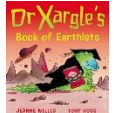
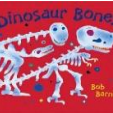
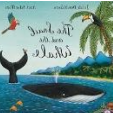
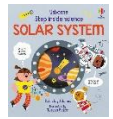
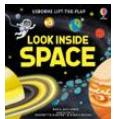
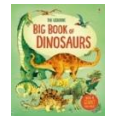
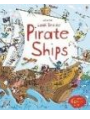


EYFS Long-Term Progression Plan: Nursery and Reception

This long-term plan shows how children build the knowledge and skills they need, across Nursery and Reception, to be ready for Year 1.

Learning in the early years is not linear. Children revisit and apply skills throughout the year through both planned (adult-led) and spontaneous (child-led) experiences. Skills listed are the focus for that term or half-term but are by no means the limit of what we expect our children to experience and achieve.

Year at a glance: topics, texts, experiences and key dates

Topic focus	Autumn 1: Me and my family		Autumn 2: Seasons		Spring 1: Space		Spring 2: Dinosaurs		Summer 1: The Sea		Summer 2: Pirates	
Role play area	Treehouse		Santa's Grotto		Space Station / Mission Control		Dinosaur dig / museum		Sea Cave		Pirate Ship	
Focus books: fiction	 This is Me!	 The Family Tree	 Leaf Man	 Stick Man	 The Way Back Home	 Dr Xargle's Book of Earthlets	 Dinosaur Bones	 The Girl and the Dinosaur	 The Snail & the Whale	 The Storm Whale	 The Night Pirates	 The Pirates Next Door
Focus books: Non-fiction	 All About Families	 All Kinds of Families	 What can you see in Autumn?	 A Year Full of Celebrations and Festivals	 Step Inside the Solar System	 Look Inside Space	 Lifesize Dinosaurs	 Big Book of Dinosaurs	 The Sea	 Earth's Incredible Oceans	 See Inside Pirate Ships	
Possible lines of enquiry	Who is in my family? How am I special? New beginnings: routines, friends and our classroom. How are families the same and different?		How does Autumn change the world around us? Leaves, weather, animals getting ready for winter. How do people celebrate at this time of year?		What is beyond our world? Day and night, the Sun, Moon and stars, planets, astronauts and rockets. How do we travel and explore?		What was the world like long ago? Dinosaur names, sizes and diets, fossils, eggs and hatching. Spring: new life and growth.		What lives in the sea and on the shore? Sea creatures and habitats, floating and sinking, looking after our oceans. Summer changes.		Where could an adventure take us? Ships, maps, treasure and journeys; places in the world. Amazing me – moving on.	
Rhymes and songs	Hello songs; Wind the Bobbin Up; Incy Wincy Spider; Owl rhymes; Heads, Shoulders, Knees and Toes		Autumn leaves are falling down; Five Little Pumpkins; Christmas songs; Twinkle Twinkle		Twinkle Twinkle Little Star; Five Little Men in a Flying Saucer; Zoom, Zoom, Zoom; countdown songs		Dinosaur stomp songs; Five Little Speckled Frogs; Spring action songs; Five Little Ducks		A Sailor Went to Sea; Five Little Fishes; Row, Row, Row Your Boat; Slippery Fish		Pirate action songs; Row, Row, Row Your Boat; Pass the parcel & circle songs; goodbye songs	
Continuous provision: inside	Settling in and developing independence. Focus on characterisation and how family connects.		Imagination through role play and storytelling. Focus on feelings and construction for gross motor.		Purposeful play and problem solving. Focus on arts and crafts, drawing planets, discovering distance.		Applying skills with independence. Focus on communication, early writing and imaginative play.		Challenge and deeper learning. Focus on applying phonics, reading, writing and maths in play.		Preparing for Year 1. Focus on embedding key learning and self-regulation.	
Continuous provision: outside	Exploring and caring for the outdoor environment; using resources safely.		Seasonal exploration and creativity with natural materials.		Collaboration and construction with loose parts.		Investigation and problem solving: predict, test, explore.		Independence and physical development; taking on challenges.		Transition and readiness for Year 1; purposeful play and teamwork.	

