



EYFS Curriculum Document

“All children deserve the care and support they need to have the best start in life.
Children learn and develop at a faster rate from birth to five years old than at any other time in their lives,
so their experiences in early years have a major impact on their future life chances.
A secure, safe, and happy childhood is important in its own right.
Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

(Early Years Foundation Stage Statutory Framework 2024)

inquisitive

ready to face a
challenge

responsible

resilient

active learners

good communicators

In Early Years we help our children to be ...

well-rounded

individuals

happy

*engaged in all
tasks*

curious

confident

considerate

going on trips

phonics

busy jobs

*outdoor learning
time*

learning

exploring time

when the grown-ups come
into school

challenges

What our Early Years children love at Haydn ...

being creative

*playing with
their friends*

having dinner

Forest School

Jigsaw Jennie

deconstructed
role play

Intent

At Haydn Primary School and Nursery, we believe that all children deserve an education that allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. This gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

The EYFS curriculum at Haydn is designed to recognise children's prior learning both from previous settings and their experiences at home. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this. Every child is recognised as a unique individual and we pride ourselves on celebrating and welcoming differences within our school community. We know that young children need positive relationships with adults who are warm, enthusiastic and respect what children bring and build upon. We understand the importance of the teaching and acquisition of basic skills, knowledge, concepts and values and provide rich and memorable opportunities to engage learners. We are ambitious for our children. We believe that our first experiences of school should be happy and positive, enabling all to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 and the National Curriculum. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Aims:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure all children meet their next steps.
- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To lay a secure foundation for future learning and support transition into KS1.

Implementation

Our children arrive at Haydn Nursery and Reception at a variety of different starting points and as such, we place a strong emphasis on Personal, Social and Emotional Development and Communication and Language in the early phases of the EYFS curriculum. Our rich and enabling environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and one-off sessions involving parents in their children's learning.

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work and targeted play where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. Children are encouraged to reflect upon and articulate their learning and a strong emphasis is placed on children practising skills and remembering and building on knowledge.

Reading is at the heart of our curriculum. Stories, books and rhymes are carefully chosen and support the key themes throughout the year. Books are woven throughout the areas of provision. All classrooms have inviting story corners with high quality texts and engaging puppets and props to enable children to retell and create new versions of familiar stories. Small-world play, carefully planned role play areas, a construction place for building, easels and materials for model making all afford different children different spaces to tell stories and develop language. We place huge importance on the development of children's vocabulary and ensure that staff are skilled in assessing early speech and language development and have the expertise to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Children follow a rigorous and highly successful Little Wandle Phonics Programme so that they meet good outcomes for reading with a very high percentage of children passing the Year One phonics screening.




We follow the Maths Mastery approach in both nursery and the White Rose Scheme in F2 with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily, purposeful maths experiences where they explore sorting, quantities, shape, number and counting awareness through problem solving, daily routines and number rhymes and stories. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.


Our inclusive approach means that all children learn together but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Regular parent's meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school.

Our regular monitoring of teaching and learning includes coaching and feedback from the phase leader so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff PD to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

Haydn Primary School Curriculum Overview – EYFS
2023-24


		AUTUMN 1 5.9.23 - 20.10.23 (6 WEEKS, 3 DAYS)	AUTUMN 2 6.11.23 – 20.12.23 (6 WEEKS, 3 DAYS)	SPRING 1 4.1.24 – 9.2.24 (5 WEEKS, 2 DAYS)	SPRING 2 12.2.24 – 28.3.24 (6 WEEKS, 4 DAYS)	SUMMER 1 15.4.24 – 24.5.24 (6 WEEKS)	SUMMER 2 3.6.23 – 26.7.24 (8 WEEKS)
MAIN THEMES PROJECT LAUNCH	F1	Me and My Nursery	Festival Fun!	Winter and Keeping Warm	Looking after ourselves	Traditional Tales	Change and Grow
	F2	Magical Me!	Shining Bright!	Hot or cold?	Celebration time!	Once upon a time ...	Out and about!
CORE BOOKS (Our Special Books)	F1	Going on a Bear Hunt Shark in the Park Three Little Pigs Pumpkin Soup	Story of Diwali Owl Babies Peace at Last Nativity Story	One snowy night Cuddly Duddly Non-Fiction Polar Animals Tiger Who Came to Tea Chinese Zodiac Story	Handa's Surprise Smartest Giant in Town Dora's Eggs We're going on an egg hunt Goldilocks and the three bears	Eid information books Superhero like me The Gingerbread Man Books about firefighters Mrs Mopple's Washing Line	The Very Hungry Caterpillar Jack and Beanstalk Snail and Whale Transition stories
	F2	We're going on a bear hunt The Little Red Hen Leaf Man/Tree	Owl Babies The Gingerbread Man The Christmas Story	One snowy night Oliver Jeffers - Lost and Found, How to catch a star, The Way Back Home, Up and Down	The Gruffalo Julia Donaldson stories The Three Little Pigs We're going on an egg hunt	Little Red Riding Hood People who help us non-fiction books Goldilocks and the Three Bears	The Very Hungry Caterpillar Handa's Surprise Oliver's vegetables Jack and the Beanstalk
PSHE  PSHE Jigsaw scheme	F1	Being in my world	Celebrating difference	Relationships	Healthy me	Dreams	Changing me
	F2						
PHONICS 	F1	Listening and turn-taking games.	s a t p i n <i>Teach children to hear the same initial sound for words and names of objects.</i>	m d g o c k e <i>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds</i>	u r h b f l j <i>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</i>	v w y z q u c h <i>Teach children to identify initial sounds of words and names of objects.</i>	ck x sh th ng nk <i>Teach children to identify initial sounds of words and names of objects.</i>
	F2	Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l Tricky words is I the	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words Put pull full as and has his her go no into she push he of we me be	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words was you they my by all are sure pure	Phase 3 graphemes Review Tricky words Review	Phase 4 Shorter vowels with adjacent consonants Tricky words said so have like some come love do were here little says there when what one out today	Phase 4 Phase 3 long vowel graphemes with adjacent consonants Tricky words Review
MATHEMATICS 	F1	- Counting and number rhymes - Match and sort colour groups - Compare two groups by size	-One more and one less number rhymes and games -Identify patterns in the environment -Match, sort and compare quantity groups	-Match, sort and compare groups based on different criteria - 1:1 correspondence to 5	- Investigate measure - Sharing into half - How many are in the group?	-Part whole exploration with numbers to 5 -Subitise to 4 -Repeating patterns -Explore 2D and 3D shapes	-Talk about and compare measurements based on size, length and capacity -1:1 correspondence to 10

	F2	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3	It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Length, height and time	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
PE REAL PE Programme 	F2 only	Unit 2 – Play with others	Unit 3 – Follow rules	Unit 4 – Observe and copy	Unit 5 – Move in different ways	Unit 6 – Exercise and good health	Unit 1 – Follow instructions
Additional Enrichment Opportunities (Trips/Visitors/Celebrations)	F1	Barefoot sensory walk Autumn Trail Autumn crafts in wild garden Making Pumpkin Soup Parental Engagement - Welcome meeting - Bring in autumn finds from home	Lantern Walk with families Christmas Song celebration with families – hot chocolate, biscuits and sing-along! Diwali songs and celebration. Parental Engagement - Lantern walk - Invite to Christmas song celebration	Winter Walk Ice experiments Visit from Percy the Park Keeper Chinese Dragon Parade Parental Engagement - Provide photographs sharing Christmas holiday news	Mother's day afternoon tea Ramadan party! Easter celebrations including egg hunt Trip to Pudding Pantry Parental Engagement - Ramadan Party help - Invite to afternoon tea - Invite to Easter bonnet parade - Parents evening - Trip help	Father's Day – garden games and picnic Fire engine visit Teddy bear hospital Parents talk about special jobs 'real-life superheroes' Trip to Tiny Town Parental Engagement - Help on trip - Invite to Father's Day celebration - Talk about jobs	Trip to orchard Sharing baby photos Plant a pot! Sports day End of year picnic with families Parental Engagement - Invite to sports day - Invite to end of year picnic - Plant a pot - Reports
	F2	Barefoot walk Greens Windmill – making bread Woodthorpe Park Forest School Parental Engagement - Reading Meeting Trip volunteers Stay and Read	Lakeside Arts – The boy who cried wolf Christmas Diwali Parental Engagement – Parents Evening Invite to Christmas Show Trip volunteers	Winter walk Chinese Dragon Parade Parental Engagement – Live Phonics lesson Stay and Read	Mother's Day – café St Ann's Orchard Easter egg hunt Visit to the church World Book Day Easter Bonnet Parade Parental Engagement – Invite to Mother's Day Café Parents Evening Trip volunteers Invite to Easter Bonnet Parade	Father's Day – special singing concert Fire engine Teddy bear hospital Parental Engagement – Live Phonics lesson	Brackenhurst Education Centre – Jack and Beanstalk End of year celebration (picnic/graduation) Parental Engagement – Invite to Picnic/Graduation Reports Trip volunteers Invite to Father's Day Concert
Class Dojo messages sent out weekly to update parents on the children's learning							

