

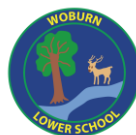
Woburn Lower School

Early Years Foundation Stage Skills Progression Map

Early Years Foundation Stage Early Years Foundation Stage Aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child in included and supported

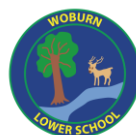


Communication and Language

<u>Skill</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Listening, Attention and Understanding	To understand how to listen carefully	To engage in story times, joining in with repeated	To ask questions to find out more	To retell a story	To understand questions such as who, what,	To have conversations with adults and peers with back	Listen attentively and respond to what they hear with relevant questions, comments and

	<p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To follow a story without pictures or props</p>	<p>where, when, why and how</p>	<p>and forth exchanges</p>	<p>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction book</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen To talk in sentences using a range of tenses</p>	<p>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</p>

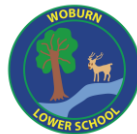
							making use of conjunctions, with modelling and support from their teacher.
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Personal, Social and Emotional Development

<u>Skill</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Self-regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>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 focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show</p>

							an ability to follow instructions involving several ideas or actions
Managing Self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E outdoor activities</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>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.</p>
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school To have strong friendships</p>	<p>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.</p>

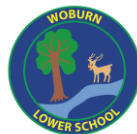


Physical Development

<u>Skills</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Gross Motor Skills	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

			<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>		<p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and</p>	<p>and keeping score To work cooperatively as a team</p>	
<u>Fine Motor Skills</u>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

	<p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>	<p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>			<p>To independently use a knife, fork and spoon to eat a range of meals</p>	
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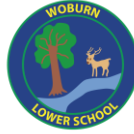
Literacy

<u>Skills</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
Word Reading	To recognise their name	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>

	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l) To recognise taught Phase 2 Tricky Words (the I is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk)</p> <p>To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p>	<p>k ck e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p>	<p>k ck e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p>	<p>k ck e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p>	<p>k ck e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p>	<p>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.</p>
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		To read books matching their phonics ability	To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	
Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds	To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops	To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically	To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are	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

	To begin to write CVC words using taught sounds	To begin to write captions using taught sounds	To spell words using taught sounds To spell some taught tricky words correctly	To spell words using taught sounds To spell some taught tricky words correctly	To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	
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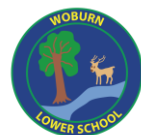


Mathematics

<u>Skills</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Number	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8 To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>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 doubling facts.</p>

				To estimate a number of objects			
Numerical Patterns	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10 To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

<p>Shape, Space and Measure</p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>



Understanding of the World

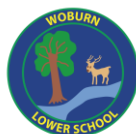
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past. (Guy Fawkes, James I, The Pilgrims, The Maccabees)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and stories(Seasons /Christmas)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and books read in class.</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling. (Mary Anning Palaeontologist)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Farming</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Cultures, and Communities	<p>To know about family structures and talk about who is part of their family</p>	<p>To talk about how Hindus celebrate Diwali</p>	<p>To talk about Chinese New Year.</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know that people in other countries may speak different languages</p>	<p>To know that people in other countries may speak different languages</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and</p>

	<p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world</p> <p>To know that people in other countries may speak different languages (French)</p>	<p>To talk about Hannukah</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To know about people who help us within the local community,</p>			<p>To know that simple symbols are used to identify features on a map</p>	<p>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 (where appropriate) maps</p>
<p>The Natural World</p>	<p>To ask questions about the natural environment.</p>	<p>To know about and recognise the signs of Autumn</p>	<p>To know about and recognise the signs of Winter</p>	<p>To know about and recognise the signs of Spring</p>	<p>To observe the growth of seeds and talk about changes</p>	<p>To know about and recognise the signs of Summer</p>	<p>Explore the natural world around them, making observations and drawing</p>

