GREEN OAKS PRIMARY ACADEMY

Curriculum Framework Overview Reception 23-24

Curriculum drivers Culture - Growth Mindset, High standards, Aspirational
Diversity – celebrating the diversity of the community with strong PSHE.
Environment – independent learning, extensive vocabulary, incidental learning, developing cultural capital

PSHE & SMSC Whole school events	Creative and Curious democracy; School council elections the rule of law. individual liberty. mutual respect and tolerance of different faiths and beliefs Healthy Living Day Yellow Day for Mental Health Remembrance	Reflective and Critical Thinker democracy. the rule of law. individual liberty Remembrance Day individual liberty and mutual respect and tolerance of different faiths and beliefs Careers Week Children In Need Christmas Productions Panto (In class)	Responsible and Respectful democracy. the rule of law. individual liberty. mutual respect and tolerance of different faiths and beliefs Science Day Geography Days NSPCC Number Day World Book Day Safer Internet Day Sports Relief	Independent and Collaborative democracy. the rule of law. individual liberty. mutual respect and tolerance of different faiths and beliefs Science week Ramadan/ Eid	Ambitious and Aspirational democracy. the rule of law. individual liberty. mutual respect and tolerance of different faiths and beliefs World Culture Day Bring a Plant Week (EYFS)	Enthusiastic and Engaged democracy. the rule of law. individual liberty. mutual respect and tolerance of different faiths and beliefs Sports Day Challenge Days
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Topic Titles	**All about me**	**Light, dark and celebrations**	**Traditional tales**	**Let's go exploring**	**Growing**	**Let's go on an adventure**
Weekly themes linked to topic N.B Learning is taken from children's interests too	Settling in / Senses Family All around school **Baseline Assessment is the**	Autumnal changes Night/ Day Space Lights- Diwali, Hannukah Christmas	3 little Pigs (Materials) The Little Red Hen (Scientific changes) The Big Pancake (Shrove Tuesday) Chinese New Year	Pirates and places to discover - Rainforest, Poles, Under the sea Easter	Life cycles Mini beasts Farm Jack and the Beanstalk	Seaside Sports Camping Transition- moving up

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	biggest focus this term. (DFE and Academy Baselines)					
Careers and employability CDI Framework	**Growth throughout life**	**Explore possibilities**	**Manage careers**	**Create opportunities**	**Big Picture**	**Balance Life and work**
Planned Career Links (There will be many career links as they arise through the year)	Office staff Family Support Worker, Teachers Musicians Artist Military services Photographer	Actor (Panto) Ballet dancer/dancer Astronaut Animal Rescuer Vet Musician	Author/ Illustrator Builder/ Quantity surveyor Baker/ Chef	Explorer (History links) Diver Scientist	Gardener Farmer Tree Surgeon Vet	Athletes/ Paralympic Teams Actor Pilot Train driver
Books used during each topic to support learning. **N.B Books are used as a medium over longer periods for repetition, to support comprehension and to teach different skills such as comprehension, vocabulary, rhyme, alliteration, predicting.**	Pumpkin soup Non-Fiction related to senses, diversity, families Hands are not for hitting Mouths are not for biting Lucy's picture Wow said the owl The Mole who lost his glasses PSED stories about feelings, families General fiction – short stories for attention span	Non-fiction - Autumn, Space, festivals Rama and Sita Christmas stories The Way Back Home How to catch a star Bringing down the moon (reflections) Laura's Star (shiny)	3 Little Pigs Little Red Riding Hood Little Red Hen *A wider range of Traditional tales to be read and available.*	The Easter stories Non-Fiction books about places My Granny is a Pirate Pirate Pete Rumble in the Jungle Monkey Puzzle **<u>Pirate Project</u>** What has appeared in the garden?	The seed The Hungry Caterpillar Jack and the beanstalk (growing) Non-fiction life cycle books The Three Billy Goats Gruff Non- fiction books about animals/ insects Farmer Duck (Drama and CL focus)	Commotion in the Ocean Look Inside Seas and Oceans Aliens In Underpants Save the World Look Up! The Cloudspotter Nimesh the Adventurer The Tiger Who Came To Tea (Drama and CL focus)
Overview of skills and Progression. For further detail please refer to GAT Early Years Skills Progression. June 2021						
Communication and Language - *Listening, Attention and Understanding*						

