independently (without stabilizers) Revisit - personal hygiene hand washing/flushing the toilet/washing inc teeth PE Passport- Fundamental Movement Skills -: Jack and the Beanstalk	Confidently, safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency Start to develop the foundations of a handwriting style which is fast, accurate and efficient. Revisit - personal hygiene hand washing/flushing the toilet/washing inc teeth PE Passport: Transport: Hungry Caterpillar	Confidently, independently safely use a range of large and small apparatus indoors and outside, alone and in a group. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. Road Safety Right Start Training PE PASSPORT: Rumble in the Jungle	Confidently, independently safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Revisit - personal hygiene hand washing/flushing the toilet/washing inc teeth PE Passport: Rosie’s Walk
Develop Fundamental Movement skills – running, skipping, hopping, jumping 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.						

	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: long handle tools such as brushes and spades, weighted resources, such as full milk bottles in shop area for children to carry, pencils for drawing and writing, other mark making equipment such as whiteboard pens, biros, highlighters, felt tips and crayons, paintbrushes, scissors. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.- Daily Yoga Moments					
Literacy Comprehension  Book Detectives 	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Book Detectives - Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, 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 paly Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy Reading	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense. 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
Red Rose Phonics 	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Begin Phase 2 Skills – Recognise grapheme/phoneme correspondence for s, a, t, p, l, n, m, d, o, c, k, Share reading books that match the sound taught during the Phonics session	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Share reading books that match the sound taught during the Phonics session	Phase 2/3 Consolidate skills as in Autumn 2. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for i, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Share reading books that match the sound taught during the Phonics session	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Share reading books that match the sound taught during the Phonics session	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Share reading books that match the sound taught during the Phonics session	Phase 4 Consolidate Phase 4 and continue to revise phase 3 Share reading books that match the sound taught during the Phonics session
	NB: Where a child is identified as having Special Educational Needs, a reading book, matching the phonics level that the child is confident with will be sent home. This is to ensure that every child experiences success and progresses on their reading journey. Alongside this book, a child may receive a reading book matching the sound taught in the main phonics session for their adult to read and model.					
Literacy	Emergent writing: Develop listening and speaking skills in a range of	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard,	Emergent writing: Use appropriate letters for initial sounds.	Emergent writing: Build words using letter sounds in writing.	Emergent writing: Continue to build on knowledge of letter sounds to build	Emergent writing: Show awareness of the different audience for writing.

