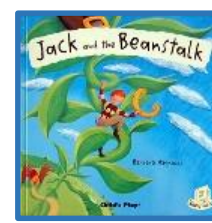
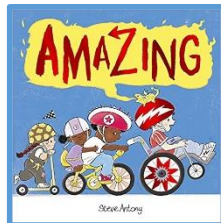


# Kingsway Primary Academy

## Reception Curriculum

EYFS 2023 -2024



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**Characteristics of Effective Learning ..... to be embedded through all areas of learning ... creating powerful learners and thinkers**

<p><b>Playing &amp; Exploring</b></p>	<ul style="list-style-type: none"> <li>▪ Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>▪ Plan and think ahead about how they will explore or play with objects.</li> <li>▪ Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i></li> <li>▪ Make independent choices.</li> <li>▪ Do things independently that they have been previously taught.</li> <li>▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>▪ Respond to new experiences that you bring to their attention.</li> </ul>
<p><b>Active Learning</b></p>	<ul style="list-style-type: none"> <li>▪ Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>▪ Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></li> <li>▪ Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i></li> <li>▪ Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i></li> <li>▪ Keep on trying when things are difficult.</li> </ul>
<p><b>Thinking and Creating Critically</b></p>	<ul style="list-style-type: none"> <li>▪ Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i></li> <li>▪ Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i></li> <li>▪ Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>▪ Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></li> <li>▪ Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i></li> <li>▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</li> <li>▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment  
*Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	People in My Community	Time for Change	Testing the Water	Near and Far	Life Cycles	Wild Animals and their Environments
<p><b>Planning around a quality text:</b></p> <p><i>To be chosen following children's interests</i></p>	 <p><b>'Amazing'</b> by Steve Antony</p>	 <p><b>'Stanley's Stick'</b> by John Hegley</p>  <p><b>'Leaf Thief'</b> by Alice Hemming</p>	 <p><b>'The Storm Whale in Winter'</b> written by Benji Davies</p>  <p><b>'Fantastic Fish'</b> by Emma Lynch</p>	 <p><b>'Solar System'</b> by Jill McDonald</p>  <p><b>'Toys in Space'</b> by Mini Grey</p>	 <p><b>'Things with Wings'</b> by Paul Shipton</p>  <p><b>'Jack and the Beanstalk'</b> by Barbra Vagnozzi</p>	 <p><b>'Giant Animals'</b> by Claire Llewellyn</p>  <p><b>'Little Red and the Very Hungry Lion'</b> by Alex T. Smith</p>
<b>Linked occupations</b>	<ul style="list-style-type: none"> <li>○ Dentist</li> <li>○ School staff</li> <li>○ Photographer</li> </ul>	<ul style="list-style-type: none"> <li>○ Park Keeper</li> <li>○ Tree Surgeon</li> <li>○ Shop keeper</li> <li>○ Train Driver</li> </ul>	<ul style="list-style-type: none"> <li>○ Fisherman</li> <li>○ Lighthouse Keeper</li> </ul>	<ul style="list-style-type: none"> <li>○ Pilot</li> <li>○ Astronaut</li> </ul>	<ul style="list-style-type: none"> <li>○ Market Seller</li> <li>○ Bee Keeper</li> </ul>	<ul style="list-style-type: none"> <li>○ Safari Ranger</li> <li>○ Park Rangers</li> </ul>