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Listening	Understand how to listen carefully and why listening is important. Listen and talk about simple repeated stories to build familiarity and understanding. Show interest in non-fiction texts to find out information. Listen carefully to rhymes and songs paying attention to how they sound.		Understand how to listen carefully for longer Listen and talk about selected non- fiction texts to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs paying attention to how they sound.		Listen attentively and respond to what they hear with relevant questions comments and actions when being read to during whole class discussions and small group interactions	
Attention	Engages in story times		Makes comments about what they have heard		Holds conversation when engaged in back-and-forth exchanges with teachers and peers	
Understanding questions and instructions	Understand why questions		Understand a question or instruction that has two parts such as 'Get your coat and wait at the door'		Asks questions to clarify understanding Ask relevant questions to extend understanding and knowledge	
Rhymes and Songs	Listen carefully to rhyme and songs paying attention to how they sound		Learns rhymes poems and songs as they vary in length and complexity.			
Speaking						
Express self	Uses talk to organise play let's go on a bus you sit there I'd be the driver. Articulate ideas thoughts in well- formed sentences.		Connect one idea to an action or another using a range of connectives Use talks to help work out problems and organise thinking and activities to explain how things work and what they might happen Develop social phrases Participate in small group class and one to one discussion offering own ideas using recently introduced vocabulary express ideas and feelings about experiences using full sentences			
Vocabulary ***Use of FANTASTICS as lenses to learn about word classes and new vocabulary.***	Use a wide range of vocabulary	Learn new vocabulary	Use new vocabulary throughout the day	Use new vocabulary in different contexts	Listen to and talk about selected non- fiction texts to develop a deep familiarity with new knowledge and vocabulary	offer explanations for why things might happen making use of recently introduced vocabulary from stories non-fiction rhymes and poems when appropriate
Describe Events	Describe events in some detail					
Tense	Develop communication but may continue to have problems with irregular tenses and plurals such as 'runner' for ran 'swimmed' for swam			Begin to include use of past present and future tenses correctly and make use of conjunctions with modelling and support from a teacher		

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Literacy	**Please refer to Phonics Phases Progression document for reading and writing**					
Writing **Focus skills** **Application** ***Linked to phonics plans, children's interests, role play and cross curricular links***	Making marks, drawing pictures and building strength. Name writing and Phase 2 phonics sounds. Introduction of capital letters and reason for them. Phase 2 tricky words in isolation and then in context e.g. I sit. Name writing on lists, whiteboards, in chalk Linking sounds to writing. Writing for a purpose – Role Play shopping list, Police etc Writing CVC word labels for objects.	Name writing and Phase 2 phonics sounds. VC/CVC word writing. Writing simple captions using capital letters. Writing simple phrases/ sentences and full stops. E.g. The cat sat Writing words that rhyme cat, hat, mat. Christmas cards. Lists to Santa Writing to inform- different jobs. Name writing Signs for models/ areas in Forest school Linking sounds to writing. Writing simple captions using capital letters.	Phonics continued at children's own levels. Writing CVC words. Putting them into sentences related to topics/ interests. Phase 3 Tricky words and re cap of Phase 2. Adult modelling writing, structured support to build sentences. E.g., The cat on a book Descriptive writing- Characters from story. Story writing- Re-telling parts of a story. Writing sentences of more words using finger spaces and full stops. Speech bubbles linked to key phrases in stories. ' I will huff' " Not I"	Phonics continued at children's own level. Phase 3 continued. Writing CVC words. Putting them into sentences related to topics. Tricky word writing Lots of adult modelling writing, structured support to build sentences Descriptive writing- Pirates, animals Letters- writing to the pirate in response to his questions. Labelling treasure map'	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic. Speech bubbles to illustrate stories Planting- Labelling instruction writing. Life-Cycle- Writing to inform.	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic. Say a sentence, write it and read it back to check it makes sense. . Story writing. Linked to drama. Trip re-count. Writing to Year 1 teachers.
Stimuli to write sentences using sounds and tricky words that match children's phonic ability e.g., Pop photos, Zog.						
Reading ***Linked to phonics plans and differentiated to all abilities, children's***	Read/ Recognise own name. Logos Phase 1 Phonics recap all aspects Phase 2 phonics. Identifying letters, saying the sounds for them and learning	Read/ Recognise own name. Phase 2 phonics, applying blending and segmenting to new sounds learned Identifying sounds and tricky words. Starting to blend and segment VC/CVC words.	Blending and segmenting skills continued. Reading simple sentences in a variety of contexts including outdoors. Comprehension of story structure- linked to topic. Book Talk -Introduce	Decoding regular words and reading some words by sight. Demonstrating some understanding of what they have read. E.g. reading	Decoding regular words and reading some words by sight. Demonstrating some understanding of what they have read. Answering questions about the text making	Reading sentences fluently with some flow. Answering questions about the text making predictions and

