



## **Early Years Progression towards National Curriculum**

This document shows the Early Years progression of skills and knowledge for each National Curriculum subject throughout Reception.

This document should be used in conjunction with the 'Early Years Curriculum'.

This document has been written using the 'EYFS Statutory Framework' and the non-statutory documents 'Development Matters' and 'Birth to Five'.

This document can be used by subject co-ordinators and teachers for planning, assessment and monitoring purposes.

## Early Years progression towards National Curriculum – English (Reading)

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Communication and Language

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.

### Educational Programme – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### ELGs Linked to Reading

#### Comprehension

**-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary**

**-Anticipate, where appropriate, key events in stories**

**-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play**

#### Word Reading

**-Say a sound of each letter in the alphabet & at least 10 digraphs**

**-Read words consistent with their phonic knowledge by sound-blending**

**-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words**

| Focus     | Decoding   | Range of reading  | Familiarity with text   | Poetry & performance   | Word meaning   | Understanding & Inference  | Prediction  | Discussing reading  |
|-----------|--|---|---|--|--|--|---|---|
| Reception | <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul> | <ul style="list-style-type: none"> <li>Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> </ul> | <ul style="list-style-type: none"> <li>Describes main story settings, events &amp; principal characters in increasing detail</li> </ul> | <ul style="list-style-type: none"> <li>Re-enacts and reinvents stories / poems they have heard in their play</li> <li>Beginning to understand humour, e.g. nonsense rhymes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play</li> </ul> | <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul> | <ul style="list-style-type: none"> <li>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>Give explanation of why events happened in a story</li> </ul> | <ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul> | <ul style="list-style-type: none"> <li>Is able to recall &amp; discuss stories or information that has been read to them, or they have read</li> <li>Listens &amp; responds to ideas expressed by others in conversation or discuss</li> <li>Understands questions such as who; why; when; where and how</li> <li>Links statements &amp; sticks to a main theme or intention</li> </ul> |

## Early Years progression towards National Curriculum – English (writing) Communication & Language – Physical development - English overview

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### ELG

**-Write recognisable letters, most of which are correctly formed**

**-Spell words by identifying sounds in the them & representing the sounds with a letter or letters**

**-Write simple phrases & sentences that can be read by others**

| Focus     | Composition  | Vocabulary, grammar & punctuation   | Spelling  | Handwriting  |
|-----------|--|---|---|--|
| Reception | <ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Re-read what they have written to check it makes sense</li> </ul> | <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline/narrative into play</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> </ul> | <ul style="list-style-type: none"> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Spell words by identifying the sounds &amp; then writing the sound with letter/s</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> </ul> | <ul style="list-style-type: none"> <li>• Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Uses a pencil and holds it effectively</li> <li>• Form lower-case &amp; capital letters correctly</li> </ul> |

## Early Years progression towards National Curriculum - Mathematics

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### 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

#### 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

| Focus     | Place Value: Counting   | Place Value: Represent   | Place Value: Use & compare   | Shape, Space and Measures  | Addition & Subtraction: Calculations   | Addition & Subtraction: Solve problems   |
|-----------|---|--|--|--|--|--|
| Reception | <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Engages in subitising numbers to four and maybe five</li> <li>Counts out up to 10 objects from a larger group</li> </ul> | <ul style="list-style-type: none"> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Matches the numeral with a group of items to show how many there are (up to 10) – cardinal number value</li> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>Explore the composition of numbers to 10</li> </ul> | <ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Understand the 'one more than / one less than' relationship between consecutive numbers</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul> | <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, weight and capacity</li> <li>Begin to measure time</li> </ul> | <ul style="list-style-type: none"> <li>In practical activities, adds one and subtracts one with numbers to 10</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10</li> </ul> | <ul style="list-style-type: none"> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -</li> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> </ul> |

## Early years Progression towards National Curriculum - Science

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### Science based ELG -

- 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

| Focus     | Living things and their habitats  | Plants   | Animals, including humans   | Materials & Forces  |
|-----------|---|--|---|---|
| Reception | <ul style="list-style-type: none"> <li>• Describe what they see, hear &amp; feel whilst outside – explore the natural world around them</li> <li>• Observational drawings of the natural world – looking closely at similarities, differences, patterns and change in nature</li> <li>• Discuss how to care for the living things &amp; their habitats</li> <li>• Observe how flora &amp; fauna behave differently as the seasons change</li> <li>• Examine change over time</li> <li>• Use correct terms e.g. chrysalis, pupa when observing life cycle of chicks, butterfly, frog etc</li> <li>• Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li> </ul> | <ul style="list-style-type: none"> <li>• All plants need water, light and warmth to grow and survive</li> <li>• A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li> <li>• Extend vocabulary: blossom, buds, bulb, evergreen, deciduous</li> <li>• Describe what they see, hear &amp; feel whilst outside</li> <li>• Name &amp; describe some plants</li> <li>• Draw pictures of plants</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> | <ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li> <li>• Describe what they see, hear &amp; feel</li> <li>• Identify different parts of their body &amp; animals</li> <li>• Be able to show care and concern for living things</li> <li>• Know the effects exercise has on their bodies</li> <li>• Have some understanding of growth and change</li> <li>• Talk about things they have observed including animals</li> <li>• Observational drawings of animals</li> </ul> | <ul style="list-style-type: none"> <li>• Look at changing states of matter – freezing, melting etc</li> <li>• Explore magnets</li> <li>• Explore the effects of forces</li> <li>• Explore simple electricity – i.e. making a bulb light up</li> </ul> |