**Haydn Primary School Teaching Overview – EYFS
2023-24**

	F1 AUTUMN From Autumn 2	F1 SPRING	F1 SUMMER	F2 AUTUMN	F2 SPRING	F2 SUMMER
WHOLE CLASS CARPET TIMES – WEEKLY INPUTS	3 x story of the week linked to learning 2 x maths learning 1 x Jigsaw 3 x dough disco 3 x introduce provision 2 x rhyme of the week	3 x story of the week linked to learning 2 x maths learning 1 x Jigsaw 4 x introduce provision 3 x squiggle while you wiggle 2 x rhyme of the week 2 x topic learning	3 x story of the week linked to learning 3 x maths learning 1 x Jigsaw 5 x introduce provision 2 x rhyme of the week 3 x squiggle while you wiggle/mark-making skills 2 x topic learning 3 x teach the skill	2 x Our Special Book 2 x Rhyme of the Week/Topic 4 x maths 5 x handwriting/ dough disco 1 x Jigsaw	2 x Our Special Book 2 x Rhyme of the Week/Topic 4 x maths 3 x handwriting 2 x literacy skills 5 x tricky word practise 1 x Philosophy for Children (from Spring 2) 1 x Jigsaw	4 x Our Special Book 2 x Rhyme of the Week/Topic 4 x maths 2 x handwriting 2 x literacy skills 2 x tricky word practise 1 x Philosophy for Children 5 x word of the day 1 x Jigsaw End of Summer 2 – follow year 1 timetable
FOCUS ACTIVITIES	5 x small group (morning routine) Activities set up for children to explore in busy time (not compulsory)	5 x small group (morning routine) 2 x small group maths Activities set up for children to explore in busy time - x1 focussed activities each day	5 x small group (morning routine) 3 x small group maths Activities set up for children to explore in busy time – x 2 focussed activity each day	1 maths/literacy per week – children taught in 1:2 Activities set up for children to complete during Exploring Time – not compulsory	1 maths/literacy per week – children taught in 1:4 Activities set up for children to complete during Exploring Time – rainbow challenges (from Spring 2)	1 maths and literacy per week – children taught in 1:8 Activities set up for children to complete during Exploring Time – challenge cards (from week 3 Summer 1)
READING PRACTICE GROUPS	-Enjoy whole class shared reading. -Range of nursery rhymes and action rhymes • Repetition of familiar stories • Use actions and clapping. • Use different voices and sound effects.	-Enjoy whole class shared reading. - Range of nursery rhymes and action rhymes - Acting out familiar tales - Retelling familiar stories	-Enjoy whole class shared reading. - Transition into shared reading in small groups (story talking, making predictions, answering questions)	3 session per week x 10 minutes	3 session per week x 15 minutes	3 session per week x 20 minutes


PHONICS	5 x tuning into sounds 5 x love of reading 5 x rhyme time	5 x tuning into sounds 5 x love of reading 5 x rhyme time	5 x tuning into sounds 5 x love of reading 5 x rhyme time	5 x 20-minute sessions Keep up intervention - group and individual 5 x 5-minute Teacher-led blending sessions	5 x 25-minute sessions Keep up intervention - group and individual	5 x 30-minute sessions Keep up intervention - group and individual
---------	---	---	---	---	---	---

 Haydn Primary School Continuous Provision Overview – EYFS 2023-24							
		F1 AUTUMN (from Autumn 2)	F1 SPRING	F1 SUMMER	F2 AUTUMN (from Autumn 2)	F2 SPRING	F2 SUMMER
WORKSHOP	Basic resources	Long loop scissors, pom poms, paper cuttings, feathers, lollipop sticks, toilet roll inners, artstraws, glue, pencils, paper, junk boxes			Artstraws, pipe cleaners, wide lollipop sticks, narrow lollipop sticks, treasury tags, split pin, pencils, scissors, masking tape, sellotape, tags, pom poms, feathers, white paper, black paper, boxes, matchsticks		
	Additional provision		Tags Lids Wool Card Sellotape	Hole punch Split pins Treasury tags	Patterned scissors Material Paper borders	Cotton wool Ribbon Wool	Fabric Foil Cellophane
CREATIVE	Basic provision	Paint (red, blue, green, yellow, white), thick paint brushes, water pots, palettes, foam rollers, sugar paper, white paper			Red, green, blue and yellow paint, thick and thin paintbrushes, 2 paint palettes, A4 and A3 paper, chalk, pencils, corks		
	Additional provision	Long paintbrushes Black paper	Thin paintbrushes Mixing palettes Colour mixing mats Textured rollers	Watercolour palettes Fine paintbrushes	Paint dabbers Paint trays	Oil pastels Sponges	
FINE MOTOR	Basic provision	Boards, microwave, cake tins, rollers			Boards, rolling pins, extruders, cutters, wheels, cutters		
	Additional provision	Cutters	Cookie cutters	Plastic play dough scissors Extruders	Jigsaws	Threading beads Peg boards	Elastic band boards
WRITING	Basic provision	Chunky wax crayons, chunky markers, thick pens, glue, coloured paper, card (as and when), long loop scissors			Felt tips, pens, scissors, pencil sharpener, rubbers, wax crayons, highlighters, colouring pencils, pencils, sticky notes, glue sticks, sellotape, magnetic tiles, envelopes, white paper, coloured card, notebooks		
	Additional provision	Fine pens	Highlighters Writing tablets Masking tape Scissors Chalk	Fine colouring pencils Writing for a purpose Alphabet mat Pens	Grapheme mats Card making resources for festivals Alphabet line Finger spacers	Tricky words Sentence structure reminder strips	

			Envelopes		Letter formation sheets		
MATHS	Basic provision	Sorting equipment – dinosaurs, chunky loose parts, magnetic shapes, chunky threading, keys, compare bears, books, abacus			Cubes, number track to 10, loose parts, timers,		
	Additional provision		Small gems Five frames Jigsaw puzzles Dice faces Balance scales	Tens frames	2D shapes Number cards Five frames	Rulers Numberblocks Clock Tens frame Part whole model	Number sentences Doubling machine Number line Number track to 20
SMALL WORLD	Basic provision	Wood pieces, wooden houses, trees, animals			People, cars, road signs, trees, wood pieces, material, wooden buildings		
	Additional provision	Enhanced through the year – topic dependent	Dolls house Enhanced through the year – topic dependent	Enhanced through the year – topic dependent	Car garage/fire station Woodland animals	Arctic animals Dolls house/farm	People who help us Insects
CONSTRUCTION	Basic provision	Large building bricks, train track, car mat, vehicle boxes, books			Mobile, lego, duplo		
	Additional provision	Large duplo blocks Wooden blocks	People Animals Cars	Clipboards Mark making tools	Train track		
BLOCKS	Basic provision	Within construction area			4 types of blocks		
	Additional provision				People	Bridges and arches	Paper Markers
ROLE PLAY	Basic provision	House, dolls			Kitchen cupboards, food, utensils, calendar, clock, dressing up clothes, books		
	Additional provision	Toaster Clock Kettle Baby clothes	Ironing board Winter clothes	Real life objects Mark making opportunities	Shopping list	Recipe books Real objects – boxes/tins of food	Real objects – pasta Scales
STORY CORNER	Basic provision	Favourite five, story tray, our special books, story baskets, story bears, blankets, nursery rhyme, rhyme of the week			Fiction books, puppets, reading bears, nursery rhyme books, story table		
	Additional provision	Traditional tales Topic related books	Traditional tales Topic related books	Traditional tales Topic related books	Story props from autumn 1 special books	Story props from autumn 1 and 2 special books Oliver Jeffers and Nick Butterworth books/information	Story shelves with props for children to create beginning, middle and end for their own story Story mountain
SAND	Basic provision	Buckets, spades, rakes, vehicles			Buckets, scoops, moulds, sand wheel, dinosaurs, wood, vehicles		
	Additional provision	Natural resources	Moulds Dinosaurs	Shells Sieves	Enhancements added on a weekly basis		
WATER	Basic provision				Cylinders, beakers, jugs, water can, water wheel, sea creatures, boats		
	Additional provision				Enhancements added on a weekly basis		


EASEL	Basic provision	N/A	Pencils, colouring pencils, oil pastels, chalk, chunky chalk		
	Additional provision		Felt tip pens	Collage materials PVA glue Scissors	Watercolour paint Paint brushes Water pots
DECONSTRUCTED ROLE PLAY AREA	Basic provision	N/A	Boxes, material, tyres, reels, tubes		
	Additional provision		Hats	Musical instruments Tabards Slats	Large drawing board to design models Pictures of models

**Haydn Primary School Skills Progression – Personal, Social and Emotional Development
2023-24**

 Haydn Primary School <small>City of Nottingham Education Department</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To separate from main carer and learn to adapt to the Nursery environment. To follow our nursery rules and routines. To select and use activities and resources, with some support if needed. To wash hands after using the toilet. To follow daily routines. 	<ul style="list-style-type: none"> To select and choose resources to achieve a goal. To be aware of behavioural expectations in the Nursery and develop their sense of responsibility. To show an awareness of the importance of oral health. To build relationships with peers. To talk about how we are different and begin to celebrate these differences. To talk about our immediate families and share similarities and differences To talk about personal space and boundaries. No means no. 	<ul style="list-style-type: none"> To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set. To take turns whilst playing and waiting patiently to have a go. To become more outgoing with familiar people. 	<ul style="list-style-type: none"> To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set without an adult reminder. To learn to look after resources within the class. To enjoy moving my body to keep healthy To explore different food and talk about healthy and 'treat' food. 	<ul style="list-style-type: none"> To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling. 	<ul style="list-style-type: none"> To gain enough confidence to talk to adults and peers about their thoughts and feelings. To begin to be assertive towards others where necessary. To make healthy choices about food and activity. To talk about how we have changed and grown from a baby to now. To talk about our transition from nursery to 'big school'.
F1 Knowledge	<ul style="list-style-type: none"> To understand that their adult / carer will return for them at the end of the day. I know how to play safely and kindly. I know how to work as a team with my nursery peers. I know how to talk about happiness and sadness and begin to express these. I know how to take turns. 	<ul style="list-style-type: none"> I know and understand how to use basic resources with support if needed. I can explore similarities and differences in our appearances and celebrate these. I understand the importance in celebrating our own and others' achievements. I know who is in my immediate family I know how to vocalise boundaries by saying 'no thank you' and 'stop, I don't like it.' 	<ul style="list-style-type: none"> I know how to listen and follow simple instructions. I understand the importance in taking turns when using resources in nursery. I know how to make the right choice and can begin to talk about consequences of my choices. I can work collaboratively with 	<ul style="list-style-type: none"> I know how to source my own resources around my classroom. I know how to dress myself independently. I know how to use the toilet and wash my hands independently. I know that exercise is important and can enjoy moving my body to keep healthy. I know it is important to enjoy healthy food. 	<ul style="list-style-type: none"> I know how to negotiate play with my peers I know how to be a good friend. I understand that change can be exciting and can play with different friends. I know how to talk about how others are feeling. 	<ul style="list-style-type: none"> I know how to talk about a range of feelings. I know that it is good to talk about my worries with friends and grown-ups. I know how I have changed from a baby to now. I can celebrate my nursery achievements. I understand that I will be moving to big school

