



EYFS Long Term Planning Knowledge and Skills- Nursery and Reception

At Mead we recognise the fundamental role a child's early experience plays in shaping the person and learner they become. As a cohesive team we share the core belief that our role is to ensure that all children become life-long learners who are happy, curious, creative, confident and engaged. Through designing a curriculum with our children at the very heart of it we ensure that they have the opportunity to develop the characteristics of effective learning.

We provide children with a safe, stimulating and challenging environment which enables them to thrive and become independent, resilient individuals who feel a strong sense of belonging within our school community. Our EYFS curriculum is designed to underpin strong foundations across the prime and specific areas of learning which support the progression in knowledge and skills required for Key Stage 1 and beyond.

Overarching Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes/Good to be Me	Celebrations	We love stories	Animals	Toys	Oh I do like to be beside the Seaside
Enrichment Opportunities	Welcome and Stay and play at Nursery	Celebrations- parents/carers in to talk about home celebrations Christmas performance	forest school-signs of Winter changing to Spring Share my favourite stories - bring in to share	World Book day- dress up Stay and Play at Nursery Easter Egg Hunt	Our favourite toy day- bringing in and sharing use of Forest School area-Spring to Summer Teddy Bears' Picnic in the park (with parents/ carers)	Floating and sinking experiments Pirate day party- dressing up Boat races- parents/ carers in to make and float boats- competition
Reception	Marvellous Me	Let's Celebrate	Once upon a time	Creatures great and small	Growing and Changing	What a Wonderful World
Enrichment Opportunities	Visit from people who help us	Take part in our Christmas performance Celebrate different	StoryTeller Day	Celebrating World Book Day	Planting sunflowers Life Cycle of a Butterfly	Trip to a farm Visit to the local area -Manor

		cultures across our community				
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Themes/inquiries may be changed or replaced depending on the child's interest or fascination.

Children at Mead learn about their school as part of the local community and are able to talk about the roles people play in society through meeting other key members of the community when police officers, nurses and firefighters visit school. To reflect the children at Mead's world we celebrate a range of festivals and encourage sharing their experiences of these from home with us and teach them that people have different beliefs.

Mead Primary Schools Progression of Communication and Language

At Mead we understand the importance of quality interactions and the adults being the most important resource in supporting the children's language and communication development. Through our indoor and outdoor provision we understand that young children need lots of opportunities to have conversations with adults and to hear adults modelling language and introducing new words. We understand that children learn language better when they are engaged with things that fascinate, challenge and excite them and so ensure their play offers challenges and is purposeful. 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.

Through the poetry basket and planned Nursery Rhyme sessions, rhyming helps children to break words down and to hear the sounds that make up words. The children have stories as a class at least once a day and then in small groups. This provides them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, story-telling and role play, children share their ideas with support and modelling from their adults and sensitive open ended questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary .

<p>Listening Attention & Understanding</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Watch someone's face as they talk ● Copy what adults do, taking 'turns' in conversations and activities. ● Listen and respond to a simple instruction ● Use gestures like waving and pointing to communicate ● Copy adult gestures and words ● Understand single words in context ● Can focus on an activity of their choice <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Begin to listen to longer stories and recall some key events ● Begin to pay attention to more than one thing at a time ● Understand clear 2 step instructions 	<p>Early Learning Goals</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged</p>
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	<ul style="list-style-type: none"> ● Understand and answer 'why' questions ● Respond appropriately in simple conversation ● Participate in daily circle time- listening and responding to peers' contributions <ul style="list-style-type: none"> ● To understand how to listen carefully ● To understand why listening is important. ● To be able to follow directions. ● To engage in story times, joining in with repeated phrases and actions. ● To begin to understand how and why questions ● To respond to instructions with more than one step ● Understand the importance of listening and how to do so carefully. ● Explore new vocabulary and show understanding by using it correctly e.g when exploring texts, and curriculum specific vocabulary with the ability to apply in a full sentence. ● Develop social phrases – manners, good morning, how are you? ● Ask questions to clarify understanding ● Hold a sustained conversation with peers and adults 	<p>in back-and-forth exchanges with their teacher and peers</p>
<p>Speaking</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Use single words during play ● Use intonation, pitch and changing volume when talking ● Make themselves understood ● Start to say how they are feeling, using words as well as actions ● Start to develop conversation, jumping from topic to topic ● Develop pretend play <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Retell familiar Nursery and Number rhymes ● Speak in longer sentences (4 to 6 words) ● Start a conversation and take turns speaking and listening. ● Use talk to organise their play ● Express own point of view and debate when in disagreement with an adult or peer. 	<p>Early Learning Goal</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>

