



Across all learning experiences, the EYFS team will consistently model, scaffold and extend learning through high-quality interactions that actively develop the Characteristics of Effective Learning.		Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things	
	Autumn	Spring	Summer
Theme	Me and my community/The Christmas Story	Traditional Tales/Do dinosaurs make good pets?	Africa- Why do Zebras have stripes?/Plants and change
Prime Areas	Personal, Social and Emotional Development (PSED)		
Self Regulation:	- Begin to recognise and name basic emotions using vocabulary such as <i>happy, sad, angry, worried</i> - Talk about their own feelings with support from familiar adults - Start to link feelings to events or experiences in their daily routine - Develop increasing awareness of their emotions in different situations - Begin to show early attempts to manage or moderate their feelings with adult support - Progress towards independently identifying and regulating their emotions in socially appropriate ways - Use simple strategies (with modelling) to help manage feelings during interactions and transitions	- Begin to engage in simple interactions with others during play - With adult support, start to talk about and express their feelings during disagreements - Develop awareness that conflicts can be resolved through talking rather than physical actions - Begin to use adult modelling to support early problem-solving in social situations - Show increasing resilience when facing challenges, supported by encouragement from adults - Demonstrate growing perseverance by continuing with tasks even when they find them difficult - Progress towards independently using language and strategies to resolve conflicts with peers - Develop confidence to persist with activities and manage frustration in increasingly appropriate ways	- Begin to recognise and talk about their own feelings and start to notice how others may be feeling - With adult support, begin to adjust their behaviour in response to their emotions and those of others - Develop early awareness that actions have consequences for themselves and others - Begin to set and work towards simple goals with adult guidance - Start to show increasing ability to wait for short periods before receiving something they want - Develop early impulse control in structured and supported situations - Show growing ability to focus attention on adult-led activities and listen to instructions - Begin to follow simple instructions involving more than one step, with support where needed - Progress towards sustaining attention, regulating behaviour and following multi-step instructions more independently



Managing Self:	• Begin to show increasing confidence when interacting with unfamiliar adults and peers • Develop willingness to engage in new social situations with support and encouragement • Become more confident in exploring unfamiliar environments and routines • Develop consistent toileting independence, with most children being dry and clean during the day • Begin to understand simple rules and routines, with adult explanation and modelling • Progress towards following rules with fewer adult reminders and understanding why they are important • Develop increasing independence in self-care skills, including dressing and undressing • Show growing confidence in managing personal needs within daily routines with minimal adult support	• Begin to develop a positive sense of self and recognise themselves as a valued individual • Show increasing independence in managing their own basic needs with adult support when required • Begin to select and use activities and resources with a clear purpose in mind, with guidance when needed • Develop confidence in making simple choices to achieve a desired goal during play and learning • Show increasing understanding of the importance of healthy routines, including exercise, eating, sleeping and hygiene • Begin to demonstrate awareness of how daily choices can support good health and wellbeing • Progress towards greater independence in managing personal needs and making appropriate choices within routines	• Show increasing confidence when trying new activities and learning experiences • Develop independence in selecting and engaging with tasks and resources • Demonstrate growing resilience when facing challenges, supported by encouragement from adults • Show increasing perseverance by continuing with activities even when they find them difficult • Begin to understand rules and routines and why they are important • Develop awareness of right and wrong and begin to adjust behaviour accordingly • Progress towards consistently following agreed rules with increasing independence • Manage basic hygiene and personal care needs with growing independence, including toileting and dressing • Develop understanding of healthy choices, including the importance of exercise, sleep, hygiene and balanced food choices • Begin to apply this understanding to make simple healthy decisions in daily routines
Building Relationships:	• Begin to engage in play alongside and with other children • Develop the ability to join in with shared	• Begin to engage in simple interactions with peers during play • With adult support, start to identify and talk about	• Begin to engage in shared play alongside familiar peers • Develop the ability to take turns with adult support



