

Squirrel Hayes First School EYFS Long Term Overview

Year A	Autumn 1 People Who Help Us Home Corner (Geog) Country - France	Autumn 2 Back in Time Toy shop/Grotto Visit - Santa (History)	Spring 1 Down in the Jungle (Geography) Country - Africa/China	Spring 2 On The Farm Cafe Visit - Farm (Science)	Summer 1 Once Upon a time Home corner (History) Country - America	Summer 2 Minibeasts Garden Centre Zoo lab (Science)
Possible Themes/Interests/Lines of Enquiry	Vegetables/healthy eating Autumn - seasons Family- parents/grandparents baby/now Occupations Forces/Senses Melting ice Maps and settings Environment Artist - Matisse Historian - Florence Nightingale	Divali Bonfire Night/Remembrance Christmas/Father Christmas Christmas around the world Antibullying/Children in need Hannukah Toys past and present Designing toys/icelollies Family- parents/gparents/baby b History - Grandparents	Winter Chinese New Year Occupations Maps Weather Life in different countries China - contrasting locality Family past and present (images) Artist - Henry Rousseau	Spring Pancake Day Easter Growing up - generations Planting/Gardening/Spring Holi/Ramadan/Faith in Focus - wedding Animals and their young Scientist - JB Gill (JLS singer cbeebies programme)	Summer America Materials and properties Eid Local Area Changing states - baking bread Making houses Summer Scientist - David Attenborough	Summer holidays (past and present) Life cycles Planting Bug hotel Bird feeders Family Occupations Different countries collections Artist - George Seurat
Key Texts	Police man Nurse Library Fireman Vet Autumn NF	Harry and the robots Kippers toy box Toys around the world Dogger Winter NF Stickman Nativity	Dear Zoo Handa's Surprise Monkey Puzzle Rumble in the Jungle Africa NF	Old McDonald Rosie Walk Farmer Duck Squash and a squeeze Scarecrows wedding Easter Story Spring/Vegetables NF	Gingerbread man Jack and the beanstalk Three little pigs Goldilocks and 3 bears Little Red Riding Hood Winter NF	Hungry Caterpillar Super Worm The ladybird heard Spinderella Life cycles/First facts about bugs NF
Year B	Autumn 1 Topic - Super hero's in space (Geog) Country - Italy	Autumn 2 Down in the forest Visit - Santa (Science)	Spring 1 People who Help us Visit - fire station (Geography) Country - India/China	Spring 2 Dinosaurs (History)	Summer 1 Once Upon a Time (History) Country - Australia	Summer 2 Under the Sea Boogie Beats (Science)
Possible Themes/Interests/Lines of Enquiry	Vegetables/healthy eating Autumn - seasons Family- parents/grandparents baby/now Materials for capes Forces Senses Melting ice Designing rockets Space Maps and settings Environment Scientist - Neil Arm strong	Divali Bonfire Night Remembrance Christmas/ Christmas around the world Antibullying/Children in need Hannukah Animals Family- parents/grandparents baby/now Wood rubbings, clay owls Artist - Van Gough The starrynight	Winter Chinese New Year Occupations Family past and present (images) Maps Weather Life in different countries China - contrasting locality Historian - Marie Curie Scientist - Mary Anning	Spring Pancake Day Easter Growing up - generations Planting/Gardening/Spring Holi/Ramadan/Faith in Focus - wedding Africa - contrasting locality Bird Feeders Minibeasts Bug hotel Life cycles - Frog/butterfly/plant	Summer America Materials and properties Eid Local Area Changing states - baking bread Making houses Summer	Summer holidays (past and present) America Pirates history Family Occupations Different countries collections Artist - Hokusai Historian - Black beard
Key Texts	Ten little superhero's Super Daisy / Supertato / Supertato veggies assemble / Super mum / Super pants / Space NF Extra - Autumn NF /	Owl babies The Gruffalo's child Gruffalo We're going on a bear hunt Stick Man Nativity Autumn NF	Police man Nurse Library Fireman Vet Winter NF	Dinosaur that pooped a past / Harry and the buckets full of dinosaurs Stomp chomp here comes dinosaurs / How to grow a dinosaur Extra - Dinosaur NF /	Cinderella The little red hen Little red riding hood 3 billy goats gruff Jack and the Beanstalk The 3 Little pigs Extra - Summer NF	Commotion in the ocean Smiley Shark Fidgety Fish Rainbow fish Clumsy crab Extra - Under water A-Z NF