	<ul style="list-style-type: none"> ● Speak in well -formed sentences ● Ask questions using who, what, where, when, why and how ● Use taught vocabulary when speaking Use a growing range of conjunctions in speech to connect ideas (because, but, so) ● Develop use of tenses ● Describe events with growing detail (may include use of sequencing words) ● Retell familiar stories Use talk to explain their thinking and offer explanations 	<p>making use of conjunctions, with modelling and support from their teacher.</p>
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<p>The Reception Year provides the foundation for communication and Language skills the children will build upon in Year one.</p>	<p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage.</p> <p>Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.</p> <p>National Curriculum, 2014</p>
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Mead Primary School's Progression of Personal, Social & Emotional Development

At Mead we ensure our children build strong, warm and supportive relationships with adults. This enables the children to learn an understanding of their own feelings and those of others. We support children to manage their emotions through our Zones of Regulation programme. By working on the importance of each child being a unique individual the children develop a positive sense of self, set themselves simple goals, have confidence in their abilities, and to persist and wait for what they want, directing their attention as necessary. Our circle times are based around the Jigsaw programme and cover themes of being unique, friendship and family life. The children have key workers in the Nursery and these adults work hard to build a relationship with the children. Key adults get to know each child as an individual and work to their interests as well as learning about their development.

Parental Engagement plays an important role

Relationships are built with families by talking about their development and sending pictures, messages and videos via Class Dojo. In Reception each class has at least 2 adults working in class supporting the children's growth and development in both the inside and outside environment and keeping the children involved through Class Dojo.

<p>Self-Regulation</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Find ways to keep themselves calm ● Find ways of managing transitions ● Develop self assurance ● Can express a range of emotions and start to talk about them <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Follow 2 step instructions ● Show focus on a member of staff (and/or peer) for a short period of time. ● Begin to use simple words to express own emotions and those of characters in texts. ● Understand how others might be feeling 	<p>Early Learning Goals</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Managing Self</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Express preferences and decisions and trying new things ● Engage with others through gestures, gaze and talk ● Play with increasing confidence on their own and with other children ● Grow in independence, rejecting help ● Learn to use the toilet with help and then independently <p>3-4 Year olds</p> <ul style="list-style-type: none"> ● Select and choose activities and resources to help them reach a goal. ● Increasingly follow and remember rules. ● Develop appropriate ways of being assertive (Stop, I don't like it.) ● Begin to describe and recognise simple feelings – sad, happy, angry, worried, tired and scared. 	<p>Early Learning Goal</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene</p>

	<ul style="list-style-type: none"> ● Show confidence in new social situations ● Find solutions to conflict and rivalries ● Be independent in managing their own care needs ● Make healthy choices regarding food and drink 	<p>and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<ul style="list-style-type: none"> ● Express their feelings and develop respect and awareness of the feelings of others. ● Show growing confidence in trying new activities ● Show resilience when faced with a challenge ● Manage their own needs (washing their hands, dressing, toileting, making good food choices) ● Explain the reason for rules and actively try to meet them 	
<p>Building Relationships</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Develop friendships with other children ● Notice and ask about differences between peers <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Become more confident with others in social situations. ● Play with one or more children extending and contributing to the play. ● Begin to find simple resolutions to problems (take turns being the main character in a role play). ● Begin to grasp how someone else might feel. ● Develop a sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations 	<p>Early Learning Goal</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>
	<ul style="list-style-type: none"> ● Build constructive and respectful relationships with adults and peers. ● Consider the perspectives of other people. ● Work and play cooperatively. ● Show growing sensitivity to the needs of others. ● Form positive attachments with peers and adults in provision. 	
<p>The Reception Year provides the foundation for many skills</p>	<p>In year 1 children will focus on the following topics:</p> <ul style="list-style-type: none"> ● Being Me In My World ● Celebrating Difference 	

the children will build upon in Year one.	<ul style="list-style-type: none"> ● Dreams and Goals ● Healthy Me ● Relationships ● Changing Me <p>Jigsaw coverage</p>
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Mead Primary Schools Progression of Physical Development

At Mead the children's gross motor movements are developed through outside learning where they have space and the opportunity to move and to ride balance bikes and scooters. They also make circuits and practice climbing and balancing. Inside the children have a weekly P.E lesson developing skills of balance, control and space awareness. Daily participation in *5 a Day* dance programme and *Squiggle while you Wiggle*, an early mark making programme develops the arm muscles preparing for writing which helps to develop children's core strength; an important factor to successfully developing effective gross motor skills. We understand that to be confident with movement children must develop both core strength and coordination which is supported through regular PE sessions, Yoga and use of the outdoor provision. Through a range of fine motor activities such as threading, play dough, Dough Disco, fastening buttons and cutting, children have opportunities to develop fine motor coordination throughout the provision at all times.

