

Specific Areas Progression of Learning



		Literacy		
		Autumn Term	Spring Term	Summer Term
Word Reading		<p>1.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>1.2. Begin to read individual letters by saying the sounds for them.</p> <p>1.3. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>1.4. Begin to read CVC words containing known letter-sound correspondences.</p>	<p>2.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Able to complete a rhyming string. • Begin to sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound for phase 2 single sounds. <p>2.2. Recognise all taught Set 1 – Set 5 sounds, including some digraphs.</p> <p>2.3. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>2.4. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>2.5. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>3.1. Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Recognise and use rhyme in daily conversation. • Use sound buttons to segment and read words. • Can identify words containing the same digraph or trigraph e.g. ay- may, day, play. <p><u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension		<p>1.1. Asks questions about stories.</p> <p>1.2. Repeat words and phrases from familiar stories.</p> <p>1.3. Repeat new vocabulary in a context of a story.</p> <p>1.4. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>2.1. Answer questions about a text that has been read to them.</p> <p>2.2. Begin to predict what might happen next in a story.</p> <p>2.3. Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>2.4. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p>	<p>3.1. Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

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Writing	<p>1.1. Form lowercase letters and capital letters correctly</p> <p>1.2. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>1.3. Copy full name from a name label.</p> <p><u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>2.1. Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>2.2. Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>2.3. Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>3.1. Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>3.2. Use finger spaces most of the time.</p> <p>3.3. Is able to write their first name and starting to write their surname independently.</p> <p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
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Mathematics			
	Autumn Term	Spring Term	Summer Term
Number	<p>1.1. Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>1.2. Estimate and guess how many there might be before counting.</p> <p>1.3. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>2.1. Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>2.2. Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>2.3. Link the number symbol (numeral) with its cardinal number value.</p>	<p>3.1. Explore the composition of numbers to 10</p> <p>3.2. Automatically recall number bonds for numbers 0-5/0-10.</p> <p><u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u> Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p>
Numerical Patterns	<p>1.1. Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>1.2. Become familiar with two digit numbers and start to notice patterns within them.</p> <p>1.3. Distribute items evenly from a group.</p>	<p>2.1. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>2.2. Count beyond 10, noticing patterns within the structure of counting.</p>	<p><u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape	<p>1.1. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>2.1. Compare length, weight and capacity.</p> <p>2.2. Continue, copy and create repeating patterns.</p>	<p>3.1. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>No ELG relating to Shape and Space</p>

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ND

Understanding the world			
	Autumn Term	Spring Term	Summer Term
Past and Present	1.1. Comment on images of familiar situations in the past.	2.1. Compare and contrast characters from stories, including figures from the past.	<p><u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>1.1. Talk about members of their immediate family and community.</p> <p>1.2. Name and describe people who are familiar to them.</p>	<p>2.1. Understand that some places are special to members of their community.</p> <p>2.2. Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>2.3. Recognise some similarities and differences between life in this county and life in other countries.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> 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.</p> <p><u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
The Natural World	<p>1.1. Draw information from a simple map.</p> <p>1.2. Explore the natural world around them.</p>	<p>2.1. Describe what they see, hear and feel whilst outside.</p> <p>2.3. Understand the effect of changing seasons on the natural world around them.</p> <p>2.4. Recognise some environments that are different to the one in which they live.</p>	<p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> 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.</p> <p><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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Expressive Arts and design			
	Autumn Term	Spring Term	Summer Term
Creating with Materials	<p>1.2. Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>1.3. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>2.1. Create collaboratively, sharing ideas, resources and skills.</p> <p>2.2. Develop storylines in their pretend play.</p>	<p><u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u> Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>1.1. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>1.2. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>2.1. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>2.2. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>