	<ul style="list-style-type: none"> I understand our nursery rules and follow new routines. 		familiar peers and grown-ups.			and can talk about this change.
F2 Skills	<ul style="list-style-type: none"> To know and demonstrate friendly behaviour. To be a good friend. To join in with whole group activities. To choose an activity independently. To learn right from wrong. To understand how to express emotions. 	<ul style="list-style-type: none"> To show pride in their achievements. To acknowledge that everyone is a unique individual. To understand that families can be different. To form positive relationships with peers. To use appropriate language if a peer is doing something they don't like. 	<ul style="list-style-type: none"> To show resilience and keep trying. To know that they are working towards a goal. To have ambitions for the future. To talk about making the right choice. To understand what happens if they make a poor choice. 	<ul style="list-style-type: none"> To label the key body parts. To understand the terms healthy and unhealthy. To know they need to exercise to keep healthy. To understand how important sleep is. To know they need to say 'no' to strangers. 	<ul style="list-style-type: none"> To know what a family is. To understand what a healthy, safe relationship looks/feels like. To understand the importance of saying 'sorry' if they upset a friend. To know what a good friend looks like. 	<ul style="list-style-type: none"> To know the names of body parts. To understand that we all grow from a baby to an adult. To name a trusted adult. To know how to share a worry. To share happy times with their peers. To share this year's achievements.
F2 Knowledge	<ul style="list-style-type: none"> Know special things about themselves – exploring their likes and explaining why. Know that some people are different from themselves – e.g. discuss what makes us happy might make others sad. Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly – e.g. how children can make themselves feel better. Know that being kind is good – ways of being kind in difficult situations. Know they have a right to learn and play, safely and happily – e.g. exploring what it would be like to have no rights. To know how to take turns with their friends. To know how to join in with whole group activities. To understand how to choose an activity independently. To understand right from wrong. 	<ul style="list-style-type: none"> Know what being proud means and that people can be proud of different things - Know that people can be good at different times – exploring similarities and differences between children's interests. Know what being unique means - Know that families can be different – identify similarities and differences between their families. Know that people have different homes and why they are important to them - They explore similarities and differences between theirs and their friends' houses Know different ways of making friends – identifying characteristics of a positive friendships. Know different ways to stand up for myself – How to vocalise their boundaries “No, thank you”. To understand that they themselves are a valued individual. 	<ul style="list-style-type: none"> Know what a challenge is – A focus on not giving up when you find something difficult. Know that it is important to keep trying – A focus on how to overcome challenges. Know what a goal is – Identify what they find tricky and set a goal. Know how to set goals and work towards them Know some jobs that they might like to do when they are older - working hard now in order to be able to achieve the job they want when they are older. Know when they have achieved a goal – Discuss the goals they achieved so far and how they overcame challenges. Set long term goals. To be able to talk about why a someone has made a poor choice and what the consequences are. To know how to display resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Know the names for some of their body parts – identifying various body parts they know. Know some things that they need to do to keep healthy – comparing health and unhealthy lunches. Know that they need to exercise to keep healthy – how their heart feels when they complete an obstacle course. Know how to help themselves to go to sleep and that sleep is good for them – discuss why sleep is important to their overall health. Know when and how to wash their hands properly – How cleaning our hands and body is important. Know how to say 'No' to strangers - Knowing what to do if they get lost and how to get help. 	<ul style="list-style-type: none"> Know what a family is - Know that different people in a family have different responsibilities(jobs). Know some of the characteristics of healthy and safe friendship – exploring feelings of loneliness and how to help someone who feels lonely. Know how to celebrate others – Sharing qualities they admire about the people in their class. Know that friends sometimes fall out - Know that unkind words can never be taken back and they can hurt Know some ways to mend a friendship – Discuss what scenarios have made them angry and what actions they took. Know how to be a good friend – identify what skills make them a good friend. 	<ul style="list-style-type: none"> Know the names and functions of some parts of the body Know that we grow from baby to adult – explore changes that happen to people and animals as they grow up. Know who to talk to if they are feeling worried – Explore how their needs have change since infancy. Know that sharing how they feel can help solve a worry - They talk about different emotions and things they might be nervous about. Know that remembering happy times can help us move on – Explore feelings about transitioning to year 1. Celebrating the ways, I have developed this year.

F2 Vocabulary	Kind, gentle, friend, happy, sad, job, head, shoulders, knees, toes, upset, baby, different, angry, happy, excited, nervous, sharing, family, challenge, healthy, sleep, wash, clean, lonely, argue, adult, chest, stomach, rules	
EYFS Non-negotiables	F1	Early Learning Goals
	<p>Building Relationships. *I can talk about significant events from my own life experience *I can talk about my immediate family *I can understand that my actions and words may affect how others are feeling.</p> <p>Managing Self. *I can join in activities with increasing confidence *I can dress myself *I can use the toilet independently *I can play collaboratively with my peers and take turns</p> <p>Self-Regulation *I can talk about a range of feelings *I can talk about how others might be feeling</p>	<p>Building Relationships. * Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.</p> <p>Managing Self. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Self-Regulation * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

 Haydn Primary School Skills Progression – Communication and Language Development 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To develop communication that can be understood by others. To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To follow one-step instructions 	<ul style="list-style-type: none"> To join in with small group discussions and share my thoughts. To begin to repeat key phrases from familiar stories. To name characters from familiar stories. 	<ul style="list-style-type: none"> To listen to longer stories and remember detail about what happens. To begin to use a wider range of vocabulary in the correct context. To talk in short sentences that others can understand. To begin to start a conversation with adults or peers. 	<ul style="list-style-type: none"> To listen to and follow simple two-step instructions and respond to questions appropriately. To talk in short sentences that others can understand. To talk about the different characters and what they are doing. To use talk to organise themselves and their play. To retell familiar tales. 	<ul style="list-style-type: none"> To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To develop and use longer sentences to communicate. To know many rhymes and stories and talk about familiar books. 	<ul style="list-style-type: none"> To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence. To listen to and follow instructions with two parts. To be able to express a point of view and debate.

			<ul style="list-style-type: none"> • To communicate with my friends when taking part in pretend play. 	<ul style="list-style-type: none"> • To express my likes and dislikes using my words 	<ul style="list-style-type: none"> • To choose to participate in whole class discussions and share own thoughts 	
F1 Knowledge	<ul style="list-style-type: none"> • To know that I must sing words clearly so that they are audible. • To know that it is OK to talk to others about wants. • To know that listening is important and can begin to control my body to show my best listening. 	<ul style="list-style-type: none"> • To know some new vocabulary from familiar stories. • To know that stories have different character which could be real and pretend. • I know that my thoughts are important and can join in with small group conversation. 	<ul style="list-style-type: none"> • To remember new words, I am learning when talking to others. • To be able to understand simple instructions, questions and commands. • To know and recall details from stories. • To understand a range of vocabulary in the correct context. • To talk in short sentences that others can understand. • To understand how and conversation works with back-and-forth interaction. 	<ul style="list-style-type: none"> • To understand how to be able to answer questions related to the story. • To understand simple instructions, questions and commands. • To know how to talk in short sentences that others can understand. • To know how to retell familiar tales using my words. • To know how to use my words to negotiate safe play. • I know how to talk about my likes and dislikes 	<ul style="list-style-type: none"> • To know that stories have a beginning, middle and an end. • To know how to answer questions and share opinions using the relevant vocabulary. • To be able to use vocabulary learnt to have a conversation with others. • To know and compare a range of familiar stories. • To know how to begin to express my opinion in a class discussion. 	<ul style="list-style-type: none"> • To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. • To know to use the words they know appropriately to • organise themselves and their play. • To understand how to be able to answer questions and share opinions using the relevant vocabulary. • To understand different settings, characters and the structure of the story. • To know how to follow instructions with two parts. • To know how to express a point of view and debate.
F2 Skills	<ul style="list-style-type: none"> • To listen carefully and why listening is so important. • To talk about themselves and others. • To listen to and sing a range of songs. • To engage in story times. 	<ul style="list-style-type: none"> • To learn new vocabulary linked to topics and use this in conversation. • To be able to give facts about a specified subject. • To describe some events in detail. • To listen to a range of stories and develop understanding around character and setting. • To show an interest in non- 	<ul style="list-style-type: none"> • To be able to give facts about a specified subject and ask questions to find out more information. • To develop social phrases when talking with peers. • To show an interest in 	<ul style="list-style-type: none"> • To use talk to problem solve and organise thinking. • To describe familiar texts with detail and using full sentences. • To engage in story times with increased confidence. 	<ul style="list-style-type: none"> • To describe features of traditional stories. • To be able to talk about the setting, characters and the structure of the story. • To be able to use connectives e.g. Once upon a time and then. • To speak about a range of texts. • To articulate thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • To begin to ask questions about familiar aspects of their environment and their learning. • To engage in story times independently and in groups with confidence. • To retell a familiar story. • To show an interest in non-fiction book.