<p><b>Linked texts</b></p> <p><i>Non-fiction</i></p> <p><i>Traditional Tales</i></p> <p><i>Diversity</i></p>	<ul style="list-style-type: none"> <li>The Friendship Bench by Wendy Meddour</li> <li>Mr Big by Ed Vere</li> <li>You Must Bring a Hat by Simon Philip</li> <li>All About Families by Felicity Brooks</li> <li>Colour Monster Goes to School by Anna Llenas</li> <li>Ruby's Worry by Tom Percival</li> <li>Bad Tempered Ladybird by Eric Carle</li> <li>Funny Bones by Allan Ahlberg</li> <li>The Same but Different Too by Karl Newson</li> <li>The Elves and the Shoemaker by Alison Edgson</li> </ul>	<ul style="list-style-type: none"> <li>Percy the Park Keeper by Nick Butterworth</li> <li>Owl Babies by Martin Waddell</li> <li>Owls in the Night by Catherine Baker</li> <li>Nests by Elspeth Graham</li> <li>It is a Fox by Alison Milford</li> <li>Pumpkin Soup by Helen Cooper</li> <li>Sometimes I am Worried by Marie Paruit</li> <li>The Squirrels Who Squabbled by Rachel Bright</li> <li>Little Red Hen by Jess Stockham</li> <li>Judaism – Buzz Info</li> </ul>	<ul style="list-style-type: none"> <li>Someone Swallowed Stanley by Sarah Roberts and Hannah Peck</li> <li>Lighthouse Keepers Lunch by Ronda Armitage and David Armitage</li> <li>Rainbow Fish by Marcus Pfister</li> <li>The Weather Report by Alison Hawes</li> <li>Animal Coats by Claire Llewellyn</li> <li>The Snail and the Whale by Julia Donaldson</li> <li>Lost and Found by Oliver Jeffers</li> <li>The Frog Prince by Jess Stockham</li> <li>Myra Plays Holi by Sheena Garg and Shruti Bhawe</li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next by Jill Murphy</li> <li>Alien's Love Underpants by Claire Freedom</li> <li>Emma Jane's Aeroplane by Katie Howarth</li> <li>Astronauts by First Explorers</li> <li>Neil Armstrong by Buzz Info</li> <li>Around the World by Big Cats</li> <li>Hansel and Gretel by Josephine Collins</li> <li>Hinduism by Buzz Info</li> </ul>	<ul style="list-style-type: none"> <li>Let's Look at Beans by Katie Peters</li> <li>Peas Please! by Big Cats</li> <li>Sheep to Jumper – Big Cats</li> <li>The Woolly Bear Caterpillar by Julia Donaldson</li> <li>Christopher's Caterpillars by Charlotte Middleton</li> <li>Good Things on the Farm by Big Cats</li> <li>The Three Billy Goats Gruff by Mara Alperin</li> <li>Islam by Buzz Info</li> </ul>	<ul style="list-style-type: none"> <li>Little Red Riding Hood by Mara Alperin</li> <li>Animals and Us by Alison Hawes</li> <li>The Tiger Who Came to Tea by Judith Kerr</li> <li>Giraffe's Can't Dance by Giles Andreae</li> <li>Poo in the Zoo by Steve Smallman</li> <li>Chimpanzees by Big Cats</li> <li>An Animal Park Keeper by Big Cats</li> <li>Zee, Zee the Zebra by Karen Winward</li> <li>Rumble in the Jungle by Giles Andreae</li> </ul>
<p><b>Linked Rhymes</b></p> <p><i>Makaton Rhymes</i></p> <p><i>* Some Rhymes to be taught using Makaton</i></p>	<ul style="list-style-type: none"> <li>Families are all Different</li> <li>Friend of Mine</li> <li>The Colour Song</li> <li>It's back to school we go!</li> <li>Happy Birthday (<i>different language to represent the cohort</i>)</li> <li>Harvest songs</li> </ul>	<ul style="list-style-type: none"> <li>It is Autumn</li> <li>Ten Little Leaves</li> <li>Down at the station</li> <li>Did you ever see a bunny?</li> <li>Diwali &amp; Hannukah songs</li> <li>Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>Whale Song</li> <li>The big ship sails</li> <li>A sailor went to sea, sea, sea</li> <li>Waiting for Snow</li> <li>Ten Little Fish</li> <li>Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Many Ways to Travel</li> <li>One little, two little, three little planets</li> <li>Put on your spacesuit</li> <li>Easter songs</li> <li>Holi songs</li> <li>Eid al-Fitr songs</li> </ul>	<ul style="list-style-type: none"> <li>Ten Little Flowers</li> <li>The Seed Song</li> <li>Grow a Plant Song</li> <li>I'm taking home my bumble bee</li> <li>The Very Hungry Caterpillar</li> <li>The M/beasts Came in 2 by 2</li> </ul>	<ul style="list-style-type: none"> <li>Walking in the Jungle</li> <li>The Jungle Song</li> <li>The Bear went over the mountain</li> <li>The Animal Fair</li> <li>Lion Hunt</li> <li>African Animals</li> </ul>
<p><b>Trips/Visitors/ First Hand Experiences Enrichments</b></p>	<p><b>Visitors</b></p> <p>Dental Hygienist</p> <p>Grandparents</p> <p>Photographer</p> <p>Headteacher</p> <p><b>Trip/First Hand Experiences</b></p> <p>Welly Walk to Forest School</p>	<p><b>Visitors</b></p> <p>Tree Surgeon</p> <p>Train Driver</p> <p>Ranger</p> <p><b>Trip/First Hand Experiences</b></p> <p>Walk to Church</p>	<p><b>Visitors</b></p> <p>Scientist</p> <p><b>Trip/First Experiences</b></p> <p>Forest School</p> <p>The Blue Planet Aquarium</p>	<p><b>Visitors</b></p> <p>Hindu Religious Leader</p> <p><b>Trip/First Hand Experiences</b></p> <p>Forest School</p> <p>Historical Clip Neil Armstrong &amp; Tim Peake on the Moon</p>	<p><b>Visitors</b></p> <p>Market Seller</p> <p><b>Trip/First Hand Experiences</b></p> <p>Butterfly tent</p> <p>Build a Bug Hotel</p>	<p><b>Visitors</b></p> <p>Y1 visitors – Q &amp; A time</p> <p>Y1 Teacher</p> <p><b>Trips/First Experiences</b></p> <p>Safari Trip</p> <p>Transition Visits to Year One</p>
<p><b>Celebrations / Festivals / Special Events</b></p>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Start of Autumn</li> <li>Golden Tie</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Harvest Festival</li> <li>Christmas</li> <li>Harvest Festival</li> <li>Christmas (25<sup>th</sup>)</li> <li>Remembrance Day (11<sup>th</sup>)</li> <li>Guy Fawkes (5<sup>th</sup>)</li> <li>Diwali (12<sup>th</sup>-16<sup>th</sup>)</li> <li>Reading Raffle Champion</li> <li>Golden Tie</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Chinese New Year</li> <li>Start of Spring</li> <li>New Year's Day (1<sup>st</sup>)</li> <li>Shrove Tuesday</li> <li>Lent</li> <li>Mother's Day</li> <li>Ramadan</li> <li>Reading Raffle</li> <li>Golden Time</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Holi</li> <li>Easter</li> <li>World Book Day</li> <li>Reading Raffle</li> <li>Golden Tie</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Start of Summer</li> <li>Eid Al-Fitr</li> <li>Reading Raffle</li> <li>Golden Tie</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Sports Day</li> <li>Transition</li> <li>Father's Day</li> <li>Reading Raffle</li> <li>Golden Tie</li> </ul>

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**COMMUNICATION & LANGUAGE:** □ Listening, Attention & Understanding □ Speaking Weaved throughout the whole of the EYFS curriculum

**Educational Programme:** 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, storytelling 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.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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**Learning Priorities: [Linked to Development Matters 2021](#)**

<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ <i>Understand a question or instruction that has two parts</i> <ul style="list-style-type: none"> <li>- Linked to: □ Daily routines □ Activities – AL and CI</li> </ul> </li> <li>▪ Understand how to listen carefully and why listening is important <ul style="list-style-type: none"> <li>- One-to-one / small groups / whole class</li> </ul> </li> <li>▪ Learn new vocabulary <ul style="list-style-type: none"> <li>- Linked to: □ daily routine □ themes □ key knowledge</li> </ul> </li> <li>▪ Listen carefully to rhymes and songs and <b>begin to</b> pay attention to how they sound</li> <li>▪ Learn rhymes, songs &amp; poems</li> <li>▪ Anticipate words, begin to adapt phrases (<i>with support</i>)</li> <li>▪ Listen to stories and <b>begin to</b> be active participants <ul style="list-style-type: none"> <li>□ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... <i>character, happened</i></li> </ul> </li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary throughout the day within a range of contexts / develop use of social phrases</li> <li>▪ <b>Begin to</b> ask questions to find out more and develop understanding</li> <li>▪ <b>Begin to</b> articulate their ideas and thoughts in well-formed sentence</li> <li>▪ Express □ Ideas to practitioners / friends □ Within book talk</li> <li>▪ <b>Begin to</b> connect one idea or action to another using a range of connectives... <i>because, although, but...</i></li> <li>▪ <b>Begin to</b> describe events in some detail, showing awareness of the listener</li> <li>▪ <b>Begin to</b> retell a simple story using some story language</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>▪ Listen to others and join in conversation, turn taking</li> <li>▪ Listen carefully to and learn rhymes, poems and songs</li> <li>▪ Listen to and talk about stories to build familiarity and understanding</li> <li>▪ Engage in conversation about main characters / events</li> <li>▪ Link story events to own experiences / other texts</li> <li>▪ Discuss feelings and actions of main characters</li> <li>▪ <b>Begin to</b> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>▪ Books linked to key themes</li> <li>▪ <b>Begin to</b> name book parts / content – <i>front / back cover, contents page / fact / real</i></li> <li>▪ <b>Begin to</b> understand humour <i>e.g., nonsense rhymes / jokes</i></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence</li> <li>▪ Answer and ask questions to develop understanding <i>Who? What? Where? When? Why?</i></li> <li>▪ Articulate ideas &amp; thoughts in well-formed sentences</li> <li>▪ Using new vocabulary and correct tenses</li> <li>▪ Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after</i></li> <li>▪ Describe events in some detail</li> <li>▪ Use sequencing vocabulary – <i>first, next, after ...</i></li> <li>▪ Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>▪ Introduction of some problem-solving words – <i>I think ... We could ...</i></li> <li>▪ Retell a simple story using story language / own words</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ 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: □ fiction texts □ non-fiction texts</li> <li>▪ Engage in Talk for Writing activities <span style="float: right;">fiction</span></li> <li>▪ Engage in Book Talk activities <span style="float: right;">non-fiction</span></li> <li>▪ Make comments about what they have heard and ask questions to clarify their understanding</li> <li>▪ Use a range of question starters and use full sentences</li> <li>▪ Hold conversation when engaged in back-and-forth exchanges with teacher and peers</li> <li>▪ Showing awareness of the listener – (i) turn taking (ii) depth of information required</li> <li>▪ Understand humour more readily <i>e.g., nonsense rhymes/jokes</i></li> <li>▪ <b>Begin to</b> discuss likes / dislikes / reasons</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary</li> <li>▪ Speak with confidence using: □ full sentences □ range of connectives □ tenses</li> <li>▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>▪ Active prior knowledge to speak with confidence and articulate ideas / thoughts</li> <li>▪ Express ideas and feelings about experiences</li> <li>▪ Listen to others</li> <li>▪ Participate in purposeful conversation</li> </ul>
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## Kingsway Primary Academy – Personal, Social & Emotional Development