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Reception Progression

Communication and Language -

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language	<u>By the End of the Autumn term</u>	<u>By the end of the Spring term</u>	<u>By the end of the Summer term</u>
<p>End of term Checklist (Progression maps) (C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions.)</p>	<ul style="list-style-type: none"> Understands 'how' and 'why' questions Can listen to their friends and teachers for short periods of time Can focus their attention on one thing at a time Follows an instruction with two parts Learns rhymes, poems and songs Tells longer stories Has issues with some irregular tenses and plurals Says most set 1 sounds correctly and beginning to say multisyllabic words. Uses sentences of 4-6 words Has a long conversation with an adult or friend Uses talk to organise themselves and their play Uses a wider range of vocabulary 	<ul style="list-style-type: none"> Listens to longer stories and is beginning to explain what is read to them, answering questions Can answer a wide variety of questions independently Can listen to their friends and teachers for prolonged periods of time Listens carefully to rhymes and songs Can shift their focus between two things at a time Follows an instruction with more than two parts Can recite rhymes, poems and songs in a group Retells stories with some repetition Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so' Has a long conversation with an adult or friend, switching from topic to topic Uses and demonstrates new vocabulary in daily conversation 	<ul style="list-style-type: none"> Engages in story time, building familiarity and understanding Asks questions to find out more and to check they understand what has been said to them Learns new vocabulary Understands how to listen carefully and why listening is important Can recite rhymes and songs independently Retells their own stories Usually speaks using the correct tense Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly Articulates their ideas and thoughts in well-formed sentences, using connectives Explains how things work and why they might happen Uses talk to help work out problems and organise thinking Describes events in some detail Develops social phrases Uses new vocabulary in different contexts
<p>Goal</p>			<p>Speaking Goal</p> <ul style="list-style-type: none"> 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 recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Listening and Attention Goal</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional development	<u>By the End of the Autumn term</u>	<u>By the end of the Spring term</u>	<u>By the end of the Summer term</u>
<p>Managing Self, Self Regulation & Building Relationships</p> <p>End of term Checklist (Progression maps)</p>	<ul style="list-style-type: none"> Can talk about a variety of feelings Is able to ask for help Recognises the feelings of characters in stories Children are developing resilience, trying to do something difficult which they want to achieve Takes turns in games and group activities with some support Shows confidence when playing in a small group and in new social situations 	<ul style="list-style-type: none"> Children are able to explain what they are good at and what they need to practise Recognises different feelings and responds appropriately Tells others how they have made them feel Recognise when and how they need to respond to a friend, showing sensitivity when needed Children understand how they can improve Children persevere to reach their intended goal 	<ul style="list-style-type: none"> Articulates how they feel using age appropriate vocabulary Identifies and moderates their own feelings, socially and emotionally Expresses their feelings and considers those of others Sees themselves as a valuable individual Shows perseverance and resilience in the face of challenge Shows confidence during whole class sessions Selects and uses activities and resources without help.

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	<ul style="list-style-type: none"> Plays with one or more other children, extending and elaborating on play ideas Offers to share resources - 'Would you like this...?' Resolving conflicts by themselves, where possible, and not retaliating Developing appropriate ways of being assertive Becomes more outgoing to unfamiliar people Puts their cardigan/jumper in a sensible place if they take it off Beginning to name pieces of work that are theirs 	<ul style="list-style-type: none"> Takes turns in familiar games and group activities without support Watches the person who is speaking and knows when it is their turn to speak Asks others if they need help - 'Would you like me to help you?' Children are aware of rules and why we need to follow them. They remind friends of the rules when needed. Plays in a group, sharing and extending ideas Is able to explain the importance of sharing Children are able to determine when a situation requires adult intervention Has an awareness of stranger danger Children know what belongs to them and stores items sensibly Children are responsible for bringing their reading books and homework back each week Children are responsible for maintaining the indoor and outdoor areas. 	<ul style="list-style-type: none"> Knows which resources they need to carry out their intended activity. Children know that they must put something away before getting something else out. Builds constructive and respectful relationships Manages their own needs
Goal			<p>Self Regulation Goal</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self Goal</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships Goal</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; <p>Show sensitivity to their own and to others' needs.</p>