Writing 	contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name, copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words, Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Transcription Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Begin to control the size of letters.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Continue to control the size of letters and sit letters on the line correctly.
Mathematics 	Elements of Key Learning that can be introduced through Number Land: Rote counting Rote count from 1 Rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Know what number comes before and after a given number Say a number between two given numbers Counting objects Understand that counting is to find out how many if you don't already know Use one to one correspondence when counting Understand that the last number said is the number in the set Count up to 10 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Recognise numbers 0- 5 Explore the composition of numbers to 5 Count objects, actions, and sounds. Subitise	Compare two sets of different objects saying which set is more, fewer, same, equal Order three or more sets of objects State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10 Shape = Know that shapes can appear in different ways and be different sizes Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle) Talk about shapes using mathematical language (straight, curved, sides) Number sense Partition a set of objects in different ways using the terminology part-part-whole Number recognition - Recognise and identify numerals 1-10 Select the numeral that represented a set of objects Order numerals 0-10 Number graphics	- Rote counting back from 20 - Counting sounds and actions and keeping track of the count - Understand and use the terms second, third, fourth and fifth to describe position in a line - In everyday situations, understand and use the terms forwards, backwards, up, down, turn - Understand that we can compare the order of events using words such as ' before' and 'after' - Use the word 'before', understanding that it refers to preceding a particular event or item - Use the word 'after', understanding that it refers to following a particular event or item - Use the word 'between', understanding that it refers to the middle or second of three events - Use the word 'today', understanding that it refers to the current day - Use the word 'yesterday', understanding that it refers to the day before today	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Addition and subtraction (the focus is on understanding the concepts) Different ways/strategies to help with addition and subtraction Halving and doubling Number sense Understand that money can be in the form of coins and notes - Understand that money can be paid in other ways such as plastic card or using the internet - Sort coins into sets, e.g. all 1p coins, all 2p coins etc. - Identify the properties of a 1p coin, e.g. brown/copper, round, small - Select the 1p coin(s) from a larger group of mixed coins	Rote counting back from 20 - Counting sounds and actions and keeping track of the count - Understand and use the terms second, third, fourth and fifth to describe position in a line - In everyday situations, understand and use the terms forwards, backwards, up, down, turn - Understand that money can be in the form of coins and notes - Understand that money can be paid in other ways such as plastic card or using the internet - Sort coins into sets, e.g. all 1p coins, all 2p coins etc. - Identify the properties of a 1p coin, e.g. brown/copper, round, small - Select the 1p coin(s) from a larger group of mixed coins -	Understand that we can compare the order of events using words such as ' before' and 'after' - Use the word 'before', understanding that it refers to preceding a particular event or item - Use the word 'after', understanding that it refers to following a particular event or item - Use the word 'between', understanding that it refers to the middle or second of three events - Use the word 'today', understanding that it refers to the current day - Use the word 'yesterday', understanding that it refers to the day before today - Use the word 'tomorrow', understanding that it refers to the day after today - Name the days of the week (not necessarily in order) - Join in with rote recital of the days of the week in orde Explore the composition of numbers beyond 10.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly

Lead in and lead and lead out lines are taught as a bas from which cursive handwriting is taught in Key Stage 1

	Automatic recall number bonds 0-4 Matching, Sorting & Comparing Comparing amounts Comparing size, mass & capacity Representing 1,2,3,4, Comparing 1,2,3,4, Composition of 1,2,3,4, Formation of 1,2,3,4, Circles, triangles, semi-circles, squares, pentagons Positional language Shapes with 4 sides.	Represent amounts in their own ways, explaining what they mean Represent and explain their thinking in their own ways Write numerals 0 to 10 Calculating Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part–part–whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part–part– whole Relate subtraction to addition in practical situations using the terminology part– part– whole Identify one more and one less than a given number Identify two more and two less than a given number Add two single-digit numbers totalling up to 10, using practical equipment Subtract a single-digit number from a number up to 10, using practical equipment Exploring pattern - making simple.	- Use the word 'tomorrow', understanding that it refers to the day after today - Name the days of the week (not necessarily in order) Explore the composition of numbers to 10 Automatic recall number bonds 0-10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Counting patterns to 10 and beyond Partitioning and Understanding Part-Whole 1 more/less Understand 'Teens' Numbers Distance (length, height, width) Shape and Sorting			Subitise Automatic recall number bonds 0-10 Counting, Comparing and Ordering Understanding Part – Whole, Addition and Subtraction Fractions – doubling, halving, sharing – Distance (length, height, width), Weight Capacity/Volume and Money Shape and Sorting – 2D and 3D
	- Join in with rote recital of the days of the week in order					
Understanding the World Past and Present 	Past and Present All About Me Personal History – Changes .Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Talk about the change from nursery and different changes in their lives – new baby, moving house, starting school	Past and Present: Time to Celebtate <i>History Week.- Edenfield School Now and Then -</i> Find out about key historical events and why and how we celebrate today? Remembrance Day, Bonfire Night, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Past and Present: Story Soup - Family History Learn words past, present and future Know some similarities and differences between things in the past and now, drawing on their experiences and what has been learnt in class. Understand the past through settings, characters and events encountered in books read in class and story-telling	Past and Present: Amazing Adventures - Migration Talk about key roles people have in society both in the present and past Migration - what it means Stories of Migration – Rusty Flies South The Suitcase Welcome 	Past and Present : Super Scientists – Inventions, Discoveries and Enquiry Recount an event, orally, pictorial and/or with captions. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community - People who help to look after our school and local environment Find out about fantastic invention and discoveries from the past Look at ambiguous/ unusual artefacts to interpret use and meaning.	Past and Present: Growing Up and Staying Safe Personal History Recall some important narratives, characters and figures from the past encountered in books read in class use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. - Dogger Order experiences in relation to themselves and others, including stories. 