	play experiences with support from adults • Start to extend and develop simple play ideas with one or more peers • Show increasing confidence in initiating interactions during play • Begin to understand that others may have different feelings and perspectives • Develop the ability to express their own feelings using simple vocabulary • With support, begin to notice and respond to the feelings of others • Progress towards sustaining shared play by extending ideas and cooperating with peers for longer periods	conflicts or disagreements • Develop early understanding that conflicts can be resolved through communication and negotiation • Begin to use adult modelling to support finding simple solutions during disagreements • Show increasing awareness of fairness and sharing in play situations • Develop the ability to repair and rebuild relationships with support from adults • Begin to form constructive and respectful relationships with familiar peers and adults • Progress towards independently using language and strategies to resolve minor conflicts and maintain positive interactions	during structured activities and play • Show increasing willingness to share resources and cooperate with others • Begin to form positive attachments with familiar adults, seeking reassurance and support when needed • Develop early friendships with peers through regular shared experiences • Show growing awareness of their own needs and begin to express them appropriately • Begin to notice and respond to the needs and feelings of others with adult guidance • Progress towards working more cooperatively and independently in group play, taking turns and sharing fairly
	Physical Development (PD)		
Fine Motor Skills:	• Begin to explore a range of one-handed tools and equipment in play • Show early preference for a dominant hand through repeated use of tools • Develop increasing control when using one-handed tools such as scissors, pencils and paintbrushes • Begin to make controlled movements	• Begin to hold pencils, pens and other mark-making tools with a comfortable grip • Develop increasing control when using drawing and writing tools during play and adult-led activities • Show growing coordination in hand and finger movements when making marks • Develop confidence in making controlled marks using a range of media (paper, whiteboards, outdoor surfaces)	• Continue to develop strength and coordination in hands and fingers through varied fine motor activities • Use a range of small tools confidently, including scissors, paintbrushes and cutlery • Develop increasing control and precision when using tools in different contexts



	when cutting, drawing and manipulating objects • Develop strength and coordination in fingers and hands through a variety of fine motor activities • Progress towards using a range of tools (e.g. pencils, paintbrushes, scissors, cutlery) with increasing competence and confidence • Develop increasing accuracy and control when completing tasks involving fine motor skills • Use tools safely with growing independence across different learning contexts	• Begin to form recognisable shapes, patterns and early letter-like marks with support • Develop the foundations of an early handwriting style through regular modelling and guided practice • Progress towards increased fluency, accuracy and control in mark-making and early writing attempts • Build stamina for writing and mark-making activities over increasing periods of time	• Begin to hold a pencil with a developing tripod grip in most cases, with adult support where needed • Show increasing consistency in using an effective grip for drawing and mark-making • Develop greater accuracy and control when drawing shapes, lines and early letter forms • Show increasing care and attention to detail in drawing and writing tasks • Progress towards greater fluency and confidence in early writing movements
Gross Motor Skills:	• Begin to eat independently, developing confidence in managing mealtimes • Learn how to use cutlery safely and effectively, including a knife and fork with increasing control • Develop understanding of daily routines within the school day, including lining up, queuing and transitioning between activities • Build independence in personal hygiene routines, including handwashing and toileting • Develop confidence and independence in	• Develop understanding of factors that support overall health and wellbeing, including regular physical activity, healthy eating, good sleep routines, tooth brushing, sensible screen time and personal safety (including pedestrian awareness) • Begin to talk about and make simple choices that support their own health and wellbeing with adult guidance • Develop increasing independence in personal hygiene routines and understanding of why these are important • Show growing awareness of how daily habits	• Begin to explore movement in a range of spaces, with increasing awareness of others • Develop understanding of how to move safely around obstacles and equipment with adult support • Show increasing consideration for others when moving in shared spaces • Develop growing confidence in using a range of physical movements during play • Demonstrate increasing strength, balance and coordination in both structured and child-initiated activities • Show improved control when running, jumping,



	managing self-care tasks within familiar routines • Revise and refine fundamental movement skills already acquired, including rolling, crawling, walking, jumping, running, hopping, skipping and climbing • Develop increasing control, coordination and balance across a range of gross motor activities • Progress towards combining movement skills with greater fluency and confidence in outdoor and physical play • Demonstrate increasing physical confidence when navigating space and using equipment safely	contribute to a healthy lifestyle • Develop overall body strength, coordination, balance and agility through a range of planned physical experiences • Refine and extend fundamental movement skills including running, jumping, hopping, skipping, climbing, crawling, rolling and walking • Develop increasing control and confidence when moving in a range of ways and using different equipment • Progress towards applying physical skills with increasing fluency in structured and unstructured physical activities • Build foundations for future physical education learning, including dance, gymnastics, sport and swimming	hopping, skipping, climbing and dancing • Move with increasing confidence and energy across a range of physical environments • Begin to combine movements with greater fluency and control during physical play • Progress towards moving safely and effectively with increasing independence and awareness of space and others
Communication and Language (CL)			
Listening, Attention and Understanding:	• Begin to develop the ability to listen for short periods in familiar situations • Understand that listening is important for learning, following instructions and communicating with others • Develop increasing attention and focus when listening to adults and peers • Begin to follow simple instructions, progressing towards	• Begin to listen to and engage with stories in a range of contexts, developing familiarity with narrative structure • Develop increasing attention and interest during story time, responding to key events and characters • Begin to talk about stories they have heard, using simple language and recall of key ideas • Develop understanding that stories have a beginning, middle and	• Begin to listen attentively during whole class, small group and one-to-one interactions • Develop increasing ability to focus attention on what is being said by adults and peers • Begin to respond to what they hear with simple actions, comments or questions with adult support • Show growing confidence in making relevant comments about stories, learning and discussions