Topic focus	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Key experiences & community links	Stay-and-play settling-in sessions; family photo sharing; grandparent or carer visitors.	Autumn walk and leaf collecting; Christmas performance;	Space visit; torch and den day; Chinese New Year celebration.	Spring walk and planting; fossil hunt; visitor with real fossils or a 'palaeontologist' day.	Beach or rock-pool visit; coastal visitor (e.g. lifeguard or lifeboat crew); sea-life talk.	Pirate treasure-hunt day; Sports Day; New class transition visits.
Key dates: local & national	World Mental Health Day; Black History Month	Children in Need; Remembrance Day; Diwali; Bonfire Night; Anti-bullying Week; Hanukkah; Advent	Chinese New Year; Valentine's Day	Sports/Comic Relief; World Book Day; Shrove Tuesday; Mother's Day; Ramadan	St George's Day; May Day; VE Day; Eid ul-Fitr	Sports Day; Father's Day; Eid al-Adha; Hajj
<i>Also in the Early Years: Computing is not assessed in the EYFS but is woven through provision (switches and torches, taking photographs on a tablet, programming a Bee-Bot, and e-safety).</i>						

Characteristics of Effective Learning (CoEL)

Playing and exploring · Active learning · Creating and thinking critically — how children learn, underpinning all seven areas of learning (Development Matters, Sept 2023)

	Playing and exploring	Active learning	Creating and thinking critically
	<i>Children investigate and experience things, and 'have a go'.</i>	<i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i>	<i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i>
Children will be learning to:	- Realise that their actions have an effect on the world, so they want to keep repeating them. - Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions using visual aids or by talking to themselves while playing. - Make independent choices. - Bring their own interests and fascinations into the setting, which helps them develop their learning. - Respond to new experiences that adults bring to their attention.	- Participate in routines and begin to predict sequences because they know them. - Show goal-directed behaviour. - Begin to correct their own mistakes. - Keep on trying when things are difficult.	- Take part in simple pretend play and sort materials. - Review their progress as they try to achieve a goal, and check how well they are doing. - Solve real problems. - Use pretend play to think beyond the 'here and now' and to understand another perspective. - Know more, so feel confident about coming up with their own ideas, and make more links between those ideas. - Concentrate on achieving something that is important to them, controlling their attention and ignoring distractions.
How adults support this:	- Offer open-ended resources, indoors and outside, for children to play with freely. - Provide a well-organised environment so children know where materials are and can reach them easily. - Give time and space for large-scale projects that continue over several days. - Join in with play and investigations without taking over; talk about what children are doing and noticing. - Extend children's interests with stimulating resources and non-fiction books. - Regularly provide new materials, experiences, visits and visitors.	- Give children a secure base through the key person approach and supportive routines. - Accept the pace of children's learning; allow plenty of time to make connections and repeat activities. - Help children choose what will support them most: trial and error, asking a friend or adult, or watching and listening to a model. - Balance open-ended activities children choose with supportive structure from an adult. - Teach self-calming strategies, such as a calming jar or zones of regulation.	- Provide open-ended resources that can be used in many ways; enjoy children's creative thinking. - Keep routines consistent and give plenty of time so play is not constantly interrupted. - Help children reflect on learning using photos and learning journeys: "Do you remember when...?" - Extend ideas through sustained discussion about 'how', 'why' and 'what might happen next'. - Help children come up with their own ideas and explanations. - Make time and space for deep involvement in imaginative play, indoors and outside.