### PSHE progression through EYFS with links to – Jigsaw PSHE Curriculum / Physical Development & Understanding the World

**Educational Programme:** 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

**ELG - Self-regulation:** ■ Show an understanding of their feelings & begin to regulate their behaviour accordingly ■ Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate ■ Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions **ELG - Managing Self** ■ Be confident to try new activities & show independence, resilience & perseverance in the face of challenge ■ Explain the reasons for rules, know right from wrong & try to behave accordingly ■ Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices **ELG - Building Relationships** ■ Work & play cooperatively & take turns with others ■ Form positive attachments to adults & friendships with peers ■ Show sensitivity to their own & other’s needs

Focus	Health and Well-Being		Relationships		Living in the Wider World	Vocabulary- to be used daily
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>Can describe own competencies, what they can do well &amp; are getting better at, describing themselves in positive but realistic terms</li> <li>Proactive in seeking adult support and able to articulate their wants and needs</li> </ul>		<ul style="list-style-type: none"> <li>Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>More able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Know that others do not always enjoy the same things, and is sensitive to this, accepting difference of opinion</li> </ul>		<ul style="list-style-type: none"> <li>Further develop the skills to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>Recognise that they belong to different communities &amp; social groups &amp; communicate freely about own home &amp; community</li> <li>Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility
Learning Outcomes	Autumn 1 People in My Community	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Near and Far	Summer 1 Life Cycles	Summer 2 Wild Animals and their Environments
	Ongoing Learning Outcomes taught throughout <b>Autumn Term:</b> <ul style="list-style-type: none"> <li>Explore the classroom with interest and engage in sustained learning</li> <li>Develop friendships with new children</li> </ul> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>Understand how it feels to belong and that we are similar and different</li> <li>Start to recognise and manage my feelings</li> <li>Enjoy working with others to make school a good place to be</li> <li>Understand why it is good to be kind and use gentle hands</li> <li>Starting to understand children’s rights and this means we should all be allowed to learn and play</li> <li>Learning what being responsible means</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Can identify something I am good at and understand everyone is good at different thing</li> <li>Understand that being different makes us all special</li> <li>Know we are all different but the same in some ways</li> <li>Can tell you why I think my home is special to me</li> <li>Can tell you how to be a kind friend</li> <li>Know which words to use to stand up for myself when someone says or does something unkind</li> <li>Form positive attachments to staff and children</li> </ul>		Ongoing Learning Outcomes taught throughout <b>Spring Term:</b> <ul style="list-style-type: none"> <li>Resolve minor conflicts in friendship groups</li> <li>Manage own feelings and know who to go to for support</li> <li>Understand and follow the routines of the school day</li> </ul> <b>Spring 1</b> <ul style="list-style-type: none"> <li>Understand that if I persevere, I can tackle challenges</li> <li>Can tell you about a time I didn't give up until I achieved my goal</li> <li>Can set a goal and work towards it</li> <li>Can use kind words to encourage people</li> <li>Understand the link between what I learn now and the job I might like to do when I'm older</li> <li>Can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Understand that I need to exercise to keep my body health</li> <li>Understand how moving and resting are good for my body</li> <li>Know which foods are healthy and not so healthy. Make healthy eating choices</li> <li>Know the importance of sleep and why it is good for me</li> <li>Wash my hands and understand why this is important especially before I eat and after I go to the toilet</li> <li>Know who my safe adults are and how to stay safe if they are not close by me. Talk about how to stay safe on the road when crossing, at a train station and when near water</li> </ul>		Ongoing Learning Outcome taught throughout <b>Summer Term:</b> <ul style="list-style-type: none"> <li>Talk in detail about the school behavioural expectations in class and around the school</li> </ul> <b>Summer 1</b> <ul style="list-style-type: none"> <li>Can identify some of the jobs I do in my family and how I feel like I belong</li> <li>Know how to make friends to stop myself from feeling lonely</li> <li>Can think of ways to solve problems and stay friends</li> <li>Starting to understand the impact of unkind words</li> <li>Can use Calm Me time to manage my feelings</li> </ul> Know how to be a good friend <b>Summer 2</b> <ul style="list-style-type: none"> <li>Can name parts of the body and understand the importance of keeping parts of their body private</li> <li>Can tell you some things I can do and foods I can eat to be healthy</li> <li>Understand that we all grow from babies to adults</li> <li>Can express how I feel about moving to Year 1</li> <li>Can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>Can share my memories of the best bits of this year in Reception</li> </ul>	
	<b>Health and Well Being</b>		<b>Relationships</b>		<b>Living in the Wider World</b>	

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Classroom displays will display timetables and behavioural expectations of the day. □ Classrooms will provide quiet areas within their provision. □ Children will be encouraged to talk about their feelings and emotions throughout the day. □ Classrooms will promote and celebrate positive behaviour.

