



...building Knowledge, learning with Purpose, aiming for Success

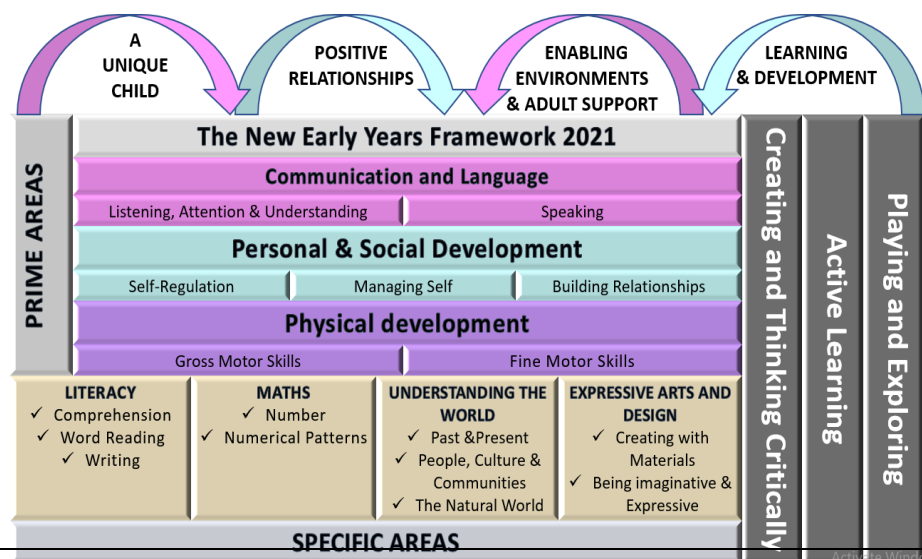
KPS Reception Curriculum

At Kingswood Primary School we believe that all children deserve the best education. The environment we create is one which is happy, calm and purposeful and enables the children to succeed personally, socially and academically.

The children are inspired and highly motivated to learn. We place great value on the development of children as individuals and provide them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage 1 and beyond.

We listen and respond to the children through every stage of their development. Each child's contributions are valued. Children are encouraged to have a say in what they learn about and in the Assessment for Learning process. We offer a balance of child-initiated and adult-led learning using continuous play and small group activities.

Parents are valued as partners in their child's achievements and next steps in learning through effective communication and regular opportunities to share and celebrate progress and attainment together."



KPS school values

Respect

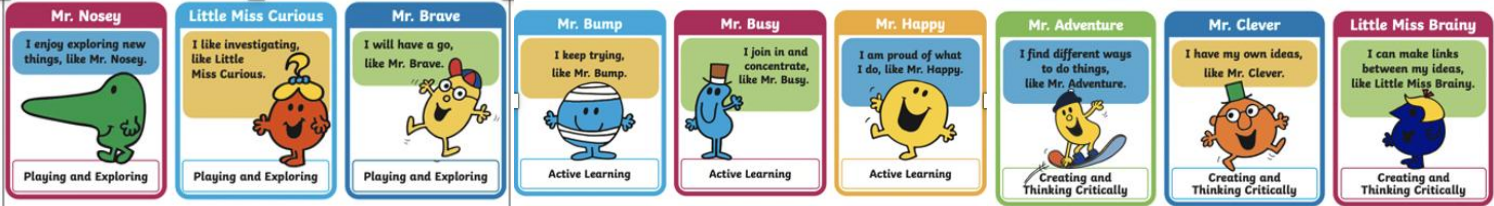
Kindness

Friendship

Independence

Determination

Enthusiasm

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Characteristics of effective learning	Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Characteristics of Effective Learning introduced to the children through Mr Men and Little Miss characters	Learning Characters 					
Possible Ideas / lines of enquiry These ideas within the themes may change or be replaced depending on child interest or fascination	Change, growing up, families, names, birthdays, photos of children as babies – play guess the baby	Light / Dark, shadows, festivals	Space, planets, rockets	Taking care of animals, animals from cold / warm places, pets and vets, look at a contrasting place to live using non-fiction text	Planting and growing, healthy eating, minibeasts	Trip to farm, places you visit, holidays, transport
Festivals / Seasons	Autumn	Diwali, Fireworks night Christmas	Winter Chinese New Year Valentine’s Day	Spring Easter Mother’s Day	Eid	Summer Father’s Day
Enrichment Experiences	Autumn walk around local area,	Go for a walk at night? Food tasting from different cultures	Making ice experiment,	Invite person with a dog or interesting animal,	Sunflower and bean plant growing, Making a salad /	Butterfly life cycles / Life cycle, Farm visit