Physical Development
 Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Physical Development Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. & Gross Motor</p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> Can throw balls Can catch larger items from a longer distance Can run with a ball Can demonstrate different types of balances Walks along a balance beam Increasingly able to use and remember sequences and patterns of movement, related to music Uses large-muscle movements to produce diagonal lines Uses small-muscle movements to produce diagonal lines Use a comfortable grip with good control Dynamic tripod grasp Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands pours their own drink/milk Can get changed with minimal help 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Can throw a ball at a given target Can catch smaller items from a longer distance Can dribble in and out of targets Rides a scooter by pushing with their foot and resting both feet on the scooter Can balance using different body parts Can balance a ball on a bat Climbs apparatus, going up forwards, over and coming down backwards Remembers sequences and patterns to music without words Uses large-muscle movements to produce X and triangles Uses small-muscle movements to produce X and triangles Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet Uses a wide range of equipment that requires the co-ordination of both hands (with precision) 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Further develops and refines ball skills Progresses towards a more fluent style of moving Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions Combines different movements with ease and fluency Revises and refines fundamental movement skills Develops small motor skills to use a range of tools competently, safely and confidently Develops a handwriting style Child recognises their preference for a dominant hand Knows and talks about health and wellbeing Further develops the skills they need to manage the school day successfully Ensures they are eating enough food and drinking enough water
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	•	<ul style="list-style-type: none"> • Can walk, run, crawl, climb, hop, jump and skip with increasing control • Can use scissors with precision. Uses small tweezers, smaller nuts and bolt. • Is able to use other small one-handed tools • Develops control further and is able to replicate patterns, letters and numbers with ease • Is able to explain the effects of exercise and sleep • Starts taking part in group activities which they make up • Collaborates with others to manage large items appropriately • Uses a knife and fork with precision • Puts on gloves independently • Tidies up, takes jumper off if hot and puts it on if cold 	
Goal			<p>Gross Motor Goal</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Goal</p> <ul style="list-style-type: none"> • 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; • Begin to show accuracy and care when drawing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and hand-writing) and composition (articulating ideas and structuring them in speech, before writing).

<p>Literacy Word Reading, Comprehension & Writing We use the SSP Read Write Inc programme Literacy which will be reinforced through challenge & enhancements in the Continuous Provision</p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> • Is able to explain what the job of an author and illustrator are • Reads individual letters by saying the sounds for them • Reads 1.1 and 1.2 green words • Can answer closed questions involving literal retrieval • Spells words by identifying sounds and writing the letters • Forms letters using mark making tools. • Writes own name using a capital letter. • Labels • Segment and blend for writing words. • Rhymes and pattern • Play and experiment with writing, through role play. • To understand that letters and words are a symbolic way of recording meanings. (Menus, restaurant reservations, appointment books etc.) • Letter, sound correspondence. • Write labels and captions • Write letters using the correct sequence of movements. • Write a simple sentence that has been dictated. • Continue a rhyming string. • Spells words by identifying sounds and writing the letters. • Write their first name • Writes some letters accurately • Blend sounds into words to write short words • Write some tricky red words • Write cvc words • Start to name letters of the alphabet 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> • Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference • Blends sounds into set 1 words • Reads set 1 phrases and sentences • Reads some red words • Reads words with 1 syllable • Can answer open questions involving literal retrieval • Writes captions by identifying sounds and writing the letters for each word • Gradually decreases letter size, writing on the line • Dictate and invent own compositions. • Think about what to write ahead of writing. • Name the letters of the alphabet • Segment and blend sounds in words • Represent sounds in sequence • Start to write short sentences • Start to use capital letters and full stops • Begin to use some story language such as 'Once upon a time'. 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • Can find the blurb and explain what its purpose is • Reads books to build up their confidence in word reading, fluency, understanding and enjoyment • Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading • Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d • Reads some special friends • Reads Set 2 phrases and sentences • Reads some tricky words • Reads words with more than 1 syllable • Answers questions relating to vocabulary, prediction and sequence • Writes short sentences (Then with a capital letter and full stop) • Re-reads what they have written to check that it makes sense • Begin to use capital letters and full stops to punctuate a sentence. • Write for different purposes, stories and instructions. • Retell narratives in the correct sequence, drawing on the language patterns of stories. • Form upper and lower case letters • Spells words by identifying the sounds and then writing the sound • Write short sentences using letter-sound correspondence using a capital letter and full stop • Re read what they have written to check for sense • Write some irregular common words • Write tricky words
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Goal			<p>Comprehension Goal</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • 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. <p>Reading Goal</p> <ul style="list-style-type: none"> • 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 and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing Goal</p> <ul style="list-style-type: none"> • 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; • Write simple phrases and sentences that can be read by others.
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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Mathematics Number & Numerical Patterns</p> <p>We follow White Rose Maths to teach mathematics. These skills will be revisited and supported through challenge & enhancements within the Continuous Provision</p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> • Count beyond 10 • Count backwards from 10 • Count objects to 5+ • Understands that the last number tells you how many there are • Count actions/sounds to 5+ • Subitise (to 3) • Link numerals and amounts to 5+ • Orders numbers to 5 • Partitions sets of objects using a part-part whole model, exploring composition to 3 • Knows that 5 + 5 and 10 + 0 make 10 • Is able to write numbers 1-5 • Children can find 1 more than • Understands that addition is the combining of sets of objects • Adds two single digits totally up to 5 • Subtracts a single digit number from a number up to 5 • Solves real world mathematical problems with numbers to 5 • Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved' • Can identify a circle, square, triangle, rectangle • Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat' • Can correctly recognise and name cones and spheres • Continue, copy and recreate repeated patterns (ABB) • Children can talk about significant times of the day, home time, lunch time etc... and then sequence them • Talks about the different ways we can pay for things 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> • Count beyond 15 • Count backwards from 15 • Can recite a minimum of 5 number songs • Uses number language in everyday contexts • Count objects to 10+ • Count actions/sounds to 10+ • Subitise (to 5) • Link numerals and amounts to 10+ • Orders numbers to 10 • Partitions sets of objects using a part-part whole model, exploring composition to 5 • Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5 • Recognises patterns such as 6, 7, 8 and 16, 17, 18 • Can recall some number bonds to 10 • Can write numbers 1-10 • Compare numbers using 'more than', 'less than' 'fewer' 'equal to' • Children can find 1 less than • Understands that subtraction is removing objects • Adds two single digit numbers totalling up to 10 • Subtracts a single digit number from a number up to 10 • Solves real world mathematical problems with numbers to 10 • Understands that sharing is splitting an amount into equal parts • Explores how many corners and sides other 2D shapes have • Children recognise that the faces on a 3D shape often comprise of 2D shapes • Can recognise and name sphere, cube, cuboid, cylinder, cone 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • Count beyond 20 • Count backwards from 20 • Make a sensible guess of quantities within 10 • Partitions sets of objects using a part-part whole model, exploring composition to 10 • Understands that teen numbers are 10 + ____ • Can use the vocabulary of 'tens' and 'ones' to explain pattern • Can recall all number bonds to 10 • Can write numbers independently • Children understand the difference between quantity and size • Children can find 1 more than and 1 less than • Recognises that + means add and - means subtract • Adds two single digit numbers totalling more than 10 • Subtracts a single digit from 10 • Solves real world mathematical problems with numbers to 10 • Understands that halving is sharing into two equal parts • Understands that doubling is adding the same number to itself • Can name and describe properties of a variety of 2D and 3D shapes • Recognises 3D shapes in the environment • Uses positional language • Can use some ordinal numbers (1st, 2nd, 3rd) • Can confidently discuss and compare weight, length and capacity • Children can use language before, after, yesterday, today, tomorrow • Can tell you which day comes before/after a given day • Can pay for items using 1p coins
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		<ul style="list-style-type: none"> Continue, copy and recreate repeated patterns Describes a familiar route using directional language - Can order three items by length/height using non-standard measures Uses 'biggest', 'smallest', 'shortest' and 'tallest' Can order three items by weight using non-standard measures Uses 'heaviest', 'lightest' Can order three items by capacity using non-standard measures Uses 'full', 'empty', 'half empty' Children can identify if it takes a shorter or longer time to do something Says the days of the week in order Recognises that there are different coins 	
Goal			<p>Number Goal</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Pattern Goal</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the world