	To respect and care for the natural environments	To know about features of the world and Earth To know some important processes and changes in the natural world including states of matter (decay)	To know some important processes and changes in the natural world including states of matter (freezing) To know that some things in the world are man-made and some things are natural	To know about features of my own immediate environment and how they might vary from another. To know about push, pull and twist forces To plant seeds To know the different between herbivores and carnivores	To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats	To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	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 season and changing states of matter.
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the digital camera/	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB,	To use the IWB, changing games and programmes	To 2 Type adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to	To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

		iPad to take pictures	changing colour and pen size		find and retrieve information	To type their name using a laptop	
French	<p>To repeat modelled words and phrases: Bonjour Au revoir Je m'appelle</p> <p>To count to 3</p> <p>To enjoy listening to songs and stories</p> <p>Identify France as a country where French is spoken</p> <p>Discuss what other languages are spoken by children in the class</p>	<p>To use movement in response to 5 classroom instructions (ecoutez, regardez, repetez, levez-vous, asseyez-vous)</p> <p>Start to show awareness of cultural diversity</p> <p>To use gesture to identify specific words and short phrases</p> <p>To recognise 2-3 rehearsed questions</p> <p>To say colour names</p> <p>To answer simple</p>	<p>To sing simple songs</p> <p>To say colour names</p> <p>To count to 10</p> <p>To answer simple questions: What is your name? How old are you?</p> <p>To compare French and English traditional stories</p> <p>Discuss and take part in a few French traditions</p> <p>Recognise numbers 1-10 in sequence</p>	<p>To listen and begin to understand a few specific familiar words in songs and stories</p> <p>To perform finger rhymes</p> <p>To perform actions to a small selection of familiar songs and stories</p> <p>Discuss and take part in a few French traditions Easter, April 1st</p>	<p>To say yes, no, hello, goodbye, please, thankyou, happy birthday</p> <p>To say numbers 1-10 in sequence</p> <p>To answer 2-3 simple questions with a short rehearsed response (eg: name, age, hometown)</p> <p>To play games in the target language</p> <p>To chorus words, repeat modelled words (a few fruits, animals, modes of transport, colours)</p>	<p>To answer a number of questions such as name and age which they have practised weekly</p> <p>To pronounce practised single words with good pronunciation and intonation Count to 10</p> <p>To listen to a familiar song and perform the actions with confidence</p> <p>To communicate with others using simple, rehearsed words and short phrases</p> <p>To explore the patterns and sounds of language to help</p>	

		<p>questions: What is your name? How old are you?</p> <p>To act out a simple 'Nativity' story</p> <p>Discuss and take part in a few French traditions - Christmas</p>			<p>To discuss transport to France</p> <p>Handle euros</p>	<p>develop accurate pronunciation and intonation</p>	
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Expressive Arts and Design

<u>Skills</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELGs</u>
Creating with Materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for</p>	<p>To use colours for a particular purpose</p> <p>To begin to experiment with different mark making tools such as art pencils, pastels, chalk (Harvest close observational drawing, Rangoli patterns)</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To learn about and compare artists (Bridget Riley)</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p>	<p>To share creations and talk about the process</p> <p>To learn about and compare artists (Bridget Riley, Mondrian)</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To learn about and compare artists (Bridget Riley, Mondrian, Van Gogh)</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Bridget Riley, Mondrian, Van Gogh and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p>	<p>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>

	<p>joining materials (Glue Stick)</p> <p>To use natural objects to make a piece of art – Autumn Faces (Andy Goldsworthy)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>	<p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab</p>	<p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use non-statutory measures (spoons, cups, balancing scales – cake making station)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>	<p>To manipulate materials</p> <p>To create observational drawings (minibeasts)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebab, Biscuits, Salads</p>	<p>To adapt work where necessary</p>	
Being Imaginative	To sing and perform nursery rhymes	To perform a songs in the Christmas Tableaux	To join in with whole school singing assemblies	To perform songs at the Easter Concert	To move in time to music	To listen to poems and create their own	Invent, adapt and recount narratives and stories with peers and their teacher.

	<p>To join in with whole school singing assemblies and Harvest assembly</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To join in with whole school singing assemblies To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To join in with whole school singing assemblies and Leavers assembly To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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