## Early Years progression towards National Curriculum - History

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### History based ELG –

**-Talk about the lives of the people around them & their roles in society**

**-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class**

**-Understand the past through settings, characters & events encountered in books read in class & storytelling**

| Focus     | Chronological understanding   | Historical Enquiry  | Knowledge & Interpretation   | Vocabulary   |
|-----------|---|---|--|--|
| Reception | <ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking and events</li> <li>• Compare &amp; contrast characters from stories, including figures from the past</li> <li>• Comment on images of familiar situations in the past</li> </ul> | <ul style="list-style-type: none"> <li>• Ask questions to find out more &amp; to check understanding of what has been said</li> <li>• Understands questions such as who, why, when, where &amp; how</li> <li>• Understands a range of complex sentence structures including tense markers</li> <li>• Engage in non-fiction books</li> </ul> | <ul style="list-style-type: none"> <li>• Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>• Articulate ideas &amp; thoughts in well-formed sentences</li> <li>• Ask questions to find out more &amp; to check understanding of what has been said</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>• Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul> |

## Early Years progression towards National Curriculum - Geography

| Playing & Exploring - Engagement  |  | Active Learning - Motivation   |   | Creating & Thinking Critically - Thinking   |  |
|---|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>      |  | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul>  |  |
| <b>Educational Programme – Understanding of the World</b>   |  |  |   |   |  |
| <b>Geography Linked ELGs</b>  |  |  |   |   |  |
| – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class |  |  |   |   |  |
| - Understand some important processes and changes in the natural world around them, including the seasons   |  |  |   |   |  |
| Focus   | Location knowledge   | Place Knowledge  | Human and Physical Geography  | Geographical Skills and Fieldwork   |  |
| Reception   | <ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like/dislike.</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul> | <ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about features.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>• Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</li> <li>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul> | <ul style="list-style-type: none"> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>• Know what people do in local area – familiar people and their jobs</li> <li>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> | <ul style="list-style-type: none"> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>• Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• Draw information from a simple map</li> <li>• Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul> |  |

## Early Years progression towards National Curriculum - RE

### Educational Programme – Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### RE linked ELGs –

**-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps**

**-Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class**

**-Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps**

### Understanding Christianity

Three elements which run through all of the units, from EYFS through primary and onto KS3.

- making sense of the text
- understanding the impact
- making connections.
- core Christian concepts, which tell the ‘salvation narrative’ or ‘big story’ of the Bible
- knowledge ‘building blocks’ which set out core learning.

RE should contribute clearly to Early Learning Goals, especially to

- **communication and language development**
- **personal, social and emotional development**
- **literacy**
- **understanding of the world**
- **expressive arts and design.**

Children in EYFS will begin to understand some of the main beliefs and practices of Christianity. It is not necessary for children to grasp the ‘big story’, but it may help the teacher to see where the core concepts of Creation, Incarnation and Salvation fit. Teachers can see in the diagram below where children’s learning will go as they move up the school by noting the way core concepts are revisited in older year groups. The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections are made between concepts during units.

| Focus                | Creation  | Incarnation   | Salvation   |
|----------------------|---|---|---|
| Reception            | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>   | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>   | <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians remember Jesus’ last week at Easter.</li> <li>• Jesus’ name means ‘He saves’.</li> <li>• Christians believe Jesus came to show God’s love.</li> <li>• Christians try to show love to others.</li> </ul>  |
| End of Key Stage One | <p><b>Pupils will know that Christians believe:</b></p> <ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul> | <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus’ birth, and Advent for Christians is a time for getting ready for Jesus’ coming.</li> </ul> | <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul> |



## Early Years progression towards National Curriculum - Computing

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### ELG

No Computing based ELG

| Focus     | Algorithms   | Creating programs  | Using technology   | Use of IT beyond school  | Safe use  |
|-----------|--|--|--|--|---|
| Reception | <ul style="list-style-type: none"> <li>• Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul> | <ul style="list-style-type: none"> <li>• Completes a simple program on electronic devices</li> </ul> | <ul style="list-style-type: none"> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to list different IT in their home</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to give reasons why we need to stay safe online</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul> |