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
	Intro to hall & space Movement & Coordination - Action songs & Circle Games	Movement, Balance & Coordination - Action Songs, Yoga & Parachute Small Apparatus - Hoops, Balloons, Lummi Sticks	Movement & Coordination - Action Songs, Parachute & Circle Games Small Apparatus - Balls, Bean Bags, Ribbon Wands	Movement, Balance & Coordination - Action Songs, Playground Games, Yoga Small Apparatus - Balloons, Bats & Balls, Lummi Sticks	Movement, Balance & Coordination - Yoga, Ugly Bug Ball, Mat Work, Parachute Team Games using Small Apparatus	Movement & Coordination - Circle Games, Parachute Team Games using Small Apparatus Sports Day	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Vocabulary- walk, hop, crawl, travel, stop, start, balance, turn, direction							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>Beginning to develop motor skills- throwing, catching, rolling</p> <p>Can travel in a variety of ways including running and jumping.</p>	<p>Movement in a range of ways- over and under equipment</p> <p>Copies and explores basic movements with some control and coordination</p>	<p>Movement in a range of ways- over and under equipment</p> <p>Copies and explores basic movements with some control and coordination</p>	<p>Movement to music</p> <p>Copies and explores basic movements and body patterns</p>	<p>Beginning to develop motor skills- throwing, catching, rolling</p> <p>Can run at different speeds. Can jump from a standing position</p>	<p>Beginning to develop motor skills- throwing, catching, rolling</p> <p>Can travel in a variety of ways including running and jumping.</p>	
	<p>Vocabulary- Direction, speed, control, space, exercise, health, obstacle, movement, pattern, balance, throw, catch, aim, roll, control, coordination</p>						
<p>Gross Motor skills</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Enjoy moving when outdoors ● Gain control of their whole body through large movements ● Clap and stomp to music ● Fit themselves into spaces ● Start to throw and catch balls ● Walk, run, jump and climb ● Use scooters, tricycles, sit-on toys and bikes <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Development their movement through balancing, riding and ball skills ● Skip, hop and stand on one leg ● Use large muscle movements- waving flags and streamers ● Match their physical skills to tasks and activities 						

<p>Fine Motor Skills</p>	<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Reach out for objects ● Pass things from one hand to another ● Manage buttons and zips and pour drinks ● Try to dress and undress themselves ● Try to eat independently and use a knife and fork <p>3-4 Year Olds</p> <ul style="list-style-type: none"> ● Use one-handed tools such as paintbrushes, pencils and scissors ● Make snips in paper using scissors ● Show a preference for a dominant hand ● Progress towards holding a pencil with a modified tripod Use a comfortable grip to show increasing control when holding pens and pencils ● Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers ● Begin to use a knife and fork independently and with control <p>Vocabulary-snip, cut, turn, grip, control, pinch, press, roll,</p>	<p>Early Learning Goals</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	<ul style="list-style-type: none"> ● Show growing competence using a range of tool safely and confidently ● Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines ● Cutlery – use both knife and fork simultaneously ● Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines ● Use the tripod grip to hold a pencil for writing ● Show increasing accuracy when forming letters ● Demonstrate increasing accuracy and care when drawing to create identifiable representations <p>Vocabulary- Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture</p>	

The Reception Year provides the foundation for many skills the children will build upon in Year one.

In PE in Year 1 children will:

- Travel in a variety of ways including running and jumping.
- Begin to perform a range of throws.
- Receive a ball with basic control
- Begin to develop hand-eye coordination
- Participate in simple games
- Copy and explore basic movements with some control and coordination.
- Perform different body shapes
- Perform at different levels
- Perform 2 footed jump Can use equipment safely
- Balance with some control
- Link 2-3 simple movements
- Copy and explores basic movements and body patterns
- Remember simple movements and dance steps
- Link movements to sounds and music
- Respond to a range of stimuli.
- Run at different speeds.
- Jump from a standing position
- Travel in a variety of ways including running and jumping.