Past &
Present,
People,
Culture &
Communities
&
The Natural
World

End of term Checklist (Progression maps)

By the End of the Autumn term

- Can talk about past and upcoming events with their immediate family
- Talk about family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)
- Shares some similarities between characters, figures or objects
- Comments on recent pictures of celebrations in their own life. "this was me celebrating Diwali"
- Developing positive attitude about differences between people
- Identifies features on a simple map (trees, house, river and mountain)
- Talks about similarities and differences of countries
- Talk about local environment (their road, park, library, Biddulph)
- Explores and talks about forces (push and pull)
- Names and orders seasons
- Select brushes, colours and rubbers when drawing on paint software
- Can play simple games on the IWB by dragging and dropping items

By the end of the Spring term

- Can talk about members of immediate family in more detail
- Can identify emergency situations and knows who to call
- Comments on images of familiar experiences (Holidays, visiting the park, going to the doctors)
- Can name different religious venues - church, mosque etc
- Can use maps to locate objects in real life
- Knows that England is part of the UK and can name at least 1 other country
- Can identify similarities and differences between homes in our country
- Recognise some environments that are different to the one in which they live
- Talks about differences between materials and changes they notice
- Can talk about different life cycles
- Children edit photos
- Is able to discuss different occupations of family members
- Can identify similarities and differences between jobs
- Knows why religious venues are special and who goes there
- Can name their 5 senses
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By the end of the Summer term

- Can discuss similarities and differences between people in their family
- Sequence family members, explaining who they are and the key differences between what they can/can't do
- Compare and contrast characters from stories, sharing similarities and differences
- Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences
- Comments on pictures of a whole range of celebrations (Diwali, Eid, Christmas...)
- Can name at least 2 other countries including England
- Can identify similarities and differences between homes in other countries
- Use pictures to compare and contrast environments around the world
- Explores the natural world around them
- Name their 5 senses
- Understand the effect of seasons on the natural world, discussing when and how things grow
- Understands the need to respect and care for the natural environment and living things
- Children know what personal information is and know that it should not be shared online
- Knows that different countries have different homes
- Can say what plants need to survive

