

# Ashfield Valley Primary School – Reception Progression Map



## Intent:

At Ashfield Valley Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally cognitively and emotionally in an environment, that values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## Implementation:

At Ashfield Valley Primary School, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment using, songs, nursery rhymes and stories and providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Outdoor Learning sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through themes, which are enriched with classroom enhancements, trips and visitors. Themes are also supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive News and Letters to inform them of what their child is learning each half term and to explain how they can support this at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements will be made based on accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

|       | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|-------|--|--|--|--|--|--|
| Theme | All about ourselves  | Celebrations   | Winter   |  |  |  |
| Texts | The Gotcha Smile   | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman                               | Lost and Found<br>The Gruffalo's Child   |  |  |  |
| Vocab | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired | Elklan words (displayed)<br>Tidy up<br>Friend<br>Share<br>Play<br>Happy, sad, angry, tired |

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|--|--|---|---|--|---|---|
| <b>Personal Social and Emotional Development</b> | Build constructive and respectful relationships. | Show resilience and perseverance in the face of challenge.  | Identify and moderate their own feelings socially and emotionally.  | Know and talk about the different factors that support their overall health and wellbeing:<br>regular physical activity<br>healthy eating<br>toothbrushing<br>being a safe pedestrian<br>having a good sleep routine | Know and talk about the different factors that support their overall health and wellbeing:<br>regular physical activity<br>healthy eating<br>toothbrushing<br>being a safe pedestrian<br>having a good sleep routine<br>sensible amounts of 'screen time' | Know and talk about the different factors that support their overall health and wellbeing:<br>regular physical activity<br>healthy eating<br>toothbrushing<br>being a safe pedestrian<br>having a good sleep routine<br>sensible amounts of 'screen time' |
|  | See themselves as a valuable individual.         | Express their feelings and consider the feelings of others.   | Think about the perspectives of others.   | Identify and moderate their own feelings socially and emotionally.   | Identify and moderate their own feelings socially and emotionally.  | Identify and moderate their own feelings socially and emotionally.  |
|  | Manage their own needs.<br>• Personal hygiene    | Know and talk about the different factors that support their overall health and wellbeing:<br>regular physical activity | Know and talk about the different factors that support their overall health and wellbeing:<br>regular physical activity | Think about the perspectives of others.  | Think about the perspectives of others.   | Think about the perspectives of others.   |

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|  |  | healthy eating<br>being a safe pedestrian        | healthy eating<br>toothbrushing<br>being a safe pedestrian  |   |   |   |
|  |  | Build constructive and respectful relationships. | Show resilience and perseverance in the face of challenge.  | Show resilience and perseverance in the face of challenge.        | Show resilience and perseverance in the face of challenge.        | Show resilience and perseverance in the face of challenge.        |
|  |  | See themselves as a valuable individual.         | Express their feelings and consider the feelings of others. | Express their feelings and consider the feelings of others.       | Express their feelings and consider the feelings of others.       | Express their feelings and consider the feelings of others.       |
|  |  |  | Build constructive and respectful relationships.            | Build constructive and respectful relationships.                  | Build constructive and respectful relationships.                  | Build constructive and respectful relationships.                  |
|  |  |  | See themselves as a valuable individual.                    | See themselves as a valuable individual.                          | See themselves as a valuable individual.                          | See themselves as a valuable individual.                          |
|  |  |  |   | Identify and moderate their own feelings socially and emotionally | Identify and moderate their own feelings socially and emotionally | Identify and moderate their own feelings socially and emotionally |