Mead Primary's Progression of Literacy

Reading

Reading is at the heart of our curriculum and through a rich story based curriculum we encourage a love of reading right from the start. The children are exposed to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. The books are kept on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Phonics

We are a Read Write Inc. school and children start their journey in Reception. We have chosen RWI Phonics because it is a fast-paced, rigorous and structured phonics programme which helps get every child reading whilst also giving teachers the confidence and skills to deliver high-quality teaching every day. We start by following the Starting Strong programme teaching a new sound each day and keeping a track of each sound that each child knows. We then work with children on sounds that they may have forgotten this is called Fast Track tutoring. As the children progress we start to group the children according to the stage they are up to with their reading. Every child is encouraged to read the text for meaning with five readings of each story to ensure that the story is understood and read with fluency and expression. Children in Nursery develop their skills through learning to listen and building upon their ability to be able to differentiate different sounds. We teach the children to be able to remember sounds and talk about sounds that they can hear. A planned Nursery Rhyme programme also helps the children to tune into rhyme and word patterns.

Squiggle Whilst You Wiggle uses dance and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music. They will dance using this movement and use it to make marks, this could be in foam, on paper, in sand etc. They will then use this action to think of letters they can form that use this shape. Children are engaged and become confident mark makers.

Drawing club is a club the children join in their classrooms to open up the magical world of tales and stories to children whilst at the same time enriching their language skills, developing their fine motor skills and spending Time Together with them. The drawing club helps the children to be immersed in the world of stories whilst developing their creativity.








The Write Stuff-The children begin Write Stuff in the Summer Term as a transition into their year 1 Literacy scheme. At this stage they have had two terms of handwriting and learning the letter shapes their Read.write inc programme of learning how to blend sounds together and The Drawing club encouraging the children to talk and express themselves through story. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. The Write Stuff builds pupils' confidence with sentence structure.

Read, Write inc and The Write Stuff are whole school Literacy programmes and Squiggle and Drawing Club have been chosen through their positive reputation of having an impact on Early Years development.

Comprehension	<p>2 Year Olds</p> <ul style="list-style-type: none"> • Join in with songs and rhymes • Copy finger movements and other gestures • Have favourite books and want to share them • Repeat words and phrases from familiar stories • Ask questions and make comments about the book • Develop play around favourite and familiar stories <p>3-4 Year Olds</p> <ul style="list-style-type: none"> • Engage in conversations about stories they have listened to – express simple likes and dislikes. • Retrieve answers from a story answering what and who questions. • Learn new vocabulary linked to stories, rhymes, non-fiction and poems. • Join in with repeated refrains in familiar stories • Engage in extended conversations about stories, learning new vocabulary • Understand the five key concepts about print; print has meaning, print can have different purposes, reading left to right, top to bottom and the names of different parts of a book, page sequencing 					<p>Early Learning Goals</p> <p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>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.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
	To use pictures to tell stories. To independently look at books, holding them the correct way	To engage in story times, joining in with repeated phrases and actions. To begin to	To begin to predict what may happen in the story. To suggest how a story might end.	To retell a familiar story To talk about the characters feelings and characteristics in the books	To act out stories. To use vocabulary that is influenced by their experiences of		To answer questions about what they have read To know that information can be

	<p>and turning pages.</p> <p>Recognise Left to Right print.</p>	<p>answer questions about the stories read to them.</p> <p>To enjoy an increasing range of book genres including fiction, non-fiction, poems and rhymes.</p>	<p>To make inferences from illustrations</p> <p>To begin to answer questions about what they have read.</p>	<p>they are reading.</p> <p>To make plausible predictions based on what has been read</p>	<p>books.</p> <p>To show engagement and enjoyment when listening to rhymes and poetry.</p>	<p>retrieved from books</p> <p>To begin to identify if a text is fiction or non-fiction.</p>	
Word Reading	<p>2 Year Olds</p> <ul style="list-style-type: none"> • Enjoy sharing books with an adult • Pay attention and respond to the pictures or words • Notice some print, e.g. the first letter of their name, a number or familiar logo <p>3-4 Year Olds</p> <ul style="list-style-type: none"> • Enjoying rhyming and rhythmic activities • Listening to and joining in with stories in small groups and/or whole class x 2 times a day on a daily basis • Listening to and joining in with class story time • Beginning to look at books independently • Rhyme and alliteration • Describing main story settings, events and characters • Recognising own name • Segmenting and blending words in practical games and activities • Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound 					<p>Early Learning Goals</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	

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| | <ul style="list-style-type: none">● Follow the Read Write Inc programme● Learn initial sounds-Read some letter groups that each represent one sound and say sounds for them.● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.● Begin to read common exception words matched to Read Write Inc. (Red words)● Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.● Say a sound for each letter 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 | |
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Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily including ll, ff, ss, and ck Read words with Special Friends; words with double consonants and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