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Goal			<p>Past and Present Goal</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • 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 encountered books read in class and story telling. <p>People and Communities Goal</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. <p>The Natural World Goal</p> <ul style="list-style-type: none"> • 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, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Expressive arts and design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>			
<p>Expressive arts and design Creating with Materials & Being Imaginative & Expressive</p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> • Able to explore primary colours • Can use thin brushes to add detail • Print with small blocks, small sponges, fruit, shapes and other resources • Draws potato people (no neck or body) • Children are able to draw simple things from memory • Use glue sticks and glue spatulas independently • Adds other materials to develop models (tissue paper, glitter...) • Additional textures - children describe as smooth or bumpy • Builds simple models using walls, roofs and towers. • Manipulates clay (rolls, cuts, squashes, pinches, twists...) • Talks about how music makes them feel • Is able to name a variety of instruments • Plays a given instrument to a simple beat • Learns short routines, beginning to match pace • Shares likes and dislikes about dances/performances • Sings in a group, trying to keep in time • Uses own experiences to develop storylines • Participates in small world play related to rhymes and stories • Creates their own piece of art and begins to self-correct any mistakes • Works with a friend, copying ideas and developing skills together 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> • Add white or black paint to alter tint or shade • Can hold a paintbrush using a tripod grip • Draws bodies of an appropriate size for what they're drawing • Join items with glue or tape • Knows how to improve models (scrunch, twist, fold, bend, roll) • Smooth, rough, bendy, hard • Makes something that they give meaning to • Sings in a group, matching pitch and following melody • Uses experiences and learnt stories to develop storylines • Children enhance small world play with simple resources 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • Can create own colours and shades by mixing • Can independently select additional tools (stamps, rollers etc) to improve their painting • Create patterns or meaningful pictures when printing • Draws with detail (bodies with sausage limbs and additional features) • Children are beginning to draw self-portraits and objects more realistically. • Join items in a variety of ways - Sellotape, masking tape, string, ribbon • Knows how to secure boxes, toilet rolls, decorate bottles • Makes something with clear intentions • Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' • Selects own instruments and plays them in time to music. • Can change the tempo and dynamics whilst playing • Knows how to use a wide variety of instruments. • Replicates dances and performances • Sings by themselves, matching pitch and following melody • Uses imagination to develop own storylines • Begins to paint on other materials - card, fabric, clay • Creates collaboratively, sharing ideas with peers and developing skills further
Goal			Exploring and using Media Goal

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EYFS Long Term Overview

			<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used;• Make use of props and materials when role-playing characters in narratives and stories. <p><u>Being imaginative and expressive Goal</u></p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs;• Perform songs, rhymes, poems and stories with others, and - when appropriate - move in time with music;
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NB. These statements have been split for extra focus and if they link to a particular theme or topic we are covering, but all will apply on an ongoing basis throughout the year.

