



## Brundall Primary School Reception Progression of Skills

Area of Learning	Autumn 1 – What makes me me and you you?	Autumn 2 – What makes a celebration?	Spring 1-What do we wonder about the BIG WIDE WORLD?	Spring 2 – How do we spin a good yarn?	Summer 1 – What makes the world go round?	Summer 2 – Is it better where it's wetter?
<b>Possible Themes/Interests/Lines of Enquiry</b>	Ourselves Our families Our learning family Exploring using our senses Colour Bears Autumn	Autumn Halloween Bonfire Night Christmas – The Nativity story Christmas around the world	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Traditional tales – linked to food and growing Trip to GRESSENHALL Pancake Day Easter Planting/Gardening/Spring	Life cycles – Frog/butterfly/plants/sunflowers Our health –What do we need to grow? Trip to Strumpshaw Fen	Summer holidays (past and present) Hot places Under the sea Rockpools Mermaids Pirates Trip to TIME AND TIDE
<b>Communication and Language</b> 	<p><b>Understand how to listen carefully and why listening is important.</b>  <b>Engage in story times,</b> rhymes, and songs.                      Maintain attention in whole class/groups.                      Follow 1 step instructions.  <b>Understand ‘why’ questions.</b>  <b>Use sentences 4-6 words.</b>  <b>Use talk to organise play.</b></p>	<p>Listen in familiar &amp; new situations.  <b>Engage in story times.</b>                      Maintain attention in new situations.  <b>Ask questions to find out more and to check they understand what has been said to them.</b>                      Follow <i>instructions with 2 parts</i> in a familiar situation.  <b>Start a conversation with peers and familiar adults and continue for many turns.</b>  <b>Develop social phrases</b></p>	<p>Listen attentively in a range of situations.                      Maintain attention during appropriate activity.  <b>Engage in non-fiction books.</b>                      Consider the listener and take turns.  <b>Use talk to organise/stand for something else in play.</b>                      Begin to use past tense.                      Begin to recount past events.</p>	<p>Understand why listening is important.                      Maintain attention in different contexts.  <b>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</b>  <b>Ask questions to find out more and check understanding.</b>  <b>Articulate their ideas and thoughts in well-formed sentences.</b>  <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b>  <b>Begin to connect one idea or action to another using a range of connectives.</b>                      Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.                      Maintain activity while listening.                      Understand how, why, where questions.  <b>Describe events in some detail.</b>                      Express ideas about feelings and experiences.  <b>Articulate their ideas and thoughts in well-formed sentences.</b>                      Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.                      Attend to others in play.                      Make comments and clarify thinking with questions.  <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>                      Speak in well-formed sentences with some detail.  <b>Use new vocabulary in different contexts.</b>                      Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
	<p><b>Learn new vocabulary</b>  <b>Use new vocabulary through the day understanding.</b></p>	<p><b>Listen carefully to rhymes and songs, paying attention to how they sound.</b>  <b>Learn rhymes, poems, and songs.</b></p>			<p><b>Use new vocabulary in different contexts</b>  <b>Listen to and talk about stories to build familiarity and</b></p>	
<b>Personal, Social and Emotional Development Self-regulation</b> 	<p><b>Can talk about feelings.</b>                      Welcome distractions when upset.  <b>Increasingly follow rules.</b>  <b>Know likes and dislikes.</b>                      Independently organise belongings in the morning.                      Manage personal hygiene.  <b>Build constructive and respectful relationships.</b></p>	<p><b>Beginning to express their feelings and consider the perspectives of others.</b>                      Begin to take turns and share resources.                      Independently choose where they would like to play.  <b>Continue to build constructive and respectful relationships.</b></p>	<p>Show pride in achievements.                      Understand behavioural expectations of the setting.                      Can explain right from wrong and try to behave accordingly.  <b>Manage their own needs.</b>                      Can identify kindness.                      Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.                      Begin to show persistence when faced with challenges.                      Can keep play going by co-operating, listening, speaking, and explaining.                      Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.                      Can talk about their own abilities positively.                      Confident to try new activities  <b>Show resilience and perseverance.</b></p>	<p><b>Able to identify and moderate own feelings.</b>  <b>See themselves as unique and valued individuals.</b>                      Can seek out a challenge and enjoy the process.                      Show sensitivity to others’ needs and feelings.</p>
	<p><b>SCARF UNIT: ME AND MY RELATIONSHIPS</b></p>	<p><b>SCARF UNIT: VALUING DIFFERENCE</b></p>	<p><b>SCARF UNIT: KEEPING SAFE</b></p>	<p><b>SCARF UNIT: RIGHTS AND RESPECT</b></p>	<p><b>SCARF UNIT: BEING MY BEST</b></p>	<p><b>SCARF UNIT: GROWING AND CHANGING</b></p>
<b>Religious Education</b>	Key Question: What makes people special?	Key Question: What is Christmas?	Key question: How do people celebrate?	Key Question: What is Easter?	Key question: What is right and what is wrong?	Key Question: What is special about our world?

