Brinscall St John's CE Methodist Primary School

EYFS Progression of Skills

This document sets out the intended progression of knowledge, skills, language and learning behaviours across Reception. It supports consistent curriculum planning, teaching, assessment and transition into Year 1. It should be read alongside the school's long- and medium-term planning, provision plans, assessment information and SEND documentation.

School	Brinscall St John's CE Methodist Primary School	**Academic year**	2026 to 2027
Document owner	EYFS lead	**Approved by**	Headteacher
Version	September 2026	**Review point**	July 2027
Applies to	Reception	**Transition link**	Year 1 and beyond

Curriculum intent

Our EYFS curriculum gives every child the secure foundations, vocabulary, knowledge, skills and confidence needed to flourish in Reception and move successfully into Year 1. It is ambitious for all children and reflects our school vision, Shine with the light of Jesus, through nurturing relationships, purposeful learning and high expectations.

- Learning is deliberately sequenced so that children revisit, practise and deepen important knowledge and skills over time.
- Communication and language, personal development, physical development and early literacy are treated as essential foundations for wider learning.
- Carefully chosen vocabulary is introduced, modelled and revisited through direct teaching, stories, talk, play and the wider provision.
- The curriculum prepares children for the next stage by making explicit links to Year 1 and, where shown, the wider primary curriculum.
- All children, including those with SEND and those who may be disadvantaged, are supported to access the same ambitious curriculum through timely adaptation and additional practice.

Curriculum implementation

Practitioners use these progression maps to identify the important learning for each half term and to connect it to children's starting points, interests and emerging needs. Teaching is delivered through a purposeful balance of:

- direct adult-led teaching and modelling
- high-quality interactions and sustained shared thinking
- carefully planned continuous and enhanced provision
- stories, rhymes, talk, first-hand experiences and purposeful play
- guided practice, repetition and opportunities to apply learning independently

Leaders and practitioners retain professional flexibility. The maps describe progression, not a ceiling or a checklist to be completed mechanically. Content may be revisited or adapted when assessment shows that children need consolidation, greater depth or a different route into the learning.

Assessment and impact

Assessment is proportionate and rooted in practitioners' knowledge of each child. Staff notice what children know, understand and can do through observation, interaction, conversation and the work children produce. Assessment information is used to:

- identify starting points and build on prior learning
- check whether intended learning has been secured and remembered
- spot gaps, misconceptions or barriers quickly
- adapt teaching, provision and additional support
- support professional dialogue with families, leaders, the SENDCo and Year 1 staff

The impact of the curriculum is seen in children's increasing independence, confidence, vocabulary, fluency and ability to apply learning in different contexts. Leaders evaluate impact through professional discussion, review of planning and provision, observation of learning, pupil voice, assessment information and transition evidence. The aim is not to create unnecessary evidence or paperwork, but to know whether children are learning the intended curriculum and what needs to happen next.

Inclusion and adaptive practice

Practitioners maintain ambition while removing barriers. Adaptation may include pre-teaching or revisiting vocabulary, visual or concrete prompts, smaller steps, additional modelling, adjusted resources or environment, targeted adult interaction, extra rehearsal and carefully planned challenge. Individual plans and specialist advice are used where appropriate. Any adaptation should preserve the intended learning wherever possible and make the next step clear.

How staff use the progression maps

- Before teaching: identify the intended learning, relevant prior knowledge, key vocabulary and likely barriers.
- During teaching: model precisely, check understanding and respond to what children say and do.
- After teaching: consider who has secured the learning, who needs further practice and who is ready to deepen or apply it differently.
- At transition: share the knowledge, skills and learning behaviours children have secured, not only an outcome or score.

Quality assurance and professional discussion

Leaders use this document as one part of a wider evidence base. It should help staff explain the curriculum clearly and demonstrate how intended learning becomes children's lived experience. Useful lines of enquiry include:

- What are children expected to know or be able to do, and why has this been chosen?
- How does current learning build on what came before and prepare children for what comes next?
- Which vocabulary is essential, and how is it taught and revisited?
- How do adults know whether children have understood and remembered the learning?
- How is provision adapted without lowering expectations for children with SEND or other barriers?
- What changes have leaders made because monitoring or assessment showed that something was not working well enough?