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Nursery Progression

Communication and Language -

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication and Language</p> <p><small>(C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions.)</small></p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> Listens to simple stories with a picture stimulus Is beginning to understand how to answer questions Is beginning to listen to adults and other children Can focus their attention for a short period of time Follows a simple instruction with support and modelling Joins in with singing nursery rhymes Talks about familiar books Communicates with simple language and with 1 or 2 words at a time Responds to friends or adults Uses talk to communicate specific needs 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember some of what happens Understands 'who, what, where, when,' questions Is beginning to focus their attention for longer periods of time Follows a simple instruction Can sing a selection of songs Can say most sounds but may struggle with 'qu, f, g, t, w, k' as initial/medial sounds Is able to communicate using between 1-3 words Children can articulate what they do and don't like Starts a conversation with an adult or friend Uses talk within their own play 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember much of what happens Listens when interested in the conversation but loses focus easily Listens to rhymes and songs Sings a large repertoire of songs Expresses a point of view and debates when they disagree Starts a conversation with an adult or friend and continues it Tells short stories
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Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Personal, Social and Emotional development</p> <p><small>Managing Self, Self Regulation & Building Relationships</small></p> <p>End of term Checklist (Progression maps)</p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> Can talk about the feelings 'happy' and 'sad' Recognises when they might be 'happy' or 'sad' and responds appropriately Understands that they need to wait their turn, using props to support them Developing confidence Prompted to tidy up Shows an interest in others 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Children celebrate accomplishment of goals Takes turns in games and group activities with encouragement and support Shows confidence when playing with a friend Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices. Plays alongside a friend Sometimes shares resources with adults and peers, sometimes requiring support Beginning to resolve conflicts, asking an adult if they need support Children begin communication with people by first saying their name or 'excuse me'. Children do not need to be physical to get attention Recognises their own belongings and knows to store their items on their peg 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Can talk about the feelings 'angry', 'scared' Recognises when they might be 'angry', 'scared', and responds appropriately Understands how they can manage 'uncomfortable' feelings appropriately Begins to understand how others might be feeling Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers Understands that they need to wait their turn and can anticipate when it is their turn during circle time Selects and uses activities and resources, with help, when needed. Knows that they need some resources e.g. an apron for painting. Beginning to tidy up, putting things back where they came from. Children increasingly follow rules independently Shares resources with friends if they are asked for something Plays with others
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Physical Development</p> <p><small>Fine Motor</small></p> <p><small>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</small></p> <p><small>&</small></p> <p><small>Gross Motor</small></p>	<p>By the End of the Autumn term</p> <ul style="list-style-type: none"> Can throw a large ball with both hands Catches a large ball from a short distance Can kick a large ball Rides a trike independently Go up steps and stairs independently Remembers sequences and patterns for simple nursery rhymes Uses large-muscle movements to produce vertical and horizontal lines Uses small-muscle movements to produce vertical and horizontal lines Is able to hold onto a parachute Can walk, run, crawl and climb when directed Palmer grasp 	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Can throw a small ball with one hand Can kick a large ball Balances a beanbag on their head Remembers sequences and patterns for more complex nursery rhymes Uses large-muscle movements to produce circles and + Uses small-muscle movements to produce circles and + Is able to use a rolling pin Can walk, run, crawl and climb independently Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Can throw a ball or bean bag underarm or overarm Catches a small ball or bean bag from a short distance Can walk with a ball Rides a scooter independently, moving one leg backwards and forwards. Skip, hop, stand on one leg and hold a pose Walks along a bench independently Go up steps and stairs, or climb up apparatus, using alternate feet Uses large-muscle movements to produce squares Uses small-muscle movements to produce squares Children are encouraged to sit on the carpet and at the table
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End of term Checklist (Progression maps)	<ul style="list-style-type: none"> No hand dominance Starts taking part in adult led group activities Washes their hands independently 	<ul style="list-style-type: none"> Static tripod/quadrupod grasp Beginning to show strength in a particular hand Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise Beginning to know why we need to exercise Starts taking part in child-initiated group activities Beginning to peel their own fruit and pour their own milk Can put their own aprons on and pull clothing up and down for the toilet Uses the toilet and wipes themselves 	<ul style="list-style-type: none"> Start to eat independently, learning to use a knife and fork Match their developing physical skills to tasks and activities Uses one-handed tools and equipment Makes healthy choices Put their coat on by themselves Blows their nose, disposing of the tissue and sanitising Can put their own shoes, socks, hats and mittens on
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Literacy
 It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and hand-writing) and composition (articulating ideas and structuring them in speech, before writing).