|                      | Autumn 1                         |  | Autumn 2   |  | Spring 1  |   | Spring 2  |   | Summer 1   |   | Summer 2   |   |
|----------------------|----------------------------------|--|--|--|---|---|---|---|--|---|--|---|
| Theme                | All about ourselves              |  | Celebrations   |  | Winter  |   |   |   |  |   |  |   |
| Texts                | The Gotcha Smile                 |  | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman |  | Lost and Found<br>The Gruffalo's Child  |   |   |   |  |   |  |   |
| Vocab<br>+<br>Elklan | Speaking<br><br>Speak<br>Join in | Listening<br><br>Listen<br>Follow<br>Instruction | Speaking<br><br>Speak<br>Join in<br>Recount<br>Retell        | Listening<br><br>Listen<br>Follow<br>Instruction | Speaking<br><br>Speak<br>Join in<br>Recount<br>Retell<br>Describe<br>Conversation | Listening<br><br>Retell<br>Listen<br>Follow<br>Instruction<br>Conversation<br>Rhyme | Speaking<br><br>Speak<br>Join in<br>Recount<br>Retell<br>Describe | Listening<br><br>Retell<br>Listen<br>Follow<br>Instruction<br>Conversation<br>Rhyme | Speaking<br><br>Speak<br>Join in<br>Recount<br>Retell<br>Describe<br>Explain | Listening<br><br>Listen<br>Follow<br>Instruction<br>Conversation<br>Rhyme | Speaking<br><br>Speak<br>Join in<br>Recount<br>Retell<br>Describe<br>Explain | Listening<br><br>Listen<br>Follow<br>Instruction<br>Conversation<br>Rhyme |

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| <b>Communication and Language</b> | Understand how to listen carefully and why listening is important | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Connect one idea or action to another using a range of connectives. | Ask questions to find out more and to check they understand what has been said to them.                       | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. |
|                                   | Learn new vocabulary.   | Listen to and talk about stories to build familiarity and understanding.   | Describe events in some detail.                                     | Articulate their ideas and thoughts in well-formed sentences.   | Ask questions to find out more and to check they understand what has been said to them.  | Ask questions to find out more and to check they understand what has been said to them.  |
|                                   | Develop social phrases.   | Engage in storytimes.  | Use new vocabulary in different contexts                            | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Articulate their ideas and thoughts in well-formed sentences.  | Articulate their ideas and thoughts in well-formed sentences.  |
|                                   | Engage in storytimes.   | Understand how to listen carefully and why listening is important.   | Engage in non-fiction books.  | Connect one idea or action to another using a range of connectives.   | Listen to and talk about selected non-fiction to develop a deep familiarity with new   | Listen to and talk about selected non-fiction to develop a deep familiarity with new   |

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|   |   |  |  |  | knowledge and vocabulary   | knowledge and vocabulary   |
| Learn rhymes, poems and songs   | Learn new vocabulary.   | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Describe events in some detail.  | Connect one idea or action to another using a range of connectives.  | Connect one idea or action to another using a range of connectives.  | Connect one idea or action to another using a range of connectives.  |
| Listen carefully to rhymes and songs, paying attention to how they sound. | Develop social phrases.   | Listen to and talk about stories to build familiarity and understanding.   | Use new vocabulary in different contexts   | Describe events in some detail.  | Describe events in some detail.  | Describe events in some detail.  |
|   | Engage in storytimes.   | Engage in storytimes.  | Engage in non-fiction books.   | Use new vocabulary in different contexts   | Use new vocabulary in different contexts   | Use new vocabulary in different contexts   |
|   | Learn rhymes, poems and songs   | Understand how to listen carefully and why listening is important.   | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Engage in non-fiction books.   | Engage in non-fiction books.   | Engage in non-fiction books.   |
|   | Listen carefully to rhymes and songs, paying attention to how they sound. | Learn new vocabulary.  | Listen to and talk about stories to build familiarity and understanding.   | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. |
|   |   | Develop social phrases.  | Engage in storytimes.  | Listen to and talk about stories to build familiarity and understanding.   | Listen to and talk about stories to build familiarity and understanding.   | Listen to and talk about stories to build familiarity and understanding.   |
|   |   | Engage in storytimes.  | Understand how to listen carefully and why listening is important.   | Engage in storytimes.  | Engage in storytimes.  | Engage in storytimes.  |

