








Progression of Skills & Curriculum Overview 2022-23

Area of Learning	Autumn Term 1 5 <sup>th</sup> September (7 weeks) Marvellous Me!	Autumn Term 2 31 <sup>st</sup> October (7 weeks 2 days) Let's Celebrate	Spring Term 1 9 <sup>th</sup> January (5 weeks) Winter Wonderland	Spring Term 2 20 <sup>th</sup> Feb (6 weeks) The Great Outdoors	Summer Term 1 18 <sup>th</sup> April (6 weeks) Animal Kingdom	Summer Term 2 5 <sup>th</sup> June (7 weeks) Under the Sea & Pirates
Possible Themes	Looking after ourselves Our Local Area Our Families Harvest/Autumn	Magic/Encanto Traditional Tales Christmas	Arctic Animals Ice Experiments Superheroes/People Who Help Us	Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads	'Flying' to a different country. David Attenborough Animal Cam/Virtual Zoo Trip Bird Watching	Holidays Lifeguards Mermaids Looking after the ocean
Special Events and Enrichment Activities	Coffee Morning – 30/9/22 Diwali – 24/10/22	Halloween – 31/10/22 Bonfire Night 5/11/22 - Firefighters Remembrance Day 11/11/22 Nursery Rhyme Week 14-18/11/22 Maths week – 14-18/11/22 Children in Need – 18/11/22 Christmas – Advent 1/12/22 Christmas Jumper/Dinner Day 8/12/22	Chinese New Year 22/1/23 Valentine's Day 14/2/23	Shrove Tuesday – 21/2/23 World Book Day – 2/3/23 British Science Week – 10-19/3/23 Mother's Day – 19/3/23 Start of Ramadan 22/3/23 Easter 9/4/23	End of Ramadan 21/4 Red nose day – 23/5 Healthy Eating Week	Family Pirate Picnic Flying to the beach, sand & water play Science Day Water Day Father's Day 18/6
Special Event	Diwali Dance or Harvest performance	Nativity Performance	Chinese New Year Banquet and Parade	World Book Day 2/3/23	Ramadan Feast	World Music Day 21/6/23
Stay And Play	Family Day (30/9/22)		Superhero day (real life or fictional)		Favourite animal day	
Possible Visits	Supermarket (minibus)	Little Lancashire Village			Farm visit	Blue Planet/Sealife Centre
<div>Communication and Language</div> <div></div> <div>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, interventions and tales toolkit/helicopter stories.</div>	<u>Listening, Attention and Understanding</u> I can understand how to listen carefully and know why it is important. <u>Speaking</u> I can talk in front of small groups and my teacher, offering my own ideas.	<u>Listening, Attention and Understanding</u> I can begin to understand how and why questions. <u>Speaking</u> I can use new vocabulary throughout the day.	<u>Listening, Attention and Understanding</u> I can ask questions to find out more. <u>Speaking</u> I can talk in sentences using conjunctions, e.g. and, because.	<u>Listening, Attention and Understanding</u> I can retell a story and follow a story without pictures or props. <u>Speaking</u> I can engage in non-fiction books and use new vocabulary in different contexts.	<u>Listening, Attention and Understanding</u> I can understand a question such as who, what, where, when, why and how. <u>Speaking</u> I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.	<u>Listening, Attention and Understanding</u> I can have conversations with adults and peers with back-and-forth exchanges. <u>Speaking</u> I can talk in sentences using a range of tenses.
<u>ELG - Listening, Attention and Understanding:</u> 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. <u>ELG = Speaking:</u> 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.						