Physical Development



Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

**Personal Focus** – following instructions, practise safely, independent work  
**Coordination skill:** Footwork  
**Static Balance skill:** One leg

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

**Social Focus** – taking turns and sharing.  
**Dynamic balance to Agility skill:** Jumping and Landing  
**Static Balance skill:** Seated balance

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

**Creative Focus** – Exploring and describing different movements  
**Coordination skill:** Ball skills  
**Counterbalance skill:** With a partner

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

**Cognitive Focus** – understand and follow simple rules, name some things I am good at.  
**Dynamic balance:** On a line  
**Static Balance skill:** Stance

Combine different movements with ease and fluency

Develop the foundations of a handwriting style which is fast, accurate and efficient.  
**Applying Physical Focus** – Performing a single skill or movement with some control, performing a range of skills and link two movements together.  
**Coordination skill:** Sending and Receiving  
**Agility skill:** Reaction/Response

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

**Health and Fitness Focus** – Aware of why exercise is important for good health.  
**Agility skill:** Ball chasing  
**Static balance skill:** Floor work

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
 Develop overall body-strength, balance, co-ordination, and agility.  
 Detailed fine motor development on 'Physical Development' skills plan.

Literacy



**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.  
 Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.  
 Know that text in English is read top to bottom and left to right.  
 Know the difference between text and illustrations.  
 Recognise some familiar words in print, e.g., own name or advertising logos.  
 Enjoy joining in with rhyme, songs and poems.  
 Explain in simple terms what is happening in a picture in a familiar story.  
 Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.  
 Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  
 Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  
 Sequence two events from a familiar story, using puppets, pictures from book or role-play.

**Comprehension:** Use picture clues to help read a simple text.  
 Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  
 Show understanding of some words and phrases in a story that is read aloud to them.  
 Express a preference for a book, song or rhyme, from a limited selection.  
 Play is influenced by experience of books (small world, role play).

**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories.  
 With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  
 Suggest how an unfamiliar story read aloud to them might end.  
 Give a simple opinion on a book they have read, when prompted.  
 Recognise repetition of words or phrases in a short passage of text.  
 Play influenced by experience of books  
 Innovate a well-known story with support.

**Comprehension:** Correctly sequence a story or event using pictures and/or captions.  
 Make simple, plausible suggestions about what will happen next in a book they are reading.  
 Know the difference between different types of texts (fiction, nonfiction, poetry)  
 Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.  
 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.  
 Recall the main points in text in the correct sequence, using own words and include new vocabulary.  
 When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  
 With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

## Literacy

**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

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**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

## Phonics

### Phase 1/2

Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

### Phase 2/3

Know grapheme phoneme correspondence of 19 letters. Recognise digraphs -ck + consonant endings - ff, ll, ss Begin Phase 3 skills –  
Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu  
Know the 4 consonant digraphs – sh, th, ch, ng  
Blend with known letters for reading VC, CVC and CVCC words.  
Orally segment for VC and CVC words for spelling  
Know high-frequency common words: the, to, and, no, go, I

### Phase 3

Consolidate skills as in Autumn 2. Know 9 vowel digraphs – ai, ee, oa, oo, oo, ar, or, ur, ow, oi, er  
Know trigraphs igh, ear, air  
Know tricky words, the, to, he, she, we, me, be, was, my  
Blend and segment known sounds for reading and spelling VC, CVC, CVCC  
Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

### Phase 3

Consolidate Phase 3 skills. Read tricky words they, her, all, are  
Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

### Phase 4

Consolidate phase 2 and 3 skills.  
Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr  
Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.

### Phase 4

Consolidate phase 2 and 3 skills. Read CVCC words  
Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.  
Write longer sentences using phonic knowledge, write digraphs and trigraphs.

## Literacy

### Drawing club and Talk for writing – Story mapping

**Modelled writing:**  
DRAWING CLUB  
Create a story map.  
Adult to model drawing and magic passcode – grapheme of the day.  
Adult to scribe children's ideas alongside their drawings.