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interests and cross curricular links	common exception words. Alliteration Starting to blend and segment VC/CVC words. Using their knowledge to sort real/ nonsense words Joining in with/ repeated refrains Rhyme Main parts of a book , front back, title, text , pictures How to hold .	Read a simple caption (match to a picture) Talking about events in a story, learning new vocabulary. Book Talk Anticipating key events in a story Rhyming string Introduce more Fantastics lenses for reading- Book Talk . Reading captions that do/ do not make sense	Link Fantastics for writing (use of fantastic words) Using their knowledge to sort real/ nonsense words CVCC words CCVC etc..	instructions to find Easter eggs. Children begin to use Fantastic word bank and read words they need for their writing	predictions and talking about the characters. Reading polysyllabic words. Instructions to follow e.g., planting a seed.	talking about the characters. Reading polysyllabic words.
Children practise reading 'alien' (nonsense) words at every phase to support segmenting, blending and comprehension of words.						
Maths						
Number **Application** ***Linked to maths lessons, topic , children's interests***	Counting- focusing on the 5 principles of counting. Recognising quantities and linking to numerals 1-5/ 10 in a range of ways. Numeral, Numicon, five frames, ten frames, dot patterns (Subitise perceptually to 5). Comparing quantities. Ordering numbers. Use vocabulary for halving and sharing. Use of number for scoring, role play, snack, register, organisation.	Counting- focusing on the 5 principles of counting. Recognising numbers 1-5/ 10 in a range of ways. Numeral, numicon, ten frames, dot patterns. (Subitise conceptually from 5) One more/ fewer up to 5/ 10 Comparing quantities. Identifying 1 more/ 1 less of numbers to 5/ 10. Splitting quantities and shapes into equal amounts. Games with 1 more 1 less Counting out from dice patterns and then	Conceptual subitising – (part/ whole) Building fluency with Numicon and other concept images Comparsion , more fewer Extending recognising numbers to 20. Including 1 more/1 less. Practical addition and subtraction with numbers to 10. Some recording. Number bonds to 5 using Part whole and Ten frames. Ordering numbers. (Subitise to 10 using a range of concept images) Awareness of original quantity unchanged but has been distributed in different ways. (Part whole) Unitising through ten frames and matching the number to understand teens. Writing the number when ready. Exploring number bonds through double sided counters, Numicon, ten frames, fingers, other concept images	Part whole in different ways (conceptual) Solve problems including doubling, halving and sharing. Continue addition and subtraction to build confidence and record (Subitise to 10) Solving problems involving halving and sharing including odd quantities. Halving quantities and shapes in practical situations. Sharing – through stories	Continue addition and subtraction. Number bonds to 10 re-cap. Counting in 2's,5's and 10's. Estimation. Consolidate before Year One. Pairing games, counting in 5's and use of concept images, hands, frames

