



EYFS at Gretton Primary School

Curriculum Progression

The document below outlines the progression of skills across the areas of our curriculum, taught through directed teaching.

Our curriculum is centred around developing the Early Learning Goals presented in the EYFS Statutory Framework.

There will be additional taught skills that are not presented on this document as our curriculum is also led by the children's needs and interests.

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p><u>Speaking</u> Children will know and retell <i>Whatever Next</i> and <i>We're going on a Bear Hunt</i>.</p> <p>Children will know and use vocabulary read in books this term on the themes of <i>All about Me</i> and <i>Autumn</i>.</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p><u>Speaking</u> Children will know and retell <i>The Three Little Pigs</i> and <i>Goldilocks and the Three Bears</i>.</p> <p>Children will know and use vocabulary read in books this term on the themes of <i>Festivals</i> and <i>Fairy tales</i>.</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask where questions.</p> <p><u>Speaking</u> Children will know and retell <i>The Gingerbread Man</i> and <i>The Giant Jam Sandwich</i>.</p> <p>Children will know and use vocabulary read in books this term on the theme of <i>Winter</i>.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask when questions.</p> <p><u>Speaking</u> Children will know and retell <i>The Little Red Hen</i> and <i>Mr Wolf's Pancakes</i></p> <p>Children will know and use vocabulary read in books this term on the themes of <i>New beginnings</i> and <i>Spring</i>.</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u> Children will know and retell <i>The Hairy Toe</i> and <i>Jack and the Beanstalk</i></p> <p>Children will know and use vocabulary read in books this term on the themes of <i>Life Cycles</i>.</p>	<p><u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story.</p> <p><u>Speaking</u> Children will know and retell <i>Rapunzel</i> and <i>The Night Pirates</i>.</p> <p>Children will know and use vocabulary read in books this term on the themes of <i>Summer</i></p> <p>Children will express ideas using past and present tense.</p>

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.

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Physical development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor Children will know how to hop, skip and jump.</p> <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know the correct posture for writing.</p> <p>Children will know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k</p>	<p>Gross Motor Children will know how to operate the sandpit digger.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters e, u, r, h, b, f, l, j</p>	<p>Gross Motor Children will know how to pull themselves up onto the clamber stack and navigate across it safely.</p> <p>Fine Motor Children will know the correct pencil grip.</p> <p>Children will know how to correctly form the letters v, w, x, y, z</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to do up and undo buttons.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut accurately</p> <p>Children will know how to correctly form some capital letters.</p>
<p>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.</p> <p>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.</p>					

Personal, Social and Emotional

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Self-Regulation</u> Children will see themselves as unique and will know who can help them</p> <p><u>Managing Self</u> Children will know the school rules</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as <i>The Colour Monster</i> to support understanding.</p>	<p><u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry. Children will know how to use the happy breathing technique.</p> <p><u>Managing Self</u></p> <p><u>Building Relationships</u> Children will know differences in families and homes Children will know how to be caring friend Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so.</p> <p><u>Managing Self</u> Children will know what is safe to go into their bodies Children will know ways to stay safe indoors and outdoors Children will know ways to stay safe online</p> <p><u>Building Relationships</u> Children will be able to name people who keep them safe</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others.</p> <p><u>Managing Self</u> Children will know ways of looking after money</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing. Children will know ways of being helpful in the classroom and at home</p>	<p><u>Self-Regulation</u> Children will know ways of managing mistakes Children will develop methods of being resilient</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health. Children will know how healthy eating is important for their health. Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges</p> <p><u>Managing Self</u> Children will know the life stages of plants, animals and humans Children will begin to know where babies come from Children will begin to learn the differences between girls and boys</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>

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.

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Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Children will identify one more and one less within 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know $5+5=10$, $0+10+10$.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
<p>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.</p> <p>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.</p>					

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Children will hear and identify initial sounds (taught so far) in words</p> <p>Children will know tricky words is, l, the</p> <p><u>Writing</u> Children will know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k</p> <p>Children will know how to write their name, forming some letters correctly.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds ff, ll, ss, j, v, w, x, y, z zz, qu, ch, sh, th, ng, nk</p> <p>Children will read words with s /s/ added at the end (hats, sits)</p> <p>Children will read words ending in s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Children will blend known sounds in words</p> <p>Children will know tricky words put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><u>Writing</u> Children will know how to correctly form the letters e, u, r, h, b, f, l, j</p> <p>Children will know how to write their name, forming all letters correctly</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will read and correctly form the sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Children will read words with double letters: dd, mm, tt, bb, rr, gg, pp, ff</p> <p>Children will read longer words</p> <p>Children will know tricky words was, you, they, my, by, all, are, sure, pure</p> <p><u>Writing</u> Children will know how to correctly form the letters v, w, x, y, z</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will review and consolidate all Phase 3 sounds</p> <p>Children will read words ending in -ing</p> <p>Children will read compound words</p> <p>Children will read words with s in the middle /z/</p> <p>Children will read words ending in -es /z/</p> <p>Children will review and consolidate all tricky words taught so far</p> <p><u>Writing</u> Children will know how to write a short label/caption</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will read words with short vowels CVCC, CCVC, CCVCC, CCCVC & CCCVCC</p> <p>Children will read words ending in: -ing, -ed /t/, -ed /id/ /ed/ and -est</p> <p>Children will know tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Writing</u> Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, understanding, prosody and enjoyment.</p> <p><u>Word Reading</u> Children will read words with long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Children will read Phase 4 words ending in -s /s/ /z/, -es</p> <p>Children will read words ending in -ing, -ed /t/ /id/ /ed/ /d/</p> <p>Children will read Phase 4 words ending in -s /s/ /z/, -es</p> <p>Children will review and consolidate all tricky words taught so far</p> <p><u>Writing</u> Children will know how to correctly form some capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

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.