Evidence that may sit alongside this document

The following may help demonstrate how the curriculum is enacted:

- long- and medium-term planning and examples of enhancements to provision
- children's talk, play, choices, creations and recorded work
- practitioner explanation of sequence, vocabulary, assessment and adaptation
- assessment information and examples of responsive next steps
- SEND plans, specialist advice and evidence of access to the curriculum
- transition information and discussion with Year 1 staff

Curriculum Links

- Our Reception Long-Term Plan
- Development Matters (2025) – curriculum guidance for EYFS.
- Early Years Foundation Stage Statutory Framework (2025).
- Letter Join – Handwriting programme
- White Rose Maths progression.
- Red Rose Phonics progression.
- Kapow Primary (Music, Art & Design and Design & Technology).

Characteristics of Effective Learning

The Characteristics of Effective Learning describe how children engage with learning, while the progression maps identify the knowledge, skills and language they are developing. They are promoted across all seven areas of learning and through continuous provision, enhanced provision, adult-guided experiences and routines. Practitioners use them to understand children's approaches, motivation and thinking; they are not separate curriculum objectives or an additional assessment checklist.

Characteristic	What practitioners notice	How adults can strengthen learning
Playing and Exploring	Children investigate, experience things, make choices, follow interests, take safe risks and 'have a go'.	Provide open-ended resources, allow time to explore, model curiosity and notice children's self-chosen purposes.
Active Learning	Children sustain attention, keep trying, return to ideas and gain satisfaction from meeting a goal.	Protect sustained play, acknowledge effort and strategies, offer achievable challenge and avoid stepping in too quickly.
Creating and Thinking Critically	Children develop ideas, make links, predict, test possibilities, review outcomes and choose new strategies.	Think aloud, ask purposeful questions, invite explanations and give children time to solve problems in their own ways.

Links with common play behaviours

The behaviours below may be seen in different areas, at different levels of development and in both child-initiated and adult-guided learning. Staff use professional judgement and consider the child, context and intended learning.

Common play behaviour	Most evident CoEL connection
Exploring, investigating and choosing resources	Playing and Exploring
Trying an unfamiliar experience or having a go	Playing and Exploring
Repeating, practicing and refining	Active Learning
Persisting when something is difficult	Active Learning
Making links, predicting and testing an idea	Creating and Thinking Critically
Reviewing an outcome and choosing a different strategy	Creating and Thinking Critically

Using the Characteristics in planning and assessment

Planning begins with the intended learning and children's starting points. Practitioners then consider which experiences, resources and interactions are likely to invite exploration, sustained involvement and thoughtful problem-solving. Plans should support responsive teaching rather than predict exactly how children will play.

- Identify the progression skill, relevant prior learning, key vocabulary and likely barriers.
- Consider which CoEL behaviours the provision may encourage and where children may need modelling, time, reassurance or greater challenge.
- Use observation and interaction to notice initiative, concentration, perseverance, independence, connections and strategy changes.
- Adapt provision and adult interaction in response, while preserving the intended learning.

Examples across the areas of learning

Area of learning	CoEL may be evident when children	Helpful adult interaction
Communication and Language	initiate talk, sustain a conversation, clarify meaning or adapt an explanation	model precise language, pause, recast and invite children to explain their thinking
Personal Social and Emotional Development	join play, negotiate, manage frustration, persist or seek an appropriate solution	name strategies, support co-regulation and gradually reduce adult support
Physical Development	repeat a movement, adjust control, select equipment or manage a physical challenge	draw attention to feedback from the body and encourage safe experimentation
Literacy	choose texts, retell, predict, rehearse language, apply phonics or refine a mark or sentence	value meaning and ideas, model strategies and allow purposeful rereading and revision
Mathematics	notice pattern, estimate, represent, test a solution or explain why an approach works	ask how they know, compare strategies and provide manipulatives for testing ideas
Understanding the World	observe closely, ask questions, predict, compare, investigate and revisit an explanation	introduce relevant vocabulary and help children connect evidence with prior experience
Expressive Arts and Design	explore materials, develop an idea, combine techniques, rehearse, evaluate and refine	offer possibilities without prescribing an outcome and encourage reflection on choices