## Kingsway Primary Academy – Physical Development (Gross Motor Skills)

### PD progression through EYFS with links to PD Fine Motors Skills / Expressive Arts & Design – Creating with Materials

**Educational Programme:** 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**ELG: Gross Motor Skills** ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing **ELG: Fine Motor Skills** ■ 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

Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</li> <li>Combine different movements with ease &amp; fluency</li> <li>Develop overall body strength, coordination, balance &amp; agility</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles</li> <li>Develop &amp; refine a range of ball skills including throwing, catching, kicking, batting &amp; aiming</li> <li>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball</li> <li>Develop overall body strength, coordination, balance &amp; agility e.g., wheelbarrows, balance bikes, pedal bikes</li> </ul>	<ul style="list-style-type: none"> <li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Explore &amp; engage in dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage their own personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing</li> <li>Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and</li> </ul>	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
<b>Learning Outcomes</b>	<b>Autumn 1</b> People in my Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals and their Environments
	<ul style="list-style-type: none"> <li>Climb on large and small equipment</li> <li>Crawl, walk or run on a bench or beam</li> <li>Adjust speed to avoid obstacles</li> <li>Find a space</li> <li>Manage my own personal hygiene such as washing my hands and brushing my teeth</li> <li>Use a variety of mark making tools with control</li> </ul>	<ul style="list-style-type: none"> <li>Travel across balancing equipment using different body parts.</li> <li>Give my opinion about a movement or actions and explain what is good and what can be improved</li> <li>Talk about the importance of exercise and sleep</li> <li>Throw and catch a ball with accuracy</li> <li>Hold my pencil with a dominant hand and write recognisable letters for all set one sounds</li> </ul>	<ul style="list-style-type: none"> <li>Ride a balance bike effectively and with control</li> <li>Explain a healthy diet and different food combinations</li> <li>Write with a clear tripod grip and create accurately formed letters ready for joining</li> <li>Demonstrate skills and techniques to the rest of my class</li> <li>Move in time to music and change my movements in response to what I hear</li> </ul>			
	<b>Games</b>		<b>Dance</b>		<b>Self-Evaluation</b>	

□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this they have a weekly PE session in the main school hall which cover, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.

## Kingsway Primary Academy – Literacy Reading (Comprehension and Word Reading) English with links to Expressive Arts and Design / Being Imaginative & Expressive

**Educational Programme:** 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 handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**ELG: Comprehension:** ■ Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary ■ Anticipate, where appropriate, key events in stories ■ Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play **ELG: Word Reading** ■ Say a sound of each letter in the alphabet & at least 10 digraphs ■ Read words consistent with their phonic knowledge by sound-blending ■ Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and Performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>Know that information can be retrieved from books, computers &amp; mobile digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Describe main story settings, events &amp; principal characters in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>Re-enact and reinvents stories / poems they have heard in their play</li> <li>Beginning to understand humour, e.g., nonsense rhymes</li> <li>Uses combinations of art forms, e.g., moving and singing, making and dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>Engage with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>Give explanation of why events happened in a story</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>Listen &amp; responds to ideas expressed by others in conversation or discussion</li> <li>Understand questions such as who; why; when; where and how</li> <li>Links statements &amp; sticks to a main theme or intention</li> </ul>	
<b>Learning Outcomes</b>	<b>Autumn 1</b> People in My Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals and their Environments			
	<ul style="list-style-type: none"> <li>Begin to read all the set 1 sounds from RWInc</li> <li>Blend sounds to read VC &amp; CVC words that match their phonetic ability</li> <li>Read a range of HF words matched to phonic ability</li> <li>Begin to read simple phrases/sentences matched to their phonic ability</li> <li>Describe a setting and a character within a story</li> </ul>	<ul style="list-style-type: none"> <li>Read all the set 1 sounds from RWInc</li> <li>Read simple sentences</li> <li>Match captions to pictures.</li> <li>Read an increasing range of HF words</li> <li>Re-read books to build confidence in word reading, fluency, understanding and enjoyment</li> <li>Find the correct page in a book by following the contents page.</li> </ul>	<ul style="list-style-type: none"> <li>Read some set 2 sounds from RWInc</li> <li>Read a range of nonsense words, matched to phonic sounds</li> <li>Read aloud simple sentences by decoding phonetically regular words and sight ready HF words.</li> <li>Answer 'who', 'why', 'where' and 'what' questions based on a key text</li> <li>Can make statements and ask questions. Understanding the difference between them</li> <li>Explain the differences between two different stories.</li> <li>Explain the meaning of new vocabulary in the context in which it was read.</li> </ul>						



<ul style="list-style-type: none"> <li>▪ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary</li> <li>▪ Re-enact a story using puppets to take on the role.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the difference between fiction and non-fiction text.</li> <li>▪ Sequence a story into beginning, middle and end</li> <li>▪ Give their opinion on a story and make a prediction about what might happen next.</li> </ul>	
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<b>Word Reading</b>	<b>Comprehension</b>
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□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.

### Kingsway Primary Academy – Literacy Writing

## English with links Communication & Language, Physical Development (Fine Motors Skills) & Expressive Arts & Design

**Educational Programme:** 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 handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**ELG: 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 ■ Write simple phrases and sentences that can be read by others.  
**ELG: Physical Development-Fine Motor Skills** ■ 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