F2 Knowledge	<ul style="list-style-type: none"> • To know how to be a good listener. • To know familiar songs. • To understand how to listen carefully and why listening is so important. • To understand how to confidently talk about themselves to others. • To know some stories to engage in story times. 	<ul style="list-style-type: none"> • To know new vocabulary linked to topics and use this in conversation. • To know how to talk about why things happen using new vocabulary learnt. • To know facts and key events to describe different story and non-fiction texts. • To listen to a range of stories and develop understanding around character and setting. • To know that information can be gained from non-fiction books. 	<ul style="list-style-type: none"> • To know how to express their ideas and feelings about their experiences. • To know facts about a specified subject and ask questions to find out more information. • To know that information can be gained from non-fiction books. 	<ul style="list-style-type: none"> • To know different features of texts. • To know how to talk confidently about why things happen using new vocabulary learnt. • To understand how to engage in meaningful conversations with others. • To understand how to talk to others to be able to problem solve and organise thinking. • To know familiar stories to engage in story times with increased confidence. 	<ul style="list-style-type: none"> • To know the features of traditional stories. • To understand how to engage in meaningful conversations with others. • To know and use a range of connectives e.g. Once upon a time and then. • To know how to articulate thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • To understand familiar aspects of their environment and their learning. • To know a range of stories to engage in story times independently and in groups with confidence. • To know and retell a familiar story. • To know how to use a non-fiction book.
F2 Vocabulary	why, how, when, question, answer, who, beginning, middle, end, talk, say, listen, copy, tell, look					
EYFS Non-negotiables	F1			Early Learning Goals		
	<p>Listening and Understanding</p> <ul style="list-style-type: none"> *I can listen to longer stories and can recall some main events. *I can listen to and join in with stories, songs and rhymes. *I can spot and suggest words that rhyme. *I can understand a question or instruction that has two parts <p>Speaking</p> <ul style="list-style-type: none"> *I can talk in longer sentences *I can join in with class discussions and share my thoughts *I can have a back-and-forth conversation with my peers and teachers 			<p>Listening and Understanding</p> <ul style="list-style-type: none"> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, 		

**Haydn Primary School Skills Progression – Physical Development
2023-24**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To climb up on to basic apparatus. 	<ul style="list-style-type: none"> To independently put on their coats, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To continue to develop cycling skills using trikes and scooters To develop balance skills on basic apparatus To use one handed tools like snips and scissors to make cuts in paper To begin to show a preference for a dominant hand when mark making. 	<ul style="list-style-type: none"> To explore different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. Use large muscle movements to make marks, wave flags and use outdoor equipment To hold jugs and containers confidently and pour from one container into another. 	<ul style="list-style-type: none"> To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To balance and hold a pose on one leg. To mark make using a comfortable grip when using pencils and pens. To show a preference for a dominant hand when mark making. 	<ul style="list-style-type: none"> To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pens. To become more competent in their cycling skills using trikes and scooters To use a range of movements to move their bodies – crawl, walk, run, hop and jump. To become increasingly independent in taking a coat off and fastening buttons / zips 	<ul style="list-style-type: none"> To confidently use scissors and other tools safely. To mark make using a comfortable grip when using pencils and pens. To write some letters accurately To become more competent in their cycling skills using trikes and scooters To use a range of movements to move their bodies across a plank or piece of apparatus– crawl, walk, run, hop and jump. To become increasingly independent in taking a coat off and fastening buttons / zips To begin to show awareness of moving equipment safely with peers.
F1 Knowledge	<ul style="list-style-type: none"> To know how to take care of basic hygiene needs. To know which hand feels comfortable to use tools in. To know how to climb apparatus safely. To know how to climb up on to basic apparatus. 	<ul style="list-style-type: none"> To know how to dress themselves. To know some dance moves. To know some basic cycling skills To understand how to balance on basic apparatus To know which hand feels comfortable to use tools in such as pencils, brushes and scissors. To show a preference for a dominant hand when mark making. 	<ul style="list-style-type: none"> To know how to develop hand strength and co-ordination through a range of activities. To know how to mark make and copy different patterns. To know how to mark make using a comfortable grip when using pencils and pens. To understand how to move in different ways, e.g. climbing, running, jumping To understand how large muscle movements can help build body strength To understand how to carefully handles tools and resources. 	<ul style="list-style-type: none"> To know how to hold the pencil correctly using a tripod grip. To know how to form numbers and familiar letters, e.g. letters in their name. . To know how to use balancing apparatus. To know how to balance and hold a pose on one leg. To understand how to mark make using a comfortable grip when using pencils and pens. To show a preference for a dominant hand when mark making. 	<ul style="list-style-type: none"> To know how to use scissors confidently and make straight, zig zag and circular snips using one hand. To understand how to run skilfully and be able to negotiate space. To understand how to mark make using a comfortable grip when using pencils and pens. To understand more complex skills to develop their cycling skills using trikes and scooters To know a range of movements can be used to move their bodies – crawl, walk, run, hop and jump. To become increasingly independent in taking a coat off and fastening buttons / zips. 	<ul style="list-style-type: none"> To know how to confidently use scissors and other tools safely. To understand how to mark make using a comfortable grip when using pencils and pens. To know how to write some letters accurately To understand more complex skills to develop their cycling skills using trikes and scooters To know a range of movements can be used to move their bodies across a plank or apparatus – crawl, walk, run, hop and jump. To become increasingly independent in taking a coat off and fastening buttons / zips

						<ul style="list-style-type: none"> • To know how to move equipment safely with peers.
F2 Skills	<ul style="list-style-type: none"> • To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. • To become increasingly independent in taking a coat off and fastening buttons / zips • To use a dominant hand. • To begin to form recognisable letters. • To develop cutting skills, including holding scissors and snipping. 	<ul style="list-style-type: none"> • To begin to use anticlockwise movement and retrace vertical lines. • To use climbing equipment safely and competently. • To negotiate space effectively. • To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. 	<ul style="list-style-type: none"> • To use a correct pencil grip when writing. • To show good practice with regard to exercise, eating, sleeping and hygiene. • To be able to balance and coordinate safely. • To negotiate space effectively. • To become more competent in their cycling skills using balance bikes and two wheelers • To refine a range of movements including rolling, hopping, skipping and climbing • To develop cutting skills, cutting curved and straight lines. 	<ul style="list-style-type: none"> • To handle tools, objects, construction and malleable materials safely and with increasing control. • To throw and catch with a large ball. • To move in a more fluent way developing overall body strength within dance and gymnastics • To develop core strength and good posture 	<ul style="list-style-type: none"> • To use a pencil effectively to form recognisable letters, most of which are formed correctly. • To develop cutting skills, coordinating the movement of scissors and the paper. 	<ul style="list-style-type: none"> • To show good control and co-ordination in large and small movements. • To throw and catch with a smaller ball. • To develop overall body strength and agility in sports • To use a pencil effectively to form recognisable letters, most of which are formed correctly.
F2 Knowledge	<ul style="list-style-type: none"> • To know how to hold a pencil, using the tripod grip and forming letters and numbers mostly independently. • To become increasingly independent in taking a coat off and fastening buttons / zips • To feel confident to use a dominant hand. • To know how to form some recognisable letters. • To know how to cut, including holding scissors and snipping. 	<ul style="list-style-type: none"> • To understand to use large movements to trace lines and shapes. • To know how to use climbing equipment safely and competently. • To know how to negotiate space effectively. • To know how to hold a pencil, using the tripod grip and forming letters and numbers mostly correctly. 	<ul style="list-style-type: none"> • To know how to use a correct pencil grip when writing. • To understand good practice with regard to exercise, eating, sleeping and hygiene. • To know how to be able to balance and coordinate safely. • To know how to negotiate space effectively. • To understand how to become more competent in their cycling skills using balance bikes and two wheelers • To understand how to refine a range of movements including rolling, hopping, skipping and climbing • To know how to cut curved and straight lines. 	<ul style="list-style-type: none"> • To know how to handle tools, objects, construction and malleable materials safely and with increasing control. • To know how to throw and catch with a large ball. • To understand how to move in a more fluent way developing overall body strength within dance and gymnastics • To understand that developing core strength will help with fitness and good posture. 	<ul style="list-style-type: none"> • To know how to use a pencil effectively to form recognisable letters, most of which are formed correctly. • To know how to develop cutting skills, coordinating the movement of scissors and the paper. 	<ul style="list-style-type: none"> • To understand how to demonstrate good control and co-ordination in large and small movements. • To know how to throw and catch with a smaller ball. • To understand how to develop overall body strength and agility in sports • To know how to use a pencil effectively to form recognisable letters, most of which are formed correctly.
F2 Vocabulary	Fasten, zip, scissors, space, tools, healthy, sleep, hygiene, hop, run, skip, jump, pencil grip					