	Invite real baby to come in!	Fire Brigade visit Cook marshmallows on the fire, Christmas nativity.	Organise mobile planetarium to come in OR invite parents in to make rockets with children	Launching rockets, Easter egg hunt. Spring walk - signs of spring.	healthy lunch.	
Key Books	* Nursery Rhymes * Goldilocks * Little Rabbit Foo Foo *Kipper's Birthday *Books on starting school * Funny Bones *Avocado Baby *So Much *Leaf Man The Poetry Basket poems	* Owl Babies * Can't you Sleep Little Bear? * The Owl who was Afraid of the Dark *Kipper's Monster *Little Robin Red Vest * Little Owl and the Star The Poetry Basket poems	* Whatever Next! * The Darkest Dark * Laura's Star * The Great Race: The story of the Chinese Zodiac * The Marvellous Moon Map * Red Rockets and Rainbow Jelly The Poetry Basket poems	* Bog Baby * Dear Zoo * Kipper's New Pet * The Great Pet Sale * A Mouse Called Julian * Croc and Bird * Percy the Park Keeper books * The Fox and the Star * Rumble in the Jungle The Poetry Basket poems	*Jack and the Beanstalk * The Very Hungry Caterpillar *The Gigantic Turnip * Jasper's Beanstalk * Eddie's Garden * The Little Seed The Poetry Basket poems	* The Biscuit Bear * The Gingerbread Man * Grandad's Island * The Train Ride The Poetry Basket poems
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Weekly vocabulary will be introduced based on stories and topics we are learning about so the children are taught new words in context.					
Whole EYFS Focus – C&L is developed throughout the year	Welcome to Reception Settling in activities Making friends	Tell me a story! Settling in activities Develop vocabulary	Tell me why! Using language well Ask's how and why	Talk it through! Settling in activities Describe events in detail	What happened? Settling in activities Discovering Passions	Time to share! Show and tell Weekend news

through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, productions, assemblies and weekly interventions. Daily story time	Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Use “I see, I think, I wonder” as prompts for discussion	– time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story Use “I see, I think, I wonder” as prompts for discussion	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Use “I see, I think, I wonder” as prompts for discussion	Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Use “I see, I think, I wonder” as prompts for discussion
Use of Talking Tubs to introduce themes and ascertain children’s knowledge and interests so as to develop lines of enquiry. Development of class floor books to record learning and promote discussion.						
Personal, Social and Emotional	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure					

	platform from which children can achieve at school and in later life.					
	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Physical Development	Daily 5-minute run so children are highly active and get out of breath					
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Changing into wellies Putting on aprons, rolling up sleeves Putting on coat / packing bag	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Gymnastics / Balance
Physical Development	Daily finger gym activities targeted to children's needs					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Draw bodies of an appropriate	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a

	beyond whole hand grasp Pencil grip	dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Draw things from memory	Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	size for what they're drawing	scissors / Start to cut along a curved line, like a circle / Draw a cross Draw with detail (bodies with sausage limbs and additional features)	picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Begin to draw self-portraits, landscapes and buildings / cityscapes
Themes	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - 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. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
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	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	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	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	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.