Focus	Composition (Articulating ideas and structuring them into speech, before writing)	Transcription (Spelling and Handwriting)						
<b>Reception Skills, Knowledge &amp; Understanding</b>	<p style="color: #00a0e3;">See Communication &amp; Language</p> <ul style="list-style-type: none"> <li>▪ Break the flow of speech into words, developing:               <ul style="list-style-type: none"> <li>□ oral rehearsal □ memory, holding a word / caption / short sentence to write labels, captions and simple sentences</li> </ul> </li> <li>▪ Develop word modification, select language to fit audience and purpose of the writing</li> <li>▪ Begin to use some connectives in writing</li> <li>▪ Write simple sentences in meaningful contexts, writing a sequence of two or more sentences</li> <li>▪ Write for a range of purposes, on paper and using IT resources, for example: □ Set of instructions □ Recipe card □ Posters □ Story</li> <li>▪ Re-read what they have written to check that it makes sense</li> <li>▪ Write simple sentences which can be read by themselves and others.</li> </ul>	<p style="color: #00a0e3;">Fine Motor Skills</p> <ul style="list-style-type: none"> <li>▪ Handle a range of tools, objects, construction, malleable and drawing materials safely and with greater precision and accuracy, developing:               <ul style="list-style-type: none"> <li>□ Strength of hand arches □ Fine motor strength □ In-hand manipulation □ Pincer grip □ Thumb opposition</li> </ul> </li> <li>▪ Show a preference for a dominant hand using an effective pencil grip</li> <li>▪ Develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>▪ Form recognisable letters (including lower case and capital letters), most of which are correctly formed</li> <li>▪ Develop the foundations of a handwriting style which is fast accurate and efficient</li> </ul>	<p style="color: #00a0e3;">Concepts about Print</p> <ul style="list-style-type: none"> <li>▪ Understand the directionality of print when writing</li> <li>▪ Where to start writing (top to bottom)</li> <li>▪ Which way to continue writing (left to right)</li> <li>▪ Concept of a word and a letter</li> <li>▪ Correct orientation of letters and words</li> <li>▪ Where to go next (return sweep)</li> <li>▪ Leave spaces between words</li> <li>▪ Use a capital at the beginning of a sentence</li> <li>▪ Use a full stop at the end of a sentence</li> </ul>	<p style="color: #00a0e3;">Phonics / Spelling</p> <ul style="list-style-type: none"> <li>▪ Secure sounds to letters, naming and sounding the letters of the alphabet.</li> <li>▪ Discriminate between capital and lowercase letters</li> <li>▪ Match capital letters to lowercase letters</li> <li>▪ Apply phonic knowledge to spell words – VC, CVC, CCVC (including use of taught digraphs and trigraphs)</li> <li>▪ Spell taught high frequency words</li> <li>▪ Write some irregular common words.</li> <li>▪ Spell some words correctly and others phonetically plausible</li> </ul>				
<b>Learning Outcomes</b>	<p><b>Autumn 1</b> People in My Community</p>	<p><b>Autumn 2</b> Time for Change</p>	<p><b>Spring 1</b> Testing the Water</p>	<p><b>Spring 2</b> Near and Far</p>	<p><b>Summer 1</b> Life Cycles</p>	<p><b>Summer 2</b> Wild Animals and their Environments</p>		
	<ul style="list-style-type: none"> <li>▪ Write VC and CVC words that match their phonetic ability</li> <li>▪ Break the flow of speech into words</li> <li>▪ Orally retell a story, draw images and write some initial sounds to represent words</li> <li>▪ Use correct letter formation for lower case letters</li> <li>▪ Write a label/ list/ speech bubble using phonic sounds</li> </ul>		<ul style="list-style-type: none"> <li>▪ Write captions and simple sentences when writing for a range of purposes, applying knowledge of HF words</li> <li>▪ Begin to develop independent writing further to include (orally rehearsed) simple sentences</li> <li>▪ Re-read what they have written to ensure it makes sense</li> <li>▪ Form some upper-case letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write simple sentences and phrases that can be read by others</li> <li>▪ Rewrite a story in simple sentences</li> <li>▪ Present facts via simple sentences</li> <li>▪ Progress towards 2 independent writes per week</li> <li>▪ Apply capital letters, finger spaces and full stops.</li> <li>▪ Form majority of lower case and upper-case letters correctly</li> </ul>				

			<ul style="list-style-type: none"> <li>Introduced to using additional punctuation, e.g. question marks</li> </ul>
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<b>Transcription</b>	<b>Composition</b>
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□ Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. □ Carefully considered resources to support writing opportunities will be available throughout provision. □ Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. □ Writing and writing opportunities will take high priority across provision.

## Kingsway Primary Academy - Number and Number Patterns

### Maths progression through EYFS – links to First 4 Maths

**Educational Programme:** 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.

**ELG: Number** ■ 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 **ELG: Numerical Patterns** ■ 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

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and Subtraction; recall, represent, use	Addition and subtraction: Calculation	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Counts out up to 10 objects from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>Engages in subitising numbers to four and maybe five</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul>	<ul style="list-style-type: none"> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or -</li> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>In practical activities, adds one and subtracts one with numbers to 10</li> </ul>	
Learning Outcomes	Autumn 1 People in My Community	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Near and Far	Summer 1 Life Cycles/ Animal & their Environments	Summer 2 Wild Animals and their Environments
	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Accurate counting of sets of objects, actions and sounds 1-5</li> <li>Subitising 1-3</li> <li>Numeral Recognition to 5</li> <li>Conceptual subitising</li> <li>Beginning to notice numbers within numbers</li> <li>Compare sets 1-5 using vocab of more / fewer / most /fewest</li> </ul>		<b>Spring 1</b> <ul style="list-style-type: none"> <li>Counting backwards 10-1 &amp; ordering numbers 10-1</li> <li>Systematic approach to partitioning sets of objects 1-5 including on part whole model</li> <li>Find 1 less using sets of objects on tens frame, number track and from a larger group</li> <li>Explore more complex patterns – ABB, ABBC</li> <li>Generalising pattern and transferring to another format e.g., link pattern of shapes to movements</li> </ul> <b>Spring 2</b>		<b>Summer 1</b> <ul style="list-style-type: none"> <li>Counting beyond 10 noticing pattern in ones</li> <li>Systematic approach to splitting and recombining 10 including on tens frame and part whole model</li> <li>Recall some number bonds for 10</li> <li>Subitise to 10</li> <li>Numerical patterns odds &amp; evens</li> <li>Link symbol to its cardinal value up to 20</li> </ul> <b>Summer 2</b> <ul style="list-style-type: none"> <li>Counting beyond 20 noticing pattern in ten</li> </ul>	

<ul style="list-style-type: none"> <li>Simple AB patterns (complete, copy, make own and spot/correct errors in patterns)</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-1</li> <li>Subitising to 5</li> <li>Applied conceptual subitising</li> <li>Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model</li> <li>Compare numbers using vocab of more/less</li> <li>Find 1 more using sets of objects on tens frames and on a number track</li> <li>Identify unit of repeat – AB &amp; ABC patterns</li> <li>Recall double facts to 5</li> <li>Writing numerals 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Recall number bonds for numbers 1-5</li> <li>Partitioning and recombining sets of objects 6-10 including on part whole model and tens frame</li> <li>Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline</li> <li>Writing numerals 1 – 10.</li> </ul>	<ul style="list-style-type: none"> <li>Share fairly (comparison)</li> <li>Use part whole model to partition numbers where both parts are the same</li> <li>Look at halving as inverse of doubles</li> <li>Sharing between more than two (comparison)</li> <li>Splitting into more than 2 parts on a part whole model (composition)</li> <li>Secure writing numerals to 10.</li> </ul>
<b>Number- Number and place value</b>	<b>Number- Addition and subtraction</b>	<b>Number- Multiplication and division</b>

