



Frodsham Primary Academy

Nursery Curriculum

EYFS YEAR B 2022-2023



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

V1 September 2022

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Sequenced Curriculum - 2022 to 2023

New EYFS Framework

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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	COLOURS AND ME	FAMILIES AND CELEBRATIONS	UNDER THE SEA	GROWING AND CHANGING	TRAVEL	CHESTER ZOO
Planning around a quality text: Year B	 	 	 	  		 
Linked texts <i>Fiction</i> <i>Non-fiction</i> <i>Traditional Tales</i> <i>Diversity</i>	<p>Pete the Cat links ...</p> <ul style="list-style-type: none"> o Busy Kittens – Jon Schindel o Maisy Gets a Pet – Lucy Cousins o Matilda's Cat – Emily Gravette o Dogs – Emily Gravette <p>Funny Bones links ...</p> <ul style="list-style-type: none"> o Happy to be Me - Emma Dodd o What Happened to You - James Catchpole o My First Body o My Hair – Hannah Lee o All Are Welcome by Alexandra Penfold o The Big Book of Families o Colour Monster <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Kipper's Birthday o Lulu Loves the Library o The Little Red Hen 	<p>Owl Baby links ...</p> <ul style="list-style-type: none"> o Wow! Said the Owl – Tim Hopgood o Little Owl's First Day – Debi Gliori o Sidney the Lonely Cloud – Tim Hopgood o I love My ... series – Giles Andraea <p>The Christmas Story links ...</p> <ul style="list-style-type: none"> o Kippers Toy Box o Jolly Christmas Postman o A Letter from Santa <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Autumn – Allie Busby o Wind – Carol Thompson o Leaf Man by Lois Ehler o Hats of Faith o The Enormous Turnip 	<p>The Storm Whale links ...</p> <ul style="list-style-type: none"> o I Can Fly - Fifi Kuo o Busy Penguins – Jon Schindel o Say Hello to Snowy Animals – Ian Whybrow o Shark in the Park – Nick Sharrat o Tiddler – Julia Donaldson <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Winter – Allie Busby o Snow – Carol Thompson 	<p>The Odd Eggs links ...</p> <ul style="list-style-type: none"> o Dora's Chicks – J Sykes o Come on Daisy – Jane Simmons o Busy Chickens – Jon Schindel <p>The Extraordinary Gardner links ...</p> <ul style="list-style-type: none"> o Lulu Loves Flowers <p>Oliver's Vegetables links ...</p> <ul style="list-style-type: none"> o Jasper's Beanstalk o Jack and the Beanstalk <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Spring – Allie Busby o Rain – Carol Thompson o The Very Busy Spider o Hatty Peck o The Teeny Weeny Tadpole o Golden Domes and Silver Lanterns – Hena Kahan 	<p>Paddington links ...</p> <ul style="list-style-type: none"> o Paddington Stories o Paddington Meets the Queen o Paddington and the Tutti-Frutti Icecream o Goldilocks and the Three Bears <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Summer – Allie Busby o Sun – Carol Thompson 	<p>Welcome Home, Bear links ...</p> <ul style="list-style-type: none"> o We are Going on a Bear Hunt – Michael Rosen o Bear and Hare, Mine – Emily Gravette o There's a Bear on My Chair – Ross Collins o Busy Bear Cubs – John Schindel <p>Animals and Us links ...</p> <ul style="list-style-type: none"> o Non-fiction text linked to: Snakes, Tigers, Toucans- o Monkey and Me by Emily Gravette o Busy Panda – John Schindel o Busy Elephants – John Schindel o Busy Gorillas – John Schindel
Linked rhymes / songs	<p>Pete the Cat links ...</p> <ul style="list-style-type: none"> o I have a Pet – Super Simple o When Cats Get up in the Morning – Super Simple <p>Funny Bones links ...</p> <ul style="list-style-type: none"> o If You Are Happy ... o Head, Shoulders ... o Two Little Eyes o Doctor Foster o Ms Polly had a Dolly <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Happy Birthday 	<p>Owl Baby links ...</p> <ul style="list-style-type: none"> o Like an Owl o Wide Eyed Owl o There Where Five in the Bed o The Finger Family <p>Seasons, celebrations and visits links...</p> <ul style="list-style-type: none"> o Rain, Rain, Go Away o I Hear Thunder o What's the weather? o Christmas songs 	<p>The Storm Whale links ...</p> <ul style="list-style-type: none"> o Five Little Penguins o I had a Little Turtle <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Five little snowmen o I'm a little snowman o Snowflake, Snowflake 	<p>The Odd Egg links ...</p> <ul style="list-style-type: none"> o Bartolito o Spring Chicken o Chick, Chick, Chicken o Five Little Chicks <p>The Extraordinary Gardner links ...</p> <ul style="list-style-type: none"> o This is My Garden o I'm a Little Daisy o Five Little Flowers <p>Oliver's Vegetables links ...</p> <ul style="list-style-type: none"> o Five Little Peas o The Vegetable Song 	<p>Paddington links ...</p> <ul style="list-style-type: none"> o Teddy Bear, Teddy Bear o Teddy Bear's Picnic o Five Little Bears o The Journey to Grandpas <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Sun, Sun, Shining Down 	<p>Welcome Home, Bear links ...</p> <ul style="list-style-type: none"> o Old McDonald Had a Zoo o An Elephant Goes o The Animals went to the Fair o Five Little Elephants <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o The Wheels on the Bus o