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|  |  |  | Learn rhymes, poems and songs   | Learn new vocabulary.   | Understand how to listen carefully and why listening is important.        | Understand how to listen carefully and why listening is important.        |
|  |  |  | Listen carefully to rhymes and songs, paying attention to how they sound. | Develop social phrases.   | Learn new vocabulary.   | Learn new vocabulary.   |
|  |  |  |   | Engage in storytimes.   | Develop social phrases.   | Develop social phrases.   |
|  |  |  |   | Learn rhymes, poems and songs   | Engage in storytimes.   | Engage in storytimes.   |
|  |  |  |   | Listen carefully to rhymes and songs, paying attention to how they sound. | Learn rhymes, poems and songs   | Learn rhymes, poems and songs   |
|  |  |  |   |   | Listen carefully to rhymes and songs, paying attention to how they sound. | Listen carefully to rhymes and songs, paying attention to how they sound. |

|       | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|-------|---|---|--|---|--|---|
| Theme | All about ourselves   | Celebrations  | Winter   |   |  |   |
| Texts | The Gotcha Smile  | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman  | Lost and Found<br>The Gruffalo's Child   |   |  |   |
| Vocab | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip<br>Healthy, fruit, vegetable | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip<br>Backwards, forwards, tip toe, gallop, march | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip<br>Backwards, forwards, tip toe, gallop, march | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip<br>Backwards, forwards, sideways, gallop, march | Elklan words (displayed)<br>Walk, run, skip, jump<br>Climb<br>Squeeze, pat, twist, pinch, roll<br>Kick, throw, catch<br>Up and down<br>Round, circle, wave, wiggle<br>Scissors, snip<br>Pencil, hold, grip<br>Backwards, forwards, tip toe, gallop, march |

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| <b>Physical Development</b> | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.       |
|                             | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           | Develop the foundations of a handwriting style which is fast, accurate and efficient.                           |
|                             | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes | Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes |
|                             | Revise and refine the fundamental movement  | Develop their small motor skills so that they   | Develop their small motor skills so that they   | Develop their small motor skills so that they   | Develop their small motor skills so that they   | Develop their small motor skills so that they   |

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| <p>skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> | <p>can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>                              | <p>can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>  | <p>can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>  | <p>can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>  | <p>can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>  |
|  | <p>Combine different movements with ease and fluency.</p>   | <p>Combine different movements with ease and fluency.</p>   | <p>Combine different movements with ease and fluency.</p>   | <p>Combine different movements with ease and fluency.</p>   | <p>Combine different movements with ease and fluency.</p>   |
|  | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>   | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>   | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>   | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>   | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>   |
|  | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> | <p>Develop overall body-strength, balance, co-ordination and agility.</p>   | <p>Develop overall body-strength, balance, co-ordination and agility.</p>   | <p>Develop overall body-strength, balance, co-ordination and agility.</p>   | <p>Develop overall body-strength, balance, co-ordination and agility.</p>   |
|  |   | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> <p>skipping</p> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> <p>skipping</p> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> <p>skipping</p> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>walking</p> <ul style="list-style-type: none"> <li>• jumping</li> <li>• running</li> <li>• hopping</li> </ul> <p>skipping</p> |



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|  |  |  | <ul style="list-style-type: none"> <li>• climbing</li> </ul> | <ul style="list-style-type: none"> <li>• climbing</li> <li>rolling</li> <li>• crawling</li> </ul> | <ul style="list-style-type: none"> <li>• climbing</li> <li>rolling</li> <li>• crawling</li> </ul>                       | <ul style="list-style-type: none"> <li>• climbing</li> <li>rolling</li> <li>• crawling</li> </ul>                       |
|  |  |  |  | Progress towards a more fluent style of moving, with developing control and grace.                | Progress towards a more fluent style of moving, with developing control and grace.                                      | Progress towards a more fluent style of moving, with developing control and grace.                                      |
|  |  |  |  | Combine different movements with ease and fluency.  | Combine different movements with ease and fluency.  | Combine different movements with ease and fluency.  |
|  |  |  |  |   | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. |
|  |  |  |  |   |   | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.                 |