	understanding two-part instructions (e.g. “Get your coat and wait at the door”) with support • Show growing ability to listen and respond appropriately during group times and routines • Listen carefully to a range of rhymes, songs and stories, paying attention to sounds, rhythm and patterns • Begin to recognise and enjoy rhyme, rhythm and repetition in spoken language • Learn, join in with and perform familiar rhymes, poems and songs with increasing confidence • Develop increasing ability to recall and repeat rhymes and songs independently over time	end through repeated exposure • Engage with a range of non-fiction texts, including books linked to their interests and curriculum themes • Begin to understand that non-fiction books provide information and new knowledge about the world • Listen to and talk about non-fiction texts, developing curiosity and interest in new topics • Build familiarity with new vocabulary introduced through stories and non-fiction texts, using it in context with support • Progress towards using new language confidently in discussion, play and learning across the curriculum	• Begin to ask simple questions to clarify understanding during interactions • Develop ability to engage in back-and-forth conversations with adults and peers for increasing periods of time • Progress towards listening carefully, responding appropriately and sustaining conversation within a range of contexts • Use conversation to share ideas, extend thinking and build understanding with support
Speaking:	• Begin to use simple social phrases in familiar routines, such as greetings and polite exchanges (e.g. “Good morning,” “How are you?”) • Develop confidence in using social language appropriately with adults and peers across the day • Learn and begin to use new vocabulary introduced through teaching, stories and play in different contexts • Develop increasing confidence in applying	• Begin to describe familiar events using simple sentences and some detail • Develop increasing confidence in speaking about experiences, ideas and learning • Begin to connect ideas using simple connectives such as “and,” “because” and “then” with adult modelling • Progress towards articulating thoughts and ideas in increasingly well-formed sentences • Show growing ability to organise ideas when	• Begin to take part in small group, whole class and one-to-one discussions with support • Develop confidence in sharing their own ideas during interactions and discussions • Begin to use recently introduced vocabulary in speech, supported by adult modelling • Develop the ability to offer simple explanations for why things might happen • Begin to link ideas and experiences when speaking, using appropriate vocabulary



	new language independently during interactions and provision • Begin to retell familiar stories with adult support, using key events and language from the text • Develop increasing familiarity with core texts, enabling more confident and detailed retelling • Retell stories through a mix of exact repetition and their own words, showing growing understanding of narrative structure • Begin to ask questions to find out more information and to check understanding of what has been said • Progress towards using new vocabulary and language structures confidently in conversation, storytelling and play	speaking in familiar contexts • Develop confidence in explaining events, actions and experiences to others • Listen to and talk about a range of selected fiction and non-fiction texts • Develop deep familiarity with key texts through repeated exposure and discussion • Use new vocabulary from stories and non-fiction in appropriate contexts with support • Build understanding of new knowledge through talk, questioning and discussion • Progress towards confidently using newly acquired vocabulary and language structures in speech and play	from stories, non-fiction, rhymes and poems • Show increasing confidence in expressing thoughts and ideas in different contexts • Begin to express ideas and feelings using simple sentences, progressing towards more complex sentence structures • Develop use of past and present tense in speech, with modelling and support • Begin to use conjunctions (e.g. <i>and</i>, <i>because</i>, <i>then</i>) to extend sentences • Progress towards expressing ideas and experiences in full, well-formed sentences with increasing independence
Specific Areas	Literacy		
Word reading: Please see phonics progression document http://www.stjohnstfrancisbwm.ac.uk/Phonics-Reading/	• Begin to understand that print carries meaning • Develop awareness that print can have different purposes (e.g. books, signs, labels) • Begin to understand how books are organised, including page sequencing and key features (e.g. front cover, pages)	• Begin to read simple words using known letter-sound correspondences • Develop confidence in blending sounds to read simple CVC words • Begin to recognise and read a small number of common exception words linked to the school's phonics scheme • Develop understanding of digraphs that represent one sound	• Begin to recognise and say a sound for each letter of the alphabet • Develop knowledge of common digraphs that represent one sound • Show increasing confidence in recalling letter-sound correspondences • Develop ability to blend sounds to read words consistent with their phonic knowledge