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Trips/Visitors Enrichments	Visitors: <ul style="list-style-type: none"> ○ Mums/dads ○ School Nurse Trip: <ul style="list-style-type: none"> ○ Autumn walk ○ Library 	Visitors: <ul style="list-style-type: none"> ○ Families- Stay and play ○ Care home visitors Trip: Christmas Shopping in Frodsham <ul style="list-style-type: none"> ○ Care home singing 	Visitors: <ul style="list-style-type: none"> ○ Shark Keeper from Blue Planet Trip: <ul style="list-style-type: none"> ○ Blue Planet Aquarium ○ Winter walk 	Visitors: <ul style="list-style-type: none"> ○ Chicks ○ Easter – Stay and Play Trip: <ul style="list-style-type: none"> ○ Walk of the local area ○ Garden centre ○ Local community allotments 	Visitors: <ul style="list-style-type: none"> ○ Family members talking about holidays / living in other countries Trip: <ul style="list-style-type: none"> ○ Walk to the local train station 	Visitors: <ul style="list-style-type: none"> ○ Chester Zoo Rangers- Trip: <ul style="list-style-type: none"> ○ Chester Zoo
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> ○ Birthdays ○ Roald Dahl day ○ Harvest Festival ○ Black History Month ○ Halloween 	<ul style="list-style-type: none"> ○ Birthdays ○ Bonfire night ○ Diwali / Hannukah ○ Christmas ○ Remembrance Day Children in Need	<ul style="list-style-type: none"> ○ Chinese New Year ○ Valentine’s Day ○ Story Telling Week 	<ul style="list-style-type: none"> ○ World Book Day ○ Red Nose Day ○ Mother’s Day ○ St Patricks Day ○ Easter ○ Eid ○ Science Week 	<ul style="list-style-type: none"> ○ Ramadan ○ St Georges Day ○ Father’s Day ○ Healthy Eating Week 	<ul style="list-style-type: none"> ○ Father’s Day ○ Transition ○ Sports Day

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

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."*
- Make independent choices.
- Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
- Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
- Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
- Keep on trying when things are difficult.

Thinking and Creating Critically

- Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.*
- Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
- Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."*
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

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

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

Autumn **Spring** **Summer**

Learning Priorities: Linked to Development Matters 2021

Listening, Attention and Understanding

- Pay attention to one thing at a time
 - ⇒ Listen 1:1 to develop independence within daily routine
 - ⇒ Participate in short multi-sensory Key Person group time
- Enjoy listening to stories and **begin to** remember much of what happens
 - ⇒ Listen to short stories with illustrations / props / sounds
 - ⇒ Recall key events / name key characters
 - ⇒ **Begin to** join in text retell - repeated refrains / some actions
- Follow an instruction with one part
 - ⇒ Linked to: □ daily routine □ Key Person group activities
 - ⇒ Special events: Autumn walk
- *Understand simple questions about ‘who’, ‘what’ and ‘where’*
 - ⇒ Getting to know: □ one another □ new learning space □ daily routine □ learning choices
 - ⇒ Recount of events: □ own experiences □ stories
- **Begin to** understand some ‘why’ questions **related to own experiences**
 - ⇒ Autumn time / family events / special nursery events