<div>Personal, Social and Emotional Development</div> <div></div> <div>Children develop their PSED skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc,</div>	<u>Self-Regulation</u> I can follow one step instructions. I can recognise different emotions. I can focus during short whole class activities. I can see myself as a valuable individual. <u>Managing Self</u> I can manage my own personal hygiene I can learn to wash my hands independently. I can eat my lunch and tidy my tray away. <u>Building Relationships</u> I can seek support from adults and gain confidence to speak to peers and adults.	<u>Self-Regulation</u> I can talk about how I am feeling and consider the feelings of others. I can think about the perspectives of others <u>Managing Self</u> I can understand the need to have rules. <u>Building Relationships</u> I can build constructive and respectful relationships. I can begin to share and interact with peers.	<u>Self-Regulation</u> I can focus during longer whole class lessons. I can understand different ways to stay safe. <u>Managing Self</u> I can begin to show resilience and perseverance in the face of a challenge. <u>Building Relationships</u> I can use taught strategies to support in sharing and turn-taking.	<u>Self-Regulation</u> I can identify and moderate my own feelings socially and emotionally. <u>Managing Self</u> I can understand ways to stay healthy and look after my well-being (PA, eating, toothbrushing, screen time, sleep etc) <u>Building Relationships</u> I can listen to the ideas of other children and agree on a solution and compromise.	<u>Self-Regulation</u> I can control my emotions using a range of techniques. <u>Managing Self</u> I can manage my own basic needs independently. I can understand the importance of healthy food choices. <u>Building Relationships</u> I can learn to work as part of a small group.	<u>Self-Regulation</u> I can follow a more complex set of instructions. I can talk about new beginnings and adjusting to change. I can identify how to deal with worries. <u>Managing Self</u> I can show a 'can do' attitude. <u>Building Relationships</u> I can have the confidence to communicate with adults around the school.
<u>ELG - Self-Regulation:</u> 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. <u>ELG - Managing Self:</u> 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. <u>ELG - Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.						
Physical Development	<div></div> <div>Children improve their motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark-making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</div>	<u>Gross Motor - FMS</u> Revise and refine the fundamental movement skills: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing. <u>Fine Motor</u> Children will begin to use a tripod grip when using mark making tools.	<u>Gross Motor - Dance</u> Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. <u>Fine Motor</u> Children will accurately draw lines, circles and shapes to draw pictures.	<u>Gross Motor – Gymnastics</u> Children will explore different ways to travel using large and small apparatus. Children will jump and land safely from a height. Children will balance and climb on a variety of equipment. <u>Fine Motor</u> Children will handle scissors, pencil and glue effectively.	<u>Gross Motor</u> Children will control a ball in different ways. <u>Fine Motor</u> Children will use cutlery appropriately.	<u>Gross Motor</u> Children will move safely with confidence and imagination, communicating ideas through movement. <u>Fine Motor</u> Children will hold scissors correctly and cut out small shapes. Children will form letters correctly using a tripod grip.
<u>ELG - Gross Motor:</u> 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. <u>ELG - Fine Motor:</u> 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.						

<div>Literacy</div> <div></div>	<div><u>Comprehension</u> I can independently look at a book, hold it the correct way and turn pages.</div> <div><u>Word Reading</u> I can begin to segment and blend sounds together to read CV and CVC words.</div> <div><u>Writing</u> I can give meanings to the marks I make.</div>	<div><u>Comprehension</u> I can engage and enjoy an increasing range of books.</div> <div><u>Word Reading</u> I can segment and blend sounds together to read CV and CVC words.</div> <div><u>Writing</u> I can begin to read captions and sentences.</div> <div><u>Writing</u> I can form letters correctly.</div> <div>I can attempt to write the initial sounds in words.</div>	<div><u>Comprehension</u> I can act out stories using recently introduced vocabulary.</div> <div><u>Word Reading</u> I can recognise taught graphemes and digraphs in words and blend the sounds together.</div> <div><u>Writing</u> I can write words representing the sounds with a letter/letters.</div>	<div><u>Comprehension</u> I can talk about the characters in the books I am reading.</div> <div><u>Word Reading</u> I can read captions and sentences containing tricky words and digraphs that I have been taught.</div> <div><u>Writing</u> I can write labels/phrases representing the sounds with a letter/letters.</div> <div>I can begin to write cations and sentences.</div>	<div><u>Comprehension</u> I can retell a story using vocabulary influenced by books I have read.</div> <div><u>Word Reading</u> I can read longer sentences containing phase 2 and 3 words and tricky words.</div> <div><u>Writing</u> I can write words which are spelt phonetically.</div> <div>I can write captions and sentences.</div>	<div><u>Comprehension</u> I can answer questions about what I have read.</div> <div><u>Word Reading</u> I can read books matched to my phonics ability.</div> <div><u>Writing</u> I can write simple phrases and sentences using recognisable letters and sounds.</div>