	• Develop understanding that English text is read from left to right and top to bottom • Develop phonological awareness through listening to sounds in words • Begin to recognise and suggest rhymes • Develop ability to clap and count syllables in words • Begin to identify words with the same initial sound (alliteration) • Develop early sound discrimination through songs, rhymes and games • Begin to recognise individual letters and say the sounds for them • Progress towards applying phonological awareness and letter knowledge to support early reading skills	• Progress towards reading simple phrases and sentences made up of familiar words and known sounds • Develop increasing fluency and accuracy in word reading • Begin to show understanding of what has been read • Re-read familiar books to build confidence, fluency and independence in reading • Develop ability to read with greater automaticity and expression over time • Progress towards applying phonics knowledge consistently to support reading across texts	• Progress towards reading words fluently using secure blending skills • Begin to recognise and read some common exception words • Read simple sentences and books that are closely matched to their phonic knowledge • Develop increasing fluency and accuracy when reading aloud • Begin to show understanding of what they have read • Progress towards reading with confidence, applying phonics knowledge consistently across familiar texts
Comprehension:	• Begin to ask simple questions about stories with adult support • Develop ability to make comments about stories and share their own ideas • Show increasing interest in favourite stories and familiar texts • Develop early imaginative play based on stories, using props and role play resources • Engage in extended conversations about	• Begin to use vocabulary and language patterns influenced by familiar stories and books • Develop increasing confidence in adopting new words and phrases from texts in play and conversation • Show growing awareness of how books can shape language and ideas • Re-read familiar books regularly to build confidence in reading • Develop increasing fluency and accuracy when reading known texts • Show improving understanding of stories	• Begin to demonstrate understanding of stories through simple retelling with adult support • Retell familiar stories using their own words and some recently introduced vocabulary • Develop increasing confidence in recalling key events from stories in sequence • Begin to anticipate key events in familiar stories with support • Use and understand recently introduced vocabulary during discussions about stories,



	stories with adults and peers • Begin to use new vocabulary introduced through stories in play and discussion • Develop increasing confidence in talking about characters, events and settings • Progress towards independently expressing ideas, opinions and responses to texts	through repeated reading and discussion • Begin to demonstrate enjoyment and engagement when revisiting familiar books • Progress towards reading with greater independence, fluency and comprehension	non-fiction, rhymes and poems • Apply new vocabulary in role-play and imaginative play contexts • Develop increasing confidence in talking about stories, characters and events using appropriate language • Progress towards independently retelling stories and using new vocabulary accurately across different contexts
Writing:	• Begin to use early mark-making to represent ideas and meaning • Develop confidence in making marks that have purpose during play and adult-led activities • Begin to use some recognisable letter formations in their writing • Show increasing awareness of print and letter knowledge in early writing attempts • Begin to write some or all of their name with increasing accuracy • Develop increasing control when forming some letters correctly • Use emerging knowledge of letters and sounds to support early writing attempts • Begin to assign meaning to their writing, explaining what they have written • Progress towards using a growing range of letter formations	• Begin to spell simple words by identifying sounds and representing them with corresponding letters • Develop increasing confidence in segmenting sounds to support early spelling • Form lower-case and capital letters with increasing accuracy and control • Develop secure understanding of correct letter formation through regular practice and modelling • Begin to write short sentences using words with known sound-letter correspondences • Develop ability to sequence words to create simple meaningful sentences • Begin to apply phonics knowledge when attempting to spell unfamiliar words • Reread their own writing to check that it makes sense	• 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. • Begin to write simple words and phrases using known sound-letter correspondences • Develop confidence in writing for a clear purpose during play and adult-led activities • Begin to sequence words to form simple meaningful phrases • Show increasing control when writing simple sentences with support • Write simple phrases and sentences that can be read and understood by others • Begin to apply phonics knowledge independently when constructing sentences • Develop awareness that writing communicates meaning to others • Progress towards writing simple sentences with



	and early writing skills with increasing independence	• Begin to make simple corrections with adult support • Progress towards writing increasingly clear and accurate sentences independently	increasing accuracy and independence
Mathematics			
Number: Please see Mastering Number Progression document https://www.stjohnstfrancisbwmats.org/docs/mastering-number-reception-	• Develop fast recognition of up to 3 objects, without having to count them (subitising). • Show 'finger numbers' up to 5. • Link numerals and amounts, eg. showing correct number of objects to match numeral 5. <i>In the Autumn term, children begin their journey in number through a strong emphasis on early number sense, underpinned by the Mastering Number approach. Teaching focuses on developing secure foundations in subitising, counting principles, and cardinality within numbers to 5, with some children progressing towards 10. Children explore how numbers are represented using manipulatives, fingers and structured arrangements such as ten frames, developing the understanding that numbers represent quantities rather than just labels. Through consistent exposure to comparison and part-whole relationships, children begin to recognise how</i>	• Begin to subitise (recognise quantities without counting) up to 5. • Solve real world mathematical problems with numbers up to 5. • Experiment with their own symbols and marks as well as numerals. <i>In the Spring term, children continue to develop fluency and confidence with numbers to 10, building on secure Autumn foundations through structured Mastering Number sessions. There is a strong focus on consolidating understanding of number composition, with children exploring how numbers can be partitioned in different ways and represented in increasingly abstract forms. Subitising skills are extended to larger and more complex arrangements, supporting the development of mental imagery and early calculation strategies. Children are encouraged to reason about numbers, explain their thinking, and use accurate mathematical language, strengthening their conceptual understanding and preparing them for early addition and subtraction.</i>	• 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. <i>In the Summer term, children apply their secure understanding of number to solve simple problems and reason mathematically with increasing independence. Building on the Mastering Number progression, children consolidate fluency within 10 and extend their understanding where appropriate. They explore addition and subtraction through practical contexts, drawing on their knowledge of number composition and part-whole relationships. Children begin to move between concrete, pictorial and verbal representations with growing confidence, demonstrating a secure grasp of early number structures. This ensures children leave the EYFS with strong mathematical foundations ready for Year 1.</i>



