


EYFS Progression of Skills & Curriculum Overview 2022-23


Area of Learning	What makes me special?	How is our world changing?	Who makes a difference in our lives?	How can we care for ourselves and other living things?	How do we investigate our world?	How can we find beauty in our wonderful world?
Focus Text	Goldilocks and the Three Bears Super Duper You	The Gingerbread Man Leaf Man	Elves and the Shoe Maker Supertato	The Little Gardener Tadpole's Promise	3 little pigs The Marvellous Moon Map	Somebody Swallowed Stanley We're Going on a Bear Hunt
Enrichment Activities	Fire service Head, cooks, caretaker, cleaners to visit and talk to the children (history - chronology - timeline)	Bonfire Night Diwali Christmas Remembrance Day Autumn sensory walk (seasons, geography)	Police into school Oral health Healthy diet and exercise Bus history - past and present - The Naughty Bus Chinese New Year	Drawing natural objects Planting and growing - plants and vegetables into the outdoor area Spring Grow a sunflower Weather maps Easter Chicks/caterpillars/tadpoles Dentist/Dental health	Materials and their properties - using natural materials to build houses Floating and sinking - making boats (Bulwell Bogs - testing) Map making	Environment sustainability - Junk Modelling Transition Geography - Maps Seaside Trip - coasts
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding To listen to different sounds from objects, including repeated patterns of sounds. To understand how and why questions Speaking Use new vocabulary throughout the day. Express their thoughts about the environment and seasonal change.	Listening, Attention and Understanding Showing an understand of a broader vocabulary. Speaking Starting to use more appropriate language, structure and a variety of vocabulary.	Listening, Attention and Understanding Initiates conversation and interactions with others. Shows an understanding of more complex questions. Speaking Uses more complex vocabulary and newly learnt vocabulary.	Listening, Attention and Understanding Begins to express own opinions and offer explanations to justify them. Speaking Uses talk for a range of purposes. Beginning to articulate own thoughts, using a range of language.	Listening, Attention and Understanding Engages in back-and-forth exchanges with peers and adults. Responds with relevant comments to questions that have been asked. Listens to whole class discussions. Speaking Takes part in small group and whole class discussions. Uses full sentences and uses a range of tenses and conjunctions, with some modelling from teacher.
Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: 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.						
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories etc.	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions - happy, sad, upset etc Children will focus during short whole class activities (<5 minutes) Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling, explore more emotions e.g. excited and pleased. Children will consider the feelings of others. Managing Self Children will identify some the classroom rules. They will understand why we have rules e.g. we take turns so we are all included Building Relationships Children will begin to develop friendships with others in the environment and outdoor play.	Self-Regulation Beginning to resolve and find ways to resolve conflicts. Follows and understands routine and follows these. Managing Self Developing confidence in new situations. Demonstrating an understanding of the classroom rules and expectations. Understands the importance of a healthy diet and good oral health. Building Relationships Able to play with others in a group more effectively.	Self-Regulation Starting to consider the feelings of others and the impact of their actions on others. Managing Self Developing a positive self-image, Increased understanding of behaviour expectations and why these expectations are in place. Building Relationships Increasingly able to share, take turns and respond positively to other children.	Self-Regulation Beginning to show empathy, show an understanding of how others might feel in certain situations. Managing Self Shows increased confidence and resilience, including supporting peers. Building Relationships Starting to understand the needs of the other children in the class and their own feelings.	Self-Regulation Shows control of impulses and waiting for something they want. Give focussed attention to a teacher speaking and an activity. Managing Self Showing resilience and perseverance when faced with a challenge. Behaves appropriately in school and outside of school (trips/visits to church etc.) Building Relationships Work and play cooperatively and take turns. Showing sensitivity to their own needs and those of others.

Self-Regulation: 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.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.

Gross Motor
Children will be able to control a ball in different ways.

Children will balance on a variety of equipment and climb.

Fine Motor
Makes simple marks and shapes using pencils, brushes and felt tips.

Gross Motor
Children will jump and land safely from a height.

Fine Motor
Children will use cutlery appropriately.

Gross Motor
Refining the way they move around the space, moving in different ways.

Fine Motor
Adds more detail to objects or models created with increased control.

Gross Motor
Able to demonstrate more confident and proficient movements and use of objects.

Fine Motor
Adds details to drawings using a effective pencil grip. Uses scissors and paint brushes efficiently.

Gross Motor
Run, jump, skip and hop in the outdoor area to use the space, taking notice of themselves and others around them.

Fine Motor
Using proper pencil grip for writing that is taking place.

Gross Motor
Takes care to manage self and watch for others when moving around outdoor spaces and indoor spaces. Shows balance and strength in movements.