Literacy Word Reading, Comprehension & Writing We use the SSP Read Write Inc programme Literacy which will be reinforced through challenge & enhancements in the Continuous Provision End of term Checklist (Progression maps)	By the End of the Autumn term <u>Reading</u> <ul style="list-style-type: none"> Knows how we hold a book, which way we turn the pages and that we read from left to right Enjoys listening to stories Can engage in short conversations about stories <u>Phonics</u> <ul style="list-style-type: none"> Counts syllables in a word with support Joins in with rhyming songs and poems <u>Writing</u> <ul style="list-style-type: none"> Participates in fine motor activities Children can write the first letter of the name Draws circles, lines and other shapes Recognises their name 	By the end of the Spring term <u>Reading</u> <ul style="list-style-type: none"> Can identify front cover, back cover and title. Understands why we have books Enjoys choosing their own books to read Knows that print has different meanings <u>Phonics</u> <ul style="list-style-type: none"> - Matches rhyming words - Hears initial sounds in words <u>Writing</u> <ul style="list-style-type: none"> Uses print and letter knowledge in early writing - knows that their print carries meaning Children can write their name Is beginning to form letters 	By the end of the Summer term <u>Reading</u> <ul style="list-style-type: none"> Has an awareness of pages, words and letters Enjoys sharing books with an adult Knows that print has meaning Engages in extended conversations about stories, learning new vocabulary <u>Phonics</u> <ul style="list-style-type: none"> Recognises words with the same initial sound Can clap syllables in a word Matches rhyming words <u>Writing</u> <ul style="list-style-type: none"> Children are able to write initial sounds Can segment and blend cvc words Beginning to write cvc words
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Mathematics
 Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics Number & Numerical Patterns We follow White Rose Maths to teach mathematics. These skills will be revisited and supported through challenge & enhancements within the Continuous Provision End of term Checklist (Progression maps)	Number <ul style="list-style-type: none"> Says some number names in the correct order Says some number names but not for each object Subitise (to 1) Recognises some numbers Say one number for each object Line up objects to count them Count numbers in order Know that the last number we count is the number in the group without recounting Knows that anything can be counted Talk about more and fewer Identify groups with more and fewer <u>SSM</u> <ul style="list-style-type: none"> Recognise and name colours Match colours Sort objects by shape, colour, size, appearance, type etc Talk about how groups have been sorted Talk about what is the same and different Can identify a star and a heart Talks about pattern in the environment (spotty, stripy...) Continue an AB pattern Talk about pattern Identify large/big, small/little 	By the end of the Spring term <u>Number</u> <ol style="list-style-type: none"> 1. Count beyond 3 <ul style="list-style-type: none"> Subitise (to 2) Link numerals and amounts to 3 Compares quantities using 'more than' Understand numbers 1-5 Counts forwards and backwards Count 1-5 1:1 by putting them in a line and saying one number for each object Use a five frame Make pictorial representations of numbers Make pictorial representations of groups Represent numbers on fingers Start to understand part part whole Orders numbers Solves real world problems Is able to write numbers of personal significance. Can recite number songs <u>SSM</u> <ul style="list-style-type: none"> Combines shapes to make pictures Select shapes appropriately - triangular roof, square house Selects shapes appropriately - cube/cuboid for a house 	By the end of the Summer term <u>Number</u> <ul style="list-style-type: none"> Count beyond 5 Count backwards from 5 Can recite a minimum of 3 number songs Uses number language in everyday contexts Count actions/sounds to 3+ Links numerals and amounts to 5 Knows that when a five frame is full there are 5 objects and when empty there are 0 Compares quantities using 'more than', 'less than' and 'the same' Combines amounts and knows that they have 'more' Takes some away and knows that they have 'less' <u>SSM</u> <ul style="list-style-type: none"> Talks about and explores 2D shapes using informal and mathematical language Combines shapes to make other shapes Talks about and explores 3D shapes using informal and mathematical language Can correctly match some 3D shapes Recognises 2D shapes in the environment Creates repeated patterns with colour(AB) Creates repeated patterns with number (AB)
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- Talk about size
 - Uses the ordinal vocabulary of 'first' and 'last'
 - Discusses locations
- Begins to understand the vocabulary 'first', 'last' and 'soon'

- Copies and continues repeated patterns with colour (AB)
 - Can sort items by their colour or pattern
 - Copies and continues repeated patterns with number (AB)
 - Uses the vocabulary 'in', 'on', 'under', 'behind', 'next to'
 - Uses 'big' and 'small', 'short' and 'tall' to compare size
 - Uses 'heavy' and 'light'
- Uses 'full' and 'empty' to compare capacity

- Can follow an instruction using positional language
- Describes a familiar route with basic directional language - 'around', 'this way', 'that way' and positional language
- Make simple comparisons using 'bigger' and 'smaller', 'shorter' and 'taller'
- Make simple comparisons using 'heavier' and 'lighter'
- Make simple comparisons using 'more' and 'less'
- Use the language of full, half full and empty
- Begins to describe sequences of events using next, after, later
- Knows some of the days of the week
- Understands that we need to pay for items in a shop and can talk about what they would like to buy

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the world

Past & Present, People, Culture & Communities & The Natural World

End of term Checklist (Progression maps)

By the End of the Autumn term

- Able to say who they are and who they live with
- Comments on fictional characters in stories
- Knows that there are differences between what people believe
- Knows that we live in Biddulph which is in England
- Describes their own house
- Explore collections of materials
- Understands that the weather changes and that in different countries you have different weather
- Comments on historical objects in non-fiction texts
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By the end of the Spring term

- Can talk about any pets that they might have
- Shows an interest in different occupations (nurse, doctor, police, fire...)
- Comments on characters in stories
- Comments on recent pictures of experiences in their own life "this was me at the farm"
- Knows that there are differences between what people believe
- Knows what a map is used for
- Can articulate what daily life is like in our country
- Talk about what they see in their own environment (school/home) using a wide vocabulary
- Uses senses in hands on exploration
- Explores how things work
- Understands that the weather changes and that in different countries you have different weather
- Plants seeds and cares for growing plants with support
- Mark make on paint software on the IWB
- Can play simple games on the IWB by pressing buttons

By the end of the Summer term

- Can briefly talk about members of their family
- Talks about a wider range of occupations (electricians, plumber etc)
- Shares likes and dislikes
- Knows there are special places of worship
- Knows that there are different countries in the world
- Can explain features of other homes
- Explore collections of materials, identifying similar and different properties
- Can identify what you need to wear for each season and why
- Can explain the life cycle of a butterfly
- Children can take photos on the camera
- Understands the difference between plants and animals

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive arts and design

Creating with Materials & Being Imaginative & Expressive

End of term Checklist (Progression maps)