| Theme | All about ourselves   | Celebrations  | Winter  |  |  |  |
|-------|---|---|---|--|--|--|
| Texts | The Gotcha Smile  | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman  | Lost and Found<br>The Gruffalo's Child  |  |  |  |
| Vocab | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Writing<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book<br>Beat<br>Syllables | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book<br>Letter shapes<br>Rhymes, rhyming words<br>Syllables<br>Print | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book<br>Letter, card, list<br>Left to right | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book<br>Letter shapes<br>Left to right<br>Top to bottom<br>Front cover<br>Page<br>Spine | Elklan words (displayed)<br>Drawing<br>Mark-making<br>Hand<br>Grip<br>Musical instrument names<br>Loud, quiet<br>Pictures, print,<br>Book<br>Letter shapes<br>Left to right<br>Top to bottom<br>Front cover<br>Page<br>Spine |

|                 |   |  |  |  |  |  |
|-----------------|---|--|--|--|--|--|
| <b>Literacy</b> | Read individual letters by saying the sounds for them                       | Read individual letters by saying the sounds for them  | Read individual letters by saying the sounds for them  | Read individual letters by saying the sounds for them  | Read individual letters by saying the sounds for them  | Read individual letters by saying the sounds for them  |
|                 | Form lower-case and capital letters correctly.                              | Form lower-case and capital letters correctly.   | Form lower-case and capital letters correctly.   | Form lower-case and capital letters correctly.   | Form lower-case and capital letters correctly.   | Form lower-case and capital letters correctly.   |
|                 | Read a few common exception words matched to the school's phonic programme. | Read a few common exception words matched to the school's phonic programme.                                | Read a few common exception words matched to the school's phonic programme.                                | Read a few common exception words matched to the school's phonic programme.                                | Read a few common exception words matched to the school's phonic programme.                                | Read a few common exception words matched to the school's phonic programme.                                |
|                 |   | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. |

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|  |  |  | Spell words by identifying the sounds and then writing the sound with letter/s.   | Spell words by identifying the sounds and then writing the sound with letter/s.   | Spell words by identifying the sounds and then writing the sound with letter/s.   | Spell words by identifying the sounds and then writing the sound with letter/s.   |
|  |  |  | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. |
|  |  |  | Read some letter groups that each represent one sound and say sounds for them.  | Read some letter groups that each represent one sound and say sounds for them.  | Read some letter groups that each represent one sound and say sounds for them.  | Read some letter groups that each represent one sound and say sounds for them.  |
|  |  |  |   | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.                  | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.                  | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.                  |
|  |  |  |   |   | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.                          | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.                          |
|  |  |  |   |   | Re-read what they have written to check that it makes sense.  | Re-read what they have written to check that it makes sense.  |

|       | Autumn 1   | Autumn 2   | Spring 1                                 | Spring 2  | Summer 1  | Summer 2  |
|-------|--|--|--|---|---|---|
| Theme | All about ourselves  | Celebrations   | Winter                                   |   |   |   |
| Texts | The Gotcha Smile   | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman                             | Lost and Found<br>The Gruffalo's Child   |   |   |   |
| Vocab | Elklan words (displayed)<br>Lots<br>More<br>Same as<br>Number names<br>Counting<br>How many?<br>Patterns<br>Repeating patterns | Elklan words (displayed)<br>Big<br>Small<br>Little<br>Smaller<br>Bigger<br>1, 2, 3, 4, 5 | Elklan words (displayed)<br>Number names | Elklan words (displayed)<br>More than<br>Fewer than | Elklan words (displayed)<br>Name some 2D and 3D shapes<br>Sides<br>Corners<br>Straight<br>Flat<br>Round | Elklan words (displayed)<br>In<br>On<br>Under<br>Up<br>Down<br>Between<br>First, next, then |