□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

## Kingsway Primary Academy - Shape, Space and Measure

### Maths progression through EYFS

**Educational Programme:** 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.

**ELG – N/A** \* See Number & Numerical Pattern links

Focus	Spatial Awareness		Shape		Pattern		Measures	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>		<ul style="list-style-type: none"> <li>Uses informal language and analogies, (e.g., heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>		<ul style="list-style-type: none"> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>		<ul style="list-style-type: none"> <li>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>Becomes familiar with measuring tools in everyday experiences and play</li> <li>Is increasingly able to order and sequence events using everyday language related to time</li> <li>Beginning to experience measuring time with timers and calendars</li> </ul>	
	<b>Autumn 1</b>	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals and their Environments		

Learning Outcomes	People in My Community			
	<b>Autumn 1 &amp; 2</b> <ul style="list-style-type: none"> <li>Recognise and name 2D shapes and describe their features- Square, circle, triangle, rectangle</li> <li>Order 3 items by length and weight using non-standard measures</li> <li>Talk about what we pay for things</li> <li>Use ordinal number to describe their lined position</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>Order 3 items by height</li> <li>Recognise faces on 3D shapes comprise of 2D shapes</li> <li>Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</li> <li>Sequence events using the language related to time</li> <li>Use 2D and 3D shapes to design small words</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Representing spatial relationships as maps</li> <li>Spatial vocabulary (forwards, backwards, up, down, across)</li> <li>Follow and give directions</li> <li>Recognise the differences between notes and coins</li> </ul>	<b>Summer 1</b> <ul style="list-style-type: none"> <li>Explore the classroom with interest and engage in sustained learning</li> <li>Order 3 items by mass using non-standard units</li> <li>Describe how many corners and sides 2D shapes have including a pentagon, hexagon and octagon.</li> <li>Use the words faces/ vertices/ edges to describe 3D shapes.</li> <li>Recognise cube, cuboid, cylinder, sphere, pyramid as 3D shapes.</li> <li>Pay for items using 1p, 2p, 5p and 10p coins</li> </ul> <b>Summer 2</b> <ul style="list-style-type: none"> <li>Order 3 items by capacity using non-standard units</li> <li>Time – sequence of events</li> <li>Relationships between shapes</li> <li>Symmetry/reflections – link to doubles</li> </ul>	

<b>Measurement</b>	<b>Geometry</b>	<b>Geometry- Position and direction</b>
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□ Children will be exposed to mathematical vocabulary and mathematical experiences in the indoor and outdoor classrooms. □ Through well-chosen resources such as water play, sand play, construction and small world children will be able to play what they know in a purposeful way whilst learning.

### Kingsway Primary Academy - UW- Past and Present/ The World Foundational History progression through EYFS

**Educational Programme:** 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.

**ELG: UW / Past and Present** ■ Talk about the lives of the people around them & their roles in society ■ Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class ■ Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understands questions such as who, why, when, where &amp; how</li> <li>Understands a range of complex sentence structures including tense markers</li> <li>Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Articulate ideas &amp; thoughts in well-formed sentences</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul>

Learning Outcomes	Autumn 1 People in My Community	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Near and Far	Summer 1 Life Cycles	Summer 2 Wild Animals and their Environments
	<ul style="list-style-type: none"> <li>Describe special events that have happened in own life</li> <li>Describe special family members and explain why they are special</li> </ul>	<ul style="list-style-type: none"> <li>Explain why we remember the Soldiers on Remembrance Day</li> <li>Describe who 'Guy Faulkes' was and what he did</li> </ul>	<ul style="list-style-type: none"> <li>Compare a range of homes (including boats) describing similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Use non-fiction text to retrieve information</li> <li>Use sources to find information</li> <li>Compare and contrast different types of transport</li> </ul>	<ul style="list-style-type: none"> <li>Talk about memories in the past, black and white photographs and compare to today</li> <li>What is special about my school and how has it changed?</li> </ul>	<ul style="list-style-type: none"> <li>To look at how Knowsley Safari Park has developed over the years. What has changed? What has stayed the same?</li> </ul>

	<ul style="list-style-type: none"> <li>Describe what is the same and what is different between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>Compare different celebrations and relate to family life</li> <li>Retell the Christmas story and how this has influenced us today</li> <li>Compare old and new toys</li> </ul>		<ul style="list-style-type: none"> <li>To discuss the first moon landing- Neil Armstrong and Astronaut Tim Peake</li> </ul>	<ul style="list-style-type: none"> <li>Can make predictions about what might happen next</li> </ul>	<ul style="list-style-type: none"> <li>Who was Edward Stanley and why was he important?</li> </ul>
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<b>Significant person</b>	<b>Significant event</b>	<b>Significant places</b>	<b>Changes within living memory</b>
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

## Kingsway Primary Academy - **UW- People/Culture and Communities**

### RE progression through EYFS

**Educational Programme:** 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.

**ELG: UW / People, Culture and Communities** ■ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> <li>Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family &amp; community</li> <li>Enjoys joining in with family customs &amp; routines</li> </ul>	<ul style="list-style-type: none"> <li>Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,</li> </ul>	
Learning Outcomes	Autumn 1 People in My Community	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Near and Far	Summer 1 Life Cycles	Summer 2 Wild Animals their Environments
	<ul style="list-style-type: none"> <li>Describe special and significant events in</li> </ul>	<ul style="list-style-type: none"> <li>Recall the story of Christmas and explain why it is a special event</li> </ul>	<ul style="list-style-type: none"> <li>Name the celebration of Ramadan and what it means</li> </ul>		<ul style="list-style-type: none"> <li>Recognise the importance of</li> </ul>	<ul style="list-style-type: none"> <li>Children can name some ways people look after the natural world e.g., recycling</li> </ul>



	<p>their own lives such as a birthday or trip to the cinema</p> <ul style="list-style-type: none"> <li>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak</li> </ul>	<p>linking to the birth of Jesus, the son of God</p> <ul style="list-style-type: none"> <li>Talk about the festival of Diwali and understand that it is celebrated by Hindu</li> <li>Name a Church and explain their own experiences</li> <li>Recognise a mandir and explain that Hindu's worship here</li> </ul>	<ul style="list-style-type: none"> <li>Name three festivals of Christmas, Diwali and Ramadan and can talk about their similarities and differences</li> <li>Can talk about special places they have travelled to with members of the family</li> </ul>	<p>reflection time within different faiths</p>	
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Christianity- Church	Christianity -God	Christianity -Jesus	Hinduism	Islam
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□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