	<i>numbers are composed. This establishes the essential building blocks for fluency and deep understanding in early mathematics.</i>		
Numerical Patterns:	- Recite numbers past 5 and in order to 10. - Say one number for each item in order: 1, 2, 3, 4, 5. - Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). - Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. - Compare quantities using language: 'more than', 'fewer than'. - Compare objects: weight and size. - Talk about and explore 2D shapes using information language such as: sides, corners, straight, flat, round. - Talk about patterns in environment and continue copy and create repeating patterns. <i>In the Autumn term, children begin to notice, describe and create simple patterns through structured experiences embedded within the Mastering Number approach and continuous provision. They explore repetition, sequencing</i>	- Count verbally beyond 10. - Understand the 'one more/one less than' relationship between consecutive numbers to 10 - Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. - Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. - Begin to identify evens and odds to 10. - Begin to recall double facts to 10. - Begin to share quantities between 2 and 3 people to 10. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compare objects: length and capacity. - Talk about and explore 3D shapes using information language such as: sides, corners, straight, flat, round. - Describe sequence of events (real or fictional) using words such as first, then, next. <i>In the Spring term, children build on their early experiences of pattern by exploring more complex and structured numerical</i>	- 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. - Compose and decompose shapes to show shapes can be made up of smaller shapes. <i>In the Summer term, children apply their understanding of numerical patterns to solve simple problems and make generalisations. They explore patterns within counting sequences, number bonds and early calculation structures, using their secure knowledge of number to recognise relationships and predict outcomes. Children begin to identify patterns in number systems, such as odd and even groupings or repeated addition structures, supported through practical exploration and adult modelling. By the end of the EYFS, children demonstrate confidence in recognising, describing and continuing patterns, forming a strong foundation for Key Stage 1 mathematics.</i>



	<i>and early ordering, recognising patterns in daily routines, objects and movement. Children begin to develop an awareness of number patterns through subitising arrangements and comparing sets, laying the foundations for understanding structure within number. Mathematical language such as “more,” “fewer,” “same,” “before” and “after” is introduced and modelled consistently to support developing reasoning.</i> Establishes early understanding of patterns through structured, purposeful experiences within Mastering Number sessions and continuous provision. Notifies, describes and creates simple patterns, including: • repeating patterns • sequencing activities • early ordering patterns in familiar contexts Develops pattern recognition in everyday contexts, supported through: • daily routines • environmental objects • movement and practical experiences Introduces foundational number pattern	<i>relationships. They begin to identify, continue and create patterns involving numbers, shapes and quantities, including doubling patterns and structured arrangements linked to number composition. Through Mastering Number teaching sequences, children develop increasing fluency in recognising relationships between numbers, supporting their understanding of how number sequences work. They are encouraged to verbalise patterns, explain rules and predict what comes next, strengthening their early reasoning skills.</i> Develops secure understanding of patterns by building on prior early experiences with simple patterns and extending into more complex and structured numerical relationships. Identifies, continues and creates a range of patterns, including: • numerical patterns • shape patterns • quantity-based patterns • doubling patterns • structured arrangements linked to number composition Strengthens number sense through Mastering Number sequences, enabling children to: • recognise relationships between numbers with increasing fluency	Applies understanding of numerical patterns in purposeful contexts, using prior learning to solve simple problems and make early mathematical generalisations. Explores and recognises patterns within number, including: • counting sequences • number bonds • early calculation structures (e.g., repeated addition) Develops secure number relationships, enabling children to: • recognise connections between numbers • predict outcomes based on known patterns • apply understanding flexibly in different contexts Begins to identify patterns within number systems, such as: • odd and even groupings • repeated addition and early multiplication structures (informal) Uses practical exploration and adult modelling to consolidate understanding and support accurate mathematical thinking. Strengthens reasoning and explanation skills, with children beginning to: • describe patterns they notice • explain simple mathematical relationships • justify predictions using known number facts Ensures clear end-of-EYFS progression, with children:
--	---	---	--