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	Exploring natural objects and quantities inside and outside at each stage.	comparing quantities. Number challenges with a variety of concept images. Songs showing number bonds to five and problem solving with these.	Part whole through use of natural objects and large models	Doubles through games and challenges/	
Shape, Space, Measure, Pattern	**These skills are planned for and taught through activities linked to topic and children's interests which will vary and change with current need through assessment for learning. Children will revisit and apply all skills in practical ways such as problems solving and reasoning to achieve confidence in shape, space, measure and pattern including using correct vocabulary.**				
Not represented as ELG but these skills are essential as a solid foundation.	Repeating patterns- copy/ continue/ ABAB , spotting errors Measures -Using the correct language for tall. long, full, heavy. Start of time- 'My day/ routine'. Times of the day and language : morning, lunchtime, afternoon, evening, night, day, before, after, first, last, yesterday, tomorrow 2D/ 3D shapes and properties. Explore 2D and 3D shapes through play and talk about them Combine shapes to create new ones. Select, rotate and manipulate shapes. Talk		Repeating patterns- continue/ create AA BB AA and other combination. Spotting errors. Measures – Comparing measures- est, er, also not enough, too much, a lot more most Measurement including non-standardised units of measure. Compare objects and people by length, height Describe properties of 2D and 3D shapes.	Identifying the pattern, continuing a pattern that ends mid unit. Order and compare objects and people by length, height Capacity/ weight. Awareness of relationships between shapes, compose, decompose, shapes within shapes	looking and talking about patterns in the number system Secure previous knowledge through application of practical problems and reasoning.
Understanding of the World					
Past and Present – History	Talk about family members. Talks about a wider range of occupations		Talk about past and upcoming events with family members. Talks about occupations of family members. Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past	Name and describe people familiar to them and talk about members of immediate family in more detail.	Talk about the lives of people around them and their roles in society. Know some similarities and

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			Understand the past through settings characters and events encountered in books read in class and storytelling.	differences between the past things in the past and now, drawing on their experiences and what has been read in class.
People and Communities	Comments on recent pictures of experiences in their own life. (Places, people)	comments on recent pictures of celebrations in their own life for example "This was me celebrating Diwali"	comments on images of familiar experiences holidays visiting the park and going to the dentist	comments on pictures of a wide range of celebrations e.g., Chinese New Year, Diwali ,Eid Christmas
R.E	Knows that there are plenty special places of worship	Can name different religious venues	Knows why religious venues are special and who goes there	
	Begin to know there are differences between what people believe	Develop positive attitudes about differences between people.	Can articulate some religious celebrations and being able to explain what might happen during these celebrations	
The Natural World – Geography	Know what a map is used for Identify features on a simple map (trees ,house, river, mountain) Know that we live in Northampton which is in England. Know that there are other countries in the world. Know the type of house they live in bungalow flat house. Can explain what daily life is like in our country Talk about what they see in their environment school home	Use maps to locate objects in real life Know that they live in the UK and can name at least one other country. Can explain the features of other homes Talk about local environments Recognise some environment that are different to the one in which they live	Draw information from simple maps can name some of the countries that make up the UK and at least two other countries. Knows that different countries have different homes can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries Use pictures to compare environments around the world	
The Natural World- Science	Explore collections of materials identifying with similar and or different properties Talks about differences between materials and changes they notice	Talks about differences between materials and changes they notice. Explore and talk about forces push and pull and identify them. Talk about magnetism and materials	Explores the natural world around them making observations and drawing pictures of animals and plants. Explore non- contact forces gravity and magnetism	