EYFS Non-negotiables	F1	Early Learning Goals
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> *I can use scissors to make straight, zig zag and circular snips using one hand. *I can write my name using recognisable letters *I can begin to use a tripod grip to control writing tools. *I can explore a range of small tools <p>Gross Motor Skills</p> <ul style="list-style-type: none"> *I can complete a range of movements including rolling, hopping, skipping and climbing I can negotiate space when running *I can use large movements to follow shape and line *I can negotiate space and tackle obstacles 	<p>Gross Motor Skills.</p> <ul style="list-style-type: none"> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills.</p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To listen to short stories To be able to mark make and give meaning to their marks (e.g. me, Mummy/ Daddy/ name...). To clap out the syllables in their name and short words as part of a group To sing a few nursery rhymes from memory To know that their name and other words can be represented in print To say the initial sound in their name To know print is read from left to right and top to bottom To begin to recognise some familiar text e.g supermarket logos To match animal sounds to the correct animal with some support 	<ul style="list-style-type: none"> To listen to and say key/ repeated words in stories To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.' To know the initial sound in their name To clap out the syllables in words as part of a supported group To sing some nursery rhymes from memory To recognise rhyming words with support To draw large lines, circles, waves etc as part of a group. To recognise their name in print with a photo for support To match animal sounds to the correct animal 	<ul style="list-style-type: none"> To talk about familiar stories To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.' To know the initial sound in their name To begin to clap out the syllables in words independently To begin to form the first letter in their name correctly To recognise rhyming words with support To recognise their name in print with a photo for support 	<ul style="list-style-type: none"> To talk about familiar stories and key events To mark make for a purpose and be able to talk about the marks e.g 'I'm drawing a dog/ this is my name.' To begin to explore initial sounds in familiar words. To begin to clap out the syllables in words independently To know and recite a range of nursery rhymes as part of a group. To recognise their name in print with a photo for support To recognise rhyming words with support 	<ul style="list-style-type: none"> To talk about and retell familiar stories To predict what happens next in a story using key vocabulary with support To begin to recognise when words start with the same sound To find and identify familiar letters, e.g. letters in their names. To adapt a familiar nursery rhyme e.g the wheels on the tractor... To represent their name by beginning to write the first letter correctly To recognise rhyming words To begin to orally blend CVC words 	<ul style="list-style-type: none"> To talk about and retell familiar stories To predict what happens next in a story using key vocabulary with support To hear initial sounds in words with support To orally blend CVC words To recognise rhyming words and continue a rhyming string with support To recognise familiar logos and labels within the environment. To start to use their phonetic knowledge in their early writing e.g m for Mummy To retrieve information from books/ internet
F1 Knowledge	<ul style="list-style-type: none"> To know that text has a meaning. To know that making marks conveys meaning To know how to clap out the syllables in their own name as part of a group To know a few nursery rhymes from memory To know that their name and other words can be represented in print To know the initial sound in their name 	<ul style="list-style-type: none"> To know some key/ repeated words in stories To know that making marks conveys meaning and talk about it To know the initial sound in their name To know how to clap out the syllables in their own name as part of a group To sing some nursery rhymes from memory To know some rhyming words To know how to produce some simple marks To know what their name looks like in print 	<ul style="list-style-type: none"> To know some familiar stories To know that making marks conveys meaning and talk about it To know the initial sound in their name To know how to clap out the syllables in words independently To know how to form the first letter in their name correctly To know some rhyming words To know what their name looks like in print 	<ul style="list-style-type: none"> To know some familiar stories and key events To know that making marks conveys meaning and talk about it To know some initial sounds in familiar words. To know how to clap out the syllables in words independently To know and recite a range of nursery rhymes as part of a group. To know what their name looks like in print To know some rhyming words 	<ul style="list-style-type: none"> To know and retell familiar stories To understand how to make predictions about a story To know some words start with the same sound To know familiar letters, e.g. letters in their names. To know how to write their name by beginning to write the first letter correctly To know some rhyming words To understand how to orally blend CVC words 	<ul style="list-style-type: none"> To know and retell familiar stories To understand how to make predictions about a story To hear initial sounds in words with support To orally blend CVC words To know some rhyming words and continue a rhyming string with support To know familiar logos and labels within the environment. To use their phonetic knowledge in their early

	<ul style="list-style-type: none"> To know print is read from left to right and top to bottom To know some familiar text e.g supermarket logos To know and identify animal sounds 	<ul style="list-style-type: none"> To know and identify animal sounds 				<p>writing e.g m for Mummy</p> <ul style="list-style-type: none"> To know that information can be retrieved from books/ internet
F2 Skills	<ul style="list-style-type: none"> To know how to form taught graphemes. To identify taught phonemes in words – initial and end sounds. To talk about ‘Our Special Books’, naming the characters and a short summary of what happens. To explain the role of an author and illustrator. To begin to sequence stories. 	<ul style="list-style-type: none"> To write a short phrase/caption using phonics knowledge – cat on a mat, etc To begin to write words using phonics knowledge. To blend sounds into words to read short words. To read a short sentence. To talk about the main events in stories. To use a story map to support story telling. 	<ul style="list-style-type: none"> To write a short sentence using phonics knowledge. To develop a good understanding of GPC. To use a grapheme mat to support writing, To sequence the key events in stories. To compare books written by the same author. To answer comprehension questions about their LW story, with support. 	<ul style="list-style-type: none"> To write a short sentence with support including a capital letter, finger space and a full stop. To refer back to prior learning - ... is similar to the Story. To use a story mountain to identify, the beginning, middle and end of a story. To answer questions about their LW story, independently. 	<ul style="list-style-type: none"> To use the pictures to explain what is happening in a story – to explain how characters are feeling based on their facial expressions. To explore a variety of books including, fiction and non-fiction. To use key vocabulary in conversation. To explain the meaning of key vocabulary. 	<ul style="list-style-type: none"> To form letters correctly. To re-read work to ensure it makes sense. To write a sentence independently, ideally including a capital letter, finger spaces and a full stop.
F2 Knowledge	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s (LIT) Identify the taught GPCs (the sounds that the letters make) including some digraphs Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words 	<ul style="list-style-type: none"> Write short phrases Blend the taught sounds to read CVC, CVCC and CCVC words Read some taught common exception/ high frequency and familiar words Read sentences made up of words with taught sounds and common exception words Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. 	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences (LIT) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events 	<ul style="list-style-type: none"> Write short sentences using a capital letter and full stop Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail 	<ul style="list-style-type: none"> To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Re-read what they have written to check that it makes sense
F2 Vocabulary	Letter, capital letter, word, sentence, full stop, finger space, phoneme, digraph, trigraph					
Haydn’s Non-negotiables	F1			Early Learning Goals		
	<p>Word Reading</p> <ul style="list-style-type: none"> *To identify initial sounds of words and names of objects. *To articulate sounds correctly – including playing with voice sounds. * To retell familiar tales using new vocabulary <p>Writing</p> <ul style="list-style-type: none"> * To confidently use a range of writing tools * To mark make using a comfortable grip when using pencils and pens. 		<p>Comprehension</p> <ul style="list-style-type: none"> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Word Reading.</p> <ul style="list-style-type: none"> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. 			

	<ul style="list-style-type: none">* To write some letters and numbers accurately* To write names with recognisable letters	<ul style="list-style-type: none">*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none">* Write recognisable letters, most of which are correctly formed.*Spell words by identifying sounds in them and representing the sounds with a letter or letters.*Write simple phrases and sentences that can be read by others. <p>F2 at Haydn</p> <p>Comprehension</p> <ul style="list-style-type: none">*To demonstrate an understanding of what they have read by answering questions. <p>Word Reading</p> <ul style="list-style-type: none">*To read words with long vowel sounds – CCVCC*To read words with suffixes -es, -ing, -ed*To read a Phase 4 book. <p>Writing</p> <ul style="list-style-type: none">* To write 2 sentences including, capital letters, finger spaces and full stops. GD children to retell a story.
--	---	---

**Haydn Primary School Skills Progression – Maths
2023-24**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To join in singing number rhymes moving fingers to represent amounts (not necessary correctly) To show an understanding of 1:1 counting To recognise numerals to 3 To begin to link numerals to amounts up to 3 To recognise when there is more/ lots/ the same amount To begin to rote count up to 10. To know that the last number you count represents the total number of objects To manipulate objects to fit in a space puzzle To make simple enclosures using 3D shapes Is beginning to be interested in what happens next in daily routines and anticipate key events such as lunch time/ home time Joins in with repeated sound and action patterns To have an understanding of past/ present and future 	<ul style="list-style-type: none"> To join in singing number rhymes moving fingers to represent some amounts correctly To attempt to count objects using 1:1 correspondence. To begin to recognise numerals to 5 To begin to link numerals to amounts up to 5. To begin to count to 5 on their fingers To recognise when there is more/ lots/ the same amount To begin to rote count up to 10 To know that the last number you count represents the total number of objects. To begin to show an awareness of positional language such as under/behind/ next to/over/ on top of. To make simple enclosures using 3D shapes To make simple constructions To begin to be interested in and start to predict what happens next in daily routines and anticipate key events such as home time Joins in and anticipates repeated sound and action patterns To have an understanding of past/ present and future To begin to talk about what happened today, yesterday and tomorrow. 	<ul style="list-style-type: none"> To join in singing number rhymes moving fingers to represent some amounts correctly To begin to count objects to 3 and beyond using 1:1 correspondence. To begin to recognise numerals to 5 To begin to link numerals to amounts up to 5 To begin to count to 5 on their fingers To compare quantities using language 'more than', 'fewer than'. To rote count up to 10. To count out 2/3 objects from a larger group To begin to subitise 3 To start to use some positional language such as under/behind/ next to/over/ on top of. To manipulate 2D and 3D shapes to create pictures, patterns and models To begin to be interested in and start to predict what happens next in daily routines and anticipate key events such as home time In play, start to use key vocabulary to observe and compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. Joins in and anticipates repeated 	<ul style="list-style-type: none"> To join in singing number rhymes to 5 moving fingers to represent most amounts correctly To count objects to 3 and beyond using 1:1 correspondence. To recognise numerals to 5 To begin to link numerals to amounts up to 5 and beyond To count to 5 on their fingers To compare two small groups of objects to 5 saying when there are the same amount To rote count to 10 and beyond To count out 2/3 objects from a larger group To begin to subitise 3 To start to use some positional language such as under/behind/ next to/over/ on top of. To manipulate 2D and 3D shapes to create pictures and models To begin to talk about 2D/ 3D shapes looking at their features e.g round, straight, pointy. To continue a simple patterns using objects, movements and sounds In play, start to use key vocabulary to observe and compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. To begin to recall a sequence of events/ routine in everyday life and stories 	<ul style="list-style-type: none"> To join in singing number rhymes to 5 moving fingers to represent most amounts correctly To count objects to 3 and beyond using 1:1 correspondence To rote count to 10 and beyond To count to 5 on their fingers To begin to link numerals to amounts up to 5 To begin to recognise numerals to 5 and beyond Begin to recognise numbers 0-10 To begin to solve real world mathematical problems to 5 To start to be aware that numbers are made up of smaller amounts To subitise to 3 To start to use some positional language such as under/behind/ next to/over/ on top of. To begin to select and use shapes appropriately in play, combining them to make models and enclosures. To begin to recognise and use some 2D shape names and shape language e.g. round, straight, pointy... To continue simple pattern using objects, movements and sounds In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. 	<ul style="list-style-type: none"> To join in singing number rhymes to 5 moving fingers to represent amounts correctly To attempt to count objects to 5 using 1:1 correspondence To rote count to 10 and beyond To show amounts to 5 on your fingers To link some numerals to amounts to 5 To begin to recognise numerals to 5 and beyond To experiment with their own mathematical symbols and marks. To start to be aware that numbers are made up of smaller amounts To begin to solve real world mathematical problems to 5 To separate groups of 3/ 4 objects in different ways knowing the total stays the same To subitise to 3 To use some positional language such as under/behind/ next to/over/ on top of. To select and use shapes appropriately in play, combining them to make models and enclosures using trail and improvement To recognise and use some 2D shape names and shape language e.g. round, straight, pointy... To continue and create a simple pattern using