	awareness, where children: • explore subitising arrangements • compare small sets of objects • begin to recognise structure within number Builds early mathematical reasoning through comparison, supporting children to understand and use: • “more” and “fewer” • “same” • “before” and “after” Strengthens mathematical communication and vocabulary, with consistent adult modelling of precise language to support explanation and thinking. Lays secure foundations for future mathematical learning, particularly in number sense, sequencing, and early logical reasoning.	• understand how number sequences are constructed and continue • make connections between different representations of number Promotes mathematical reasoning and communication, with children: • verbalising patterns and describing what they notice • explaining the rules governing patterns clearly • justifying their thinking using appropriate mathematical language Develops prediction and logical thinking skills by encouraging children to: • anticipate what comes next in a sequence • test and refine predictions based on pattern rules • begin to generalise simple mathematical relationships Supports progression towards secure early mathematical understanding, laying strong foundations for reasoning, fluency and conceptual depth in number.	• confidently recognising, describing and continuing patterns • demonstrating secure early mathematical reasoning • forming a strong foundation for Key Stage 1 mathematics.
	Understanding the World		
Past and Present:	• Begins to develop an understanding of personal history, making sense of their	• Begins to compare and contrast characters from stories, developing	• Develops understanding of people and communities, talking about the lives of those



	own life story and experiences. • Explores family history, beginning to recognise that their family has a past that can be talked about and shared. • Engages with historical images and artefacts, commenting on pictures of familiar situations from the past. • Begins to notice similarities and differences between past and present experiences in their own lives. • Develops early chronological awareness, starting to understand that events happen in the past, present and future. • Uses simple language to talk about the past, supported through adult modelling and guided discussion.	early analytical thinking skills. • Recognises similarities and differences between characters, including appearance, actions, feelings and behaviours. • Extends understanding to figures from the past, including real-life historical people, beginning to notice how they are similar to or different from people today. • Develops early historical awareness, understanding that people from the past lived in different times and contexts. • Uses story-based learning to support understanding of the past, linking narrative experiences to early historical concepts. • Begins to use simple comparative language, supported by adult modelling, to describe differences and similarities (e.g. “same,” “different,” “old,” “new”)..	around them and the roles they play in society. • Begins to recognise roles and responsibilities, including how different people help within their community (e.g. family members, school staff, emergency services). • Compares past and present experiences, identifying simple similarities and differences based on: • personal experiences • class reading • shared discussions and learning • Builds early historical understanding through stories and texts, using: • settings • characters • events from books and storytelling to develop awareness of the past. • Strengthens comprehension of time and change, beginning to understand that life was different in the past compared to now. • Uses developing vocabulary to talk about time and society, supported by adult modelling and structured discussion.
People, Culture and Communities:	• Develops understanding of family and community, talking about members of their immediate family and wider community. • Names and describes familiar people, including	• Shows interest in different occupations, beginning to understand the variety of jobs people do within society. • Continues to develop positive attitudes towards diversity, recognising and	• Describes their immediate environment confidently, drawing on knowledge gained through: • direct observation • discussion • stories and storytelling • non-fiction texts • simple maps



	family members, friends and key adults in their environment. • Begins to recognise roles within their community, understanding how familiar people contribute to their daily lives. • Explores diversity within beliefs and celebrations, recognising that: • people may hold different beliefs • special times and celebrations can be marked in different ways • Develops respect and awareness of difference, beginning to understand and value that not everyone shares the same experiences or traditions. • Uses developing language to describe people and events, supported through adult modelling and structured discussion opportunities.	respecting differences between people. • Begins to use simple maps, drawing information from them to support early understanding of place and space. • Develops awareness of special places, understanding that some locations hold significance for members of their community. • Begins to compare life in different places, recognising some similarities and differences between: • life in this country • life in other countries • Builds early geographical understanding, supported through exploration, discussion and adult-led modelling of vocabulary related to place.	• Develops early understanding of place and space, using a range of sources to talk about where they live and their surroundings. • Begins to recognise diversity within communities, identifying some similarities and differences between different religious and cultural groups in this country, supported by: • personal experiences • class reading • structured discussion • Develops respectful awareness of cultural and religious diversity, showing curiosity about how different communities live, celebrate and practise beliefs. • Explains similarities and differences between countries, beginning to compare life in this country with life in other countries using: • stories • non-fiction texts • simple maps (when appropriate) • Builds early geographical and cultural understanding, developing vocabulary and confidence to talk about people, places and communities beyond their immediate experience.
The Natural World:	• Engages with the natural world through Forest School experiences, developing curiosity and respect for the outdoors. • Explores and observes the natural	• Begins to develop respect for the natural environment, understanding the importance of caring for plants, animals and living things. • Shows awareness of environmental responsibility, beginning	• Explores the natural world through Forest School experiences, making close observations of animals, plants and natural environments. • Represents observations through drawing, creating simple