**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

**Composition:** Use talk to organise describe events and experiences.

**Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

**Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

Adults scribing and writing down word for word what the child says

**Modelled writing:**  
DRAWING CLUB  
Create a story map  
Adult to model drawing and magic passcode – vc or cvc word and add simple labels.  
Adult to scribe children's ideas alongside their drawings.

**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Can use appropriate letters for initial sounds. Will attempt to write VC and CVC words.

**Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

**Spelling:** Orally spell VC and CVC words by identifying the sounds. Spell to write VC and CVC words independently using Phase 2 graphemes. Write own name.

**Handwriting:** Shows a dominant hand. Form letters from their name correctly.

The child dictates to adults; the adult says each word as it is written, pointing out gaps and punctuation. Re-reading, scanning, and checking writing. Child begins to write the initial sound of a word and the adult continues to scribe for children.

**Modelled writing:**  
DRAWING CLUB  
Create a story map  
Adult to model drawing and magic passcode – cvc words and simple phrases

**Emergent writing:** Build words using letter sounds in writing. Can write a simple label.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes.

**Handwriting:** Write from left to right and top to bottom. Able to form recognisable letters.

Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word and be encouraged to attempt VC, and a CVC words and the adult continues to scribe where needed.

**Modelled writing:**  
DRAWING CLUB  
Create a story map  
Adult to model drawing and magic passcode – simple sentence

**Emergent writing:** Build words using letter sounds in writing. Can write a simple phrase

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

**Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** Holds a pencil effectively to form recognisable letters. Recognise that after a word there is a space. Know how to form clear ascenders and descenders.

More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.

**Modelled writing:**  
DRAWING CLUB  
Create a story map  
Adult to model a sentence.

**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

**Composition:** Write a simple sentence with a full stop.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Shows a dominant hand.

**Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.

**Modelled writing:**  
DRAWING CLUB  
Create a story map  
Adult to model writing sentences using conjunctions.  
(Building writing stamina)

**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

**Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC

**Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

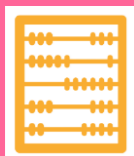
Child confident to write a simple short story. May still need a phonics mat to support.

*Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly*

## Writing Development



Mathematics  
We follow  
NCTEM  
Mastering  
Number



**Count objects, actions, and sounds.**  
**Subitise**

Matching. Sorting & Comparing  
Comparing amounts  
Comparing size, mass & capacity  
Exploring pattern - making simple.

**Explore the composition of numbers to 10**  
**Subitise**  
**Automatic recall number bonds 0-10**

Representing 1,2,3  
Comparing 1,2,3  
Composition of 1,2,3  
Formation of 1,2,3  
Circles and triangles  
Positional language

Representing 4,5  
Comparing 4,5  
Composition of 4,5  
Formation of 4,5  
One more and less  
Shapes with 4 sides.  
Time

**Explore the composition of numbers to 10**  
**Subitise**  
**Automatic recall number bonds 0-10**

Introducing zero  
Comparing numbers to 5  
Composition of 5

Comparing Mass  
Comparing Capacity

Number 6, 7, 8  
Making pairs, pairs wise, doubles  
Combining 2 groups  
Length, height.  
Time

**Explore the composition of numbers to 10**  
**Subitise**  
**Automatic recall number bonds 0-10**

Numbers 7, 8, 9  
Making pairs.  
Combining groups  
Number bonds  
3D shapes  
Pattern.

**Explore the composition of numbers beyond 10.**  
**Subitise**  
**Automatic recall number bonds 0-10**

Number 10 and beyond—subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond  
Counting patterns to 10 and beyond  
Spatial reasoning.  
3D shape  
Match, rotate, and manipulate  
Pattern – AABB, BBA  
Sunflower Challenge

**Explore the composition of numbers beyond 10.**  
**Subitise**  
**Automatic recall number bonds 0-10**

Adding more  
Taking away  
Number bonds  
Shape – spatial reasoning

Doubling  
Sharing and grouping  
Even and odd  
Patterns and relationships

*Link the number symbol with its cardinal number value.*  
*Count beyond ten. Compare numbers*  
*Understand the 'one more/one less than' relationship between consecutive numbers.*  
*Compare length, weight, and capacity.*

*Select, rotate, and manipulate shapes to develop spatial reasoning skills.*  
*Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.*  
*Continue, copy, and create repeating patterns.*

**ELG 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.

**ELG 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.

Understanding the  
World



**History: Past and Present**  
Children will know about their own life story and how they have changed.

**Chronology: Talk about members of their immediate family and the relationship to them.**  
**Name and describe people who are familiar to them.**

**History: Past and Present**  
Children will know some similarities and differences between things in the past and now.

**Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.**

**Enquiry:** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.  
**Comment on images of familiar situations in the past.**

**History: Past and Present**  
Children will talk about the lives of people around them.

**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

**History: Past and Present**  
Children will talk about past and present events in their lives and what has been read to them.