|                    |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| <b>Mathematics</b> | Count objects, actions and sounds                                | Count objects, actions and sounds  | Count objects, actions and sounds  | Count objects, actions and sounds  | Count objects, actions and sounds  | Count objects, actions and sounds  |
|                    | Link the number symbol (numeral) with its cardinal number value. | Link the number symbol (numeral) with its cardinal number value.                       | Link the number symbol (numeral) with its cardinal number value.                       | Link the number symbol (numeral) with its cardinal number value.                       | Link the number symbol (numeral) with its cardinal number value.                       | Link the number symbol (numeral) with its cardinal number value.                       |
|                    | Explore the composition of numbers to 10.                        | Explore the composition of numbers to 10.  | Explore the composition of numbers to 10.  | Explore the composition of numbers to 10.  | Explore the composition of numbers to 10.  | Explore the composition of numbers to 10.  |
|                    |  | Understand the 'one more than/one less than' relationship between consecutive numbers. | Understand the 'one more than/one less than' relationship between consecutive numbers. | Understand the 'one more than/one less than' relationship between consecutive numbers. | Understand the 'one more than/one less than' relationship between consecutive numbers. | Understand the 'one more than/one less than' relationship between consecutive numbers. |
|                    |  | Count beyond ten.  | Count beyond ten.  | Count beyond ten.  | Count beyond ten.  | Count beyond ten.  |
|                    |  |  | Compare numbers.   | Compare numbers.   | Compare numbers.   | Compare numbers.   |

|  |  |  |  |   |   |   |
|--|--|--|--|---|---|---|
|  |  |  |  | Automatically recall number bonds for numbers 0–5 and some to 10.         | Automatically recall number bonds for numbers 0–5 and some to 10.   | Automatically recall number bonds for numbers 0–5 and some to 10.   |
|  |  |  |  | Select, rotate and manipulate shapes to develop spatial reasoning skills. | Select, rotate and manipulate shapes to develop spatial reasoning skills.   | Select, rotate and manipulate shapes to develop spatial reasoning skills.   |
|  |  |  |  | Continue, copy and create repeating patterns                              | Continue, copy and create repeating patterns  | Continue, copy and create repeating patterns  |
|  |  |  |  |   | Compare length, weight and capacity.  | Compare length, weight and capacity.  |
|  |  |  |  |   | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
|  |  |  |  |   |   |   |

|       | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|-------|---|--|--|---|---|--|
| Theme | All about ourselves   | Celebrations   | Winter   |   |   |  |
| Texts | The Gotcha Smile  | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman             | Lost and Found<br>The Gruffalo's Child   |   |   |  |
| Vocab | Elklan words (displayed)<br>Autumn<br>Leaves<br>Rocks<br>Body parts<br>Senses<br>Past<br>Ago<br>Family tree<br>New<br>Old | Elklan words (displayed)<br>Winter<br>Lights<br>Celebration<br>Christmas | Elklan words (displayed)<br>Wet<br>Dry<br>Nature<br>Winter<br>Leaves<br>Branches<br>Trees<br>Woods | Elklan words (displayed)<br>Spring<br>Leaves<br>Seeds<br>Growth | Elklan words (displayed)<br>Animals<br>Insects<br>Caterpillar<br>Cocoon<br>Butterfly<br>Egg<br>Body parts | Elklan words (displayed)<br>Summer<br>World<br>Country<br>Sea<br>Warm<br>Cold<br>Ice<br>Melt |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>Knowledge and Understanding the World</b> | Name and describe people who are familiar to them.    | Name and describe people who are familiar to them.                          | Name and describe people who are familiar to them.                          | Name and describe people who are familiar to them.                          | Name and describe people who are familiar to them.                          | Name and describe people who are familiar to them.                          |
|  | Explore the natural world around them.                | Explore the natural world around them.                                      | Explore the natural world around them.                                      | Explore the natural world around them.                                      | Explore the natural world around them.                                      | Explore the natural world around them.                                      |
|  | Describe what they see, hear and feel whilst outside. | Describe what they see, hear and feel whilst outside.                       | Describe what they see, hear and feel whilst outside.                       | Describe what they see, hear and feel whilst outside.                       | Describe what they see, hear and feel whilst outside.                       | Describe what they see, hear and feel whilst outside.                       |
|  |   | Understand the effect of changing seasons on the natural world around them. | Understand the effect of changing seasons on the natural world around them. | Understand the effect of changing seasons on the natural world around them. | Understand the effect of changing seasons on the natural world around them. | Understand the effect of changing seasons on the natural world around them. |