Communication and Language (C&L)

Listening, attention and understanding · Speaking

Communication and Language	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	- Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. - Listen to simple stories and understand what is happening, with the help of the pictures. - Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). - Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. - Join in with songs & rhymes, copy sounds, rhythms, tunes, tempo.		- Focus on an activity of their own choice. - Listen to other people’s talk with interest but can easily be distracted by other things. - Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. - Use the speech sounds p, b, m, w. - Pronounce: l/r/w/y; f/th; s/sh/ch/dz/j; multi-syllabic words such as ‘banana’ and ‘computer’. - Start to say how they are feeling, using words as well as actions.		- Repeat words and phrases from familiar stories. - Say some of the words in songs and rhymes. - Start to develop conversation, often jumping from topic to topic. - Make themselves understood and can become frustrated when they cannot.	
Nursery (3–4)	- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Enjoy listening to longer stories ;remember much of what happens. - Use longer sentences of four to six words. - Use a wider range of vocabulary. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Sing a large repertoire of songs.		- Pay attention to more than one thing at a time, - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” - Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh; multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.		- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Start a conversation with an adult or a friend and continue it for many turns. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.	
Nursery Voice 21	Physical: - To turn your body towards the speaker for an appropriate amount of time. Linguistic: - To use familiar words with confidence. - To use some taught vocabulary to describe. Cognitive: - To begin to understand how and why questions.		Cognitive: - To use ‘and’ to link their ideas. Social and emotional: - To take turns to speak with the support of an adult.		Cognitive: - To describe events currently happening and what might happen next. Social and emotional: - To listen to others.	

Communication and Language	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Reception	Listening, attention and understanding: - Understand how to listen carefully and why listening is important. - Listen carefully to rhymes and songs, paying attention to how they sound. Speaking: - Develop social phrases. - Engage in storytime.	Listening, attention and understanding: - Learn new vocabulary. - Engage in non-fiction books. Speaking: - Learn rhymes, poems and songs. - Listen to and talk about stories to build familiarity and understanding.	Listening, attention and understanding: - Use new vocabulary through the day. Speaking: - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Listening, attention and understanding: - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Speaking: - Use new vocabulary in different contexts. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listening, attention and understanding: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of vocabulary from stories, non-fiction, rhymes and poems.	Listening, attention and understanding: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class and small-group interactions; - Make comments about what they have heard and ask questions to clarify understanding; Speaking: - Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and conjunctions, with modelling and support from their teacher.
Reception Voice 21	Physical: - To speak to be heard clearly by others. Social and emotional: - To listen attentively in a pair or small group. - To take turns to speak with a partner independently.	Linguistic: To use talk in play to practise new vocabulary.	Cognitive: - To ask questions. - To describe events that have happened to them in detail.	Linguistic: - To join phrases with words such as 'if', 'because', 'so', 'could', 'but'. Cognitive: - To use 'because' to develop their ideas.	Physical: To speak audibly so they can be heard and understood.	Physical: - To use gesture to support meaning in play. Cognitive: - To wonder about ideas.
Links with Y1						
Spoken language underpins reading and writing. Children will explain their understanding of books and other reading and prepare ideas before they write; use the conventions of discussion and debate; take part in drama; adopt, create and sustain a range of roles, responding appropriately to others in role. Use exploratory talk to enhance learning as well as talk for presentation and performance. (V21 oracy).						

Personal, Social and Emotional Development (PSED)