**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline.

**Enquiry:** Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

**History: Past and Present**  
Children will know about the past through settings and characters.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

**History: Past and Present**  
Children will know about the past through settings, characters and events.

**Chronology:** Order experiences in relation to themselves and others, including stories.

**Enquiry: Comment on images of familiar situations in the past.** Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Begin to develop a sense of **continuity and change** by being able **to compare and contrast characters from stories throughout the year, including figures from the past.** Using Little People, Big Dreams books.

<p><b>RE: People, Culture and Communities</b> Respect themselves and special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> <p><b>Science: The Natural World</b> Children will understand the terms 'same' and 'different'.</p>	<p><b>RE: People, Culture and Communities</b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world – linked to celebrations topic)</p> <p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them.</p>	<p><b>RE: People, Culture and Communities</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p><b>Science: The Natural World</b> Children will talk about features of the environment they are in and learn about the different environments.</p>	<p><b>RE: People, Culture and Communities</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p><b>Science: The Natural World</b> Children will make observations about plants discussing similarities and differences.</p>	<p><b>RE: People, Culture and Communities</b> Understand that some places are special to members of their community.</p> <p><b>Science: The Natural World</b> Children will make observations about animals discussing similarities and differences.</p>	<p><b>RE: People, Culture and Communities</b> Caring for others and the world community.</p> <p><b>Science: The Natural World</b> Children will know some important processes and changes in the natural world, including states of matter.</p>
<p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment.</p> <p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world.</p> <p><b>Mapping:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p> <p><b>Mapping:</b> Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p> <p>Identify on a map - <b>Recognise some environments that are different to the one in which they live e.g., Antarctica.</b></p> <p><b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares.</p> <p><b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that people in other countries may speak different languages.</p> <p><b>Mapping: Draw information from a simple map</b> and identify landmarks of our local area walk.</p> <p><b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p><b>Geography: People, Culture and Communities</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
<p><b>Communication:</b> Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p><b>Observation:</b> <i>Explore the natural world around them</i> by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					



Refer to Art and Design progression map to facilitate progression through child led interests.

**Portrait skills** – drawing themselves (baseline Assessment)  
**Songs:**  
 Pat-a-cake  
 1, 2, 3, 4, 5, Once I Caught a Fish Alive  
 This Old Man  
 5 Little Ducks  
 Roly-poly Up Up Up  
 The Rainbow Song  
 Crocodile Snap  
**Develop storylines in their pretend play.**

**Clay work** – make a clay creature  
**Songs:**  
 I'm A Little Teapot  
 The Grand Old Duke of York  
 Ring O' Roses  
 Hickory Dickory Dock  
 Professor Brains  
 The ABC Song  
  
*Sing in a group or on their own, increasingly matching the pitch and following the melody.*  
  
**PERFORM CHRISTMAS SONGS FOR FAMILIES**

**Portrait skills revisited** – drawing themselves  
**Songs:**  
 Wind the Bobbin Up  
 Rock-a-bye Baby  
 Five Little Monkeys Jumping on The Bed  
 Twinkle, Twinkle  
 If You're Happy and You Know It  
 Head, Shoulders, Knees and Toes  
  
*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

**Artist study** – Linked to class topic  
**Songs:**  
 Old Macdonald  
 Baa, Baa Black Sheep  
 Row, Row, Row Your Boat  
 The Wheels on The Bus  
 The Hokey Cokey  
  
*Create collaboratively sharing ideas, resources, and skills.*

**Observational work** – sketching and painting minibeasts  
**Songs:**  
 Big Bear Funk  
 Incy Wincy Spider  
 Dave the Bat  
 Miss Polly had a dolly  
  
*Listen attentively, move to, and talk about music, expressing their feelings and responses.*

**Papier Mache/junk modelling** – Create sea creatures  
**Songs Reflect, Rewind & Replay:**  
 Big Bear Funk  
 Baa, Baa Black Sheep  
 Twinkle, Twinkle  
 Incy Wincy Spider  
 Rock-a-bye Baby  
 Row, Row, Row Your Boat  
  
*Watch and talk about dance and performance art, expressing their feelings and responses.*

*Explore, use, and refine a variety of artistic effects to express their ideas and feelings*  
*Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.*