Speaking

- **Begin to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Learn new rhyme and **begin to** develop a repertoire of songs
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
- **Begin to** talk about a familiar book **one-to-one**
 - ⇒ Comment on an illustration ...*picture / illustration*
 - ⇒ Favourite character / part ... *character / event*
- Develop communication, **begin to** use different tenses
- **Begin to** use longer sentences of 4/6 words
- Start a conversation with an adult / friend
- **Begin to use** talk to organise selves / play

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
 - ⇒ Participate in small story group times
 - ⇒ Through questioning recall key story events
 - ⇒ Join in with simple text retelling using actions / words
- **Begin to** shift attention from one thing to another when needed and given a prompt
- **Begin to** understand and follow a two-part instruction
 - ⇒ Linked to: □ daily routine □ child-initiated learning
- Understand some ‘why’ questions
 - ⇒ Within child-initiated learning
 - ⇒ Song / story time
- **Begin to** show an understanding of some prepositions
 - ⇒ Follow some simple instructions – *up / down / next to*
 - ⇒ **Begin to** use language of prepositions – *on / in*
- **Begin to** listen to others in a small group with support

Speaking

- Use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- **Continue to** develop and sing a repertoire of songs
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and **begin to** tell a simple story
 - ⇒ Using illustrations / props □ name main characters □ sequence main events
- **Continue to** develop communication: □ use future and past tense (not always correctly) □ use longer sentence of 4/6 words □ **begin to** join sentences with ‘and’ □ start a conversation with an adult / friend and **begin to** continue it with many turns □ use talk to organise selves / play
- **Begin to** retell a simple past event in correct order
- **Begin to** express a point of view: ■ likes ■ dislikes

Listening, Attention and Understanding

- Enjoy listening to longer stories (**with increased attention**) and can remember much of what happens
 - ⇒ Can answer a range of questions (who, what, where and why) with relevant comments. **With support begin to** use full sentences when giving responses.
- Shift attention from one thing to another with prompt
- Understand and follow a two-part instruction
 - ⇒ Across the daily routine with confidence and independence
- Understand and respond confidently to simple ‘why’ questions
 - ⇒ Within a range of contexts across the daily routine
 - ⇒ **With support begin to** answer using some full sentences
- Show an understanding of some prepositions
 - ⇒ Within instructions – *behind / in front of*
 - ⇒ Use language of prepositions – *up / down / next to*
- Listen to others in a small group, turn taking with use of prop e.g. talking when holding the teddy bear

Speaking

- User a wider range of vocabulary in a range of contexts
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Sing a large repertoire of songs
 - ⇒ As part of a group / independently
- Talk about a familiar book and tell a longer story
 - ⇒ Talk about characters / main events / likes / dislikes
- Develop communication: □ **begin to** use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with ‘and’ / ‘like’ / ‘because’ □ start a conversation and continue it, turn taking – be a good listener
- Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a view point – likes / dislikes □ Debate

Frodsham Primary Academy- **PSHE** progression through EYFS

PSED/PD/UW



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

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

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands • Make healthy choices about food, drink, activity & tooth brushing 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings • Shows interest in the lives of people who are familiar • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Develop a sense of responsibility & membership of a community • Increasingly follow rules, understanding why they are important • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> Rules Danger Healthy/ Unhealthy Exercise Same/ Different Needs Wants Happy/ Sad

Nursery Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colours and feelings	Families and Celebrations	Under the Sea	Growing and changing	Travel	Chester Zoo
	<ul style="list-style-type: none"> • Can leave main carer • Is happy to try new activities • Explores the classroom with interest • Can talk about their similarities and differences • Can talk about what makes them happy and sad 		<ul style="list-style-type: none"> • Shows independence when using the toilet and putting on their coat. • Can engage in group activities and turn take with their toys. • Can follow the rules of the classroom • Can say sorry when they have made a wrong choice • Can say when they are hungry/tired/thirsty 		<ul style="list-style-type: none"> • Can take responsibility for areas of provision • Can explain what makes a good friend • Can describe the differences between healthy and unhealthy foods and drinks and explain the effect on their teeth and body. 	