Self-regulation · Managing self · Building relationships

PSED	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	- Managing transitions, for example from parent to their key person. - Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Learn to use the toilet with help. - Be increasingly able to talk about and manage their emotions. - Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Develop friendships with other children. - Explore emotions beyond normal range through play & stories.		- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. - Express preferences and decisions. They also try new things and start establishing their autonomy. - Engage with others through gestures, gaze and talk. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. - Feel strong enough to express a range of emotions.		- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Thrive as they develop self-assurance. - Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. - Learn to use the toilet independently.	
Nursery (3–4)	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Increasingly follow rules, understanding why they are important. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, toilet, washing and drying their hands thoroughly. - Talk about feelings using words like ‘happy’, ‘sad’, ‘angry’, ‘worried’. - Play with one or more children, extending & elaborating play ideas. - Understand gradually how others might be feeling.		- Show developing confidence in new social situations. - Make healthy choices about food, drink, activity and toothbrushing. - Select and use activities/ resources, with help when needed; to achieve a chosen goal or one which is suggested to them. - Find solutions to conflicts and rivalries. For example, accept that not everyone can be Spider-Man in the game, suggesting other ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts.		- Remember rules without needing an adult to remind them. - Develop their sense of responsibility and membership of a community. - Further develop their sense of responsibility and membership of a community. - Show more confidence in new social situations.	
Reception	Managing self: - See themselves as a valuable individual. - Manage their own needs – personal hygiene. Build Relationships: - Build constructive and respectful relationships.	Self-regulation: - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally.	Managing Self: - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of ‘screen time’; having a good sleep routine; being a safe pedestrian. - Show resilience and perseverance in the face of challenge.	Building Relationship: - Think about the perspectives of others. Self-regulation: - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	Self-regulation: - Set and work towards simple goals, waiting for what they want and controlling immediate impulses when appropriate; Managing self: - Explain the reasons for rules, know right from wrong; try to behave accordingly; - Manage own basic hygiene and personal needs, including dressing, going to the toilet, understanding the importance of healthy food choices. Building relationships: - Work and play cooperatively and take turns with others;	Self-regulation: - Give focused attention to what the teacher says and follow instructions involving several ideas or actions. Managing self: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Building relationships: - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.
Links with Y1						
Relationships - Roles of different people, families; feeling cared for; build positive relationship. Living in the Wider World - What rules are; consequences of actions; caring for others’ needs; looking after the environment, community.				Health and Wellbeing Keeping safe and healthy; food and exercise; hygiene routines; sun safety; individuality & expressing themselves.		

Physical Development (PD)

Gross motor skills · Fine motor skills

Physical Development	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery: gross motor (2–3)	- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Walk, run, jump and climb – and start to use the stairs independently. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Enjoy starting to kick, throw and catch balls. - Spin, roll and independently use ropes and swings (for example, tyre swings).		- Clap and stamp to music. - Build independently with a range of appropriate resources.		Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	
Nursery: fine motor (2–3)	- Explore different materials and tools. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.		Develop manipulation and control.		Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	
Nursery: gross motor (3–4)	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.		- Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Begin to choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Start taking part in some group activities which they make up for themselves, or in teams.		- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Collaborate confidently with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Skip, hop, stand on one leg with control and hold a pose for a game like musical statues. - Take part in some group activities which they make up for themselves, or in teams. - Independently choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	
Nursery: fine motor (3–4)	- Begin to develop independence as they get dressed and undressed, for example, putting coats on and doing up zips. - Use one-handed tools and equipment, for example, making snips in paper with scissors.		- Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand.		- Confidently use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	

Physical Development	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Reception: gross motor	Gross motor: - Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing - Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes.	Gross motor: - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility.	Gross motor: - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Gross motor: - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Gross motor: - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Gross motor: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing;
Reception: fine motor	Fine Motor: - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop their small motor skills so that they can begin to use a range of tools: pencils for drawing and writing, paintbrushes, scissors, spoons.	Fine Motor: Develop their small motor skills so that they can use a range of tools competently and safely: pencils for drawing and writing, paintbrushes, scissors, forks and spoons.	Fine Motor: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Fine Motor: Develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine Motor: Begin to show accuracy and care when drawing.	Fine Motor: - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;
Links with Y1						
Gross Motor Skills - Core strength and arm strength for posture and handwriting. - Master basic movements including running, jumping, throwing and catching, and develop balance, agility and coordination, beginning to apply these in a range of activities; - Take part in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.				Fine Motor Skills - Pencil grip and letter formation; control and manipulation of tools – scissors, rulers, knife, fork and spoon. - Construction, maths manipulatives and computing skills – moving a mouse, accessing a keyboard. - Self-care – managing buttons, zips, poppers, unwrapping food packaging, peeling fruit.		