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	Explore activities using forces (push and pull) Explore magnetism through play Understands that the weather changes.	Can identify what you need to wear for each season and why	Understand the effect of changing seasons on the natural world around discussing when and how things grow
	Understand the difference between plants and animals Explore features of plants, fruit, seeds and vegetables	Plant seeds and care for growing plants with support. Observe and to make comments about simple life cycles, weather and changing seasons.	Plant seeds and careful growing plants and say what plants need to survive. Can talk about different life cycles and predict what will happen next Record observations and talk about changes. Understand the need to respect and care for the natural environment and all living things.
Understanding Of the World	**Specific activities linked to planned topics to ensure a breath of knowledge and skills covered.**		

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People and Communities • History **Unique to family and school** • RE **The Natural World** • Geography • Science **Career links throughout**	My family. Knowing who is special to me? Similarities between families. Local knowledge of school. Different places around school. Finding bearings Roles in School- Career links Office Staff, Mrs Adams and Geoff Mr Church. Talk about and explore my own immediate environment, places in school	Knowledge and awareness of celebrations and different cultures. Discussion -Are we all the same? Different? How? Diwali, Christmas, Hannukah Showing an interest in different occupations. – astronaut Space – Tim Peake Moon Landing video. Looking at Earth. Which countries do we know? Mirrors and reflections – Bringing down the moon story. Compare past and present. - Remembrance Autumn- Explore and begin to talk about the changing seasons. Mini beasts and finding out about them using non - fiction texts Diwali, Hannukah, Christmas – Compare differences and similarities.	Talk about past, present and future events. Shrove Tuesday History/ R.E Chef Comments on celebrations in own life. Chinese New Year Observe and talk about change in seasons. Making comparisons. Maps to find objects in Forest School Talk about the changing seasons at Forest School and begin to compare.	Past, present and future. Famous Explorers- Looking at similarities/ differences and progress over time (Science week)- Talking about how things work and why things happen. Materials - Melting /freezing Solid/ liquid	Similarities and differences of job roles. World Culture Day – Comparing different languages and countries Learning about the world around me and caring for living things. Differences in animal habitats. Making observations and recording progress of life cycles pictorially and through writing. Tadpoles, beans, sunflower. Respecting living things.	Discussing changes. Why do things change/ grow? Linked to transition. Talking about different adults we will meet and their role Science - Exploring Gravity and magnetism and talking about findings. Recording findings in table form.

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Use of technology ***This is no longer an Early Learning Goal but embedded across the curriculum to develop skills and knowledge to support children's digital literacy.***	Simple games- using IWB Phonics, maths, writing, drawing and painting programs. Use of I pad take photos of each other. Light box to look at see through, opaque objects, numbers, shapes. I pad sound buttons for independent Phase 1 games	Simple games-Phonics and maths. Printing creations on paint programs. Exploring torches and different sources of light - nocturnal animal search. Candles v bulbs – Link to history Choosing music from the I pad for dancing WRM games on I pad for independent use Sound buttons for independent Phase 2 games	Wider range of games-Phonics and maths. Accessing websites. Printing creations on paint programs. Exploring Bee Bots to find out what they do. De bugging to find out what went wrong Use of simple maps Recording of telling a story. Photos of changes in Forest School Sound buttons for children to record sentences they want to write to support memory	Using Google to help us find out information. Use of programming instructions in games (forward, turn etc) Use of I pad to record messages e.g. to the pirate Sound buttons for children to record sentences they want to write to support memory	Technology- Programming games such as B-Bot. Recording findings using technology- photos Forest School – Use of technology to magnify. Use of drawing program on iPad to explore art techniques – Artist inspiration Sound buttons for children to record sentences they want to write to support memory	Technology- Using Google to find out information. Logging onto a laptop and using simple programs. Make short videos of Reception to show new intake around.
Expressive Arts and Design						
Role Play and Drama	Role play- Home Shop Cafe	Role play- Space and spaceship The North Pole Santa's grotto .	Role play- Bakery	Role play- Boat	Role play- Farm Farmer, vet Sea	Role play - Seaside/ pool (1.2) Space (3,4) Vet (5) School (6,7)