	environment, describing what they: • see • hear • feel whilst outside • Uses all senses in hands-on exploration, investigating natural materials such as leaves, wood, soil, water and natural objects. • Begins to understand key natural processes and changes, including: • seasonal change • simple changes in states of matter (e.g. melting, freezing) • Develops early scientific language, beginning to talk about what they notice using appropriate vocabulary. • Notifies and describes differences between materials, including texture, size, shape and function. • Observes and talks about change over time, recognising that materials and environments can change. • Explores early ideas of forces, experiencing and describing how things move, push, pull and respond in the natural environment. • Builds foundational scientific enquiry skills, supported	to understand how their actions can impact the natural world. • Observes and discusses seasonal change, recognising how the environment changes across different times of the year. • Begins to understand key natural processes, including simple changes in states of matter (e.g. ice melting, water freezing). • Talks about what they see with increasing detail, using a widening range of vocabulary to describe the natural world. • Uses sensory exploration to support understanding, describing experiences using sight, sound, touch and movement. • Develops early scientific understanding through observation, beginning to notice patterns and changes in the environment over time.	pictures of what they see in nature. • Develops early comparative understanding of environments, recognising some similarities and differences between: • the natural world around them • contrasting environments experienced in real life, stories or class texts • Begins to understand global awareness, recognising that: • there are different countries in the world • places can look and feel different from their own environment • differences can be seen through photographs, stories and discussion • Engages in practical life science activities, including: • planting seeds • caring for growing plants over time • Begins to understand life cycles, recognising key features of: • plant life cycles (growth, change, reproduction in simple terms) • animal life cycles (growth and development stages in simple form) • Recognises different types of environments, beginning to identify places that are different from where they live (e.g. woodland, desert, ocean, polar regions). • Builds early scientific enquiry skills, supported through observation, hands-on experience and discussion, developing
--	--	--	--



	through active exploration, questioning and adult modelling.		curiosity about living things and the wider world.
Expressive Arts and Design			
Creating with materials:	• Develops imaginative construction skills, creating increasingly complex 'small worlds' using blocks and construction kits (e.g. cities with buildings, roads and features). • Uses construction resources purposefully, planning and building structures with a clear idea or narrative in mind. • Engages in symbolic play, using objects to represent other things, even when they are not physically similar, showing early abstract thinking. • Expresses ideas and emotions creatively through art, including representing different feelings in drawings. • Explores colour and colour mixing, investigating how colours change and combining them to achieve desired effects. • Uses drawing as a form of communication, beginning to represent ideas such as: • movement • sound (e.g. loud noises) • actions and events	• Develops and communicates own creative ideas, making independent choices about which materials to use to express them. • Explores a wide range of materials and textures, experimenting with how different resources can be combined and joined. • Begins to use joining techniques purposefully, developing control when combining materials to achieve intended effects. • Creates closed shapes with continuous lines, showing increasing control in drawing and early mark-making. • Uses shapes to represent objects, beginning to understand that drawings and symbols can stand for real-world items. • Draws with increasing complexity and detail, for example representing an animal using a circle and adding key features and characteristics. • Develops collaborative skills, working with others to: • share ideas • share resources • share and develop skills • Extends imaginative play, developing more complex storylines in pretend play with peers.	• Safely explores a wide range of materials, tools and techniques, developing confidence and control in their use. • Experiments creatively with artistic elements, including: • colour • design • texture • form • function • Develops purposeful making skills, beginning to select and use materials with increasing intention. • Shares and reflects on creative work, explaining the process they have used to create their work. • Builds communication and evaluative language, beginning to describe choices, steps and outcomes in their creations. • Uses props and materials in role play, supporting storytelling and bringing narratives to life. • Develops imaginative and expressive play, using resources to represent characters and situations in stories. • Strengthens early creative and expressive development, combining ideas, materials and language to enhance meaning in their work.



	• Begins to combine materials with intent, selecting and joining resources to create a planned effect or outcome. • Develops early design and construction thinking, showing increasing control, creativity and purpose in making.	• Shows increasing creativity and purpose, combining ideas, materials and experiences to create meaningful outcomes.	
Being imaginative and expressive:	• Develops increased attention to sound, listening carefully and with growing focus to a range of auditory stimuli. • Responds to music and sounds, expressing thoughts, feelings and ideas about what they hear. • Builds musical memory, remembering and singing entire songs with increasing confidence. • Sings in a group and independently, developing confidence in performance with others and alone. • Begins to match pitch, copying and reproducing simple tones sung by others. • Develops awareness of melodic shape, recognising and copying movements in music such as: • moving up and down in pitch • rising and falling melodies • Sings familiar songs with increasing	• Begins to create and improvise music, developing confidence to invent own songs or adapt familiar ones. • Engages in musical creativity, exploring sounds and rhythms to express ideas and feelings. • Watches and responds to dance and performance art, talking about what they see and expressing personal feelings and reactions. • Explores instruments with increasing control, using them purposefully to express emotions, ideas and moods. • Listens attentively to a range of music, showing focus and sustained engagement. • Responds to music through movement and discussion, expressing thoughts, feelings and interpretations. • Participates in music making and dance, exploring rhythm, movement and sound in creative ways. • Performs individually and in groups, building	• Develops storytelling skills, inventing, adapting and retelling narratives and stories collaboratively with peers and adults. • Builds confidence in oral language and imagination, using stories to express ideas creatively and coherently. • Sings a range of familiar nursery rhymes and songs, developing confidence and enjoyment in music. • Performs songs, rhymes, poems and stories, both individually and with others, building confidence in sharing with an audience. • Begins to move in time with music, responding physically to rhythm, beat and melody when appropriate. • Strengthens expressive communication skills, combining spoken language, music and movement to bring stories and performances to life.