## Early Years progression towards National Curriculum - Art

| Playing & Exploring - Engagement   |  | Active Learning - Motivation  |   | Creating & Thinking Critically - Thinking   |  |
|--|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>   |  | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>  |   | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>  |  |
| <p><b>Educational Programme – Expressive Arts and Design</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |  |   |   |   |  |
| <p><b>Art linked ELGs</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> <li>- Make use of props and materials when role-playing characters in narratives and stories</li> </ul>   |  |   |   |   |  |
| Focus  | <p><b>Drawing &amp; paint</b><br/>(pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,</p>   | <p><b>Use of colour, pattern, texture, line, form, space &amp; shape</b><br/>(textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)</p>  | <p><b>Use different materials</b></p>   | <p><b>Explore a range of artists</b></p>  |  |
| Reception  | <ul style="list-style-type: none"> <li>Use a range of tools competently &amp; safely</li> <li>Explore different textures. Encourage accurate drawings of people</li> <li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Explore, use &amp; refine colour mixing techniques</li> <li>Use colour for purpose, including creating moods</li> </ul> | <ul style="list-style-type: none"> <li>Experiment to create different textures</li> <li>Use tools to create different textures</li> <li>Use a range of materials to create different textures</li> <li>Manipulate materials to have a planned effect</li> </ul> | <ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul> | <ul style="list-style-type: none"> <li>Respond imaginatively to artworks &amp; objects</li> <li>Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects</li> </ul> |  |

## Early Years progression towards National Curriculum - DT

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul> |

### Educational Programme - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### DT linked ELGs

- 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

| Focus     | Designing   | Making   | Evaluating  | Technical skills   | Food technology  |
|-----------|---|--|---|--|--|
| Reception | <ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>• Create collaboratively sharing ideas, resources &amp; skills</li> </ul> | <ul style="list-style-type: none"> <li>• Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>• Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul> | <ul style="list-style-type: none"> <li>• Express &amp; communicates working theories, feelings &amp; understandings</li> <li>• Responds imaginatively to art works &amp; objects</li> <li>• Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>• Discuss problems &amp; how they might be solved</li> </ul> | <ul style="list-style-type: none"> <li>• Use different techniques for joining materials</li> <li>• Use tools independently, with care &amp; precision</li> </ul> | <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns &amp; change</li> <li>• Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul> |

## Early Years progression towards National Curriculum - Music

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

### Educational Programme - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Music linked ELGs

- Sing a range of well-known nursery rhymes & songs

- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

| Focus     | Performing  | Appraising   | Composing  |
|-----------|---|--|--|
| Reception | <ul style="list-style-type: none"> <li>Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul> | <ul style="list-style-type: none"> <li>Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> </ul> | <ul style="list-style-type: none"> <li>Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul> |

## Early Years progression towards National Curriculum - PSHE

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Personal, Social and Emotional Development

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.

### PSHE Linked ELGs

#### Self-regulation

- Show an understanding of their feelings & begin to regulate their behaviour accordingly
- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

#### Managing Self

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

#### Building Relationships

- Work & play cooperatively & take turns with others
- Form positive attachments to adults & friendships with peers
- Show sensitivity to their own & other’s needs

| Focus     | Health & well-being  | Relationships   | Living in the wider world   |
|-----------|--|---|---|
| Reception | <ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul> | <ul style="list-style-type: none"> <li>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul> | <ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community</li> <li>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul> |

## Early Years progression towards National Curriculum - PE

| Playing & Exploring - Engagement   | Active Learning - Motivation   | Creating & Thinking Critically - Thinking  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul> | <ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul> | <ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul> |

### Educational Programme – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### P.E. Linked ELGs

- **Negotiate space & obstacles safely, with consideration for themselves & others**
- **Demonstrate strength, balance & coordination when playing**
- **Move energetically, such as running, jumping, dancing, hopping, skipping & climbing**

| Focus     | Gymnastic movements   | Basic movements & games   | Dance  |
|-----------|---|---|--|
| Reception | <ul style="list-style-type: none"> <li>Roll, crawl, walk, jump, run, hop, skip, climb</li> <li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</li> <li>Combine different movements with ease &amp; fluency, testing out ideas</li> <li>Develop overall body strength, coordination, balance &amp; agility</li> <li>Develop grace and control of movements</li> <li>Jump off an object and land appropriately using body to balance</li> </ul> | <ul style="list-style-type: none"> <li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</li> <li>Develop &amp; refine a range of ball skills including: throwing, catching, kicking, batting &amp; aiming</li> <li>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball</li> <li>Develop overall body strength, coordination, balance &amp; agility e.g. wheelbarrows, balance bikes &amp; pedal bikes</li> </ul> <p>Travel with confidence over and through outdoor equipment</p> | <ul style="list-style-type: none"> <li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Explore &amp; engage in dance, performing solo or in groups</li> </ul> |