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Painting, drawing, Collage, Junk modelling, sculpting ,Design Technology	Explore and mix pre - made colours Exploring painting tools and media – *toothbrushes, dabbers, cotton buds, thin, thick brushes, sponges, cylinders.* Artist – Louise Mead – Abstract trees, printing using circles. Print using a range of materials Mixing colours Modelling using dough – roll, squeeze, pinch. Different media for drawing – charcoal – Geoff the dog, pastels, markers, pencil, chalk markers on black Art project – Self Portrait 'Being Me'	Begin to mix own powder primary colours Painting glass jars for candles. Junk modelling using glue. Mixing powder paint Exploring clay and using simple modelling techniques Junk modelling - glue Labelling models with their name Drawing media as Autumn 1 but with more control and purpose.	Mix secondary colours using powder paint Character pictures. Various media and scale. DT- Construction- Drawing designs then making Houses for pigs. Traps for the wolf. (Forest School)	Add white or black to create tints and shades Junk model pirate ships or of children's choice. Talking about choices of materials used. Specific art focus- Piet Mondrian- Focus on the primary colours. Block minimalist painting	Explore colour matching to specific shades Artist Louise Mead- Abstract flowers using brush strokes **Drawing wildflowers using pastels**	Explore colour matching to specific shades Specific art focus- Creative project Self-Portraits (comparing progress from September) Art inspired by drama for writing
Forest School Skills Linked to EAD		DT- Mini animal dens Art – Mixing colours Magic potions Hammer and nails to join shapes / leaves to a log. Clay faces	DT -Mini animal dens with attention to detail for weather, wind etc Art - Ice plaques Using snow as a sculpting material and overcoming challenge.	DT creating 2D and 3D structures- using sticks and natural materials. Art -Natural paints. Mixing colours and shades	Sculpting- Clay mini beasts using finer modelling techniques DT- Designing mini gardens	DT- Large den building Art = Transient Art

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Music, singing and dance **Children will have the chance to hear, see and identify a variety of musical instruments through recordings, live performances and productions. This will support further learning in Year 1 and beyond.**	Exploring the sounds of musical instruments Moving to music- start and stop- Musical bumps Stage area outside Responding to different genres of music and talking about preferences.	Christmas songs – Perform - short routines Feelings? Using Fantastics Classical The Nutcracker- Watching dance performance. Talk about likes/dislikes Diwali songs and music Space Music - Holst Planets Mars, Star Wars Play instruments to express ideas	Change the sounds of instruments – quiet, loud, play a different way e.g., rub not tap Appraising different genres of music and talking about preferences. Chinese New Year – The March Of the lions Dragon dance music	Plays instruments in time to music some of the time. Explore pitch – using musical instruments Upstairs /downstairs game Painting to music (different speeds and dynamics affect stroke)	The Flight of the Bumble Bee- Mini beasts Match to pace of the music Jack and the Beanstalk routine – Val Sabin Movement to the music to re tell the story. Composing rhythms through mini best claps	Plays instruments in time to music consistently Sports music (cricket, match of the day, ski Sunday, tennis) Appraise different styles and describe.

Personal, Social and Emotional Development

Through planned and unplanned experiences and discussions using a wide range of vocabulary

Jigsaw topics	**Being me**	**Celebrating differences**	**Dreams and Goals**	**Healthy me**	**Relationships**	**Changing me**
(PSED discreet sessions in bold)	**Identifying talents and strengths (Jigsaw- Celebrating differences)** Looking at ourselves as individuals **Rights and responsibilities** Democracy, class rules, right to feel safe, heard, cared for in school. **Standing Up for yourself (Jigsaw)** Showing effortful control, waiting for turns, talk about appropriate behaviour		**Understanding feelings (Jigsaw)** Understand how others are feeling and why. Talk about feelings in more depth. **Standing Up for yourself (Jigsaw)** More depth from a range of scenarios **Falling out (Jigsaw)** Understanding of points of view of others when different to own		**Growth and change (Jigsaw)** Embraces change. Able to share any worries questions. **Dealing with bullying (Jigsaw)** Feeling safe to express a range of feelings and why Identify and moderate own responses	