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1-6 Links
Listening, Attention and Understanding	Show awareness of how to listen carefully and why listening is important Maintain attention and interest to an adult in whole class and small group sessions Follow a simple instruction	Listen to others, one-to-one, ingroups, whole class, in familiar situations during conversations and activities Maintain attention to an adult in a range of familiar and unfamiliar situations Talk about how music makes them feel.	Follow a simple set of instructions in a range of contexts Understand a range of sentence structures including negatives	Listen with enjoyment and interest to fiction and non-fiction texts, songs, rhymes and poems	Respond with relevant comments, questions of their own, or actions when listening to stories, to instructions and when engaged in play activities	Understand and respond to what, where, when, who, why, how questions about themselves and their own experiences	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1-6 Links
Speaking	Use sentences that include more details, expressing their ideas about their feeling and experience Use talk to clarify thinking and express their ideas and feelings Learn and understand selected new vocabulary	Take turns to speak in different contexts including one-to-one, small groups and whole class discussions Orally recall events/narratives in the correct sequence, using their own words and pictures to support Use recently introduced vocabulary orally in discussions and conversations	Talk about and describe events in some detail to others Ask questions to find out more and to check they understand what has been said to them Use an increasing range of vocabulary appropriately showing deeper understanding Use talk, actions and objects to recall and relive past experiences	Speak clearly and in full sentences Use joining words during talk to extend ideas Communicate freely with different people, engaging in conversations considering the listener Ask and answer questions in different contexts including group activities, during their play, daily routines and/or in personal conversations with others	Use sentences that include more details, expressing their ideas about their feeling and experiences Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts Understand that the same word can have different meanings and be able to say it in the relevant context	Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events Talk about and discuss familiar events or characters in stories. Non-fiction, rhymes and poems using newly taught vocabulary	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)

Personal Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Self - Regulation	Show pride in their own achievements Recognise different feelings Seeks permission in appropriate ways; shows awareness of personal space	Show how they feel in response to different experiences as appropriate Recall experiences and initiate an apology when appropriate	Follow instructions, requests and ideas in a range of contexts and situations Begin to show an understanding of dysregulation and seek help from others to re-regulate	Talk about and discuss with others how they feel, explain why they are experiencing particular feelings. Begin to follow 3 step instructions. Focus during longer whole-class activities.	Engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress	Follow 3 step instructions. Maintain focus during extended whole class teaching. Express their feelings confidently and consider the feelings of others.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Recognise and name a range of emotions in themselves and others, using increasingly varied vocabulary. Understand that feelings can affect behaviour and use simple strategies to manage emotions and respond to setbacks. Know when and how to seek help from a trusted adult when they are worried or need support.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Managing Self	Know what they like and do not like Take pride in themselves and their work/ achievements and share achievements with others Understand and follow simple rules Take care of their own belongings and class resources Communicates own needs in relation to being thirsty, hungry etc and communicate when they need help from others Talk about ways to feel better when feeling negative emotions.	Talk about and discuss their interests, share their ideas and interests with others Share and take turs, listen to others Show an understanding of routines and predictability in timetabling Understand the importance of being a safe pedestrian.	Talk about what they are doing and why Be considerate to the needs of others and together Begin to follow simple sequences to complete tasks Understand the importance of online safety. Explain what my body needs to stay healthy.	Understand the importance of oral hygiene. Select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others	Understand the importance of having a good sleep routine. Dress independently Develops resilience when overcoming challenges.	Know and talk about the different factors that support their overall health and wellbeing. See self as a valuable individual.	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.	Understand the benefits of physical activity, outdoor time, rest, sleep, healthy eating and simple self-care. Develop independence in personal care, classroom routines and taking responsibility for belongings and resources. Set simple goals, show perseverance and respond positively to appropriate challenge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Building Relationships	With adult support begin to negotiate, co-operate, plan and organise play and resolve conflict Observe others, initiate and understand the rules of social interaction Use gestures, non-verbal communication, facial expression and body language to communicate Be sensitive towards the differences of others	Be considerate of the needs of others, respect the viewpoint of others and take on ideas of others Begin to be able to compromise, take responsibility for themselves and others Show sensitivity to others Use appropriate language and vocabulary to communicate Take part in group games.	To negotiate, co-operate, plan and organise play and resolve conflict Demonstrate empathy, show awareness of how their actions may impact on others Speak to peers and adults	Know that other children think and respond in different ways to them and begin to show an understanding of respect for differences in others, show kindness	Respond to experiences and people, recall events and make suggestions Work within a group with others. Play with others without adult input. Take turns without adult input. Share without adult input.	Have constructive and respectful relationships.	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.	Understand that healthy friendships are positive, welcoming and important for happiness and security. Show kindness and respect, listen to others, take turns, share and co-operate in work and play. Recognise unkind behaviour and know how and when to seek help from a trusted adult.

Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Gross Motor Skills	Bend and stretch: Knee, elbow, fingers, toes Rotate and stretch: waist, shoulder, hip, wrist, ankle	Make shapes with arms and hands, legs and feet Understand and respond to vocabulary relating to speed – fast, faster, slow, slower, slowly	Understand, use and respond to vocabulary related to directional movement – under, over, through, up and down	Understand, use and respond to vocabulary related to body parts	Moves safely when travelling on, under, over and through equipment	Control and balance when using equipment for climbing, jumping, scrambling, travelling and swinging	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
	Responds to safety instructions Aware of own space	Finds space, negotiates space, changes direction and stops safely				Interacts with small equipment – drop, push, throw, roll, catch and kick	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Perform dances using simple movement patterns
Fine Motor Skills	Can use both sides of the body though recognises they may have a preferred side Shows a range of hand movements including making a fist, finger isolation, grasp and release and mark making using fingers Begin to use a tripod grip. Hold cutlery appropriately. Show use of dominant hand. Use tweezers effectively.	Demonstrates hand-eye coordination when interacting with materials, objects, equipment and toys Use scissors to cut a curved line. Develop use of one-handed equipment carefully. Demonstrate good pencil control.	Use a tripod grip when using mark making tools. Use pegs. Thread a range of beads.	Correctly sit at a table with a good posture. Use scissors to cut out large shapes. Use safe hammers and screwdrivers. .	Shows control when drawing different lines, abstract shapes, dots, pictures, letters/numerals and forms basic letter and numeral shapes Use a smaller or thinner paintbrush for detail. Create more detailed drawings with clear features.	Use scissors correctly and cut various materials. Use a tripod grip when forming letters.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	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 and digits 0 to 9. Recognise handwriting families and practise letters that are formed in similar ways.