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

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Frodsham Primary Academy- PE progression through EYFS

PD: Gross Motor Skills/ Fine Motor Skills / EAD: Being Imaginative



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

ELG (PD)

- Negotiate space & obstacles safely, with consideration for themselves & others
- Demonstrate strength, balance & coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

Focus	Gymnastics movements	Basic movement and games	Dance	Fine motor skills	Health and Self Care	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability 	<ul style="list-style-type: none"> • Can grasp & release with two hands to throw & catch a large ball, beanbag or object • Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles • Develop their movement, balancing, riding (scooters, trikes & bikes) 	<ul style="list-style-type: none"> • Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm • Use large muscle movements to wave flags & streamers 	<ul style="list-style-type: none"> • Use one-handed tools & equipment • Use a comfortable grip with good control when holding pens & pencils • Start to eat independently 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed & undressed, & meeting their own care needs • Takes practical action to reduce risk • Observe & describe in words or actions the effects of physical activity on their bodies 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Nursery Knowledge	<p style="text-align: center;">Autumn 1 Colours and feelings</p> <p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • Know how to skip, hop, stand on one leg & hold a pose for a game like musical statues • Know how to climb up stairs, steps & move across equipment using alternate feet • Know how to crawl, walk & run across a plank • Know how to push, roll & bounce a large ball • Know how to throw a large ball • Know how to catch a large ball • Know how to move a large ball using feel • Know how to kick a ball • Know how to change speed & direction to avoid obstacles 	<p style="text-align: center;">Spring 1 Under the Sea</p> <p style="text-align: center;">Spring 2 Growing and changing</p> <ul style="list-style-type: none"> • Know how to gallop, slither etc & follow instructions • Know how to match movements to music • Know how to use large muscle movements to wave flags & streamers • Know how to make snips paper with scissors • Show a preference for dominant hand • Know how to hold a pen or pencil in a tripod grip • Know how to use a knife & fork 	<p style="text-align: center;">Summer 1 Travel</p> <p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> • Know how to put on a coat & do up zip • Know how to brush teeth, wash & dry hands • Know that equipment & tools need to be handled safely • Know the changes that happen to the body after exercise, such as heart beating faster 			

Children in nursery have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. We have a large trim trail where children develop their gross motor skills and balance. Children also take part in a weekly dance sessions in the main school hall.

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Frodsham Primary Academy-Reading progression through EYFS
Literacy- Reading/ Communication and Language/ Expressive Arts and Design



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

ELG - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

Word Reading

- Say a sound of each letter in the alphabet & at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Nursery Skills	<ul style="list-style-type: none"> • Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word • Recognise words with the same initial sound • Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> • Shows interest in illustrations and words in print and digital books and words in the environment • Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> • Spot & suggest rhymes • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Sing a large repertoire of songs 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary • Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> • Beginning to understand why and how questions • Uses talk to explain what is happening 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Be able to express a point of view & to debate when they disagree

Nursery Knowledge	Autumn 1 Colours and feelings Autumn 2 Families and Celebrations	Spring 1 Under the Sea Spring 2 Growing and changing	Summer 1 Travel Summer 2 Chester Zoo
	Can point to the words and the pictures in a book. Tracks print with their fingers. Can join in with the repeating refrains in the text Pete the Cat ' I like my white shoes.. I like my red shoes... Can sequence a story using visual images. Can continue a rhyme and match rhyming words together Listen to stories and answer simple questions.	Can orally segment and blend CVC words Can group words/objects with the same initial sounds Can read their name Can sequence events from familiar traditional tales Can name the characters and differentiate between good and bad characters Can use the words 'beginning', 'middle' and 'end' to describe story structure. Can answer 'who', 'what' and 'why' questions.	Can predict what might happen next in stories Understands the key part of a book- Title, spine, front cover, back cover, blurb. Can clap and count syllables with 2,3,4 syllable words. Can read an unfamiliar text independently by the use of images. Can read and match CVC words to images Can read all single set 1 sounds (RWInc) Can read a phonic book based on current phonic knowledge.

Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fiction texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

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Frodsham Primary Academy- Writing progression through EYFS
Literacy- Writing/ Physical Development/ Expressive Arts and Design



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

ELG - Writing

- Write recognisable letters, most of which are correctly formed.
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 - Write simple phrases and sentences that can be read by others.
- ELG-Physical Development-Fine Motor Skills**
- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.
 - Use a range of small tools, including scissors, paint brushes and cutlery.
 - Begin to show accuracy and care when drawing

Focus	Transcription (Spelling and Handwriting)			Composition (Articulating ideas and structuring them into speech, before writing)				
Nursery Skills	<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Draws and writes on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology 	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Manipulates a range of tools and equipment/one handed tools including paintbrushes, scissors, toothbrush, scarves/ribbons 	<ul style="list-style-type: none"> • Imitates adults' writing by making continuous lines and shapes and symbols from left to right and top to bottom 	<ul style="list-style-type: none"> • Ascribes meaning to signs, symbols and words that they see in different places, including those they make themselves 	<ul style="list-style-type: none"> • Attempts to write own name, or other names and words, using combinations of lines, circles and curves, or letter type shapes 	<ul style="list-style-type: none"> • Includes mark making and early writing in their play • Begins to make letter type shapes to represent the initial sound of their name 	<ul style="list-style-type: none"> • Shows interest in letters on a keyboard, identifying the letter of their own name and other familiar words 	<ul style="list-style-type: none"> • Begins to make letter type shapes to represent the initial sound of other familiar words • Can write their own name
Nursery Knowledge	Autumn All about me/ Families			Spring Under the Sea / Growth and Change		Summer Travel/ Chester Zoo		
	Can use large and small motor skills to develop increasing independence- manage buttons, zips, velcro fastenings on shoes, pour drinks. Choose and use one handed tools with intention (musical instruments, jugs, hammers, mark making tools) Find their name card (with photograph in first instance) Make marks on pictures to represent their name			Can add some marks to their pictures which they give meaning to (eg."That's my mummy!") Use print and letter knowledge to 'write' items to support their play (list, spell, labels for map/construction/forest school) Can write some letters accurately Can write their name using a name card with accurately formed letters		Can hold a pencil in a tripod grip Can write left to right Can recognise and write their own name independently Can write initial sounds accurately for lists and labelling		

Children to be exposed to a range of tools, including left handed scissors, within all areas of the provision. Children will be motivated to write through opportunities provided in a range of ways (clipboards, notepads, different paper - coloured, lined, thematic frames) including a range of crayons, pencils, pens, chalks throughout the environment. Staff will model writing for a range of purposes in planned and spontaneous learning opportunities. Gross motor development will underpin the development of fine motor skills with planned provision for small muscle coordination (hands and fingers) with resourcing to include threading, scissors, paint brushes, cutlery for snack/lunch, collage, small world etc

Frodsham Primary Academy - **Maths** progression through EYFS

Number and Number Patterns



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

ELG

Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Focus	Place value: Counting	Place value: Represent	Place value: Use and compare	Addition and subtraction; recall, represent, use	Addition and subtraction: Calculation	Addition and subtraction: Solve problems
Nursery Skills	<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 • Uses some number names and number language within play, and may show fascination with large numbers 	<ul style="list-style-type: none"> • Begin to recognise numerals 0 to 10 • Subitises one, two and three objects (without counting) • Links numerals with amounts up to 5 and maybe beyond • 	<ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! 	<ul style="list-style-type: none"> • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to recognise that each counting number is one more than the one before 	<ul style="list-style-type: none"> • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Nursery Knowledge	Autumn All about me/ Families		Spring Under the Sea / Growth and Change		Summer Travel/ Chester Zoo	
	Can count by rote from 1-10 To sing along to number songs and represent numbers on their fingers Can tag a number to each finger for numbers 1-5 Can identify a set that has 'more' or 'less' or the 'same'.		Can identify representations of numbers 1,2,3, Can subitise 1-3 Can count accurately using 1- correspondence for numbers 1-3 Can match objects to numerals using 1-3 Can count forwards and backwards from 1-10/ 10-1		Can subitise to 5/ recognise numbers 1-5 Can count accurately using 1- correspondence for numbers 1-5 Can find 1 more and 1 less than a number between 1 and 5 Can subitise to 6 Can recognise and order numbers 1-10 Can complete simple representations of their working to represent simple addition and subtraction.	