Literacy

Comprehension · Word reading · Writing

Literacy	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	Pre-phonics and reading: - Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Ask questions about the book. Make comments and share their own ideas. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.		Pre-phonics and reading: - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Writing: - Enjoy drawing freely.		Writing: - Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” - Make marks on their picture to stand for their name.	
Nursery (3–4)	Pre-phonics and reading: - Understand the five key concepts about print: print has meaning. - Engage in extended conversations about stories, learning new vocabulary. Pre-phonics and reading: - Key concept about print: print can have different purposes. - Develop their phonological awareness so that they can spot and suggest rhymes.		Pre-phonics and reading: - Key concept about print: we read English text from left to right and from top to bottom. - Phonological awareness: count or clap syllables in a word. Pre-phonics and reading: - Key concept about print: the names of the different parts of a book. - Phonological awareness: recognise words with the same initial sound, such as money and mother.		Pre-phonics and reading: - Understand the five key concepts about print - all five. key concepts about print. - Phonological awareness: rhymes, syllables and initial sounds. - Engage in extended conversations about stories, learning new vocabulary. Writing: - Write some or all of their name. - Begin to write some letters accurately. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	

Literacy	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Reception	Reading: Read individual letters by saying the sounds for them.	Reading: - Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Writing: - Form lower-case letters correctly.	Reading: - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. Writing: - Spell words by identifying the sounds and then writing the sound with letter/s. Comprehension: - Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words	Reading: - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Writing: - Form lower case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Re-read what they have written to check that it makes sense. Comprehension: - Begin to anticipate, where appropriate, key events in stories;	Reading: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing: - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Write simple phrases and sentences that can be read by others. Comprehension: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Word reading: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences & books consistent with their phonic knowledge, incl some common exception words. Writing: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Comprehension: - Anticipate, where appropriate, key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Reception: RWI minimum half-termly expectations	16 Set 1 sounds. Secure: Set 1B.	All 25 Set 1 single-letter sounds; blend orally. Secure: Set 1C.	25 Set 1 sounds. Secure: Ditty.	31 Set 1 sounds. Secure: Red.	35 Set 1 sounds, including 4 double consonants. Secure: Green.	41 sounds: all Set 1 plus the first 6 Set 2 sounds. Secure: Green.
Reception: handwriting focus	Hand/finger strength building. Posture and seating. Tracing / patterns in sand, glitter and shaving foam.	Curly caterpillar letters: c, a, o, d, g, q, e, s; capital letters for name writing.	Long ladder letters: l, i, t, u, j, y, f.	One-armed robot letters: r, b, n, h, m, k, p.	Zig-zag monster letters: v, w, x, z.	Consolidation.
Links with Y1						
Reading and Comprehension - Apply phonic knowledge; - Blend sounds, read common words and re-read books; - Understand and explain books and stories; - Develop pleasure in reading; - Discuss word meanings, make inferences and predict; - Discuss non-fiction;				Writing and Comprehension - Apply phonic knowledge; - Combine words to make and sequence sentences; - Use capital letters, full stops and finger spaces; - Form letters, hold a pencil comfortably and correctly say aloud what they want to write, - Re-read and discuss their writing.		