Fine Motor
Using tripod grip with a range of tools, e.g. pencils, crayons, felt tips - shows care and growing accuracy when drawing.

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

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

Fine Motor Development


Foundational Skills (Functional outcomes)

- Moving around the classroom, being able to sit ready for writing, getting changed for PE, pre-writing readiness

Hand Skills (Functional outcomes)

- Using pencil and scissors, starting to do fastenings and cutlery use.

Literacy



Phonics

- No nonsense (insert weeks/phase)

Writing

- To write our first name unsupported
- Baseline
- To write cvc words

Reading

- Independently pick up a book, hold it correctly and turn the pages
- Independently read cvc words or supported read cvc words.

Comprehension

- To repeat a familiar phrase from the text
- To retell some elements of the story independently

Phonics

- No nonsense (insert weeks/phase)

Writing

- To write cvc words with support
- To write simple captions (with support)
- To start forming letters correctly

Reading

- Begin to read caption and sentences
- To independently read cvc words
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Comprehension

- To repeat familiar phrases from the text
- To retell more elements of the story independently

Phonics

- No nonsense (Book 2/start of book 3)

Writing

- To write cvc words independently
- To write simple captions (with support)
- To form some letters correctly

Reading

- Read a short caption
- Understand when a sentence or caption is complete (full stop)

Comprehension

- Answer questions about a book, using newly acquired vocab.
- Shows an interest in reading by themselves

Phonics

- No nonsense

Writing

- Writing simple captions independently
- Beginning to use diagraphs correctly when writing

Reading

- Can make simple predictions about what might happen next in stories
- Continue to develop segmenting and blending skills to read sentences

Comprehension

- Asks questions about stories they have listened to

Phonics

- No nonsense

Writing

- Writes recognisable letters and words and reads back what has been written
- Using finger spaces and full stops
- Uses diagraphs when trying to write

Reading

- Beginning to read some common exception words
- Developing fluent reading skills

Comprehension

- Can answer more complex questions about books and stories
- Explain what has been read to them

Phonics

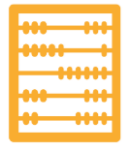
- No nonsense


Writing


- To write simple sentences and phrases that can be read by others
- Use tripod grip in almost all cases
- Correctly forming letters
- Spell words by identifying the sounds and then writing the sound with letter/s

Reading

- 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

	<ul style="list-style-type: none"> - To use some new vocabulary in discussion with the teacher and peers from the new text 	<ul style="list-style-type: none"> - To use more vocabulary in discussion with the teacher and peers from the new text 	<ul style="list-style-type: none"> - Retell familiar stories using picture prompts 			Comprehension <ul style="list-style-type: none"> - 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
Possible Book Focus'	Focus Texts: Goldilocks and the Three Bears Super Duper You Supported texts:	Focus Texts The Gingerbread Man Leaf Man Supported texts: The Snowy Day	Focus Texts: Elves and the Shoe Maker Supertato Supported texts:	Focus Texts: The Little Gardner Tadpole's Promise Supported texts:	Focus Texts: 3 little pigs The Marvellous Moon Map Supported texts:	Focus Texts: Somebody Swallowed Stanley The Snail and the Whale Supported texts:
Comprehension: <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading: <ul style="list-style-type: none"> • 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. Writing: <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 						
Mathematics Books		-	-	-	-	
Mathematics 	Weeks 1-3 Baseline children <ul style="list-style-type: none"> - To match the same and compare different - To sort objects - To identify the odd one out - To make simple patterns - To know circles and triangles - To use positional language 	<ul style="list-style-type: none"> - To represent, compare, compose and subitise 1,2 and 3. - To count, represent and make 1-5. - To make one more, one less - To order numbers 1-3 (1-5) - To combine shapes in patterns - To develop use of positional language 	<ul style="list-style-type: none"> - Understand the concept of the number 0 - Composition of the numbers 4 and 5 - Use mathematical language for size, length and capacity - Make numbers 6,7 and 8 on a 10's frame - Composition of numbers 6,7 and 8 	<ul style="list-style-type: none"> - Compare numbers to 10 - Can say number bonds to 10 - Name and use mathematical language for shapes - Order numbers from 0 to 10 - Composition of the number 9 and 10 	<ul style="list-style-type: none"> - Number order from 10 to 20 - Teen numbers on 10's frames - Using language of first, then now and next - Beginning to add and subtract 	<ul style="list-style-type: none"> - Add and subtract - All number bonds to 5, some number bonds to 10 - Knows odd and even numbers - Count beyond 20 - Use language of more and less
Number <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. Numerical Patterns <ul style="list-style-type: none"> • 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. 						