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Personal Development ***Sense Of Self***	Begins to explain likes/ dislikes and why (Through experiences, activities, stories)	Knows that preferences respected by others. (Through experiences, activities, stories)	Sees themselves as a valuable individual
Self- Care (Also linked to Physical Development)	Tries some activities with support, developing own ideas. Some support with self- care tasks (dressing, toilet, hygiene) Some support with new activities Talk about some healthy choices (sleep, food, exercise, medicines, hygiene)	Tries most new activities independently independent with self- care tasks (dressing, toilet, hygiene) Make healthy choices and begin to understand the need for them	Operates independently with confidence Make healthy choices and understand the need for them talking about reasons sleep, food, exercise, medicines, hygiene)
Independence	Attempt activities including something new without needing the support or encouragement of an adult.	Achieve own goal rather than one suggested. Proud of own goals	Has own ideas with an understanding or ability of how it can be achieved
Self Confidence	Build and develop own ideas, testing and considering other possibilities	Begins to extend themselves beyond their usual play	Show resilience and perseverance in the face of challenge.

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Social Development ***Making Friendships*** ***Relationships with Adults*** ***Conflict and Resolution*** ***Rules and Routines***	Plays alongside / with one or more children Adjusts to new adults in setting, possibly choosing some they prefer. Talks with friends about what is fair and why with some adult support to encourage a resolution Folles rules and routines without needing a reminder	Plays with one or more children extending play ideas As grows in confidence engages with wider adults in the setting Talks with friends about what is fair and why with some adult support. Talk about the problem behind the conflict and suggest a resolution with support. Follows rules and routines consistently. Can support other children if needed.	Understands who friends are and how to sustain a friendship Engages with all/ most adults in the setting appropriately including visitors. Talk through conflicts and resolutions independently Understands the purpose of rules and routines without support.
Emotional Development ***Transitions*** ***Empathy*** ***Understand Emotions***	Accepts some changes to transitions without being upset or confused Begins to support a friend if they are upset and need help. May fetch an adult to help. Increase range and use emotional vocabulary in context. **Understanding feelings (Jigsaw)** Exploring emotions through ZOR and stories Yellow Day for Mental Health	Accepts changes consistently and understands why Begin to understand how others might be feeling and why. Talk about their feelings in a more elaborated way e.g. I am sad because. Begin to understand how to make appropriate choices and why	Embraces change as much as consistency Begin to consider and value other points of view when they are different to their own. Feel safe to express range of feelings and begin to develop an understanding of why they are feeling that way Identify and moderate own responses socially and emotionally

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Self- Regulation	Know and talk about examples of inappropriate behaviour				Show ability to follow instructions involving several ideas or actions	
Physical Development						
Gross Motor Skills **Balancing and strength**	Using climbing/ balancing equipment with support Exploring small apparatus. Pedalling trikes, a short distance then using feet. Balancing on an object	Using climbing / balancing equipment independently/ minimal support Beginning to use small apparatus with some skill. Pedal trikes all the way around the track (uphill) Balancing statically on one foot Transporting equipment safely – long sticks, planks, guttering Rolling heavy items e.g., logs Drag long sticks	Using more challenging climbing / balancing equipment independently/ minimal support Beginning to use small apparatus with some skill. Pedal bike with a passenger on the back. Balancing when landing after jumping	Using more challenging climbing / balancing equipment independently/ minimal support Beginning to use small apparatus with some skill. Use of balance bikes with feet to steady. Balancing dynamically e.g. for gymnastics ion a beam, or bench	Creating own more challenging climbing / balancing equipment with support Use of playground equipment .Use of balance bikes pedalling steadily Balancing dynamically e.g. for gymnastics ion a beam, or bench	Creating own more challenging climbing / balancing equipment with support Use of playground equipment .Use of balance bikes pedalling with speed Begin to master basic movements including running jumping throwing and catching as well as developing balance agility and coordination and begin to apply these in a range of activities and situations
Hopping, skipping and jumping	Hop on preferred leg and land safely Hop forwards over a line with preferred leg and land safely Stand and jump forwards landing safely Jump backwards and sideways with feet together landing safely		Once established on dominant leg practise on non - dominant leg Alternate legs when hopping on the spot and land safely (pre skipping) Begin to perform different types of jumps landing safely jump on the spot moving from feet together to feet apart		Skipping -Hold the children's hand and talk through the step hop step hop pattern gradually increase speed and distance over time. Children can do the above sequence independently Performs a jumping sequence. For example, place heaps in hopscotch position jumped two feet together two feet apart in sequence	

