







Progression of Skills & Curriculum Overview 2023-24

Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 - Let's Celebrate	Spring 1 - People Who Help Us	Spring 2 - Tell Me a Story	Summer 1 - The Great Outdoors (Habitats)	Summer 2 - Where in the world are we?
Other Possible Themes	Looking after ourselves Our Families	Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year	Pancake Day Easter Mother's Day	Habitats, minibeasts, plants David Attenborough	Our environment, maps, animals Our local area
Enrichment Activities	Secret Readers Walk around our Local Area	Secret Readers Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day	Secret Readers Visit from Police Officer/ Fire Fighter/ Dentist/ Nurse	Secret Readers Trip to The Postal Museum World Book Day	Secret Readers	Secret Readers Walk around our local area Visit from Ark Farm
Assessment Opportunities	BASELINE NFER LW Aut1 The Leuven Scales	LW Aut2	LW Spr1 The Leuven Scales	LW Spr2	LW Sum1 The Leuven Scales	Early Years Profile LW Sum2
Communication and Language  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 Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas. Key Vocab: hello,	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day. Key Vocab: how, why,	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because. Key Vocab: what, who, where, when, why, how	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. Key Vocab: first, next, then, finally	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. Key Vocab:	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses. Key Vocab: because,
	Listening, Attention and Understanding: 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.					
	Speaking: 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.					
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through circle times, diversity stories,	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults. KS1/KS2 Focus: Families and Friendships	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships. KS1/ KS2 Focus: Respecting Ourselves and Others	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking. KS1/KS2 Focus: Belonging to a Community	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will and listen to the ideas of other children and agree on a solution and compromise. KS1/ KS2 Focus: Money and Work/ Media and Digital Resilience EYFS Focus: Resilience in class	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group. KS1/ KS2 Focus: Physical Health and Wellbeing	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school. KS1/ KS2 Focus: Growing and Changing/ Staying Safe
	Self-Regulation: 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.					

<p>Managing Self: 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> <p>Building 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.</p> <p>Vocabulary: (family) family, mum, dad, brother, sister, aunt, uncle, grandma, grandpa, grandad, nanny, cousin, home, (friendships) sharing, take turns, happy, sad, help, kind, (Health and wellbeing) exercise, wash, brush teeth, toothbrush, toothpaste, (Staying safe) park, home, stranger, tablet, rules, holiday, (Respecting others and ourselves) emotions, happy, sad, angry, jealous,</p>							
<p>Physical Development</p>  <p>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.</p>	<p>Gross Motor Enfield Scheme: Drawing Lines and Circles Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Enfield Scheme: Creative Dance-Nativity Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Enfield Scheme: Gymnastics-Over, Under, Through Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Enfield Scheme: Creative Dance Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Enfield Scheme: Creative Dance-Dance a Story Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Enfield Scheme: Over, Under, Through Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>	
	<p>Gross Motor: 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>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p>Literacy</p>  <p>Talk for Writing</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will form letters correctly.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>	
	<p>Little Wandle</p>	Phase 2 graphemes. Tricky Words: is, I, the	Phase 2 graphemes including digraphs. Words with 's' at the end. Tricky Words: put, pull, full, as, and, has, his, her, go, no, to, into, she push, he, of, we, me, be	Phase 3 graphemes Words with double letters Longer words Tricky words: was, you, they, my, by, all, are, sure, pure	Review phase 3 Words with 2 or more digraphs Words ending in 'ing' Compound words Words with 's' in the middle Words with 'es' at the end Review tricky words	Short vowels CVCC Short vowels CCVC Short vowels CCVCC, CCCVC, CCCVCC Root Words ending in 'ing, ed, est, id, t Tricky Words: said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, when, out, today	Phase 4 words Review tricky words
		Possible Book Focus'	The Colour Monster Goes to School You Choose Elmer The Rainbow Fish Funnybones The Mega Magic Hair Swap	Room on a Broom Whatever Next Peace at Last	Superworm Supertato Mr Wolf's Pancakes	The Jolly Postman Goldilocks and the 3 Bears Jack and the Beanstalk Little Red Riding Hood	We're going on a bear hunt The Very Hungry Caterpillar The Gruffalo
<p>Comprehension: 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.</p>							

<p>Word Reading: 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.</p> <p>Writing: 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 other.</p>						
<p>Mathematics</p>  <p>White Rose Maths</p>	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
	<p>Number: 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.</p> <p>Numerical Patterns: 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>Understanding the World</p>  <p>RE: Enfield Scheme</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World- Body Parts/ Humans Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. Where do we belong?</p> <p>Which stories are special and why? (taught throughout the year)</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World- Sorting materials/ Seasonal changes/ Space Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. Which times are special and why?</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. Which people are special and why?</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. What is special about our world?</p> <p>Computing: Programming Use Code-It and Beebots.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World- Plants/ Animals Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. Which places are special and why?</p> <p>Computing: Computer Hard Ware</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World- Plants/Animals Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Enfield Scheme: Q. Which places are special and why?</p> <p>Computing: Internet safety discussions</p>
	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Vocabulary: past, present, now, long time ago, same, different, similar, change, people, lives, today, yesterday, tomorrow, future, long ago, old, new, order.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Vocabulary: environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past present, city, town, countryside, flat, house, road, park, shops, map, area, space</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Overarching Vocabulary: look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group</p>					

<p>Plant vocab: tree, bush, herb, names of plants around the school (lavender, rosemary etc)</p> <p>Living things and their habitats: plant, tree, bush, flower, vegetable, herb, weed, animal, names of animals and plants they see, name of contrasting environment (e.g. beach, forest).</p> <p>Seasonal changes vocab: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</p> <p>Materials: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back.</p> <p>Light vocab: sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source</p> <p>Forces vocab: float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, slower, fast, faster, fastest, slowest, further, furthest, wind, air, water, blow, bounce</p> <p>Sound vocab: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p> <p>Earth and Space vocab: Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float</p> <p>Animals, including humans vocab: live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair colours, short, long, straight, curly, eye colour, skin colour , big/ tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p> <p>RE: Enfield Agreed Syllabus for RE is a compulsory part of the basic curriculum for all Reception age pupils and should be taught according to this Agreed Syllabus for RE. Children will have the opportunity to develop their moral and cultural awareness. They will begin to understand and value the differences of individuals and groups within their own immediate community.</p> <p>Key vocab: religion, special books, special places, special stories, prayer, Christmas, Bible, Church, Jesus, Moses, Passover, Torah, Synagogue, Allah, Prophet, Muhammad, Qur'an, Mosque</p>						
<p>Expressive Arts and Design</p>  <p>Music: Charanga</p>	<p>Music: Nursery Rhymes/ Charanga: Me Children will sing and perform nursery rhymes.</p> <p>BHM: Listening to music from Black artists.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours, focus on using the resources effectively. Lots of modelling.</p>	<p>Music: Nativity</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Charanga: Everyone Children will move in time to the music.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Charanga: Our World Children will experiment with different instruments and their sounds.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will make explore junk modelling and refine and consider their approach.</p>	<p>Music: Charanga: Big Bear Funk Children will play an instrument following a musical pattern.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Charanga: Reflect, Rewind and Replay Children will invent their own narratives, stories and poems.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
	<p>Creating with Materials: 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>Vocabulary: glue, texture, colour, stick, join, cut, paint, thin, thick, line, circle, straight, collage, cut.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Vocabulary: pitch, beat, high, low, fast, slow, tap</p>					