			<p>sound and action patterns</p> <ul style="list-style-type: none"> To have an understanding of past/ present and future To begin to talk about what happened today, yesterday and tomorrow. 		<ul style="list-style-type: none"> To recall a sequence of events/ routine in everyday life and stories 	<p>objects, movements and sounds</p> <ul style="list-style-type: none"> In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. To recall a sequence of events/ routine in everyday life and stories
F1 Knowledge	<ul style="list-style-type: none"> To know a range of number songs To know how to count objects with 1:1 counting To know numerals and amounts to 3 To understand more and less To know how to count rote to 10 To understand the basics of counting To know that shapes can be used to make pictures and enclosures To understand daily routines and times To know basic repetitive patterns 	<ul style="list-style-type: none"> To know a range of number songs To know how to count objects with 1:1 correspondence To know numerals and amounts to 5 To understand more and less To know how to count rote to 10 To know how to count rote to 10 To know and understand positional language To know that shapes can be used to make pictures and enclosures To understand daily routines and times To know basic repetitive patterns To know terms related to time 	<ul style="list-style-type: none"> To know a range of number songs To know how to count objects to 3 and beyond using 1:1 correspondence To know numerals and amounts to 5 To know how to count to 5 using fingers To understand more and less To know how to rote count up to 10. To understand how to subitise 3 To know and understand positional language To know that 2d and 3d shapes can be used to make pictures and enclosures To know and use vocabulary related to measures 	<ul style="list-style-type: none"> To know some number rhymes to 5 moving fingers to represent most amounts correctly To know how to count objects to 3 and beyond using 1:1 correspondence. To know numerals to 5 To understand numerals and amounts up to 5 and beyond To know how to compare amounts To know how to rote count up to 10. To understand how to subitise 3 To know and understand positional language To know that 2d and 3d shapes can be used to make pictures and enclosures To know and use vocabulary related to shapes and measures To know terms related to time and know the sequence of events 	<ul style="list-style-type: none"> To know some number rhymes to 5 moving fingers to represent most amounts correctly To know how to count objects to 3 and beyond using 1:1 correspondence. To know numbers to 10 To understand how to solve problems with numbers to 5 To understand that adding is combining two smaller amounts To understand how to subitise 3 To know and understand positional language To know the names and properties of 2d and 3d shapes To know and use vocabulary related to shapes and measures To know terms related to time and know the sequence of events To know how to make a basic pattern 	<ul style="list-style-type: none"> To know some number rhymes to 5 moving fingers to represent most amounts correctly To know how to count objects to 5 and beyond using 1:1 correspondence. To know how to rote count to 10 and beyond To understand the basic mathematical symbols and marks. To understand that adding is combining two smaller amounts To understand how to solve real world mathematical problems to 5 To understand part whole systems To subitise to 3 To know and understand positional language To know the names and properties of 2d and 3d shapes To know and use vocabulary related to shapes and measures To know terms related to time and know the sequence of events To know how to make a basic pattern
F2 Skills	<ul style="list-style-type: none"> To join in singing addition and subtraction number rhymes to 5 moving fingers to 	<ul style="list-style-type: none"> To rote count to 20 and beyond To link numerals to amounts to 5 	<ul style="list-style-type: none"> To begin to show different ways of making amounts to 5 on fingers 	<ul style="list-style-type: none"> To show different ways of making amounts to 5 and 10 on fingers 	<ul style="list-style-type: none"> To begin to automatically recall number bonds to 5 and some to 10 	<ul style="list-style-type: none"> Automatically recall number bonds to 5 and some to 10

	<p>represent amounts correctly</p> <ul style="list-style-type: none"> To rote count to 10 and beyond To show amounts to 5 on your fingers To link some numerals to amounts to 5 To begin to recognise numerals to 5 and beyond To start to be aware that numbers are made up of smaller amounts To begin to solve real world mathematical problems to 5 To separate groups of 3/4 objects in different ways knowing the total stays the same To count up to 5 objects with 1:1 correspondence. To subitise to 3 To use some positional language such as under/behind/ next to/over/ on top of. To select and use shapes appropriately in play, combining them to make models and enclosures using trail and improvement To continue and create a simple pattern using objects, movements and sounds To recall a sequence of events/ routine in everyday life and stories 	<ul style="list-style-type: none"> To recognise and order numerals to 5 To experiment with their own mathematical symbols and marks. To be aware that numbers are made up of smaller amounts To be aware of some number bonds to 5 To begin to solve real world mathematical problems to 5 To separate groups of 3/4/5 objects in different ways knowing the total stays the same To explore number bonds to 5. To know amounts to 5 can be represented in different ways To count up to 10 objects with 1:1 correspondence. To be aware of the concept of odd and even numbers To subitise to 5 and start to recognise amounts to 6 on a dice To recognise simple 2D shapes and use some mathematic vocabulary to describe their properties In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. To recall a sequence of events/ routine in everyday life and stories 	<ul style="list-style-type: none"> To link numerals to amounts to 8 To begin to recognise and order numerals to 8 To experiment with their own mathematical symbols and marks. To be aware that numbers are made up of smaller amounts To begin to solve real world mathematical problems to 5 To separate groups of up to 8 in different ways knowing the total stays the same To explore number bonds to 5. To count up to 10 objects with 1:1 correspondence. To be aware of the concept of odd and even numbers To recognise a range of 2D shapes and use mathematic vocabulary to describe their properties In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. 	<ul style="list-style-type: none"> To link numerals to amounts to 10 Compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other. To explore number bonds to 10. To find the total of 2 groups of objects to 10 To recognise and order numbers to 10. To use objects to solve addition and subtraction problems to 10. To understand what an odd and even number is To experiment with their own mathematical symbols and marks. To be aware that numbers are made up of smaller amounts To begin to solve real world mathematical problems to 5 To recognise a range of 2D shapes and use mathematic vocabulary to describe their properties To be aware of and explore 3D shapes and their properties in play In play, compare measures using language such as longer/ shorter, heavier/ lighter, more/ less full. 	<ul style="list-style-type: none"> To show different ways of making amounts to 5 and above on fingers To know some subtraction facts to 5 To link numerals to amounts to 10 To recognise and order numbers to 20 To subitise amounts to 5 To understand what an odd and even number is To explore the concept of doubling Explore the composition of numbers to 10 Compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other. To use objects to solve addition and subtraction problems to 10. To experiment with their own mathematical marks. To create a simple pattern using objects, movements and sounds To solve problems involving weight, length and capacity in their play To order and sequence events using everyday language linked to time Beginning to measure time using sand timers 	<ul style="list-style-type: none"> To show different ways of making amounts to 5 and above on fingers Automatically recall subtraction facts to 5 To link numerals to amounts to 10 To recognise and order numbers to 20 To subitise amounts to 5 To know how to share quantities evenly To know some odd and even numbers To recall doubling facts to 10 To compare quantities to 10 in a range of contexts recognising when one quantity is greater than, less than or the same as the other. To use objects to solve addition and subtraction problems to 10. To experiment with their own mathematical marks. To create complex patterns using objects. To recognise and describe the properties of 2D and 3D shapes
F2 Knowledge	<ul style="list-style-type: none"> To understand basic addition and subtraction through counting songs 1. To know how to rope count to 10 and beyond To fully understand the value of numbers to 5. To know marks can represent amounts. To know that numbers are made up of smaller amounts 	<ul style="list-style-type: none"> To understand basic addition and subtraction through counting songs 2. To know how to rope count to 10 and beyond To fully understand the value of numbers to 5. To know marks can represent amounts. To know that numbers are made up of smaller amounts 	<ul style="list-style-type: none"> To understand basic addition and subtraction through counting songs 1. To know how to rope count to 20 and beyond To fully understand the value of numbers to 8. To know marks can represent amounts. To know that numbers are made up of smaller amounts 	<ul style="list-style-type: none"> To understand basic addition and subtraction through counting songs 2. To know how to rope count to 20 and beyond To fully understand the value of numbers to 10. Compare quantities to 10 in a knowing more or less in amounts To know number bonds to 10. 	<ul style="list-style-type: none"> 3. To know how to rope count to 20 and beyond To fully understand the value of numbers to 10. To know some subtraction facts to 5 To recognise and order numbers to 20 To know how to subitise amounts to 5 To understand what an odd and even number is 	<ul style="list-style-type: none"> 4. To know how to rope count to 20 and beyond To know numbers bonds to 5 and 10 To know subtraction facts to 5 To recognise and order numbers to 20 To understand what sharing amounts means To know some odd and even numbers