Writing	2 Year Olds	<ul style="list-style-type: none"> • Enjoy drawing freely • Add some marks to their drawings, which they give meaning to • Make marks on their picture to stand for their name 	Early Learning Goals Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds
	3-4 Year Olds		

	<ul style="list-style-type: none"> ● Showing an interest in painting, drawing or other mark making activities ● Beginning to make marks for their name ● Use some of their print and letter knowledge in their early writing ● Write some or all of their name ● Write some letters accurately 						<p>in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
	<ul style="list-style-type: none"> ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. ● Write some or all of their name. ● Write some letters accurately. ● Children will be able to touch their fingers to sound out cvc words and write them down (not always with correct formation) 						
<p>The Reception Year provides the foundation for many skills the children will build upon in Year one. Y1 expectations</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>In writing in year 1 children will focus on:</p> <p>Composition</p> <ul style="list-style-type: none"> ● Say out loud what they are going to write about ● Composing a sentence orally before writing it ● Sequencing sentences to form short narratives ● Re-reading what they have written to check that it makes sense ● Discuss what they have written with the teacher or other pupils ● Read their writing aloud clearly enough to be heard by their peers and the teacher. <p>Punctuation and Grammar</p> <ul style="list-style-type: none"> ● Regular plural noun suffixes (-s, -es) ● Verb suffixes where root word is unchanged (-ing, -ed, -er) ● 'un' prefix to change meaning of verbs and adjectives ● Combine words to make sentences, ● Joining words and sentences using 'and' ● Sequencing sentences to form short narratives ● Separation of words with spaces 							

	<ul style="list-style-type: none"> ● Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. ● Capital letter for names and the personal pronoun I <p>Terminology (vocabulary)</p> <ul style="list-style-type: none"> ● capital letter ● singular ● plural ● sentence ● punctuation mark ● full stop ● question mark ● exclamation mark <p>Handwriting</p> <ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters ● Understand which letters belong to which handwriting 'families' and to practise these 	
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Mead Primary's Progression of Maths

We understand that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Using the programmes of White Rose and Mastering Number we encourage the children to learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Maths is an integral part of each day at Mead. The children note patterns in the school day by following a class timetable, they explore all opportunities to count within the class day such as counting packed lunch boxes, looking at numbers of people in school and counting children in learning areas. Through snack time children use language related to capacity and fractions. In the outside area the children are encouraged to find maths opportunities in the provision such as in the water area, looking at patterns in the environment, using natural items to such as conkers and large scale equipment like the Numicon to help develop their understanding in the outside provision.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
	Counting rhymes- using fingers and objects	Counting rhymes- using fingers and	Counting rhymes- using fingers and	Counting rhymes- using fingers and	Counting rhymes- using fingers and	Counting rhymes- using fingers and	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; -

Subitising	objects Subitising Patterns 2D and 3D shapes	objects Subitising Time language	objects Subitising Shapes and pattern Growing-measurement and comparative language	objects Subitising Construction-2D and 3D shapes	objects Subitising Patterns around us	<p>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>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Vocabulary: one, two, three, four, five, lots, more, same, bigger, little, smaller, high, low, tall, heavy, on top of, up, down, through, repeated, the same, more than, fewer than, side, corners, straight, flat, round, in, on under, up, down, beside, between, pointy, spotty, first, then, after, before, morning, afternoon, evening, night-time, earlier, later, too late, too soon, in a minute.</p> <p>Resources: counters, five frames, Numicon, dice, subitising cards, number lines, Numberblocks, 2D and 3D shapes, scales</p>						
<p>2 Year Olds</p> <ul style="list-style-type: none"> ● Combine objects like stacking cups and blocks and put objects inside others and take them out again ● Take part in finger rhymes ● React to changes of amounts in a group of up to three items ● Compare amounts, saying 'lots', 'more' or 'same' ● Develop counting-like behaviours e.g. making sounds, pointing or saying some numbers in sequence ● Count in everyday contexts (may skip numbers) ● Climb and squeeze themselves into different types of spaces ● Build with a range of resources ● Complete inset puzzles ● Compare sizes, weights etc...using gestures and language 'bigger/ biggest/ little smaller', 'high/low', 'tall', 'heavy' 						