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

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy- **Maths** progression through EYFS

Shape, Space and Measure



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

ELG
None

Focus	Spatial Awareness	Shape	Pattern	Measures
Nursery Skills	<ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g., stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories

Nursery Knowledge	Autumn All about me/ Families	Spring Under the Sea / Growth and Change	Summer Travel/ Chester Zoo
	<ul style="list-style-type: none"> Can recognise and sort objects by colour using the words same and different Can sort different objects by noticing similarities and differences Can sort objects by colour/ shape/ size Can use the language of big/ little, small/large to compare sizes. Can use language of long and short to describe lengths To continue a simple repeating pattern. 	<ul style="list-style-type: none"> To use words such as heavy/light/ heavier/lighter to compare weights. Start to make direct comparisons using longer/ shorter, taller/ shorter, wider/narrower to describe Can compare lengths using practical objects and then describe their comparison. Can name simple 2d shapes of circle, triangle, rectangle and square and group items according to characteristics 	<ul style="list-style-type: none"> Can describe shapes they see in images and pictures. Can use words such as round/ straight/ flat to describe shape characteristics. Can talk about and sequence the events within a school day Use time vocabulary of day/night/today/tomorrow/before/after that to describe when an event is happening Can compare amounts using the words full/ empty/ half full. Can use words of more or less when describing quantities Can use positional language to place and describe items. Under/ in/ on/ on top of/ behind/ in front of/ Can use directional language of up/ down / across to describe locations.

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

Frodsham Primary Academy- **History** progression through EYFS

UW- Past and Present/ The World



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

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos 	<ul style="list-style-type: none"> Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 	
Nursery Knowledge	<p style="text-align: center;">Autumn 1 Colours and feelings</p> <ul style="list-style-type: none"> Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. 	<p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> Can name their own immediate family. Can talk about how they have changed over time from baby-Toddler-child. Can talk about the events in the Christmas story. To describe what we 'remember'. 	<p style="text-align: center;">Spring 1 Under the Sea</p> <ul style="list-style-type: none"> Can make predictions about what might happen next Uses question words of 'who', 'why', 'where' and 'when' and 'how'. 	<p style="text-align: center;">Spring 2 Growing and changing</p> <ul style="list-style-type: none"> Take images of growth and change and sequence events and retell what happened over time. Compare cooking- how has this changed? 	<p style="text-align: center;">Summer 1 Travel</p> <ul style="list-style-type: none"> Can talk about similarities and differences between Paddington and us. Can talk about Paddington as the first refugee and compare to life today. Can describe a memory-linked to photographs and special objects. 	<p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> What was the forest like before poaching? How will poaching affect the number of animals in the wild in the future- Cause and effect.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy- **RE** progression through EYFS

UW- People/Culture and Communities



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

ELG –

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

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary- to be used daily	
Nursery Skills	<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history 	<ul style="list-style-type: none"> • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines 	<ul style="list-style-type: none"> • Develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> • Talk about what they have experienced or seen in photos 	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique , bells, spire, steeple, mosque, church, respect,	
Nursery Knowledge	<p style="text-align: center;">Autumn 1 Colours and feelings</p> <ul style="list-style-type: none"> • Can talk about them selves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things. 	<p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • Can name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important. 	<p style="text-align: center;">Spring 1 Under the Sea</p> <ul style="list-style-type: none"> • Can compare a variety of different sea creatures and explain what is the same and what is different. 	<p style="text-align: center;">Spring 2 Growing and Changing</p> <ul style="list-style-type: none"> • Can talk about their life and what they do as they grow from a baby to a child. • Can talk about special events and celebrations for them and their family. 	<p style="text-align: center;">Summer 1 Travel</p> <ul style="list-style-type: none"> • Can talk about others experiences eg Paddington and how this is different to the way they live. 	<p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> • Can talk about the impact of others on their lives.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year, Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy- **Geography** progression through EYFS

UW- The Natural World



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

ELG –UW- The Natural World

- Explore the natural world around them, making observations and drawing pictures of plants and animals
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present.	
Nursery Knowledge	<p style="text-align: center;">Autumn 1 Colours and feelings</p> <ul style="list-style-type: none"> • Can describe the location of special events eg parks, cinema, beach. • Can say what they like and dislike about indoor and outdoor classroom. 	<p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • Can talk about who lives in their home. • Talk about seasonal changes. What can we see in Autumn, Winter, Spring and Summer link to weather, clothing and trees. 	<p style="text-align: center;">Spring 1 Under the Sea</p> <ul style="list-style-type: none"> • Can describe the features of under the sea. • Can build their own coral reef and include key features to create a habitat 	<p style="text-align: center;">Spring 2 Growing and changing</p> <ul style="list-style-type: none"> • Can explain why we see plants and flowers growing in the spring and the Summer. • Can explain the best places for flowers, and vegetables to grow and explain why. 	<p style="text-align: center;">Summer 1 Travel</p> <ul style="list-style-type: none"> • Know our school is based in Frodsham which is in England. • Can name some significant places in Frodsham- Castle Park, Skate Park, Morrisons Shopping etc. • Know the names of other countries and can explain similarities and Differences. • To name a variety of different transport such as car, boat, bus, train, plane, bike, submarine 	<p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> • To explain the effect of poaching on the environment. • To be able to explain the consequences of not putting our rubbish in the bin.