By the End of the Autumn term

- Use pre-made paints and are able to name colours
- Can hold a paintbrush in the palm of their hand
- Makes marks. Draws circles and lines.
- Use glue sticks with support
- Builds towers by stacking objects
- Explores clay
- Enjoys listening to music
- Moves to music
- Knows some words when singing

By the end of the Spring term

- Mix primary colours
- Enjoys using hands, feet and fingers to paint
- Print with large blocks and larger sponges
- Draws faces with features and draws enclosed spaces, giving meaning
- Children are able to draw things that they observe
- Product is all one texture
- Builds walls to create enclosed spaces
- Makes marks in clay
- Responds to music
- Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)
- Copies basic actions
- Beginning to watch performances for short periods of time
- Sings in a small group
- Plays with familiar resources
- Simple small world (farm, cars, trains, dolls)

By the end of the Summer term

- Able to mix primary colours to make secondary colours
- Can use thick brushes
- Draws potato people (no neck or body)
- Use glue sticks and glue spatulas independently
- Adds other materials to develop models (tissue paper, glitter...)
- Additional textures - children describe as smooth or bumpy
- Builds simple models using walls, roofs and towers.
- Plays a given instrument to a simple beat
- Watches dances and performances
- Sings in a group, trying to keep in time
- Uses own experiences to develop storylines
- Participates in small world play related to rhymes and stories

NB. These statements have been split for extra focus and if they link to a particular theme or topic we are covering, but all will apply on an ongoing basis throughout the year.

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EYFS Long Term Overview

Pre Nursery Progression

Communication and Language -

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication and Language</p> <p>(C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions.)</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <p>Is able to focus on own activity rather than adult chosen activities. Listens to talk when interested but easily distracted. Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w.</p>	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Listen with support to simple stories with pictures. Understands 2 word sentences Understand longer sentences and instructions e.g i 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' Are usually still learning to pronounce: l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'
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Personal, Social and Emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Personal, Social and Emotional development</p> <p>Managing Self, Self Regulation & Building Relationships</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <ol style="list-style-type: none"> 1. Express preferences and beginning to develop autonomy (an understanding of self). 2. Comes into Nursery with adult support and manages change with support 3. Plays alone and alongside others and checks in with adults regularly 4. Express a range of emotions but not always able to control these. 5. Grow in independence. Sometimes this leads to feelings of frustration and tantrums. 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Beginning to be able to take turns with support and resist the urge to do or get what they want. Beginning to express if they are happy or sad. Beginning to ask simple questions Explore different emotions with adult support
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Physical Development</p> <p>Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. & Gross Motor</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Beginning to explore balls. Knows the process of washing hands Can fit into spaces, like tunnels, dens and large boxes, and move around in them. Build with a range of resources. Is able to move in a variety of ways including walking, running, jumping and climbing Move a push along toy with feet 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Beginning to kick, throw and catch balls. Beginning to use a scooter or ride a tricycle. Start to use the stairs independently. Washes hands with support Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently. Learn to use the toilet independently.
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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and hand-writing) and composition (articulating ideas and structuring them in speech, before writing).

<p>Literacy</p> <p>Word Reading, Comprehension & Writing</p>	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms and tunes. 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.
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Squirrel Hayes First School

EYFS Long Term Overview

<p>We use the SSP Read Write Inc programme Literacy which will be reinforced through challenge & enhancements in the Continuous Provision</p> <p>End of term Checklist</p>	<ul style="list-style-type: none"> • Joins in with some actions in songs.. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Uses mark making tools to make marks both large and small 	<ul style="list-style-type: none"> • Have favourite books. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props. • Enjoy independently making marks. • 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.
<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
<p>Mathematics Number & Numerical Patterns</p> <p>We follow White Rose Maths to teach mathematics. These skills will be revisited and supported through challenge & enhancements within the Continuous Provision</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <ol style="list-style-type: none"> 1. Build with blocks, stacking and putting things inside and taking them out.. 2. Join in with some number rhymes. 3. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • saying some numbers in sequence. • Build with a range of resources. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.
<p>Understanding the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
<p>Understanding the world Past & Present, People, Culture & Communities & The Natural World</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Knows when it is hot or cold 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • Explore and respond to different seasons and events that happen within them. • Talks about members of their families. • Notice differences between people. • Knows they live in a house • Can talk about the weather today
<p>Expressive arts and design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
<p>Expressive arts and design Creating with Materials & Being Imaginative & Expressive</p> <p>End of term Checklist</p>	<p>By the end of the Spring term</p> <ul style="list-style-type: none"> • Beginning to use colour names • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • 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. • Listens to music 	<p>By the end of the Summer term</p> <ul style="list-style-type: none"> • Says some colour names correctly • Makes meaningful marks • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Beginning to move when they hear music

NB. These statements have been split for extra focus and if they link to a particular theme or topic we are covering, but all will apply on an ongoing basis throughout the year.