	accuracy, following melody lines with growing control. • Strengthens musical expression and communication, responding emotionally and physically to music through singing and listening.	confidence in sharing music and movement with others. • Develops early expressive and creative skills, combining music, movement and imagination to communicate ideas.				
Specific Progression Subjects for School Curriculum Continuation						
RE: Please see Understanding Christianity Progression document St John and St Francis -	What makes places special to different people? Worldviews	UC F2: Incarnation: Why do Christians perform nativity plays at Christmas?	Why are some stories special? Worldviews	UC F3: Salvation: Why do Christians put a cross in an Easter Garden?	UC F1: UC God: Why is the word God so important to us?	How and why do some people care for the world? Worldviews
Music: Please see ‘Sing Up!’ Progression document St John and St Francis -	Term 1 – Exploring Music Sing Up units: <i>I’ve Got a Grumpy Face, The Sorcerer’s Apprentice, Witch, Witch, Row, Row, Row Your Boat</i> Objectives: • Develop confidence to join in with singing, rhymes, chants and musical games. • Explore the voice and percussion instruments, experimenting with different sounds and timbres. • Begin to follow and keep a steady beat through actions, movement and percussion. • Explore and respond to simple changes in pitch, tempo and dynamics.	Term 2 – Developing Musical Skills Sing Up units: <i>Bird Spotting: Cuckoo Polka, Shake My Sillies Out, Up and Down, Five Fine Bumble Bees</i> Objectives: • Sing familiar songs with increasing confidence, control and awareness of pitch. • Develop the ability to keep a steady beat and respond to simple rhythmic patterns. • Explore and recognise contrasts such as fast/slow, loud/quiet and high/low. • Use voices, movement and instruments to represent sounds, characters and ideas. • Develop listening skills and begin to identify and describe musical features.	Term 3 – Creating, Performing and Responding Sing Up units: Continue to revisit and develop the EYFS repertoire, including <i>Five Fine Bumble Bees</i> and other Sing Up EYFS songs/resources. Objectives: • Sing familiar songs independently and as part of a group, with increasing accuracy and expression. • Maintain a steady beat and perform simple rhythmic patterns with increasing consistency. • Respond confidently to changes in pitch, tempo, dynamics and timbre. • Create and perform simple musical patterns using voice, movement and instruments. • Use music imaginatively to communicate ideas, stories and feelings.			



	- Listen attentively to contrasting music and respond through movement, actions and discussion. - Begin to copy simple vocal and rhythmic patterns. - Develop awareness of the shape of a melody, moving voices higher and lower. Progression: Children move from confidently joining in and exploring sounds towards purposefully responding to musical features and maintaining a steady beat.	- Copy, repeat and begin to create simple rhythmic and melodic patterns. - Develop turn-taking and ensemble skills when singing and playing. Progression: Children build on their initial exploration by developing greater accuracy, control and musical awareness, beginning to make their own musical choices.	- Listen attentively to a range of music and respond using appropriate musical vocabulary. - Perform confidently to others, demonstrating growing awareness of pulse, pitch and expression. - Begin to reflect on and talk about their own musical experiences. Progression: Children apply the skills developed throughout the year with increasing independence, confidence and musical expression, moving towards creating and performing their own simple musical ideas. End of EYFS Children should be increasingly confident singing, listening, moving, playing and creating music. They should be able to maintain a steady pulse, respond to changes in pitch, tempo and dynamics, copy and create simple rhythmic or melodic patterns, and participate confidently in musical performances.
Enrichment: Visits and Visitors Parental engagement	Salvation Army (community link) – story sharing Park visit (weather dependent) Carnival visitor RSPCA – protecting wildlife Farm Visit	School senses walk Fencing – Visitor demo session Traditional tale character mystery Dinosaur invasion Museum of Somerset visit	Virtual flight to Africa Noah's Ark visit Science plants and growing Health and Spots week activities lead by external providers (eg circus skills) Cultural Diversity day – parental support