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Comprehension	Listen to and discuss stories or information that has been read to them, or they have read themselves Understand and discuss the difference between text and illustrations in a range of text types Hold and look at a book correctly, turning the pages from front to back Joins in with nursery rhymes, songs and repeated story steps.	Makes predictions and anticipate key events with increasing confidence based on illustrations and content in stories being read to them or that they read themselves Use actions and pictures to orally retell stories and rhymes in their own words	Look closely and discuss in more detail the illustrations to develop understanding of the story	Discuss specific information in non-fiction texts Identify, describe and discuss the main characters in stories Explore what a character might say, feel and/or think	Identify, discuss and sequence the main events in stories Respond to questions using who, what, when and where linked to text and illustrations	Respond to questions about how and why something is happening Use and show understanding of recently introduced vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Develop pleasure in reading, motivation to read, vocabulary and understanding. Understand both the books they can already read accurately and fluently and those they listen. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them
Word Reading	Blend phonemes orally to say ph 2, 3, or 4 words Recognise and enunciate correctly GPCs in ph2 or ph3 Distinguish between a word, letter and space	Blend and read VC and CVC words using phase 2 GPCs Blean VC and CVC words using phase 3 GPCs	Blend to read two syllable words using ph 2 and ph 3 GPCs Blend to read polysyllabic words with ph 2 and 3 graphemes Read words consistent with phonics knowledge by accurately sound blending	Blend to read a combination of adjacent consonants (ph4) at the beginning or end of words Read phonetically decodable words within sentences using phase 2 or equivalent words	Read phonetically decodable words within sentences using phase 3 or equivalent words	Read phonetically decodable words within sentences using phase 4 or equivalent words	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes. Read accurately by blending sounds in unfamiliar words Read common exception words, noting unusual correspondences between spelling and sound. Read other words of more than one syllable. Read words with contractions. Read aloud accurately books that are consistent with their developing phonic knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Transcription - Handwriting	Demonstrate pre-phonemic writing (Patterns, random scribbling, scribble writing, symbols that represent letters, random letters or numerals, letter strings, letter groups Make marks, drawing and symbols with increasing control	Holds writing tools and implements with a developing grip, using appropriate amount of pressure Use some recognisable letters and symbols Use handwriting patter to support formation	Form letters from their name correctly Write left to right and top to bottom	Begin to form clear ascenders and descenders to write recognisable letters	Form lower case letters with developing consistency Begin to write on the lines with some control of letter size	Form some lower-case letters correctly, starting and finishing in the right place, going the right way round, correctly orientated Form some capital letters correctly including the initial letter of their name	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.	Name the letters of the alphabet, add prefixes and suffixes and spell words with taught phonemes. Write from memory simple sentences dictated by the teacher. Hold a pencil comfortably and correctly, form capital letters and begin to form lower-case letters. Write sentences and discuss what they have written with the teacher or other pupils.
Transcription – Phonics and tricky words	Orally segment words into phonemes	Use some clearly identifiable letters to communicate meaning Use appropriate letters for initial phonemes in words Use some clearly identifiable letters to represent some phonemes correctly and in sequence	Segment VC and CVC words using phase 2 GPSs or equivalent	Segment VC and CVC words using phase 3 GPSs or equivalent Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using phase 2 GPCs	Segment and spell two syllable words using phase 2 or 3 GPSs or equivalent Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using phase 3 GPCs	Begin to segment to spell a combination of adjacent consonants (Ph 4) at the beginning and at the end of words incl Ph2 and Ph 3 Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using phase 2 and phase 3 GPCs Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using phase 4 GPCs	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.	Name the letters of the alphabet, add prefixes and suffixes and spell words with taught phonemes. Write from memory simple sentences dictated by the teacher. Hold a pencil comfortably and correctly, form capital letters and begin to form lower-case letters. Write sentences and discuss what they have written with the teacher or other pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Composition – Articulating and structuring ideas	Give meaning to pre-phonemic writing (Patterns, random scribbling, scribble writing, symbols that represent letters, random letters or numerals, letter strings, letter groups Understand that thought and ideas can be written down using pictures, letters, words, phrases and sentences either through adult scribing or child mark making Have ideas and reasons for mark making and writing	Give meaning to mark making through drawing, painting, writing and technology Show some understanding of writing for different purposes and emulate adults 'writing behaviours Know that in English print is written from left to right, top to bottom and print conveys meaning in text	Independently uses writing during play Use developing phonic knowledge when composing and writing ideas	Orally compose a word, phrase or sentence and hold it in memory before attempting to write it	Begin to use simple sentence forms, using strategies such as finger spaces, counting the words to support	Use writing to say what a character might be thinking, saying or feeling Demonstrate some use of familiar language patterns of stories through mark making	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.	Name the letters of the alphabet, add prefixes and suffixes and spell words with taught phonemes. Write from memory simple sentences dictated by the teacher. Hold a pencil comfortably and correctly, form capital letters and begin to form lower-case letters. Write sentences and discuss what they have written with the teacher or other pupils.
Composition – Vocabulary, grammar and punctuation	Use recently introduced vocabulary orally Orally compose sentences with support that make sense	Use their developing phonic knowledge to write things such as labels and captions Orally compose sentences that make sense	Explore and apply new vocabulary in caption writing	Begin to recognise and know there needs to be spaces between words in a phrase or simple sentence Recognise and know that full stops are at the end of a sentence	Recognise and know that a sentence starts with a capital letter Write simple phrases including finger spaces that can be read by themselves and others	Re-read what they have written and check it makes sense Write simple sentences including finger spaces that can be read by themselves and others	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.	Name the letters of the alphabet, add prefixes and suffixes and spell words with taught phonemes. Write from memory simple sentences dictated by the teacher. Hold a pencil comfortably and correctly, form capital letters and begin to form lower-case letters. Write sentences and discuss what they have written with the teacher or other pupils.