	<ul style="list-style-type: none"> To understand part whole methods To know how to subitise to 3 To know mathematical language linked to shapes and position. To know how to make or continue a basic repeating pattern. To use language to describe measures 	<ul style="list-style-type: none"> To know some number bonds to 5 To understand part whole methods To know how to count up to 10 objects To know some odd and even numbers To know how to subitise to 5 To know mathematical language linked to shapes and describe their properties To know some of 3D shapes and their properties in play To use language to describe measures 	<ul style="list-style-type: none"> To know how to solve basic mathematical problems. To understand part whole methods To know some number bonds to 5 To know how to count up to 10 objects To know some odd and even numbers To know how to subitise to 5 To know a range of 2D shapes and use mathematical vocabulary to describe their properties To know some of 3D shapes and their properties in play To use language to describe measures 	<ul style="list-style-type: none"> To know how to find a total of two amounts. To know and order numbers to 10. To know how to use objects to solve addition and subtraction problems to 10. To understand what an odd and even number is To know how to mark make and use mathematical symbols. To know how to solve basic mathematical problems. To know how to subitise to 5 To know some of 2D and 3D shapes and their properties in play To use language to describe measures 	<ul style="list-style-type: none"> To understand the concept of doubling To know how amounts are made up to 10 To understand the difference between quantities to 10 in a range of contexts. To know how to use objects to solve addition and subtraction problems to 10. To know how to mark make and use mathematical symbols. To know how to make a basic repeating pattern. To know how to problem solve using measures including time, using sand timers. 	<ul style="list-style-type: none"> To know doubling facts to 10 To understand the difference between quantities to 10 in a range of contexts. To know how to use objects to solve addition and subtraction problems to 10. To know how to mark make and use mathematical symbols. To recognise and know a complex pattern. To know and describe the properties of 2D and 3D shapes
--	--	--	--	---	---	--

F2 Vocabulary

More, less, 2D shape, 3D shape, pattern, sorting, height, mass, length, one, two, three, four, five, six, seven, eight, nine, ten, part part whole

EYFS Non-negotiables

F1

Early Learning Goals

Comparison
 *Visually compare two small groups of different objects
 *Physically compare two groups of objects using a matching strategy
 *Sort a set of objects into two groups
 * I can use language to describe position

Counting
 *Verbally count to 10
 *Count between 5-10 presented objects using 1:2:1 correspondence
 *Instantly recognise a quantity to 4


Composition
 *Knows the whole is bigger than the parts
 *Practically undo (inverse) an action
 *Use number words to talk about what they can see

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.

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.

--	--	--

**Haydn Primary School Skills Progression – Understanding the World
2023-24**

 <small>City of Nottingham Education Department</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To be able to talk about their body parts and what the function is of each part. To be able to identify similarities and differences between themselves and peers. 	<ul style="list-style-type: none"> To begin to make sense of their own life story and family. To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, etc and to talk about them and why they are celebrated. 	<ul style="list-style-type: none"> To use senses to explore the world around them. To understand the need to respect and care for the natural world. To explore different countries in the world and explore the differences and similarities to our own environment. 	<ul style="list-style-type: none"> To learn about Easter and how it is an important celebration for Christians. To develop positive attitudes around the differences between people. Make comparisons between habitats of farm animals and domestic animals. Talk about the life cycle of a plant and animals. 	<ul style="list-style-type: none"> To plant their own seeds and understand how to care for them. Talk about the life cycle of a plant and animals. 	<ul style="list-style-type: none"> To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. Show an interest in different occupations.
F1 Knowledge	<ul style="list-style-type: none"> To understand basic hygiene routines and manage toileting and self-care. To use vocabulary to describe themselves, their family and peers. 	<ul style="list-style-type: none"> To share stories or information about their immediate family and home environment. To understand that there are different celebrations for different cultures in our community. Christmas, Diwali, Eid 	<ul style="list-style-type: none"> To understand the changes in the weather and seasons and the impact this has on us. To understand the need to respect and care for the natural world. To know there are different countries in the world and explore the differences and similarities. 	<ul style="list-style-type: none"> To understand why Easter is an important celebration for Christians. To understand and respect differences between people. To understand the differences between the habitats of animals. To know and understand that all living creatures start life as a baby and grow into adulthood. 	<ul style="list-style-type: none"> To know the key things a plant needs to be able to grow. To understand that all living things have a life cycle. 	<ul style="list-style-type: none"> To understand different forms of travel. To know the important roles and occupations that adults have.
F2 Skills	<ul style="list-style-type: none"> To know the name of school and the area which they live. To describe what can be seen in the local environment. To name places of interest. 	<ul style="list-style-type: none"> To talk about religious celebrations – Diwali, Christmas, Hanukah. To name characters from religious stories. To understand that typing on a keyboard is a form of writing. 	<ul style="list-style-type: none"> To ask questions about how different toys/equipment works. To talk about the similarities and differences in materials. 	<ul style="list-style-type: none"> To name different types of transport and the type of journeys they would be suitable for. To choose an app on the iPad. To complete a search on a search engine. 	<ul style="list-style-type: none"> To talk about different creatures and people in their environment. To identify ways to take care of things in their environment. To know how important, it is to share information that 	<ul style="list-style-type: none"> To name the five senses. To start to carry out small science experiments, talking about what they notice and why they think things might be happening.

	<ul style="list-style-type: none"> • To identify seasonal changes – what does autumn look like? • To discuss family and who takes care of them. • To name a form of technology – how do grown-ups communicate using technology? 	<ul style="list-style-type: none"> • To know that the iPad can be used to take photographs. • To name some toys from the past. 	<ul style="list-style-type: none"> • To name the key differences between Antarctica and the UK. 		<ul style="list-style-type: none"> • something that worries them on a device. • To begin to operate a programmable toy. 	<ul style="list-style-type: none"> • To talk about their community and their family. • To discuss how they have changed over the years. • To use a finger to select icons on an iPad. • To identify differences between the UK and Kenya.
F2 Knowledge	<ul style="list-style-type: none"> • Chn can name the school and area that they live in. • Chn to describe their immediate environment using knowledge from observation, stories and maps • Chn notice and identify the affect changing seasons can have on the world around us. • Chn know how to take care of immediate environment • Talk about who cares for them • I know how to name some sources of IT from home and school. 	<ul style="list-style-type: none"> • Chn know some similarities and differences between religious and cultural communities in the UK. • Recall the names of characters in a religious story (e.g the birth of Jesus, Rama and Sita) • Talk about some religious stories • I know that typing using a keyboard is another way of writing information. • I know that digital devices can be used to create pictures. • Toys in the past looked different • Toys in the past were made out of different materials: wood and metal • Toys in the past didn't use electricity • Identify differences between past and present in a familiar setting 	<ul style="list-style-type: none"> • Chn can ask questions about why things happen and how things work • Chn can observe and manipulate objects and materials to identify differences and similarities • Chn know some similarities and differences between the natural world around us and a contrasting environment – drawing on their knowledge from stories. 	<ul style="list-style-type: none"> • Chn can talk about different types of transport for journeys • Identify some of their own feelings in the stories they hear • I know how to find and start a favourite app on a digital device. • I know how to search for things I like with support on a child-safe search engine. 	<ul style="list-style-type: none"> • Chn can explore creatures, people, plants and objects in their natural environments. • Talk about how we can care for all living things. • I know what to do if I see something that worries me when I am using a digital device. • I know how to explore programmable toys such as Botley, Beebot or Cod-e-pillar. • I know how to use some words like forwards and backwards to describe how I want to make a programmable toy move. • I know how to give a simple set of instructions e.g., how to brush your teeth. • I know how to push a button to make a programmable toy move. • I know how to find a power button on a programmable toy and that I need to switch it on to make it work. 	<ul style="list-style-type: none"> • Chn can use senses, feeling materials or listening to sounds in the environment, such as sirens or farm animals. • Chn can answer questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings • Chn know the difference between land and sea. • Chn can explain some similarities and differences between life in this country and life in other countries – drawing on their knowledge from stories. • Chn know the beginnings of living things and their needs • Explain what makes them special and why other people are special • Talk something about the community and family they live in and why it is special to them. • I know how to select letters on a keyboard to write simple words and sentences. • I am learning where the spacebar and enter button are and what they can do. • Babies change into children and then adults • People change as they grow: they look different • People learn as they grow: they learn new skills

					<ul style="list-style-type: none"> • I know how to use a mousepad to move a click a cursor, or my finger on a touchscreen to move and select. • Look at photos from their own past and present; discussing and answering questions using 'then' and 'now'.
F2 Vocabulary	School, home, house, garden, road, shop, celebration, sea, land, park, religion, special books, special places, special stories, prayer, non-religious, Christmas, Jesus, bible, Diwali, Rama, Sita, Easter, computer, mouse, click, keyboard, headphones, laptop, monitor, type, tablet, old, new, young, then, now, past, present, today, yesterday, tomorrow, change, different, same				
EYFS Non-negotiables	F1		Early Learning Goals		
	<p>Past and Present</p> <ul style="list-style-type: none"> * I can talk about how I have changed and grown * I can talk about my past learning * I can link stories I have read <p>People, Culture and Communities</p> <ul style="list-style-type: none"> * I can talk about my family * I can compare stories to real life experiences talk about familiar places. *I can talk about our festival and religious celebrations <p>The Natural World</p> <ul style="list-style-type: none"> *I can identify and describe some seasonal changes * I can talk about the natural world I see around me. 		<p>Past and Present.</p> <ul style="list-style-type: none"> * Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World.</p> <ul style="list-style-type: none"> * Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		