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KINETIC LETTTERS EXERCISES Learning to control the trunk and be stable. Exercises to support the trunk and therefore writing.	Laying on tummy and holding body straight and legs straight and together for short periods. On knees and in a still position, attempting a task using hands and concentrating for short periods		Laying on tummy and holding body straight, legs straight and together for short periods, up on elbows, head midline High kneeling, straight back and attempting a task using hands and concentrating for short periods		Laying on tummy and holding body straight, legs straight and up on elbows, head midline and poised in an optimum position for writing High kneeling, straight back and able to use one hand to manipulate dough or do a task remaining in this position for an extended period.	
Power of P.E scheme supporting materials (Refer to progression within each unit)	**Yoga/ Cosmic kids**	**Space** **Winter and Christmas**	**Improve catching** **Improve throwing**	**Dinosaurs**	**Growing** **Mini Beasts**	**Improving agility** **Improving balancing**
<u>Fine Motor Skills</u>						
Pencil Grip Progression						
Fine Motor Skills including use of tools and cutlery. ***N.B These are practised through other activities***	Holding and using tools, scissors, accepting a change of grasp very briefly when practising Holding and using a greater range of tools and learning new techniques. Beginning to be comfortable with changed grasp for longer. Support with some fastening. Scissors – snipping, cutting pieces, use of 'squeezy scissors if needed. Cuts straight lines across		Tools are more refined to accommodate progress in grip. Reminded occasionally to adjust grip. Able to use joining methods, begin to sew using a large needle. Can manage fastenings with a little help at times. Good hold of scissors. Cuts angles and around shapes Can spread using a knife at snack time		Grip is becoming more sophisticated, and this is reflected in good control of handwriting using Kinetic letters that are an appropriate size. Independent when using finer fastenings and tools. Cuts angles, curves and can cut accurately around irregular shapes Can use knife and fork well	

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	Beginning to use a fork to scoop, may need support to hold knife and cut		Holds in correct hands. Can cut soft food.		Finer cutting using precise tools e.g., fruit salad	
Kinetic Letters	Finger strength exercises, two hands then one, then using three fingers to manipulate. Aim is to coordinate trunk with use of fingers over time. Children practise strengthening shoulder and arm muscles through climbing and crawling. Their bodies are 'stable' when seated for writing or laying down to write. Letter formations are learned in context as part of phonics and then as a discreet session of practicing letter families.					
Trips and visitors	Looking around the school – Library, Playground, hall, Forest School Area Visit from Mrs Adams and Geoff our school dog	Forest School Animals In Need visit (hedgehog and other animals)	Forest school Emergency Services visitors	Forest school Pirate Day Zoo Lab visit	Forest School Farm Visit - West Lodge	Forest school picnic Forest School campfire with parents
Working with Parents	Information session • Importance of reading at home (Video) • Reading picture books- short video Tapestry Home Challenge – A funny place to read Forest School Info (video)	Information session • Phonics introduction Christmas Sing along for Parents Christmas Production	Information session • Maths – Reasoning and Problem-solving Ideas Phonics Fun Day (Drop Ins	Information Session Video • Phonics – Intermediate • (Phase 3 introduction)	Information session •Kinetic letters and support with writing Planting in the garden with parents/ relatives	Forest School Fire Pit session