|  |  |                                     |   |   |   |   |
|--|--|-------------------------------------|---|---|---|---|
|  |  | Draw information from a simple map. | Draw information from a simple map.   | Draw information from a simple map.   | Draw information from a simple map.   | Draw information from a simple map.   |
|  |  |                                     | Talk about members of their immediate family and community                                  | Talk about members of their immediate family and community                                  | Talk about members of their immediate family and community  | Talk about members of their immediate family and community  |
|  |  |                                     | Recognise that people have different beliefs and celebrate special times in different ways. | Recognise that people have different beliefs and celebrate special times in different ways. | Recognise that people have different beliefs and celebrate special times in different ways.           | Recognise that people have different beliefs and celebrate special times in different ways.           |
|  |  |                                     | Compare and contrast characters from stories, including figures from the past.              | Understand that some places are special to members of their community.                      | Understand that some places are special to members of their community.                                | Understand that some places are special to members of their community.                                |
|  |  |                                     | Comment on images of familiar situations in the past.                                       | Recognise some environments that are different from the one in which they live.             | Recognise some environments that are different from the one in which they live.                       | Recognise some environments that are different from the one in which they live.                       |
|  |  |                                     |   | Compare and contrast characters from stories, including figures from the past.              | Recognise some similarities and differences between life in this country and life in other countries. | Recognise some similarities and differences between life in this country and life in other countries. |
|  |  |                                     |   | Comment on images of familiar situations in the past.                                       | Compare and contrast characters from stories, including figures from the past.                        | Compare and contrast characters from stories, including figures from the past.                        |
|  |  |                                     |   |   | Comment on images of familiar situations in the past.   | Comment on images of familiar situations in the past.   |

|                      | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|----------------------|--|---|--|---|--|--|
| Theme                | All about ourselves  | Celebrations  | Winter   |   |  |  |
| Texts                | The Gotcha Smile   | Sparks in the sky<br>Brave<br>The Little Red Hen<br>Stickman  | Lost and Found<br>The Gruffalo's Child   |   |  |  |
| Vocab<br>+<br>Elkkan | Elkkan words (displayed)<br>Paint<br>Print<br>Mix<br>Colour names<br>Paint brushes<br>Materials<br>Picture | Elkkan words (displayed)<br>Fast, slow<br>Loud, quiet,<br>Paint<br>Print<br>Mix<br>Colour names<br>Paint brushes<br>Materials<br>Fix<br>Join<br>Draw<br>Picture | Elkkan words (displayed)<br>Glue<br>Glue spreaders<br>Mixing<br>Colour names<br>Bright<br>Materials<br>Paper, pencil, felt tip, pen<br>Join<br>Swirl | Elkkan words (displayed)<br>Instruments<br>Shake, tap, tip<br>Fast, slow<br>Loud, quiet,<br>Emotions<br>Tape<br>Fix<br>Join | Elkkan words (displayed)<br>Emotions<br>Tape<br>Fix<br>Join<br>Colour names<br>Paint<br>Mixing<br>Colour | Elkkan words (displayed)<br>Instruments<br>Shake, tap, tip<br>Fast, slow<br>Loud, quiet,<br>Emotions<br>Tape<br>Fix<br>Join<br>Colour names<br>Paint<br>Mixing<br>Colour |

|                                   |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|
| <b>Expressive Arts and Design</b> | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
|                                   | Create collaboratively, sharing ideas, resources and skills                                | Create collaboratively, sharing ideas, resources and skills                                | Create collaboratively, sharing ideas, resources and skills                                | Create collaboratively, sharing ideas, resources and skills                                | Create collaboratively, sharing ideas, resources and skills                                | Create collaboratively, sharing ideas, resources and skills                                |
|                                   | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen attentively, move to and talk about music, expressing their feelings and responses. |
|                                   |  | Return to and build on their previous learning, refining ideas and                         | Return to and build on their previous learning, refining ideas and                         | Return to and build on their previous learning, refining ideas and                         | Return to and build on their previous learning, refining ideas and                         | Return to and build on their previous learning, refining ideas and                         |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | developing their ability to represent them.  | developing their ability to represent them.  | developing their ability to represent them.  | developing their ability to represent them.  | developing their ability to represent them.  |
|  |  | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Watch and talk about dance and performance art, expressing their feelings and responses.   | Watch and talk about dance and performance art, expressing their feelings and responses.   | Watch and talk about dance and performance art, expressing their feelings and responses.   | Watch and talk about dance and performance art, expressing their feelings and responses.   |
|  |  |  | Develop storylines in their pretend play.  | Develop storylines in their pretend play.  | Develop storylines in their pretend play.  | Develop storylines in their pretend play.  |
|  |  |  | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Sing in a group or on their own, increasingly matching the pitch and following the melody. |
|  |  |  |  | Explore and engage in music making and dance, performing solo or in groups.                | Explore and engage in music making and dance, performing solo or in groups.                | Explore and engage in music making and dance, performing solo or in groups.                |