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.

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. Write simple phrases and sentences that can be

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Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p>Past and Present Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p>Past and Present Children will know that Remembrance Day is to remember soldiers who died in the war.</p> <p>Children will know that Bonfire Night is celebrated to remember the story of Guy Fawkes.</p>	<p>Past and Present Children will explore images, stories and artefacts from the past.</p>	<p>Past and Present Children will know about an important figure and why they are important (figure dependent on interests of cohort)</p>	<p>Past and Present Children will look at images of transport from the past and identify similarities and differences.</p>	<p>Past and Present Children will know how they have changed from being a baby to being 4/5.</p>
Geography	<p>People, Culture and Communities Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p>	<p>People, Culture and Communities Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that Gretton is in England.</p>	<p>People, Culture and Communities Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p>	<p>People, Culture and Communities Children will know that we do not have certain animals in England and will compare with other countries.</p>	<p>People, Culture and Communities Children will know that we can only grow certain fruit/vegetables in England.</p>	<p>People, Culture and Communities Children will identify similarities and differences between life in Gretton and life in a contrasting country.</p>
Science	<p>The Natural World Children will know that there are planets, moons and stars in our solar system.</p> <p>Children will name some features of Autumn.</p>	<p>The Natural World Children will identify plastic and metal.</p> <p>Children will know what materials are magnetic.</p> <p>Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>The Natural World Children will name some features of Winter.</p> <p>Children will explore floating and sinking.</p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p>	<p>The Natural World Children will observe changes and growth of chicks.</p> <p>Children will know the life cycle of a chick.</p> <p>Children will name some features of Spring.</p>	<p>The Natural World Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p>The Natural World Children will name some features of Summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will melt and solidify different substances such as chocolate and butter.</p>

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RE	<p>People, Culture and Communities Children will know what the word 'God' means and which people believe in him. Children will know what amazing about the world Children will know the Christian creation story Children will know how Christians believe we should treat our world</p>	<p>People, Culture and Communities Children will talk about people who are special to them Children will recall simply what happens at a traditional Christian festival (Christmas) Children will begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Children will retell religious stories, making connections with personal experiences Children will be able to talk about Diwali as the festival of light, as celebrated by Hindus.</p>	<p>People, Culture and Communities Children will recognise and retell stories connected with celebration of Easter Children will say why Easter is a special time for Christians Children will recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>	<p>People, Culture and Communities Children will retell religious stories making connections with personal experiences Children will share and record occasions when things have happened in their lives that made them feel special Children will recall simply what happens at a traditional Christian infant baptism Children will recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>People, Culture and Communities Children will talk about somewhere that is special to themselves, saying why Children will recognise that some religious people have places which have special meaning for them Children will begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Children will express a personal response to the natural world.</p>	<p>People, Culture and Communities Children will talk about some religious stories Children will recognise some religious words, e.g. about God Children will identify some of their own feelings in the stories they hear Children will identify a sacred text e.g. Bible, Torah Children will talk about some of the things these stories teach believers</p>
IT	<p>Children will engage with age appropriate software to develop maths and literacy skills</p>	<p>Children will know how to stay safe online</p>	<p>Children will know how to use an iPad to take photos.</p>	<p>Children will know how to programme a Beebot.</p>	<p>Children will use digital software to explore colour and create images</p>	

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.

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, nonfiction texts and (when appropriate) maps.

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 them, including the seasons and changing states of matter.

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Being Imaginative Children will know the nursery rhymes/songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Copy-clap the rhythm of names.</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Copy-clap the rhythm of small phrases from the songs</p> <p>Instrument notes: I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Instrument notes: Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Instrument notes: Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: Big Bear Funk</p> <p>Copy-clap 3 or 4 word phrases from the song.</p> <p>Instrument notes: Big Bear Funk D, D + E, D + C</p>	<p>Being Imaginative Children will know the nursery rhymes/songs: REVIEW: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Revise skills taught this year</p>
Art and Design	<p>Creating with Materials Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (e.g. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Creating with Materials Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>No new knowledge/skills taught this term, consolidate learning so far</p>	<p>Creating with Materials Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>No new knowledge/skills taught term, consolidate learning so far</p>	<p>Creating with Materials Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome</p>

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<p>Design & Technology</p>	<p>Developing a junk model. Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together.</p>	<p>No new knowledge/skills taught term, consolidate learning so far</p>	<p>Designing a soup recipe as a class. Designing soup packaging. Chopping vegetables with support. Tasting the soup and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Choosing their favourite packaging design and explaining why.</p>	<p>No new knowledge/skills taught term, consolidate learning so far</p>	<p>Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading.</p>	<p>No new knowledge/skills taught term, consolidate learning so far</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. Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>						