	<div>Possible Book Focus'</div> <div>Part of the Party (twinkl) We Are All Different (twinkl) We're All Wonders Colour Monster Peepo That's Not My...(series) Dipali's Diwali (Twinkl) Goldilocks &amp; The Three Bears Bear</div>	<div>Magical Muddle (Twinkl) Room on the Broom (Julia Donaldson) Nursery Rhymes Beauty and the Beast Three Little Pigs Three Billy Goats Gruff Christmas Books Never touch a polar bear The Christmas Postman We're going on an elf chase</div>	<div>Supertato Ten Little Lights (Twinkl) Dragons in the City (Twinkl) Jack Frost Stickman (Julia Donaldson) Lost and Found If you were a penguin The Naughty Bus</div>	<div>Jack and the Beanstalk The Tiny Seed Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise The Easter Journal (Twinkl) Saving easter (Twinkl)</div>	<div>The Cautious Caterpillar (Twinkl) Ronald The Rhino (Twinkl) The Zoo Vet (Twinkl) Julia Donaldson Books Rameena's Ramadan We're going on a bear hunt Rumble in the Jungle The Gruffalo (Julia Donaldson) Giraffes Can't Dance Dear Zoo</div>	<div>The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell (Julia Donaldson) Tiddler (Julia Donaldson)</div>
	<div><u>ELG - Comprehension</u>: 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.</div> <div><u>ELG - Word Reading</u>: 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, inc some common exception words.</div> <div><u>ELG - Writing</u>: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</div>					
<div>Phonics</div>	<div>Baseline, phase 1, Phase 2 –</div> <div>1 s a t 2 p i n 3 mdg 4 consolidate 5 ock</div>	<div>Phase 2</div> <div>6 ck e u 7 r h b 8 consolidate 9 f ff l 10 ll ss 11 consolidate</div>	<div>Phase 3</div> <div>1 j v w 2 x y z zz 3 qu ch sh 4 th th ng 5 consolidate</div>	<div>Phase 3</div> <div>6 ai ee 7 igh oa 8 oo oo 9 ar or 10 consolidate 11 ur ow</div>	<div>Phase 3</div> <div>12 oi ear 13 air ure er 14 consolidate 15 consolidate</div> <div>Phase 4</div> <div>1 CVCC CCV 2 CCVC &amp; CCVCC</div>	<div>Phase 4</div> <div>3 CCCVC &amp; CCCVCC 4 Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.</div> <div>Consolidate for the remaining 5 weeks.</div>
<div>Mathematics</div> <div></div>	<div>Unit 1 – Numbers to 5 (3wks) Unit 2 – Comparing groups within 5 (2wks) Numerical Patterns Children will verbally say which group has more or less.</div>	<div>Unit 3 – Shape (2wks) Unit 4 – Change within 5 (2wks) Unit 5 – Number bonds within 5 (1wk) Unit 6 – Space (1wk) Numerical Patterns Children will compare equal and unequal groups.</div>	<div>Unit 7- Numbers to 10 (2wks) Unit 8 – Comparing numbers within 10 (1wk) Unit 9 – Addition to 10 (1wk) Unit 10 – Measure (2wks) Numerical Patterns Children will understand and explore the difference between odd and even numbers.</div>	<div>Unit 11 – Number bonds to 10 (2wks) Unit 12 – subtraction (1wk) Unit 13 – Exploring Patterns (2wks) Numerical Patterns Children will add and subtract using number sentences.</div>	<div>Unit 14 – Counting on and back (2wks) Unit 15 – Numbers to 20 (1wk) Unit 16 - Numerical Patterns (3wks) Children will share quantities equally.</div>	<div>Unit 17 – Shape (1wk) Unit 18 – Measure (1wk) Unit 19 – Sorting (1wk) Unit 20 – Time (1wk) Numerical Patterns Children will be able to count beyond 20 and higher.</div>
	<div><u>ELG - Number</u>: 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.</div> <div><u>ELG - Numerical Patterns</u>: 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.</div>					
<div>Understanding the World</div> <div></div>	<div><u>Past and Present (History)</u> I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can talk about changes within my life. People, Culture and Communities (Geography) I can talk about features of my immediate environment. I can describe what I see, hear and feel. I can explore the natural world around me. People, Culture and Communities (RE) Special Times: I know how and why we celebrate and what times are special to different people and why (Diwali). The Natural World (Science) I understand important processes and changes in the natural world. I can talk about changes in states of matter. I can name parts of the human body. I can talk about my 5 senses.