		common exception words matched to the school's phonic programme.	words matched to the school's phonic programme.	necessary, a few exception words.	necessary, a few exception words.	
Literacy Phonics	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	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 Know high-frequency common words (the, to, no, go).	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme-phoneme correspondence for j, 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 Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	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.	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.
Literacy Writing TFW used as stimulus across the year	Texts as a Stimulus: Kipper's Birthday Goldilocks So Much Make marks in play, giving meaning to marks and labelling. Write lists Writing initial sounds and simple captions. Use initial sounds to label characters / images Names Labels Captions Diagrams	Texts as a Stimulus: Owl Babies Can't you Sleep Little Bear? The Owl who was Afraid of the Dark Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories Write a sentence Firework word poems	Texts as a Stimulus: Whatever Next! Laura's Star Red Rockets and Rainbow Jelly Story maps Acrostic poems Write facts about Space Draw and label own rocket Draw a favourite part of story Write star poems using adjectives Write words to describe good friends Make Valentine's cards	Texts as a Stimulus: Dear Zoo Bog Baby Retell story Innovation story maps of 'Dear Zoo' Story maps Write a letter – 'Dear Zoo, Please can you send me...' Instruction writing – how to look after a Bog Baby	Texts as a Stimulus: Jack and the Beanstalk The Very hungry Caterpillar Retell parts of the story – Character descriptions about qualities and feelings. Write 2 sentences Explore synonyms Label healthy and unhealthy food the caterpillar eats Bean Diary Instructions – how to plant a seed Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.	Texts as a Stimulus: The Biscuit Bear Handa's Surprise The Train Ride Innovation of familiar texts Using familiar texts as a model for writing own stories. Write new version of Biscuit Bear – sew and write own books Speech bubbles Write a postcard / diary writing Story writing Beginning to use full stops, capital letters and finger spaces. Write three sentences – B, M &

	Messages Sequence stories				Labels and captions – life cycles Recount – A trip to the park	E. Writing recipes – make fruit kebabs
	Emergent writing: Develop listening and speaking skills in a range of 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 link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes 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: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes	Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. 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.	Emergent writing: Continue to use knowledge of letter sounds to build 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.	Emergent writing: Show awareness of the different audience for writing. 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: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	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.	Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Mathematics Based on the White Rose Scheme for Reception	Getting to know you (2 weeks - baseline) Establish maths through routines (tens frame buses, 100 days in school, calendar activities) Match, Sort & Compare (2 weeks) • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts Talk about measure and patterns (2 weeks) • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	It's Me 1, 2, 3 (2 weeks) Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and triangles (1 week) • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position 1, 2, 3, 4, 5 (2 weeks) • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 Shapes with 4 sides (1 week)	Alive in 5 (2 weeks) • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 Mass and Capacity (1 week) • Compare mass • Find a balance • Explore capacity • Compare capacity Growing 6, 7, 8 (2 weeks) • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups	Building 9 and 10 (3 weeks) • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd Explore 3D shapes (2 weeks) • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns	To 20 and beyond (2 weeks) • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns How many now? (1 week) • Add more • How many did I add? • Take away • How many did I take away? Manipulate, compose and decompose (2 weeks) • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures	Sharing and grouping (2 weeks) • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles Visualise, build and map (3 weeks) • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places

		- Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night	- Conceptual subitising Length, Height and Time (1 week) - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time	- Copy and continue patterns - Patterns in the environment	Find 2D shapes within 3D shapes	- Create own maps and plans from story situations Make connections (1 week) - Deepen understanding - Patterns and relationships
Themes	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Understanding the World	Talk about special times, celebrations/ birthdays they remember in their life. (His) Talk about how they have changed from being a baby (His) Talk about how children and adults are different (His) Use all their senses in hands-on exploration of natural materials. Tell you something about where they live.(Geog) Explore how things work. Talk about what they notice about the weather on a daily basis and how this impacts them. (need a coat, gloves, sunhat etc.) (Geog) Describe what they see, hear	Continue to develop positive attitudes about the differences between people Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) Explore collections of materials with similar and/or different properties. Talk about what they like about their own immediate environment and how environments might vary from one another (I like where I live because....) (Geog) Experience looking at Atlases and world globes. (Geog) Recognise and name two or more local features (E.g. Church/ School/ Nature reserve) (Geog) Explore the natural world	Comment on images of familiar situations in the past - moon landing Know that there are different countries in the world and recognise and talk about the some similarities and differences they have experienced or seen in photos (Geog) Understand the effect of changing seasons on the natural world around them Identify key signs/images for each season (Geog) Begin to understand that when water gets cold enough it freezes and becomes ice (Sci) Begin to understand that when ice warms up it melts and changes back to water (Sci) Explore how and begin to understand why certain materials are better to use for	Recognise that different plants and animals grow in different parts of the world (Geog/Sci) Recognise and name some common Polar and African animals: polar bear, penguin, artic fox, giraffe, zebra monkey, etc. (Sci) Identify and sort animals according to where they live (Sci) Label the key parts of an animal (Sci) Begin to understand about camouflage (Sci) Identify that certain UK animals live in certain habitats/environments (woodland/farm/sea/ponds) (Geog and Sci) Begin to understand what they can do to help the environment (Sci)	Recognise and name parts of a plant (Sci) Begin to understand how to look after plants (Sci) Know that a plant is a living thing (Sci) Understand how certain plants grow and correctly sequence the growth patterns (Sci) Notice and talk about the changes that happen to plants as they grow (Sci) Use geographical words: field, farm, forest, soil, hill and weather when looking at physical features of different landscapes (Geog) Understand where Kingswood village is in relation to the world. (Kingswood, Surrey, England) Record what they see in the natural world around them	Talk about the local environment using geographical vocabulary: village, farm, house, shop, church (Geog) Sort objects/images into old and new and begin to use vocabulary linked to history topic (His) Compare and contrast characters from stories, inc. figures from the past (His) Recognise some similarities and differences between life in this country and life in other countries (Geog) Understand what maps can be used for and why we have maps (Geog) Follow a simple map to help find objects/features around school (Geog) Cooking: Make and decorate Biscuit Bears

	and feel whilst outside. Discuss that certain animals live in woodland/forests (UK) (Sci) Recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger etc. (Sci) Name body parts – Simon Says, drawing around each other, painting with different body parts Cooking: Make and taste porridge Make mini birthday cakes	around them in Forest School and outdoor learning Recognise that people have different beliefs and celebrate special times in different ways (RE) Christmas / Diwali Begin to understand the need to respect and care for the natural environment and all living things (Sci) Bird watching role play Explore and talk about different forces they can feel (Sci) Talk about the differences between materials and changes they notice – what happens when there's no light experiment (Sci) Know that certain materials can be hard/ solid/ soft (Sci) Describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) (Geog) Cooking: Make Diwali sweets (barfi) Make bird feed	different things (Sci) Baby bear's waterproof helmet experiment Begin to understand how magnets work and use this to sort what is or isn't metal (Sci) Match clothing/ objects to hot and cold weather (Geog) Why do stars come out at night? Cooking: Make 'planet' pizzas. Healthy toppings	Identify and sort different materials to be recycled (Sci) Understand and talk about parts of the world being hotter or colder (Geog) Recognise that people have different beliefs and celebrate special times in different ways (RE) Easter / Eid Cooking: Easter nests	through drawings or diagrams Cooking: fruit kebabs / fruit salad	
Themes	Marvellous Me!	Colour My World	To infinity and Beyond!	Amazing Animals	The Potting Shed	Journeys
Expressive Arts and Design	Artist's self-portraits (Frieda Karlo) Join in with songs; begin to mix colours, join in with role	Matisse Colour mixing – mix primary colours to make secondary colours	Chinese traditional art Design and make rockets.	Rousseau's Tiger Make different textures; make patterns using	Van Gogh's Sunflowers Retelling familiar stories Provide children with a	Monet Beach painting / Georges Pierre Seurat – pointillism Junk modelling, houses,

	play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Draw potato people (no neck or body) Draw simple things from memory Make mini-me people	Listen to music and make their own dances in response Design homes for hibernating animals from junk modelling Pompom making from wool Collage owls / draw owl babies Firework pictures on Paint, Christmas decorations, Christmas cards Night and dark pictures Sew felt owls / Christmas decorations Make nests outside Make Divas from clay Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Birthday Party Role Play of The Nativity	Design and make objects they may need in space, thinking about form and function. Collage stars Create outer space pictures Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Papier mache	different colours Pastel drawings, printing, patterns on Easter eggs Mother's Day crafts Easter crafts Provide a wide range of props for play which encourage imagination.	range of materials for children to construct with Colour matching to a specific shade Add white or black paint to alter tint or shade Draw bodies of an appropriate size for what they're drawing Draw self-portraits, landscapes and buildings/cityscapes	bridges boats and transport. Exploration of other countries – dressing up in different costumes Sand pictures Colour mixing – underwater pictures. Father's Day Crafts Draw with detail (bodies with sausage limbs and additional features)
--	---	--	--	---	---	---