Festivals and Celebrations	Harvest Festival	Diwali Hannukah Christmas	Chinese New Year	Easter		Eid-ul Adha
Understanding the World 	<p>Science</p> <p>To know how humans change and grow.</p> <p>To know some differences between myself and my friends.</p> <p>Geography</p> <p>To know where I belong in my school.</p> <p>To compare where we live in our immediate and local environment.</p> <p>History</p> <p>To know that I was once a baby but now I am a child.</p> <p>To know that I will be an adult in the future.</p> <p>To know that their grandparents and parents came before them. To explore family trees.</p> <p>RE</p> <p>Belonging: who are we and how do we belong?</p>	<p>Science</p> <p>To know that there are different seasons and how the weather and environment is changing.</p> <p>To know how to safely prepare and combine ingredients to bake.</p> <p>To know that some materials can dissolve and change in water.</p> <p>Geography</p> <p>To know that food comes from different places.</p> <p>History</p> <p>To know how our food has changed from when we were younger.</p> <p>To know how our bodies have changed since we were younger.</p> <p>To understand why we celebrate Bonfire Night</p> <p>RE</p> <p>What times are special and why?</p>	<p>Transport (History)</p> <p>What differences can you see from busses that were used in the past and the buses that you see and maybe use today?</p> <p>People who help us (Science)</p> <p>Chinese New Year (UTW/RE)</p> <p>They will use the language of 'same' and 'different' to compare their lived experiences to others.</p>	<p>Seasons (Science)</p> <p>To know about the features of Spring. To conduct learning walks and observe the changes in the school grounds from the change from winter to Spring.</p> <p>What is happening to the weather? Animals in Spring Baby animals in spring time - what changes occur from the babies through to being an adult animal.</p> <p>Easter (RE)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Explore what Easter is and why and how it is celebrated. Easter Story</p>	<p>Science</p> <p>To understand that materials are different and test their different properties.</p> <p>To create different houses for the 3 Little Pigs from different materials.</p> <p>To investigate which materials float or sink. To create a vessel out of materials which can travel across a river.</p> <p>Geography</p> <p>To compare my house to houses around the world.</p> <p>To explore maps of different places (countryside and cities) and compare them.</p> <p>History</p> <p>To compare different types of boats from the past and the present.</p> <p>RE</p> <p>Which people are special and why?</p>	<p>Science</p> <p>To understand that we need to look after our environment. To take responsibility for school, home and immediate environment.</p> <p>To know that there are sea creatures in the ocean and compare their similarities and differences.</p> <p>Geography</p> <p>To create a barefoot-sensory journey around the school environment.</p> <p>To create a map when planning their journey, including obstacles to solve.</p> <p>To explore maps in different contexts and compare their purposes.</p> <p>History</p> <p>To compare how we use materials (such as plastic) now and what we used in the past.</p> <p>RE</p> <p>Our wonderful world: how can we care for living things and the earth?</p>
<p>Past and Present: Children will talk about themselves, how they have changed since they were babies using the language of 'past', 'now' and 'change'. They draw on photos, visitors, stories from books in the classroom and their own experience.</p> <p>People Culture and Communities: Children will be able to describe their home environment and the people who live within in. They will use the language of 'same' and 'different' to compare their lived experiences to others. They will use books, visitors, the environment videos and their own lived experiences to know the different people who help us, including the differences between them. E.g. firefighters if there is a fire, a dentist for teeth, a nurse or doctor for injuries and health.</p> <p>The Natural World: Explore the natural world around them, starting with their classroom, the outdoor areas and immediate school grounds. They will make observations, draw images of animals and plants. They will know some key differences and similarities in the environment and other contrasting environments. They will start to understand some of the important processes and changes including seasons and changing states (ice, water).</p>						

<p>Expressive Arts and Design</p> 	<p>To create a self-portrait with paints, paper plates and pencils.</p> <p>To mix two paints to create different colours.</p> <p>To identify colours in the environment</p>	<p>Create seasonal images for autumn and winter using natural and synthetic materials.</p> <p>To mix paints and water to create different colours.</p> <p>To identify colours for autumn and winter through experiences and observations.</p>	<p>Create a clearer representation of creation with an identifiable purpose or use.</p> <p>Devises role plays with more sophistication. Uses role play/puppets for retelling parts of stories that have been shared.</p>		<p>Performs songs, rhymes, poems and stories with friends and peers. Tries to move in time with the music when appropriate</p> <p>Children can share then creations, explaining the progress they have used - e.g how they have built something in the construction area and record this in pictures and words. Use box modelling and explain tools and methods used to create object.</p>	
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: 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>						