</div>	<div><u>Past and Present (History)</u> I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past. I can talk about celebrations from now and in the past. People, Culture and Communities (Geography) I can talk about features of my immediate environment. I can look at features on a simple map. People, Culture and Communities (RE) Special Times: I know why Christians celebrate Christmas. I can discuss the similarities and difference between Diwali and Christmas. The Natural World (Science) I can talk about changes in states of matter. I can investigate STEM challenges. I can carry out a simple experiment.</div>	<div><u>Past and Present (History)</u> I can talk about the lives of the people around me and their roles in society. I can talk about how shops have changed over time and look at the emergency services (timeline). People, Culture and Communities (Geography) I can recognise some environments that are different from the one in which I live. I can recognise some similarities and differences between life in this country and life in other countries (icy). People, Culture and Communities (RE) Special Stories: I know why some stories are special and what special messages we can learn from stories. The Natural World (Science) I can understand the important processes of magnetism, light and shadows.</div>	<div><u>Past and Present (History)</u> I can talk about past and present events in my life and what has been read to me. I can talk about nature and how it has changed over time. People, Culture and Communities (Geography) I can draw information from a simple map. I can use the school grounds and forest school to attempt basic orienteering (using photographs on a map rather than symbols etc). People, Culture and Communities (RE) Special Stories: I know why Christians celebrate Easter using the Easter story. The Natural World (Science) I can observe and draw pictures of the natural world, including plants. I can use my 5 senses to describe what I see, hear and feel whilst outside. I can name and describe plants and animals.</div>	<div><u>Past and Present (History)</u> I can talk about the past through settings and characters, focusing on houses and homes. People, Culture and Communities (Geography) I can recognise some environments that are different from the one in which I live. I can recognise some similarities and differences between life in this country and life in other countries (hot). People, Culture and Communities (RE) Special Places: I know where people celebrate (focusing on temples, mosques, churches and homes). The Natural World (Science) I can observe and draw pictures of the natural world, including animals. I can discuss similarities and differences in different animals. I can name and describe everyday materials.</div>	<div><u>Past and Present (History)</u> I can talk about changes within my life. I can create a timeline of events. People, Culture and Communities (Geography) I know that simple symbols are used to identify features on a map. People, Culture and Communities (RE) Special Places: I know what is special about our world. The Natural World (Science) I can understand the important processes of floating and sinking.</div>

<p><b>ELG - Past and Present:</b> 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.</p> <p><b>ELG - People, Culture and Communities:</b></p> <p><b>RE:</b> Key Question – <b>Why are some things special?</b></p> <p><b>Geography:</b> 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.</p> <p><b>ELG - The Natural World:</b> 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.</p>						
<div>Expressive Arts and Design</div> <div></div>	<p><b>Being Imaginative (Music)</b></p> <p>I can sing and perform nursery rhymes. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can experiment mixing with colours. I can explore different drawing materials (pencils, wax crayons, felt tip pens and chalk).</p>	<p><b>Being Imaginative (Music)</b></p> <p>I can experiment with different instruments and their sounds. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can explore craft resources. I can plan, create and evaluate a product. I can safely explore different techniques for joining materials.</p>	<p><b>Being Imaginative (Music)</b></p> <p>I can create narratives based around stories. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can explore different painting techniques. I can make transient art. I can explore collage techniques.</p>	<p><b>Being Imaginative (Music)</b></p> <p>Children will move in time to the music. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can safely prepare foods (cleaning, peeling and chopping).</p>	<p><b>Being Imaginative (Music)</b></p> <p>I can play an instrument following a musical pattern. See Charanga Progression of Skills doc.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can explore tools and techniques to sculpt using clay and dough.</p>	<p><b>Being Imaginative (Music)</b></p> <p>I can invent my own narratives, stories and poems. See Charanga Progression of Skills document.</p> <p><b>Creating with Materials (Art and Design)</b></p> <p>I can develop my cutting skills. I can thread. I can join and fold different materials.</p>
	<p><b>ELG - Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p><b>ELG - Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					