- Notice and arrange things in patterns

3-4 Year Olds

- Subitising up to 3 objects
- Recite numbers past 5
- Say one number for each item in order- 1, 2, 3, 4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Show finger numbers up to 5
- Link numerals and amounts (up to 5)
- Experiment with own symbols and marks as well as numerals
- Solve real world problems with numbers up to 5
- Compare quantities using language 'more than', 'fewer than'
- Talk about and explore 2D and 3D shapes using informal and mathematical language
- Understand position through words alone, with no pointing
- Describe a familiar route
- Discuss routes and locations using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building etc...
- Combine shapes to make new ones
- Talk about and identifies the patterns around them, using informal language e.g. 'spotty', 'pointy'...
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to Know You	Counting skills The 'five-ness of 5'	Subitise within 5 Match numerals to	The 'staircase' pattern and ordering numbers	Counting – larger sets and things that cannot be seen	Subitise to 5 Rekenreks

<p>Subitising within 3</p> <p>Counting skills</p> <p>All numbers are made of 1s</p> <p>Composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets - 'just by looking'</p> <p>Language of comparison: more than and fewer than</p> <p>Talk About Measure</p>	<p>Comparison of sets - by matching</p> <p>Language of comparison: more than, fewer than, an equal number</p> <p>'Whole' and 'part'</p> <p>Composition of 3, 4 and 5</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p> <p>Circles and Triangles</p> <p>Shapes with 4 Sides</p>	<p>quantities within 5</p> <p>Counting – ordinality and the 'staircase' pattern</p> <p>Each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: more than, fewer than, an equal number to</p> <p>Make unequal sets equal</p> <p>Mass and Capacity</p>	<p>Ordering of numbers to 8</p> <p>Use language of less than</p> <p>Focus on 7</p> <p>Doubles – some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p> <p>Length, Height and Time</p> <p>Explore 3D Shapes</p>	<p>Subitising – to 6, including structured arrangements</p> <p>Composition – '5 and a bit'</p> <p>Composition - of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p>	<p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p> <p>Visualise, Build and Map</p> <p>Make Connections</p> <p>Consolidation</p>
<p>Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, subitise, more than, less than, equal to, fewer, the same as, part, whole,</p>					

	Resources: Mastering Number in Reception, puppet, White Rose Maths Scheme of Learning, counters, tens frames, rekenreks, Numicon, dice, subitising cards, number lines, Numberblocks, 2D and 3D shapes, scales						
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Y1 expectations	Place Value (within 10)	Addition and Subtraction (within 10) Shape Consolidation	Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time Consolidation	

Mead Primary's Progression of Expressive Arts and Design Imagination and Creativity

We encourage the children to develop their imagination by opportunities to respond to all that they see, hear, feel and experience. This is done through the provision where the children have the opportunity to dress up, participate in role play and have access to a range of materials to express their feelings and develop their imagination. The children have the opportunity to freely draw and paint, sculpt with playdough and clay, sing and dance.

Self-expression—We have a range of open ended materials so that the children can construct and manipulate. Junk materials are freely available and the children love to cut, fix and connect. The children are encouraged to share their feelings on their work and the work of others and that of famous artists. The children have access to musical instruments and learn poems from the Poetry basket and we find that the more confident children are with the range of materials they have to explore and use imaginatively, the more skilful they become in expressing themselves. Children are aware of performance from a young age and understand what it means to have a performer and an audience. There are opportunities within the continuous provision for children to 'perform' every day.

Creating with Materials	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining
(Art & Design & Technology)	Self portraits Leaf Man art	Christmas cards	Self portraits Re-enacting fairy tales and stories	Artist study Vincent Van Gogh	Self portraits Making kites	I can use chosen materials to create my	

	Firework art				design.	the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
	Diwali art					
2 Year Olds						
<ul style="list-style-type: none"> ● Start to make marks intentionally ● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools ● Express ideas and feelings through making marks and sometimes give a meaning to the marks they make ● Start to develop pretend play ● Explore different materials, using all their senses and developing their imagination ● Make simple models which express their ideas ● 						
3-4 Year Olds						
<ul style="list-style-type: none"> ● Engage in simple pretend play, using objects as props ● Develop complex stories using small world equipment ● Make imaginative and complex small worlds using blocks and construction sets ● Explore different materials freely, developing their own ideas about how to use them ● Join different materials and explore different textures ● Create closed shapes with continuous lines and begin to use these shapes to represent objects ● Draw with increasing complexity and detail ● Use drawing to represent ideas like movement or loud noises ● Explore colour and colour mixing 						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Singing nursery	Singing nursery rhymes and	Singing nursery rhymes and	Singing nursery rhymes and	Singing nursery rhymes and	Singing nursery rhymes and	