## Kingsway Primary Academy - UW- The Natural World

### Geography progression through EYFS

**Educational Programme:** 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.

**ELG: UW/ The Natural World** ■ Explore the natural world around them, making observations and drawing pictures of plants and animals ■ Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class ■ Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical Skills and Fieldwork	Vocabulary- to be used daily
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Recognise some environments that are</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about features.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Explore their local environment and talk about the changes they see.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Examine change over time.</li> <li>Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>Draw information from a simple map</li> <li>Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>	<ul style="list-style-type: none"> <li>All Language listed in Nursery AND</li> <li>Use appropriate words, e.g., 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children</li> <li>Encourage the use of words that help children to express opinions, e.g., 'busy', 'quiet' and 'pollution' make distinctions in their observations.</li> <li>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"</li> </ul>

	different to the one in which they live					
Learning Outcomes	<b>Autumn 1</b> People in My Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals and their Environments
	<ul style="list-style-type: none"> <li>Know own address.</li> <li>Describe home</li> <li>Know school is in Widnes, in England</li> </ul>	<ul style="list-style-type: none"> <li>Explore and describe the school grounds including, trim trail, playground and field</li> <li>Describe similarities and differences between the different locations around school</li> <li>Name different buildings people go to worship such as, Church, Mandir, and Mosque</li> <li>Describe the jobs people do in our community to help to protect it</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of where main character lives</li> <li>Use a BeeBot to plan a route and explain direction e.g. <i>Noi's Dad's journey from home to his fishing boat</i></li> </ul>	<ul style="list-style-type: none"> <li>Name the 4 different countries in the UK</li> <li>Recognise the significance of places in Widnes</li> <li>Use directional language to explain route from home to school</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the best places to plant in the school grounds and why</li> <li>Describe the seasonal changes and what we have observed</li> <li>Draw a map of where and what is planted in our outdoor area</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the impact of human activity- Recycling. The impact on animals and the environment</li> <li>Describe the environment and what we see on photographs</li> </ul>

<b>My School, My Area</b>	<b>Widnes</b>	<b>The UK</b>
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□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. □ Timeline of events to be placed up on class walls so children can continually retrieve prior learning. □ Class floor books to be used to showcase a learning journey over time of significant events.

## Kingsway Primary Academy - UTW- The Natural World

### Science progression through EYFS

**Educational Programme:** 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.

**ELG - Understanding the World- 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, 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

Focus	Seasonal changes	Everyday materials	Plants	Animals including Humans	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Observational drawings of the natural world</li> <li>Discuss how to care for the living things &amp; their habitats</li> <li>Examine change over time</li> <li>Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/ or different properties.</li> <li>Talk about the differences between materials and changes that they notice</li> <li>Characteristics of liquids &amp; solids e.g., cooking eggs, melting chocolate</li> <li>Observe &amp; interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a</li> </ul>	<ul style="list-style-type: none"> <li>Extend vocabulary: blossom, buds, bulb, evergreen, deciduous</li> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Name &amp; describe some plants</li> <li>Draw pictures of plants</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li> <li>Describe what they see, hear &amp; feel</li> <li>Identify different parts of their body &amp; animals</li> <li>Be able to show care and concern for living things</li> <li>Know the effects exercise has on their bodies</li> <li>Have some understanding of growth and change</li> <li>Talk about things they have observed including animals</li> </ul>	<p>Test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf etc</p>

	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	shadow, a magnet attracting an object & a boat floating on water		<ul style="list-style-type: none"> <li>Observational drawings of animals</li> </ul>	
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Learning Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	People in My Community	Time for Change	Testing the Water	Near and Far	Life Cycles	Wild Animals and their Environments
	<ul style="list-style-type: none"> <li>Name own body parts including more specific vocabulary, e.g., eyebrows, finger nails, cheeks, shoulders, elbows and ribs.</li> <li>Name different parts of an animal e.g., tail, whiskers and paws</li> <li>Describe what changes occur as they change from a baby to an adult</li> <li>Name the 4 seasons</li> <li>Describe what they see, hear and feel when outside (including plants and animals)</li> </ul>		<ul style="list-style-type: none"> <li>Know the importance of water for healthy bodies</li> <li>Know the effects of heating and cooling on ingredients such as melting and freezing</li> <li>Classify a set of objects by their materials- Wood, plastic, fabric, and glass</li> <li>Name the characteristics of materials</li> <li>Know about the different seasons &amp; the effect they have on plants, trees &amp; creatures</li> <li>Know all plants need water, light and warmth to grow and survive</li> </ul>		<ul style="list-style-type: none"> <li>Know a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li> <li>Use correct terms e.g., chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</li> <li>Describe the most suitable materials for building and give explanations as to why.</li> <li>Name the characteristics of each season</li> <li>Name some wild animals and begins to name their environments</li> </ul>	

<b>Seasonal changes</b>	<b>Everyday materials</b>	<b>Plants</b>	<b>Animals including humans</b>
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□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.

## Kingsway Primary Academy - EAD: Creating with Materials & Being Imaginative and Expressive

### Design and Technology progression through EYFS

**Educational Programme:** 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.

#### ELG: EAD / Creating with Materials and Being Imaginative

■ 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

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>Create collaboratively sharing ideas, resources &amp; skills</li> </ul>	<ul style="list-style-type: none"> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul>	<ul style="list-style-type: none"> <li>Express &amp; communicates working theories, feelings &amp; understandings</li> <li>Responds imaginatively to art works &amp; objects</li> <li>Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques for joining materials</li> <li>Use tools independently, with care &amp; precision</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns &amp; change</li> <li>Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.

			<ul style="list-style-type: none"> <li>Discuss problems &amp; how they might be solved</li> </ul>			
Learning Outcomes	<b>Autumn 1</b> People in My Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals and their Environments
	<ul style="list-style-type: none"> <li>Work with others to make structures e.g., building a house/home/school</li> <li>Use colour and materials to express how they are feeling through own creations using a variety of textures</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing range of tools such as building tools and gardening tools with accuracy</li> <li>Begin to talk about the effect of exercise and food on their health</li> </ul>	<ul style="list-style-type: none"> <li>Create own representations in relation to under the sea; explain how they work and what they have used and why</li> <li>Use an increasing range of small construction such as mobilo and lego, to make representations including some moving parts</li> <li>Draw designs for the things that they build and label each element.</li> <li>Verbally evaluate their work and explain what is good and one thing that could make it better</li> </ul>		<ul style="list-style-type: none"> <li>From farm to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating</li> <li>Brush own teeth and talk about the importance of good oral health</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and split pins to connect and join materials to make a moving animal puppet.</li> </ul>
Food			Mechanisms		Structures	
<input type="checkbox"/> Children to be exposed to key vocabulary daily in provision. <input type="checkbox"/> High quality resources will be provided for daily accessibility. <input type="checkbox"/> Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. <input type="checkbox"/> Resources will be enhanced and developed as children develop their skill set.						