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Number	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 Composition of 1, 2 and 3 Finds 1 more and 1 less	Compare circles and triangles Finds 4 and 5 Subitise 4 and 5 Represent 4 and 5 Finds 1 more and 1 less Understands the composition of 4 and 5 Understands the composition of 1 to 5	Finds 0 to 5 Subitises 0 to 5 Represents 0 to 5 Finds 1 more and 1 less Begin to understand number composition Conceptual subitizes to 5 Find and represent 6, 7 and 8 Finds 1 more and 1 less Makes and finds doubles to 8	Finds and represents 9 and 10 Compare numbers to 10 Conceptual subitises to 10 Finds 1 more and 1 less Understands composition to 10 Makes bonds to 10 Finds and makes doubles to 10 Explores odds and evens	Build numbers from 10 – 20 Continues number patterns from 10 – 20 Verbally counts beyond 20 Verbally counts patterns Begins to add Begins to take away	Explore sharing Shares equally Explores grouping Groups equally Begins to even and odd share Plays with and builds doubles	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Represent and use number bonds and related subtraction facts within 20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
								add and subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9
Numerical Patterns	Match pictures and objects Identify a set Sort objects into a type Create sorting techniques and rules Compare amounts Compare size, mass and capacity Explore simple patterns Copy, continue and create simple patterns	Identify and name circles and triangles Compare circles and triangles Find shapes in the environment Describes positions Identifies and names shapes with 4 sides Combines shapes with 4 sides Understands day and night	Compares mass Can find a balance Explores and compares capacity Make pairs with odd and even Combines two groups Explore and compare length	Explores and compares height Talks about time Can order and sequence time Recognises and names 3D shapes Finds 2D shapes in 3D shapes Finds 3D shapes in the environment Copy and continue patterns Finds patterns in the environment	Selects shapes for a purpose Rotates and manipulates shapes Explains shape arrangements Composes and decomposes shapes Copy 2D shape pictures Find 2D shapes in 3D shapes	Identifies units of repeating patterns Creates and explores own pattern rules Replicates and builds scenes and constructions Visualises from different positions Describes positions Gives instructions to build Explores mapping Represent maps with models Creates own maps from familiar places Creates own maps and plans from story situations	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.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Recognise and name common 2-D and 3-D shapes. Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems.

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs	Year 1 Links
Past and Present	Talk about members of their immediate family. Describe self and how they have changed. Explain some of the jobs that people do.	Use pictures to describe the differences between now and the past. Talk about past and present events in their lives e.g. celebrations, birthdays. Begin to compare past and present photos of people and how they have changed.	Name and describe people who are familiar to them. Describe changes that have happened in their lives. Talk about members of the local community and the role that they play.	Comment on images of familiar situations in the recent past. Begin to talk about the lives of those around them. Talk about the changes that have happened in their lifetime.	Know about the past through settings, characters in books that I have read. Explore pictures, stories and artefacts. Explain how things are different now / then within pictures, stories and artefacts. Talk about stories from the past. Identify what makes us think something happened in the past.	Comment on images of familiar situations in the past. Talk about the lives of people I am familiar with and their roles in society. Know about the past though settings, characters and events. Describe how a baby grows to an adult and what babies need to be healthy.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