<p>The Reception Year provides the foundation for Art skills the children will build upon in Year one</p>	<p>rhymes and songs</p> <p>Join in with role play-our home</p> <p>Mixing colours</p> <p>Specific teaching of drawing a face</p> <p>Observational drawings</p>	<p>songs</p> <p>Join in with role play</p> <p>Performing Dances</p> <p>Using glue to secure</p> <p>Using tape to secure</p> <p>Observational drawing</p> <p>Nativity Performance</p>	<p>songs</p> <p>Join in with role play Clapping to a rhythm</p> <p>Making collages Henri Matisse L-brace join</p>	<p>songs</p> <p>Join in with role play</p> <p>Playing instruments</p> <p>Join in with choreographed dances</p> <p>Mixing watercolour paints</p> <p>3D collages/models Slot join</p>	<p>songs</p> <p>Join in with role play</p> <p>Matching a pitch</p> <p>Focus Artist Henry Matisse</p>	<p>songs</p> <p>Join in with role play</p> <p>Mixing shades</p> <p>Split pin join</p> <p>Sewing to join</p>	
	<p>In KS1 children in Art will:</p> <ul style="list-style-type: none"> ● Use a range of materials creatively to design and make products; ● Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; ● Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; ● Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 						

Being Imaginative and Expressive Poetry Basket	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals 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.
	Nursery and counting rhymes	Nursery and counting rhymes	Nursery and counting rhymes	Nursery and counting rhymes	Nursery and counting rhymes	Nursery and counting rhymes	
Songs about self	Christmas song	Fairytale songs	Animal songs	Toy songs	Seaside songs		
Music	2 Year Olds <ul style="list-style-type: none"> Respond emotionally and physically to music when it changes Move and dance to music Join in with songs and rhymes, making some sounds Enjoy and take part in action songs Make rhythmical and repetitive sounds Explore a range of sound- makers and instruments and play them in different ways 						
	3-4 Year Olds <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and idea 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

<p>The Reception Year provides the foundation for music skills the children will build upon in Year one. Y1 expectations</p>	<p>Music - Sing children's favourite songs-finding a voice.</p> <p>Singing through the day-Tidy up,line up</p>	<p>Singing Throughout the day</p> <p>Learning and Performing a Christmas Celebration</p>	<p>Rhyming songs Developing Communication and Language</p> <p>Listening to the sound that instruments make Loud,soft,</p>	<p>Rhyming songs Developing Communication and Language</p> <p>Listening to the sound that instruments make High and Low</p>	<p>Music from different genres</p>	<p>Music from different cultures</p>
	<p>In Music in year 1 children will:</p> <ul style="list-style-type: none"> ● Pupils should be taught to: ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes ● Play tuned and untuned instruments musically ● Listen with concentration and understanding to a range of high-quality live and recorded music ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

Mead Primary's Progression of Understanding the World

At Mead we guide our children to make sense of their physical world and their community. We ensure that their worlds are reflected through our provision and purposefully chosen books and we provide extensive opportunities to offer the children windows into the wider world through a carefully planned curriculum and broad range of personal experiences. We know that the frequency and range of these personal experiences have a huge impact on children's knowledge and sense of the world around them. At Mead we value the importance of the natural world and giving children the opportunities to make meaningful connections, so all children have the opportunity to attend forest school. Forest school is a child-centered experiential learning process that offers opportunities for holistic growth. These sessions take place in a natural woodland environment on site. Here the children learn to play outside, explore and take supported risks. They build resilience, develop confidence and self-esteem. They connect with and learn how to appreciate and respect the world around them and we inspire children and foster a love of nature and the outdoors. We also provide children the opportunity to take part in Wanderlust Nature studies as another avenue to connect with nature. These studies are based around the natural rhythm of the seasons and offer more opportunities to learn about wildlife, natural phenomena and the natural world around us. Through these hands-on learning experiences we enrich and widen children's knowledge and vocabulary and provide opportunities for them to continue to revisit and use this in meaningful contexts.

<p>Past and Present</p> <p>(History)</p>	<p>Autumn 1/2</p>	<p>Spring 2</p>	<p>Summer 1/2</p>	<p>Early Learning Goals</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>All about me Celebrations</p>	<p>Animals(including new life)</p>	<p>Toys Oh I do like to be beside the seaside</p>		
<p>2 Year Olds</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people <p>3-4 Year Olds</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history • Show interest in different occupations • Continue developing positive attitudes about the differences between people 				
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>		
<p>Marvellous Me What makes me marvellous? People who help us</p>	<p>Past compared to the present -linked to historical figures.</p>	<p>Journeys - summer holidays</p>		
<p>In History the skills in the foundation stage are to:</p> <ul style="list-style-type: none"> • 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 encouraged in books read in class and storytelling. • Look at books, videos, photographs, pictures and artefacts to find out about the past. 				

	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society 						
<p>The Reception Year provides the foundation for historical skills the children will build upon in Year one</p>	<p>In History in year 1 children will:</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encouraged in books read in class and storytelling. (ELG) <p>Historical interpretation</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Organisation and communication • Talk about the lives of people around them and their roles in society (ELG) 						
<p>People, Culture and Communities</p> <p>(RE)</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	<p>Early Learning Goals</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this</p>
	Myself People who help us	My life Friendship Our Community	My Senses Welcome Special books	My Special things Belongings Stories	People Special to Me Special Places		
	<p>2 Year Olds</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people <p>3-4 Year Olds</p> <ul style="list-style-type: none"> • Show interest in different occupations 						

	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people 						<p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<p>Discovering the world: Which people are special and why?</p>	<p>Discovering the world: What stories are special and why?</p>	<p>Discovering the world: What times are special and why?</p>	<p>Discovering the world: Where do we belong?</p>	<p>Discovering the world: What is special about our world and why?</p>			
<p>Progression of skills in the foundation stage</p> <ul style="list-style-type: none"> Explore religious stories. Explore religious festivals. To begin to understand the term 'belong'. To begin to understand that everyone is different and people believe in different things. Identify people that are important to them and begin to explain why. Begin to listen carefully to other people's views. 							
<p>The Reception Year provides the foundation for Religious Education skills the children will build upon in Year one</p>	<p>In Religious Education in year 1 children will:</p> <ul style="list-style-type: none"> Describe Christian beliefs and teachings. Recount outlines of some religious stories. Recognise the features of Christian practices and lifestyle. Recognise some religious symbols and words . Identify aspects of their own experience and feelings, in the Christian material studied. Identify interesting and puzzling things about the Christian faith. Identify what is of value and concern to themselves, in relation to Christian beliefs. To begin to understand that there are different religions with different beliefs and views. 						

The Natural World (Science)	Autumn	Spring	Summer	Early Learning Goals 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.
	Combining materials and ingredients	Heating and Cooling	Sinking and Floating	
	2 Year Olds <ul style="list-style-type: none"> ● Repeat actions that have an effect ● Explore materials with different properties ● Explore natural materials, indoors and outdoors ● Explore and respond to natural phenomena in their setting and on trips 			
	3-4 Year Olds <ul style="list-style-type: none"> ● Use all of their senses in hands-on exploration of natural materials ● Explore collections of materials with similar and/or different properties ● Talk about what they see using a wide vocabulary ● Explore how things work ● Plant seeds and care for growing plants ● Understand the key features of the life cycle of a plant and an animal ● Begin to understand the need to respect and care for the natural environment and all living things ● Explore and talk about different forces they can feel ● Talk about the differences between materials and changes they notice 			
	Autumn	Spring	Summer	
Ice and melting	Combining colours and materials	Growing and changing		

<p>The Reception Year provides the foundation for scientific skills the children will build upon in Year one</p>	<p>In Science in year 1 children will:</p> <ul style="list-style-type: none"> • Ask simple questions when prompted • Suggest ways of answering a question • Make relevant observations using simple equipment • Conduct simple tests, with support • Identify and classify with guidance • Gather and record data • Recognise findings Use their observations and ideas to suggest answers to simple questions 						
<p>Geography</p>	<p>Autumn 1</p>	<p>Spring 2</p>	<p>Summer 2</p>				
	<p>All about me/Celebrations</p>	<p>Animals</p>	<p>Under the sea adventures</p>				
<p>2 Year Olds</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips • Notice differences between people <p>3-4 Year Olds</p> <ul style="list-style-type: none"> • Show interest in different occupations • Talk about what they see using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 							
<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="285 1214 753 1312">Autumn</td> <td data-bbox="753 1214 1226 1312">Spring</td> <td data-bbox="1226 1214 1562 1312">Summer</td> </tr> </table>					Autumn	Spring	Summer
Autumn	Spring	Summer					

	Celebration and festivals (Animals and food around the world)	Seasons	Mapping Mapping the school How are maps helpful?	
	<p>Progression of skills in the foundation stage</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • 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. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Understand some important processes and changes in the natural world around them, including the seasons • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 			
<p>The Reception Year provides the foundation for geographical skills the children will build upon in Year one</p>	<p>In Geography in year 1 children will:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>Place Knowledge</p> <ul style="list-style-type: none"> • 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. • 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. <p>Human & Physical Geography</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, 			

including the seasons

Geographical Skills & Field work

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