**Haydn Primary School Skills Progression – Expressive Arts and Design
2023-24**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Skills	<ul style="list-style-type: none"> To listen to and join in with Nursery rhymes. To make simple representations using construction kits. To create closed shapes and enclosures to represent building and objects. To listen to songs, rhymes and sounds with increasing attention. To recognise and explore colour 	<ul style="list-style-type: none"> To sing familiar Nursery Rhymes. To make patterns with paint and different objects. To make simple representations using construction kits. To use drawing and mark making to express ideas. To explore simple colour mixing To learn and remember words to key songs. To manipulate dough in different ways 	<ul style="list-style-type: none"> To learn about different textures and materials and make choices of what to use. To begin to develop more complex stories using small world sets. To draw myself and my family To respond to what they have heard and seen. Sing familiar Nursery Rhymes. To use a range of tools for a specific purpose. 	<ul style="list-style-type: none"> To sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. To make patterns with paint and different objects, exploring what happens when you mix colours. To make more complex representations using construction kits. To develop own ideas and choose materials to express them. To begin to weave material 	<ul style="list-style-type: none"> To join different materials together to make a model. To draw a picture with increasing complexity and detail. To continue to explore colour and colour mixing. To carefully select colour to add to my paintings To explore printing using a range of tools. 	<ul style="list-style-type: none"> To begin to represent different emotions in pictures and paintings. To create own songs or improvise one they already know. To make simple models using playdoh and box modelling To play instruments with increasing control.
F1 Knowledge	<ul style="list-style-type: none"> To know and sing some Nursery rhymes. To know that enclosures and models can be made with simple construction kits. To understand that blocks and bricks can form enclosed spaces for small world play. 	<ul style="list-style-type: none"> To know and sing a number of Nursery Rhymes without prompts. To know that patterns can be made using paint and different objects. To understand that basic models and representations can be made using construction kits and dough. 	<ul style="list-style-type: none"> To understand different textures and materials and how they can be used. To know that stories can be told using small world sets. To understand that music and dance can evoke an emotion in people. I know how to draw myself and my family adding simple detail 	<ul style="list-style-type: none"> To know that a voice is an instrument, and this can be used alongside other instruments. To know that dance and movement can be created alongside music. To understand what happens when you mix different primary and secondary colours. To understand that models can be added to make more complex representations. 	<ul style="list-style-type: none"> To know a range of joins to fix models together. To understand how to use pencils to create complexity and detail in an observational drawing. To understand what happens when you mix a range of different colours. To know how to use fix and fasten skills. To know how to print using sponges and food. 	<ul style="list-style-type: none"> To understand that emotions can be conveyed through pictures and paintings. To understand how to compose music with instruments to create a song or improvise one they already know. To know how to play instruments with increasing control. To know how to source different materials to make simple models.

	<ul style="list-style-type: none"> To know and choose from a collection of songs. To know that I can choose a selection of colours to add to my paintings 	<ul style="list-style-type: none"> To know that drawing and mark making can be used to express ideas. To know the basic primary colours and that these can be mixed. To know and remember words to key songs. 	<p>such as arms, eyes, nose, legs and body.</p> <ul style="list-style-type: none"> To understand the purpose of specific tools. 	<ul style="list-style-type: none"> To know that their own ideas can be explored to express themselves creatively. To know how to weave simple materials 		
F2 Skills	<ul style="list-style-type: none"> To draw a simple portrait. To make a bark rubbing. To name the primary colours. To explore a variety of materials, discussing how they feel. To make sounds using their bodies. To name the object they have made in the workshop. 	<ul style="list-style-type: none"> To make a collage picture. To understand what printing is and name the artist – Jackson Pollock. To manipulate clay to create a product. To learn simple songs. 	<ul style="list-style-type: none"> To mix colours and explain what happens. To learn when to use thick and thin paintbrushes. To explain their model they have made and why they chose to make it. To use tools competently and for the correct purpose. 	<ul style="list-style-type: none"> To create a representation of people and other things using a variety of media. To share their creative ideas with their peers. To use creative methods to record their experiences. To understand that humans have to eat fruits and vegetables to be healthy. To practice cooking skills through practice activities. 	<ul style="list-style-type: none"> To know how to use materials in a purposeful way. To use techniques such as cutting, weaving, etc. To describe features of their own work and their peers. To sing tunefully. To identify parts of their models that work well and other areas that need improving. To understand how to make their structures strong and sturdy. To use simple mechanisms when creating models. To understand that food comes from plants or animals. To know that food is farmed, caught or grown. 	<ul style="list-style-type: none"> To know how to manipulate materials. To use malleable materials to create 3D structures. To discuss an artist and the techniques they use. To describe the tempo of a piece of music. To choose the collect instrument to compliment a piece of music. To understand the key components of objects.
F2 Knowledge	<ul style="list-style-type: none"> Chn know how to draw simple line pictures with a purpose in mind using a variety of resources Chn know how to make rubbings Chn know how to understand and identify the primary colours Chn know how to explore a range of 	<ul style="list-style-type: none"> Chn know how to experiment to create different textures and tones Chn know how to use simple printing techniques using ink on different objects Chn know how to use different colours when printing 	<ul style="list-style-type: none"> Chn know how to explore what happens when they mix colours Chn know how to use a combination of thick and thin brushes to create paintings Children can use different voices and experiment with sounds using their voices eg: 'say it like a mouse', say it like an elephant'. 	<ul style="list-style-type: none"> Chn know how to create simple representations of people and other things Chn know how to explore shape and form. Chn know how to share their ideas through active discussion Chn can learn to record their experiences by drawing, writing, voice recording or modelling 	<ul style="list-style-type: none"> Chn know how to purposefully respond to colours, shapes, materials etc Chn know how to cut, glue, trim and weave materials Chn know how to recognise and describe key features of their own and others work 	<ul style="list-style-type: none"> Chn know how to manipulate materials to achieve a planned effect Chn know how to use sculpture materials including clay, play dough, plasticine to create 3 dimensional shapes inspired by the world around me and my imagination Chn know how to discuss likes and dislikes of a

	<p>manmade, natural and recycles materials</p> <ul style="list-style-type: none"> • Chn know how to experiment with, construct and join recycled, natural and man-made materials. • Children know how to make sounds using their bodies eg: clapping, stamping, patting • Chn can state what the product is for (e.g a Gruffalo puppet for a play) 	<ul style="list-style-type: none"> • Chn know how to explore the use of and manipulate clay. • Chn know how to use artists as a stimulus for learning • Children can follow basic signs eg: start, stop, get louder, get quieter and respond to these appropriately. • Children can move in time to the music and can create a beat to accompany the music. • Children can join in with singing and can learn simple songs such as nursery rhymes, counting songs, action songs. • Children can control their voices and sing quietly / loudly • Chn can have a purpose in mind when planning to build or make a product or object (e.g. I will make a junk model boat that floats for the water tray) • Chn know what tools they need to use to make a product (e.g. scissors, glue, tape) 	<ul style="list-style-type: none"> • Chn can state what they are designing and making and how it works (e.g. junk modelling car for a character) • Chn can talk about their ideas and what they made (e.g. I made some bread for a bear) • Chn can talk about the reasoning behind what they made (e.g. I made a feeder so the birds can sit and eat seeds) • Chn know how to use simple tools and techniques competently and appropriately (e.g. sticking, cutting, layering, painting etc) • Chn can build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary • Chn know how to select the tools and techniques they need to shape, assemble and join materials they are using 	<ul style="list-style-type: none"> • Chn can understand some of the tools, techniques and processes involved in food preparation (e.g. mixing cake mixture for the café or spreading butter on a sandwich) • Chn know that to be healthy, humans should eat fruit and vegetables everyday • Chn can practice stirring, mixing, pouring and blending ingredients during cooking activities 	<ul style="list-style-type: none"> • Children can sing tunelessly within an interval of a fifth (eg: C-G) • Children can use a variety of body sounds to tell a story • Chn can identify parts that work and don't work (e.g. my door is hard to open on my house for the three little pigs) • Chn can explore how to make structures stand up and strong • Chn know about simple mechanisms (e.g. how to turn a wheel on a car or how to move a puppet using string) • Chn know that all food comes from either plants or animals • Chn know that food must be farmed, caught or grown elsewhere (e.g. home, ocean, farm) 	<p>range of historical and contemporary artist</p> <ul style="list-style-type: none"> • Children can listen to a variety of pieces of music for a short amount of time and can describe in simple terms eg: fast, slow, loud, quiet • Children can play a simple percussion instrument faster, slower, louder or quieter. • Children can make decisions about using instruments to accompany a song or story • Chn can explore variety of products understanding their key purpose and how they work (e.g. different Easter egg designs, bird feeder shapes or puppets) • Chn know how everyday objects work by dismantling things and looking closely at their component parts
F2 Vocabulary	Build, farming, fruit, vegetables, meat, dairy, grown, caught, ocean, tools, equipment, objects, join, like, dislike, best, improve, favourite, work, stand up, stiff, structures, strong, wheels, design, draw, make, create, ideas, healthy, meal, food, plants, animals, cook, make, stirring, mixing, pouring					
EYFS Non-negotiables	<p style="text-align: center;">F1</p> <p>Creating with Materials *I can join different materials together to make a model. *I can draw a picture with increasing complexity and detail. * I understand what happens when you mix primary colours.</p> <p>Being Imaginative and Expressive *I can recite a range of nursery rhymes, counting songs, action songs. *I can move to music and follow a simple rhythm.</p>		<p style="text-align: center;">Early Learning Goals</p> <p>Being Imaginative and Expressive *Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems</p> <p>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.</p>			

	* I can use small world toys and role play to make my own stories.	
--	--	--

Transition

During summer 2 the F2 children will slowly transition to year 1 with the support of familiar adults and their parents/carers. The following transitional activities will take place which will support the children to feel comfortable, and ready to take on the challenge of year 1 and the National Curriculum.

- A similar timetable to year 1 – the children will still be working towards the Early Learning Goals. Autumn 1 in year 1 at Haydn consolidates the children's learning of the Early Learning Goals and begins to cover aspects of the National Curriculum.
- Challenge cards
- Regular story times with their new teachers, in their new classrooms
- Visits to their new classroom
- Joining Achievement Assembly each Friday
- Attending key whole school assemblies
- Receiving a transition booklet and letter from their new teacher

Impact

We strive to ensure that all of our children make good or better progress during their time in Foundation Stage so that we meet above the national expectation for GLD at the end of the year. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated and next steps are identified.

We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and focused and targeted teaching of the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

Our curriculum aims to meet the needs of all of our children , including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessment** to identify children's starting points and plan experiences which ensure progress. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper books. Children are encouraged to reflect upon and articulate their learning and a strong emphasis is placed on children practising skills and remembering and building on knowledge.