Spring 1 provision plan

Indoors

| Areas        | Week 1-<br>Lost and Found  | Week 2-<br>Lost and Found  | Week 3-<br>Lost and Found   | Week 4-<br>Gruffalo's Child   | Week 5-<br>Gruffalo's Child  | Week 6-<br>Gruffalo's Child                                      | Week 7                       |
|--------------|--|--|---|---|--|--|------------------------------|
| Maths        | Lost and found counting<br>Counting 10 bugs<br>One number more<br>Addition sentences | Lost and found counting<br>One number less<br>Subtraction sentences  | More or less<br>Bigger and smaller<br>Ordering numbers to 10          | Addition sentences<br>Addition questions<br>Part whole model templates      | Addition sentences<br>Addition questions<br>Part whole model templates | Doubling numbers<br>Addition sentences<br>Counting objects       | Counting objects<br>Addition |
| Literacy     | Story sequencing<br>CVC word flashcards<br>Story puppets<br>Character masks          | CVC word flashcards<br>Word matching<br>Story key words and pictures | CVC word flashcards<br>Pack list for Antarctic<br>Lost penguin poster | CVC word flashcards<br>Story sequencing<br>Story puppets<br>Character masks | CVC word flashcards<br>Character matching<br>Wanted mouse poster       | CVC word flashcards<br>Feast menu<br>Story key word and pictures | CVC word flashcards          |
| Construction | Build the house that the boy lived in  | Build an igloo for the penguin                                       | Build a boat for the penguin  | Build the Gruffalo's Cave   | Build a trap for the mouse   | Building the forest<br>(additional use of small world objects)   |                              |
| Creative     | Designing a penguin using different materials  | Designing the South Pole using different materials                   | Designing a boat for the penguin using different materials            | Designing different houses for the Gruffalo using different materials       | Designing a mouse trap using different materials                       |  |                              |

Outdoors

| Areas        | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   | Week 7                       |
|--------------|--|---|--|--|--|--|------------------------------|
| Maths        | Lost and found counting<br>Counting 10 bugs<br>One number more<br>Addition sentences | Lost and found counting<br>One number less<br>Subtraction sentences | More or less<br>Bigger and smaller<br>Ordering numbers to 10 | Addition sentences<br>Addition questions<br>Part whole model templates | Addition sentences<br>Addition questions<br>Part whole model templates | Doubling numbers<br>Addition sentences<br>Counting objects | Counting objects<br>Addition |
| Construction | Building the forest<br>(additional use of small world objects)                       | Build an igloo for the penguin                                      | Build a boat for the penguin                                 | Build the Gruffalo's Cave  | Build a trap for the mouse   |  |                              |
| Sand         | Tracing words from the book Lost and found   |   |  |  |  |  |                              |

Provision plan- groupings

| Provision plan | Red group                            | Yellow group                         | Green group                          |
|----------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Monday         | Outside                              | Maths, literacy and creative         | Home corner, winter box, small world |
| Tuesday        | Home corner, winter box, small world | Outside                              | Maths, literacy and creative         |
| Wednesday      | Maths, literacy and creative         | Home corner, winter box, small world | Outside                              |
| Thursday       | Outside                              | Maths, literacy and creative         | Home corner, winter box, small world |
| Friday         | Home corner, winter box, small world | Outside                              | Maths, literacy and creative         |