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

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy - **Science** progression through EYFS

UTW- The Natural World



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

Understanding the World- The Natural World ELG -

- Explore the natural world around them, making observations and drawing pictures of animals and plants

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Seasonal changes	Everyday materials	Plants	Animals including Humans	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees Observe growth & decay over time Begin to understand the need to respect & care for the natural environment & all living things Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> Explore materials with different properties Explore natural materials, indoors and outdoors. Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes that they notice. 	<ul style="list-style-type: none"> Observe plants closely through a variety of means e.g. magnifiers & photographs Begin to understand the need to respect & care for the natural environment & all living things Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds Use all the senses in hands-on exploration of plants Understand the key features of the life cycle of a plant 	<ul style="list-style-type: none"> Observe animals closely through a variety of means e.g. magnifiers & photographs Look at key stages of development from birth to adult Observe & describe in words or actions the effects of physical activity on body Understand the key features of the life cycle of a butterfly Understand the key features of the life cycle of an animal 	Senses, experiment, plants – leaf, stem, root, flower, animals, humans, materials, change, growth, environment, heavy, light, float, sink, baby, toddler, child, egg, caterpillar, chrysalis, seasons, melt, freeze, hard, soft, kitten, puppy, foal, calf etc

Nursery Knowledge	Autumn All about me/ Families	Spring Under the Sea / Growth and Change	Summer Travel/ Chester Zoo
	<ul style="list-style-type: none"> Name & identify body parts- facial features, arms, legs, fingers and toes Know the names of different body parts & what they do Know about the different seasons & the effect they have on plants, trees & creatures Using images can sequence the change from baby to child Use all their senses in hands-on exploration of natural materials 	<ul style="list-style-type: none"> Know the names of animal babies Most plants start growing from a seed or bulb All plants need water & light to grow & survive Know the correct terms to describe the life-cycle of a butterfly Know how to care for plants Know & talk about the life-cycle of a plant Know the names of the basic parts of a plant & tree Can use a magnifying glass 	<ul style="list-style-type: none"> Know the effects of exercise on the body e.g. heart beats faster, get hotter Know the different properties of material e.g. wood, plastic, metal Know why some objects float & sink

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

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy - **Design and Technology** progression through EYFS

EAD: Creating with Materials & Being Imaginative and Expressive



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

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> • Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously 	<ul style="list-style-type: none"> • Develop new skills & techniques • Use tools for a purpose 	<ul style="list-style-type: none"> • Talk about the differences between materials & changes they notice • Make healthy choices 	Like/ dislike Use, cut, snip, press, fold, join, fix, glue, stick, bumpy, smooth, shiny, hard, soft, rough, fruit, vegetables, healthy, unhealthy, different.
Nursery Knowledge	<p style="text-align: center;">Autumn 1 Colours and feelings</p>	<p style="text-align: center;">Autumn 2 Families and Celebrations</p>	<p style="text-align: center;">Spring 1 Under the Sea</p>	<p style="text-align: center;">Spring 2 Growing and changing</p>	<p style="text-align: center;">Summer 1 Travel</p>	<p style="text-align: center;">Summer 2 Chester Zoo</p>
	<ul style="list-style-type: none"> •To sort by colour a range of objects and materials. •Can make snips in paper using a two-handed scissor grip. •Can use glue to join pieces 	<ul style="list-style-type: none"> •Can build a representation of own home using a mixture of materials. •Can use a range of tools-rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently. 	<ul style="list-style-type: none"> •Can use a range of materials to join, glue, string, cotton, Sellotape. •Can create animal habitats using a range of different materials and textures and explain their choices. 	<ul style="list-style-type: none"> •Can make own designs from junk modelling materials •Can explain what healthy and unhealthy means. 	<ul style="list-style-type: none"> •Can use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter, submarine 	<ul style="list-style-type: none"> •Can use a range of tools-rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy. •Can match animals to the food they produce.

Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy - **Art** progression through EYFS

Expressive Arts and Design- Creating with materials



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

ELG

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function**
- **Share their creations, explaining the process they have used**
- **Make use of props and materials when role-playing characters in narratives and stories**

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Nursery Skills	<ul style="list-style-type: none"> Create closed shapes with continuous lines, & begin to use these shapes to represent objects Begin to use a variety of drawing tools Draw with increasing complexity & detail, such as representing a face with a circle & including details Show different emotions in their drawings Explore colour & colour mixing 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop ideas about how to use them & what to make Join different materials & explore different textures Handling, feeling, enjoying and manipulating materials Use variety of construction materials 	<ul style="list-style-type: none"> Join different materials & explore different textures Develop own ideas & decide which materials to use to express them 	<ul style="list-style-type: none"> Notice what other children & adults do, mirroring what is observed Practise artist’s techniques Discuss likes & dislikes about artwork 	Line, thick, thin, wavy, straight, pencil, Finger, stick, chalk, pastel, felt tip, Mark making tools, sponges, different brushes, respond, line, colour, dough, explore, mark making, textural effects, materials, tools, control, fine motor, glue, sticking, paper, fabric, natural materials, Experiment, printing, media, understand, techniques
Nursery Knowledge	Autumn Colours and Feelings/ Families and Celebrations		Spring Under The Sea / Growth and Change		Summer Travel / Chester Zoo
	<ul style="list-style-type: none"> Begin to use a variety of drawing tools- pencils, crayons, pencil crayons, pastels, and chalk Explore different textures and Can draw a simple representation of myself Explores what happens when you mix colours Begin to describe different textures 		<ul style="list-style-type: none"> Can describe changes to colours as they are mixed. Can create simple collages using a variety of texture and can explain how one texture represents an object. Can describe different textures. Can create observation drawing of flowers and pastels 		<ul style="list-style-type: none"> Select the appropriate tool or technique to complete a task Can make their own transport models using a variety of materials such as cardboard, plastic, fabric. Can create their own zoo- by making colour and material sections for their chosen animals.

Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Frodsham Primary Academy - **MUSIC** progression through EYFS

EAD- Creating with Materials and Being Imaginative



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

ELG

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> • Remember and sing familiar songs eg pop songs and rhymes. • Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs. 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously 	<ul style="list-style-type: none"> • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know 	<ul style="list-style-type: none"> • Remember & sing familiar songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas 	Fast/slow Loud/quiet Song/sing	
Nursery Knowledge	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 Adrift	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> • Can sing a range of familiar nursery rhymes 	<ul style="list-style-type: none"> • Can sing a range of familiar nursery rhymes with actions • Can use props as they sing (nativity) • Can move in time to music. 	<ul style="list-style-type: none"> • Can follow a steady beat with a musical instrument. • Can follow the beat using body percussions. • Can use instruments to represent parts of a story for effect. 	<ul style="list-style-type: none"> • Can sing along to songs and mirror the actions of others. 	<ul style="list-style-type: none"> • Can create their own rhythm in time to music. • Can use instruments to go faster and slower and can start and stop using visual signs. 	<ul style="list-style-type: none"> • Can sing along to a range or songs. • Use musical instruments to express feelings.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Frodsham Primary Academy - **COMPUTING** progression through EYFS



Understanding the World: Computing Overview

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

ELG
NO ELG's are represented for this area.

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support 	<ul style="list-style-type: none"> Know how to handle equipment safely Begin to know that they shouldn't use devices without supervision 	<ul style="list-style-type: none"> Knows that information can be retrieved from digital devices and the internet 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	Choices, equipment, buttons, movement, screen, keyboard, count, organise,
Nursery Knowledge	<p>Autumn 1 Colours and feelings</p> <ul style="list-style-type: none"> Explore different toys in role play such as telephones, cameras, keyboards. Know not to touch the teachers computer without supervision. 	<p>Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> Can operate a simple CD player by pressing start and stop to play music. 	<p>Spring 1 Traditional Tales and farm animals</p> <ul style="list-style-type: none"> Understands that we can search for information on 'google' by typing in a word to find out more. 	<p>Spring 2 Growing and changing</p> <ul style="list-style-type: none"> Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options. 	<p>Summer 1 Adrift</p> <ul style="list-style-type: none"> Can operate simple games on the iPad and know to open and end a programme. 	<p>Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> Can type their name on a keyboard by finding the letters of their name.

Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled .