






## Progression of Skills & Curriculum Overview 2022-23

Area of Learning		Autumn 1 - Marvellous Me!/Who am I?	Autumn 2 - People who help us/Who are you?	Spring 1 - Polar Regions/Farms (Tadcaster)	Spring 2 - Traditional Tales/Round the Garden	Summer 1 - Animal Kingdom/Seaside	Summer 2 - Mini Beasts/Mess and Magic
<b>Communication and Language</b>    Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and We Love Stories	<b>F1</b>	<b>Listening, Attention and Understanding</b> Children enjoy listening to longer stories and can remember much of what happens.  <b>Speaking</b> Children will know and sing along to a wide range of songs and rhymes.	<b>Listening, Attention and Understanding</b> Children begin to understand why questions.  <b>Speaking</b> Children have a wider range of vocabulary.	<b>Listening, Attention and Understanding</b> Children will begin to understand a question or instruction with two parts.  <b>Speaking</b> Children will talk in longer sentences of four to six words.	<b>Listening, Attention and Understanding</b> Children will listen to simple stories and understand what is happening, with the help of the pictures.  <b>Speaking</b> Children will begin to explore non fiction texts and talk about words they don't know.	<b>Listening, Attention and Understanding</b> Children will be able to express a point of view and to debate when they disagree with an adult or a friend  <b>Speaking</b> Children use talk to organise themselves and their play:	<b>Listening, Attention and Understanding</b> Start a conversation with an adult or a friend and continue it for many turns  <b>Speaking</b> Children will develop their communication but may continue to have problems with irregular tenses and plurals.
	<b>F2</b>	<b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.  <b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.	<b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.  <b>Speaking</b> Children will use new vocabulary throughout the day.	<b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.  <b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.	<b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.  <b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.	<b>Listening, Attention and Understanding</b> Articulate their ideas and thoughts in well-formed sentences.  <b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	<b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.  <b>Speaking</b> Children will use talk in sentences using a range of tenses.
<b>Personal, Social and Emotional Development</b>    Children develop their personal, social and emotional skills throughout the year through Daily Check ins, circle times, social stories, restorative support and diversity stories,	<b>F1</b>	<b>Self-Regulation</b> Children can talk about how they feel using words like 'happy', 'angry' or 'sad'.  <b>Managing Self</b> Children can select activities for themselves  <b>Building Relationships</b> Children understand adults are there to help.	<b>Self-Regulation</b> Begin to recognise emotions in others.  <b>Managing Self</b> Children increasingly follow rules  <b>Building Relationships</b> Can play with one or more other children.	<b>Self-Regulation</b> Children begin to understand why other might be feeling this way  <b>Managing Self</b> Children become more outgoing with unfamiliar people, in the safe context of their setting.  <b>Building Relationships</b> Children will begin to take turns with reminders from adults.	<b>Self-Regulation</b> Children will talk to other to solve conflicts  <b>Managing Self</b> Children know how to dress and undress but may however need support.  <b>Building Relationships</b> Find solutions to conflicts and rivalries.	<b>Self-Regulation</b> children will develop ways of being assertive without upsetting others.  <b>Managing Self</b> Children become increasingly independent in meeting their own needs.  <b>Building Relationships</b> Children will begin to listen to other ideas.	<b>Self-Regulation</b> Children will follow simple instructions.  <b>Managing Self</b> Children will make healthy choices about food, drink, activity and toothbrushing.  <b>Building Relationships</b> Talk with others to solve conflicts
	<b>F2</b>	<b>Self-Regulation</b> Children will be able to follow one step instructions.  Children will recognise different emotions.  <b>Managing Self</b> Children will learn to wash their hands independently.  <b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.	<b>Self-Regulation</b> Children will talk about how they are feeling and to consider others feelings.  <b>Managing Self</b> Children will understand the need to have rules.  <b>Building Relationships</b> Children will begin to develop friendships.	<b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.  <b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.  <b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.	<b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.  <b>Managing Self</b> Children will develop independence when dressing and undressing.  <b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.	<b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.  <b>Managing Self</b> Children will manage their own basic needs independently and dress themselves independently.  <b>Building Relationships</b> Children will learn to work as a group.	<b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.  <b>Managing Self</b> Children will show a 'can do' attitude. Children will understand the importance of healthy food choices.  <b>Building Relationships</b>

							Children will have the confidence to communicate with adults around the school.
<div>Physical Development</div> <div></div> <div>Children improve their gross and fine 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>	F1	<b>Gross Motor</b> Children will learn to move safely in a space.  <b>Fine Motor</b> Children use a comfortable grip with control.	<b>Gross Motor</b> Children develop their movement, balance and riding skills.  <b>Fine Motor</b> Children show preference for a dominant hand.	<b>Gross Motor</b> Children develop their ball skills  <b>Fine Motor</b> Children explore the use of one-handed tools and equipment, for example, making snips in paper with scissors.	<b>Gross Motor</b> Go up steps and stairs, or climb up apparatus, using alternate feet.  <b>Fine Motor</b> Children will become increasingly independent with dressing and undressing.	<b>Gross Motor</b> Children start taking part in some group activities which they make up for themselves, or in teams.  <b>Fine Motor</b> Children show increasing control with scissors and one handed tools.	<b>Gross Motor</b> Children will match their developing physical skills to tasks and activities in the setting.  <b>Fine Motor</b> Children can give meaning to the marks they make.
	F2	<b>Gross Motor</b> Children will negotiate space and show risk awareness.  <b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.	<b>Gross Motor</b> Children will explore different ways to travel using equipment.  <b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures.	<b>Gross Motor</b> Children will be able to control a ball in different ways.  Children will balance on a variety of equipment and climb.  <b>Fine Motor</b> Children will handle scissors, pencil and glue effectively.	<b>Gross Motor</b> Children will jump and land safely from a height.  <b>Fine Motor</b> Children will use cutlery appropriately	<b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.  <b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes.	<b>Gross Motor</b> Children will be able to play by the rules and develop coordination.  <b>Fine Motor</b> Children will form letters correctly using a tripod grip.
<div>Literacy</div> <div></div>	F1	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.	<b>Comprehension</b> Children will engage in extended conversations about stories, learning new vocabulary.  <b>Word Reading</b> Children name the different parts of a book and know that we read from left to right.  <b>Writing</b> Children can write some or all of their names correctly.  Children will write some letters accurately.
	F2	<b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.  <b>Word Reading</b> Children will segment and blend sounds together to read words.  <b>Writing</b> Children will give meanings to the marks they make.	<b>Comprehension</b> Children will engage and enjoy an increasing range of books.  <b>Word Reading</b> Children will begin to read captions and sentences.  <b>Writing</b> Children will form letters correctly.	<b>Comprehension</b> Children will act out stories using recently introduced vocabulary.  <b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.  <b>Writing</b> Children will write words representing the sounds with a letter/letters.	<b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.  <b>Word Reading</b> Children will read words containing tricky words and digraphs,  <b>Writing</b> Children will write labels/[phrases representing the sounds with a letter/letters.	<b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.  <b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.  <b>Writing</b> Children will write words which are spelt phonetically.	<b>Comprehension</b> Children will be able to answer questions about what they have read.  <b>Word Reading</b> Children will read books matched to their phonics ability.  <b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.

<div>Mathematics</div> 	F1	<p><b>Number</b> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p><b>Numerical Patterns</b> Children can compare quantities using language: 'more than', 'fewer than'</p>	<p><b>Number</b> Recite numbers past 5.</p> <p><b>Numerical Patterns</b> Children will be able to sequence their day and describe.</p>	<p><b>Number</b> Say numbers in order to 5.</p> <p><b>Numerical Patterns</b> Children will extend and create ABAB patterns e.g. stick, leaf, stick, leaf</p>	<p><b>Number</b> Show 'finger numbers' up to 5.</p> <p><b>Numerical Patterns</b> Children will begin to notice and correct an error in a repeating pattern.</p>	<p><b>Number</b> Children know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p><b>Numerical Patterns</b> Children will understand position with words alone - no pointing.</p>	<p><b>Number</b> Children will link numerals and amounts.</p> <p><b>Numerical Patterns</b> Children will make comparisons between objects.</p>
	F2	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.</p>
<div>Understanding the World</div> 		<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment.</p> <p><b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'.</p> <p><b>RE: People, Culture and Communities</b> Children will know what Creation teaches Christian's about God.</p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world.</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them.</p> <p><b>RE: People, Culture and Communities</b> Children will know what Christians say God is like.  Children will know why Christsans perform nativity plays.</p>	<p><b>History: Past and Present</b> Children will talk about the lives of people around them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p><b>RE: People, Culture and Communities</b> Children will know what kind of king Jesus may have been.  Children will know what the church is and why the local church is linked to our school.</p>	<p><b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> Children will know why people say sorry.  Children will know why Christians put three crosses in an Easter garden.  Children will know how Easter Day is different to Good Friday.  Children will know why Christians are happy on Easter.</p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people in other countries may speak different languages.</p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> Children will know what Christians say the Holy Spirit is like.</p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter.</p> <p><b>RE: People, Culture and Communities</b> Children will know how the disciples changed when they first met Jesus.</p>
<div>Expressive Arts and Design</div> 		<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment mixing with colours.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p>