Mathematics

Number · Numerical patterns

Mathematics	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	- React to changes of amount in a group of up to three items. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Take part in finger rhymes with numbers. - Compare amounts, saying ‘lots’, ‘more’ or ‘same’.		- Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Build with a range of resources. - Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.		- Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. - Notice patterns and arrange things in patterns.	
Nursery (3–4)	- Develop recognition of up to 3 objects, without having to count them individually (‘subitising’). - Recite numbers past 5. - Say one number for each item in order: 1, 2, 3, 4, 5. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. - Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - Show ‘finger numbers’ up to 5. - Compare quantities using language: ‘more than’, ‘fewer than’. - Extend and create ABAB patterns – stick, leaf, stick, leaf.		- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Understand position through words alone – for example, “The bag is under the table,” – with no pointing. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc. - Compare objects relating to size, length, weight and capacity.		- Solve real world mathematical problems with numbers up to 5. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. - Describe a familiar route.	
Reception	Number: - Count objects, actions and sounds. - Subitise. - Begin to link the number symbol (numeral) with its cardinal number value.	Number: - Count beyond ten. - Compare numbers. - Link the number symbol (numeral) with its cardinal number value. Numerical patterns: - Continue, copy and create repeating patterns.	Number: - Understand the ‘one more than/one less than’ relationship between consecutive numbers. - Begin to explore the composition of some numbers to 10. Numerical patterns: - Select, rotate and manipulate shapes to develop spatial reasoning skills.	Number: - Automatically recall number bonds for numbers 0–5 and some to 10. - Explore the composition of numbers to 10. Numerical patterns: - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity.	Number: - 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. - Subitise (recognise quantities without counting) up to 5;	Number: - Have a deep understanding of number to 10, including the composition of each number; Numerical patterns: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognise when a quantity is greater than, less than or the same as; - Explore & represent patterns within numbers up to 10, including evens/odds, double facts and how quantities can be distributed equally.
Mastering Number focus	Subitising and counting skills, including the counting sequence (staircase pattern).	Composition of numbers within 5, parts and whole, comparing sets and spatial language.	Noticing shapes, subitising within and beyond 5, and the structure of 6 and 7 as ‘5 and a bit’.	Equal and unequal, doubles, odd and even, and ordering numbers. Count beyond 20.	Patterns, measures and comparison, with larger counts.	Representations of number, magnitude, one more/one less within 10 & conceptual subitising.
Links with Y1						
- Number and place value (within 100, then 20 for addition and subtraction); fractions: half and quarter of shape and quantity; - count in 2s, 5s and 10s and solve one-step problems;				- number bonds to 20; - compare and estimate length and height; name 2D and 3D shapes; positional language, direction and half and quarter turns; money; time (o’clock, half past, days, months, years).		

Understanding the World (Utw)

Past and present · People, culture and communities · The natural world

Understanding the World	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	- Make connections between the features of their family and others’. - Notice differences between people. - Explore natural materials, indoors and outside. - Explore materials with different properties.		- Repeat actions that have an effect. - Explore and respond to different natural phenomena in their setting and on trips.		Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	
Nursery (3–4)	- Begin to make sense of their own life-story and family’s history. - Develop positive attitudes about the differences between people. - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to understand the need to respect and care for the natural environment and all living things.		- Explore how things work. - Explore and talk about different forces they can feel. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal.		- Talk about the differences between materials and changes they notice. - Show interest in different occupations. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Reception Past and Present	Past and present: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	Past and present: Comment on images of familiar situations in the past.	Past and present: Compare and contrast characters from stories, including figures from the past.	Past and present: Compare and contrast characters from stories, including figures from the past. (E.g. Mary Anning)	Past and present: - Comment on images of familiar situations in the past. (e.g. seaside/beach) - Talk about the lives of the people around them and their roles in society;	Past and present: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events in books and storytelling.
Reception People, culture and communities	People, culture & communities: Understand that some places are special to members of their community.	People, culture & communities: Recognise that people have different beliefs and celebrate special times in different ways.	People, culture & communities: Recognise some similarities and differences between life in this country and life in other countries.	People, culture & communities: - Draw information from a simple map. - Recognise that people have different beliefs and celebrate special times in different ways.	People, culture & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	People, culture & communities: - Know some similarities and differences between different religious and cultural communities in this country; - Explain some similarities and differences between life in this country and life in other countries.
Reception The Natural World	The Natural World: - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	The Natural World: Understand the effect of changing seasons on the natural world around them.	The Natural World: Begin to understand some important processes and changes in the natural world (e.g. day & night)	The Natural World: - Recognise some environments that are different from the one in which they live. - Begin to explore the natural world around them.	The Natural World: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments;	The Natural World: Understand some important processes and changes in the natural world, including the seasons and changing states of matter.