Early Learning Goals – for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: 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 ELG: 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.	ELG: 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 to follow instructions involving several ideas or actions. ELG: 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. ELG: 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	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word 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. ELG: Writing 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.	ELG: Number 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. ELG: Numerical Patterns 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.	ELG: Past and Present 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. ELG: People, Culture and Communities 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. ELG: The Natural World 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	ELG: 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. ELG: Being Imaginative and Expressive 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,

	others' needs.		Write simple phrases and sentences that can be read by others.		them, including the seasons and changing states of matter.	and – when appropriate – try to move in time with music.
--	----------------	--	--	--	--	--

Drawing Skills Progression			
 Scribbles just made of lines.	 Scribbles made of lines and enclosed shapes.	 Marks including simple pre-writing shapes.	 Over-simplified representations of people.
 Marks including more complex pre-writing shapes.	 More detailed representations of people.	 Detailed pictures of other objects using shapes.	 More detailed representations of multiple objects.

--

Balancing Skills Progression

 Balances statically on two feet	 Balances whilst moving axially e.g. standing and bending to touch toes	 Balances statically on two points e.g. one foot and one hand	 Balances statically on an object e.g. balance board
 Balances statically on one foot	 Balances dynamically e.g. whilst walking along a beam	 Balances when landing after jumping	 Balances dynamically on one foot e.g. lifting/moving/lowering other leg

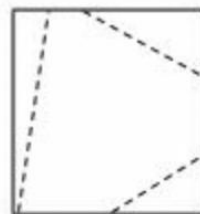
Cutting Skills Progression



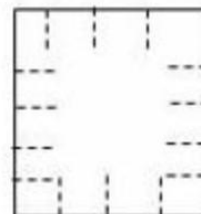
Uses two hands to
open and close scissors.



Holds scissors with
thumb and four fingers.



Chops scrap paper into
smaller pieces.



Makes snips into the
edges of paper.



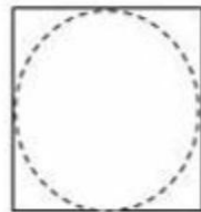
Cuts fairly straight lines
across paper.



Holds scissors using
thumb and one finger.



Cuts angles.



Cuts curves and
circles.

Cutting skills small steps Woodland EYFS Unit Beech Grove School collated by Anna Tomasik based on <https://www.growinghandsonkids.com/scissor-skill-development-checklist-for-ages-2-6.html>

Progression of cutting skills	Vocabulary	How to support?
Holds scissors , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
Opens/closes blades (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position
Starts snipping paper (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
Snips paper moving forward	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
Uses helping hand to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
Cuts straight line (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
Cuts square shape	Stop/start, turn, point, corner, pointed, cross,	
Cuts complex shapes , such as figures.	Close to the line, on the line, outline, follow the line, background,	

PENCIL GRIP & CONTROL Progression Map

Fisted grip	Digital pronate grip	4 finger grip high index	Hooked wrist or extended wrist	Cross thumb	Thumb tuck	Joint of index finger and thumb in a flexed position	Index finger joint in hyperextended position	Thumb in hyperextended position	Static tripod grip 3 finger grasp all fingers move as one	Lateral tripod	Dynamic tripod grip
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
 FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, swinging using their whole arm.	 DIGITAL PRONATE GRIP 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	 4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one unit.  the high index	 hooked wrist	 the cross thumb	 the thumb tuck	 joints of index finger and thumb in a flexed position	 index finger joint in hyperextended position	 thumb joint in hyperextended position	 STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.	 the lateral tripod	 DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This static tripod grip to help move the pencil efficiently, accurately. 
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.							Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.	



Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	



Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways,	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationship.	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, legible focused, BME with detail,	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	