

## Prime Areas Progression of Learning



| Communication and language                    |  |   |   |
|---|--|---|---|
| Autumn Term                                   |  | Spring Term   |   |
| <b>Listening, Attention and Understanding</b> | <p>1.1. Understand how to listen carefully and why listening is important.</p> <p>1.2. Learn new vocabulary.</p> <p>1.3. Engage in story times.</p> <p>1.4. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>1.5. Engage in non-fiction books.</p> | <p>2.1. Ask questions to find out more and to check they understand what has been said to them.</p> <p>2.2. Listen to and talk about stories to build familiarity and understanding.</p> <p>2.3. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>2.4. Learn rhymes, poems and songs.</p> <p>2.5. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> | <p><b><u>ELG Listening Attention and Understanding</u></b><br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b><u>ELG Listening Attention and Understanding</u></b><br/>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b><u>ELG Listening Attention and Understanding</u></b><br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> |
|   | <b>Speaking</b>  | <p>1.1. Use new vocabulary through the day.</p> <p>1.2. Articulate their ideas and thoughts in well-formed sentences.</p> <p>1.3. Connect one idea or action to another using a range of connectives.</p>   | <p>2.1. Describe events in some detail.</p> <p>2.2. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>2.3. Develop social phrases.</p> <p>2.4. Use new vocabulary in different contexts.</p>  |



## Prime Areas Progression of Learning

| Personal, Social, Emotional development |   |   |  |
|---|---|---|--|
|   | Autumn Term   | Spring Term   | Summer Term  |
| <b>Self-Regulation</b>                  | 1.1. Express their feelings and consider the feelings of others.<br><br>1.2. Develop appropriate ways to be assertive.<br><br>1.3. Talk with others to solve conflicts. | 2.1. Identify and moderate their own feelings socially and emotionally.<br><br>2.2. Think about the perspectives of others. | <p><b><u>ELG Self-Regulation</u></b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b><u>ELG Self-Regulation</u></b><br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b><u>ELG Self-Regulation</u></b><br/>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> |
| <b>Managing Self</b>                    | 1.1. Show resilience and perseverance in the face of challenge.<br><br>1.2. Remember rules without needing an adult to remind them.                                     | 2.1. Manage their own needs.  | <p><b><u>ELG Managing Self</u></b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b><u>ELG Managing Self</u></b><br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b><u>ELG Managing Self</u></b><br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>  |
| <b>Building Relationships</b>           | 1.1. Build constructive and respectful relationships.   | 2.1. See themselves as a valuable individual.<br><br>2.2. Express their feelings and consider the feelings of others.       | <p><b><u>ELG Managing Self</u></b><br/>Work and play cooperatively and take turns with others.</p> <p><b><u>ELG Managing Self</u></b><br/>Form positive attachments to adults and friendships with peers.</p> <p><b><u>ELG Managing Self</u></b><br/>Show sensitivity to their own and to others' needs.</p>   |

## Prime Areas Progression of Learning



| Physical development        |   |   |   |
|-----------------------------|---|---|---|
|                             | Autumn Term   | Spring Term   | Summer Term   |
| <b>Gross Motor Skills</b>   | <p>1.1. Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul> <p>1.2. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>1.3. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> | <p>2.1. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>2.2. Combine different movements with ease and fluency.</p> <p>2.3. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> | <p>3.1. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>3.2. Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Demonstrate strength, balance and coordination when playing.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
| <b>Fine Motor Skills</b>    | <p>1.1. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br/>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>  | <p>2.1. Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>  | <p><b><u>ELG Fine Motor Skills</u></b><br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b><u>ELG Fine Motor Skills</u></b><br/>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b><u>ELG Fine Motor Skills</u></b><br/>Begin to show accuracy and care when drawing</p>  |
| <b>Health and Self-Care</b> | <p>1.1. Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>3.2. Make healthy choices about food, drink, activity and tooth brushing.</p>   | <p>2.1. Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal; hygiene</li> </ul>  | <p>3.1. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy heating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of ‘screen time’</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> <p><b>No ELG relating to Health and Self-Care</b></p>  |