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People, Culture and Communities	Explores features of their local area. Understand that everyone is unique. Understand there are different countries in the world. Talk about people who help out in the local community e.g. lollypop person.	Talk about members of their extended family. Understand special places in their community. Talk about characters and figures from the past with adult support. Begin to talk about how people celebrate special times in different ways. Talk about how different religions celebrate some of their celebrations.	Use stories and pictures to talk about differences in life in other countries. Draw information from a simple map. Use senses to make observations.	Talk about members of their community e.g. school, religion. Explore and talk about the world using stories and non-fiction texts. Begin to talk about the differences of people living in other countries. Talk about what money is used for. Understand that maps help us find information. Draws information from a simple map.	Recognise that people have different beliefs. Describe changes in the immediate environment and the wider world. Understand that people in different countries may speak different languages.	Compare and contrast characters from stories, including figures from the past. Understand that simple symbols can be used to identify features on a map. Discuss and describe the immediate and wider environment. Discuss religion and culture in the UK. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

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The Natural World	Begin to observe and explore the natural environment around them. Explore the changes in the local environment during autumn. Begin to explore changing state of matter through mixing paint.	Begin to describe what they see, hear and feel whilst outside. Understand some of the effects of changing seasons on the natural world around them. Understand 'same' and 'difference'. Talk about the area they live in. Explore forces through materials e.g. push, pull. Talk about changes regarding cooking.	Talk about life in this country e.g. how we travel, places we see. Recognise some environments that are different from the one in which they live. Talk about and describe features of own environment using photographs and experience. Explore changes in matter.	Explore outdoor through a natural curiosity. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Make observations about animals and plants discussing similarities and differences using photographs and experience. Link change of weather to seasons. Discuss how to look after our world.	Talk about some other countries. Explore the natural world around them. Make observations about plants and insects discussing similarities and differences. Discuss changes in the wider world.	Make observations of animals, insects and plants and use these observations to draw a picture. Talk about some of the changes in the natural world. Compare natural world around with different environments.	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.	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Expressive Arts and Design

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Creating with Materials	Explore and create using different fabrics Tear paper to make a collage Learn how to hold and control a paintbrush Use a range of painting tools to experiment with mark making: brushes, sponges, tissue, fabric, string etc Draw things they like	Use glue to add fabrics together Handle and manipulate a range of materials Learn how to look after brushes and equipment Experiment with tools and techniques Learn to draw for pleasure and relaxation	Decorate a piece of fabric Learn to blend colours in a palette or on a painting surface Learn fundamental colour mixing using primary colours Draw from imagination and observation	Start to layer materials so there are no gaps Play with colours, experimenting to 'discover' new colours Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles	Try to mix colours to match images from paintings or books Learn that colours can be made lighter or darker by adding black or white or by adding more water Learn to only shade areas and shapes as neatly and carefully as they can	Use a range of colours including ready mix, water colours and powder paint Paint patterns and add things to paint to make textures such as sand, grit and salt Draw in different ways to create different effects	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.	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers

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Being Imaginative and Expressive	Use some imagination within play. Begin to match tone and pitch in rhymes. Join in with others to sing	Recount and retell simple/familiar stories with friends. Remember songs/rhymes and recite them w with friends in play.	Create own stories based on narratives familiar to them. Roleplay stories that are familiar to them. Roleplay scenarios that	Begin to sing familiar songs own their own. Match the tone and pitch of familiar songs. Begin to move body parts in time with song e.g.	Create their own simple stories. Confidently sing well known songs and nursery rhymes. Use an instrument to	Invent their own stories and poems. Match pitch, timing and melody in songs. Independently perform songs and rhymes.	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	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to high-quality live and recorded music.

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	and recite rhymes.	Explore instruments and their sounds. Talk about music from different celebrations and traditions.	have happened to them.	clapping, stamping. Chooses sounds to represent stories.	follow a music pattern. Move in time with music.		appropriate) try to move in time with music.	Experiment with, create, select and combine sounds. Participate in performances, role play and improvisation, adopting and sustaining a role.