	Nocturnal and diurnal	Hibernation Snow		during <i>Amazing Adventures</i> topic and how they compare to where we live. – Papua New Guinea – Tree house community, Australia – hot country etc - Floating and sinking – boats – English Channel - Forces – cars/engines down ramps Mapping: Complete a simple BeeBot program using a grid map or carpet squares.	<i>Super Scientists</i> topic – Children ask their own questions - Animals and their babies - The senses - Looking after the environment - minibeasts <i>Animal habitats</i> The environment Understand the need to respect and care for the natural environment and all living things. Super scientists – Ask questions, experiment, collect information, make predictions and help people. Observations of Indian Stick Insects, Giant African Land Snails and garden snails	
	Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i> Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design 	Portrait skills – drawing themselves, observational work, collage, multimedia Drawing, cutting, sticking Artist study – Pablo Picasso Songs: I am I Class Reception at Edenfield School Nursery Rhymes Harvest song – performed in church Counting Songs Subitsing song Performing to a different year group Develop storylines in their pretend play.	Artist study – Kandinsky – circles (Collaborative art) 3D paper work – folding and joining Songs: Nursery rhymes Christmas nativity songs Sing in a group or on their own, increasingly matching the pitch and following the melody. Performing Christmas Nativity Strictly Come Dancing – Perform/spectate and judge	Artist Study – L. S. Lowrey – story telling – scenes Quentin Blake – illustrating stories Linked to Cats and Dogs song Brian and Michale and the Matchstick men https://www.youtube.com/watch?v=w8oAa-PHOPs Children use Lowrey pictures to create stories Louie Braille – Designing story for visually impaired child using a range of materials : Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations explaining the process they have used. Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time to music. Chinese new year and dragon dance Charanga Songs:	Artist study – Aboriginal art – journey sticks Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function Design and build a boat/aeroplane Papua New Guinea wedding – performances Design a tree house for Wacky Whizz and Dolly	Artist Study –David Shepherd (Living artist) paints animals and steam engines – compare and contrast the natural world and mechanical world – looking carefully Listen attentively, move to, and talk about music, expressing their feelings and responses. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function - Creating own animal / engine pictures - Choosing the most appropriate method for	Artist study: Anne Geddes – Photography Children look at photographs and talk about how they make them deel Children use iPads to take their oen photographs of their friends, thinking about props that they would need to reflect their interests and personalities. Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively sharing ideas, resources, and skills. – class celebration Circus – Children work in chosen groups to prepare and perform their own celebration circus acts Charanga Songs Reflect, Rewind &

	Chranga Me <i>listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i> <i>Improvising leading to playing classroom instruments</i> <i>Share and perform the learning that has taken place</i>	Chranga – My stories <i>Listening and responding to different styles of music</i> <i>Embedding foundations of the interrelated dimensions of music</i> <i>Learning to sing or sing along with nursery rhymes and action songs</i> <i>Improvising leading to playing classroom instruments</i> <i>Share and perform the learning that has taken place</i>	Everyone Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Charanga Songs: Our World Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Charanga Songs: Big Bear Funk <i>Listening and appraising Funk music</i> <i>Embedding foundations of the interrelated dimensions of music using voices and instruments</i> <i>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</i> <i>Playing instruments within the song</i> <i>Improvisation using voices and instruments</i> <i>Riff-based composition</i> <i>Share and perform the learning that has taken place</i>	Chranga Reflect, Rewind and Replay Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
	<i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.					