Cornwall Agreed Syllabus for RE	Being Special: where do we belong? Everyone is unique and special. Christian baptism and its symbols. Explore how Muslim and Hindus celebrate people being special. Texts: Psalm 139 (Christian and Jewish focus)	Why is Christmas special for Christians? Special people. Jesus, Mary and Joseph as special people. Giving gifts. Jesus as a gift to Christians. Texts: The Nativity Story.	Why is the word ‘God’ special to Christians? Our special world – animals and nature. Creation. Being thankful. Harvest. Texts: The Creation story.	Why is Easter special to Christians? (Salvation) New life & new beginnings. Symbols, including the cross. Texts: Palm Sunday; children’s version of the Easter Story.	Which places are special and why? Our own special places – where do we feel happy and safe? Explore special places for Christians, Jews, Muslims and Hindus.	Which stories are special and why? Our own special books. Explore special books / stories for Christians, Jews, Muslims and Hindus.
Links with Y1 History: changes within living memory (toys), significant events and people, (Amelia Earhart) and the local area – Cornish festivals. Geography: awareness of the world - hot and cold places and their features; local area – coastal; simple maps, keys and fieldwork in the local area.				RE: Different religions and cultures; similarities and differences in religion; community events and festivals. Science: ask simple questions, observe closely, identify and classify; name common plants, animals, materials; observe seasonal changes.		

Expressive Arts and Design (EAD)

Creating with materials · Being imaginative and expressive

Expressive Arts and Design	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Nursery (2–3)	- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Start to make marks intentionally. - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. - Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Sing songs and say rhymes independently; singing whilst playing.		- Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas. - Develop play around favourite stories using props. - Make rhythmical and repetitive sounds. - Explore a range of soundmakers and instruments and play them in different ways.		- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Explore their voices and enjoy making sounds. - Join in with songs and rhymes, making some sounds.	
Nursery (3–4)	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Remember and sing entire songs. - Join different materials and explore different textures. - Explore colour and colour mixing. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.		- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Use drawing to represent ideas like movement or loud noises. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Develop their own ideas and then decide which materials to use to express them. - Play instruments with increasing control to express their feelings and ideas.		- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Continue to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Further develop their own ideas and then decide which materials to use to express them. - Continue to remember and sing entire songs.	
Reception Creating with materials	Creating with materials: Begin to explore and use a variety of artistic effects to express their ideas and feelings.	Creating with materials: Create collaboratively, sharing ideas, resources and skills.	Creating with materials: Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Creating with materials: Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Creating with materials: - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design	Autumn 1: Me and my family	Autumn 2: Seasons	Spring 1: Space	Spring 2: Dinosaurs	Summer 1: The Sea	Summer 2: Pirates
Reception Being imaginative & expressive	Being imaginative and expressive: • Begin to develop storylines in their pretend play. • Begin to sing in a group or on their own, increasingly matching the pitch and following the melody.	Being imaginative and expressive: • Watch and talk about dance and performance art, expressing their feelings and responses. • Begin to explore and engage in music making and dance, performing solo or in groups.	Being imaginative and expressive: • Develop storylines in their pretend play. • Listen attentively, move to and talk about music, expressing their feelings and responses.	Being imaginative and expressive: • Further develop storylines in their pretend play. • 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.	Being imaginative and expressive: • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.	Being imaginative and expressive: • Invent, adapt and recount narratives and stories with peers and their teacher;
Links with Y1						
Art and design: use a range of materials creatively; draw, paint and sculpt to share ideas; develop techniques; learn about artists, craft makers and designers. English: Adapt and invent stories, use the expressive voice in solo or group performance, e.g. of poetry.				Design and technology: design, make and evaluate purposeful products; build structures and use simple mechanisms. Music: sing and use voices expressively, play instruments, listen with concentration and combine sounds. PE: Explore and engage in dance for expression and to represent narratives.		