## Kingsway Primary Academy - Expressive Arts and Design - Creating with Materials

### Art progression through EYFS

**Educational Programme:** 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.

#### ELG – EAD: Creating with Materials

- 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

Focus	Drawing	Painting and Printing	Texture and collage	Explore	Vocabulary	
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> <li>Use a range of tools competently &amp; safely</li> <li>Explore different textures. Encourage accurate drawings of people</li> <li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Explore, use &amp; refine colour mixing techniques</li> <li>Use colour for purpose, including creating moods</li> </ul>	<ul style="list-style-type: none"> <li>Experiment to create different textures</li> <li>Use tools to create different textures</li> <li>Use a range of materials to create different textures</li> <li>Manipulate materials to have a planned effect</li> </ul>	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>Respond imaginatively to artworks &amp; objects</li> <li>Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>Express &amp; communicate working theories, feelings &amp; understandings in the form of artwork &amp; objects</li> <li>Explore the work of different artists</li> </ul>	<ul style="list-style-type: none"> <li>Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling, Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques</li> </ul>	
	<b>Autumn 1</b> People in My Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b>

Learning Outcomes				Wild Animals in their Environments
	<ul style="list-style-type: none"> <li>Begin to draw with a purpose, e.g. self-portrait (using mirrors)</li> <li>Use a variety of mark-makers with increasing control and efficiency</li> <li>In painting, able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear</li> <li>Explore what happens mixing primary colours to create secondary colours</li> <li>Understand how to print effectively using fine motor skills to grip and press</li> <li>Begin to make considered patterns and pictures</li> <li>Explore and describe different textures, e.g. rough, smooth</li> <li>Use techniques (e.g. folding, crunching, tearing, cutting) to create a different effect</li> </ul> <p><i>*Modelling – Sculptor: Barbara Hepworth (Family of Man sculpture)</i></p>	<ul style="list-style-type: none"> <li>Begin to develop drawing within a range of contexts, e.g. telling a story or representing how they feel</li> <li>Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern</li> <li>Mix various shades of primary colours to create secondary colours and use these in their artwork</li> <li>Use own ideas for print making, e.g. using a collection of objects to experience a variety of shapes, textures and patterns</li> <li>Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage</li> <li>Make repeating and irregular patterns using collage techniques</li> </ul> <p><i>*Painting – Artist: Joan Miro (Shape &amp; Colour)</i></p>	<ul style="list-style-type: none"> <li>Create drawings based on feelings, real/imaginative experiences and stories</li> <li>Draw with increasing complexity and detail</li> <li>Observe colour in nature and represent it in artwork; mixing colours to match what they see</li> <li>Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects</li> <li>Take rubbings from objects such as tree bark.</li> <li>Select their own tools and resources and give reasons for their choices</li> <li>Independently assemble different pieces to create a picture, e.g. wild animal in their environment</li> </ul> <p><i>*Collage – Painter/Collagist: Perle Fine (Story as a stimulus &amp; different techniques)</i></p>	
	<b>Painting and Printing</b>	<b>Drawing</b>	<b>Texture and Collage</b>	
<p>□ Children to be exposed to key vocabulary and quality texts within all areas of the provision. □ Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. □ There will be a balance of fiction and non-fiction texts used to support learning. □ Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. □ Reading will take high priority across provision.</p>				

## Kingsway Primary Academy - EAD- Creating with Materials and Being Imaginative

### MUSIC progression through EYFS

**Educational Programme:** 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.

**ELG: EAD / Creating with Materials and Being Imaginative** ■ Sing a range of well-known nursery rhymes & songs ■ Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Respond imaginatively to music e.g., this music sounds like dinosaurs</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> <li>Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or</li> </ul>	<ul style="list-style-type: none"> <li>Chant</li> <li>High/ low</li> <li>Repeat</li> <li>Rhythm</li> <li>Sound</li> <li>Beat</li> <li>Follow</li> </ul>



					music they are listening to.	
<b>Learning Outcomes</b>	<b>Autumn 1</b> People in My Community	<b>Autumn 2</b> Time for Change	<b>Spring 1</b> Testing the Water	<b>Spring 2</b> Near and Far	<b>Summer 1</b> Life Cycles	<b>Summer 2</b> Wild Animals in their Environments
	<ul style="list-style-type: none"> <li>Sing along to a familiar song as a class group</li> </ul>	<ul style="list-style-type: none"> <li>Sing along to new songs (nativity) as a group</li> <li>Sing some songs in smaller groups</li> </ul>	<ul style="list-style-type: none"> <li>Follow signs to adjust volume, rhythm, speed and pitch</li> <li>Make own musical instrument and explain the sounds that it makes</li> </ul>	<ul style="list-style-type: none"> <li>Follow the beat with a range of instruments</li> <li>Follow a simple musical pattern</li> </ul>	<ul style="list-style-type: none"> <li>Move in time to music (dance)</li> <li>Create movement to match different sounds in stories</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument in time to the beat of a song</li> <li>Perform music and dance to a wider audience (class assembly)</li> </ul>
<b>Explore pulse, rhythm, and duration</b>		<b>Exploring pitch, timbre, tempo, and dynamics.</b>		<b>Exploring sounds, instruments, and symbols.</b>		
<p>□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. □ Class floor books to be used to showcase a learning journey over time of significant events.</p>						

## Kingsway Primary Academy – Understanding the World

### COMPUTING progression through EYFS

**Educational Programme:** 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.

ELG - NO ELG's are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Completes a simple program on electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Begin to list different IT in their home</li> </ul>	<ul style="list-style-type: none"> <li>Begin to give reasons why we need to stay safe online</li> <li>Use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	<ul style="list-style-type: none"> <li>Create content such as a video recording, stories, and/or draw a picture on screen</li> </ul>	<ul style="list-style-type: none"> <li>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul>	<ul style="list-style-type: none"> <li>Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme</li> </ul>

Learning Outcomes	Autumn 1 People in My Community	Autumn 2 Time for Change	Spring 1 Testing the Water	Spring 2 Near and Far	Summer 1 Life Cycles	Summer 2 Wild Animals and their Environments
<b>E-Safety</b>	<b>Computer Skills</b>	<b>Programming</b>	<b>Word Processing skills</b>	<b>Data Collection</b>		
<ul style="list-style-type: none"> <li>▪ Turn on an iPad, open a programme and follow instructions</li> <li>▪ Explain how to stay safe when using the internet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow teachers' instructions when using an online interactive programme such as paint or draw</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a list of IT in their home</li> <li>▪ Collect information about the length of time in which ice melts in different conditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a bee-bot to follow a journey</li> <li>▪ Use Google Maps to follow the route from home to school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the iPad and class cameras to take their own images</li> <li>▪ Send a group class email to a different class and wait for a response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use 'Google' to find out more information about animals and use the images to support their own representations</li> </ul>	
<p>□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled. □ Explicit teaching will be needed within this area when using iPad and researching. This should take place in small, guided groups.</p>						