



Frodsham Primary Academy Reception 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

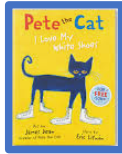
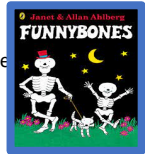
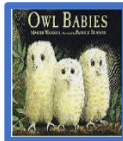






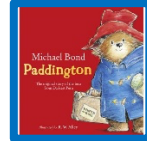

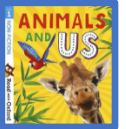
PIONEERING

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"> Pete the Cat and His Four Groovy Buttons – James Dean Smelly Louie – Claire Rayner Cats – Claire Llewlyn Kids Guide to Cats – Arden Moore <p>Funny Bones links ...</p> <ul style="list-style-type: none"> Amazing – Steve Anthony Friendship Bench – Wendy Meddour Happy in Our Skin – Frank Manushkin Doctors – info buzz All Are Welcome by Alexandra Penfold We All Have Different Families - Melissa Higgins The Big Book of Families The Rainbow Fish Colour Monster <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> You Must Bring a Hat – Simon Philip The Little Red Hen 	<p>Owl Babies links ...</p> <ul style="list-style-type: none"> The Owl Who was Afraid of the Dark – Jill Tomlinson Nests – Elspeth Graham Owls in the Night – Catherine Baker How to Babysit a Grandma – Jean Regan <p>The Christmas Story links ...</p> <ul style="list-style-type: none"> Jolly Christmas Postman A Letter from Santa Toys – info buzz <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> What Can you See in Autumn? Sian Smith The Enormous Turnip Stanley's Stick – John Hegley Leaf Thief – Alice Hemming Hats of Faith Judaism – info buzz Hinduism – info buzz My First Divali 	<p>The Storm Whale links ...</p> <ul style="list-style-type: none"> Somebody Swallowed Stanley Fantastic Fish Whale – Heather Marshall Storms – Catherine Baker Hello Mr Whale – Sam Boughton Pet Cats and Big Cats – Alison Hawes Snail and the Whale Tiddler – Julia Donaldson In the Fish Tank – Alison Milford <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> Christianity – info buzz The Weather Report – Alison Hawes 	<p>The Odd Eggs links ...</p> <ul style="list-style-type: none"> Emperors Egg Chick to Hen – Elspeth Graham Fix it Duck – J Alborough <p>The Extraordinary Gardener links ...</p> <ul style="list-style-type: none"> Sunflowers <p>Oliver's Vegetables links ...</p> <ul style="list-style-type: none"> Jack and the Beanstalk The Tiny Seed A Bean's Life (Raintree) <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> The Bad-Tempered Ladybird Hatty Peck The Teeny Weeny Tadpole Golden Domes and Silver Lanterns – Hena Kahan Islam – info buzz 	<p>Paddington links ...</p> <ul style="list-style-type: none"> Paddington stories Paddington Visits London Paddington and the Tutti-Frutti Icecream This is the Bear by Sarah Hayes Goldilocks and the Three Bears Queen Elizabeth – info buzz Transport – info buzz Taking a Trip – Past & Present Coming to England – Finola Benjamin Bear Spotting – Isabel Thomas <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> Islam – info buzz 	<p>Welcome Home, Bear links ...</p> <ul style="list-style-type: none"> Five Bears: A Tale of Friendship – Catherine Rayner Just One of Those Days – Jill Murphy Old Bear – Jane Hissey <p>Animals and Us links ...</p> <ul style="list-style-type: none"> Non-fiction text linked to: Snakes, Tigers, Toucans Sid the Snake There's a Tiger in the garden Songbirds Night Monkey/Day Monkey Rhino Learns to be polite The Snake who Came to Stay The Tiger who came for Tea The Go Away Bird Sid the Snake David Attenborough – info buzz

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<p>Linked rhymes / songs</p>	<p>Pete the Cat links ... Funny Bones links ...</p> <ul style="list-style-type: none"> o All About Me o Everybody has a Name o I Look in the Mirror o Emotions Action Song o Funny Bones o The Colour Song <p>Seasons, celebrations and visits links</p> <ul style="list-style-type: none"> o Happy Birthday – in different languages 	<p>Owl Babies links ...</p> <ul style="list-style-type: none"> o Five Little Owls o Families are all Different <p>The Christmas Story links ...</p> <ul style="list-style-type: none"> o Christmas songs <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Five / Ten Little Leaves o It is Autumn o Five / Ten Little Pumpkins 	<p>The Storm Whale links ...</p> <ul style="list-style-type: none"> o Snowball o Winter Animals o Waiting for Snow o Whale Song o The White Whale o Ten Little Snowflakes <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Ten Little Snowflakes 	<p>The Odd Egg links ...</p> <ul style="list-style-type: none"> o Ten Little Chicks o Chick <p>The Extraordinary Gardner links ...</p> <ul style="list-style-type: none"> o Spring Song o A Little Seed o The Flower Song <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 Ten in the Bed <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o I'm the Summer Sun 	<p>Welcome Home, Bear links ...</p> <ul style="list-style-type: none"> o Bear is Sleeping <p>Seasons, celebrations and visits links ...</p> <ul style="list-style-type: none"> o Old McDonald Had a Zoo o Let's go to the Zioo
<p>Trips/Visitors Enrichments</p>	<p>Visitors:</p> <ul style="list-style-type: none"> o Mums/dads o School Nurse <p>Trip:</p> <ul style="list-style-type: none"> o Autumn walk o Library 	<p>Visitors:</p> <ul style="list-style-type: none"> o Families- Stay and play o Care home visitors <p>Trip:</p> <ul style="list-style-type: none"> o Christmas Shopping in Frodsham o Care home singing 	<p>Visitors:</p> <ul style="list-style-type: none"> o Shark Keeper from Blue Planet <p>Trip:</p> <ul style="list-style-type: none"> o Blue Planet Aquarium o Winter walk 	<p>Visitors:</p> <ul style="list-style-type: none"> o Chicks o Easter – Stay and Play <p>Trip:</p> <p>Walk of the local area. Garden centre Local community allotments.</p>	<p>Visitors:</p> <ul style="list-style-type: none"> o Family members talking about holidays / living in other countries <p>Trip:</p> <ul style="list-style-type: none"> o Walk to the local train station 	<p>Visitors:</p> <ul style="list-style-type: none"> o Chester Zoo Rangers- <p>Trip:</p> <ul style="list-style-type: none"> o Chester Zoo
<p>Celebrations / Festivals / Special Events</p>	<ul style="list-style-type: none"> o Birthdays o Roald Dahl day o Harvest Festival o Black History Month o Halloween 	<ul style="list-style-type: none"> o Birthdays o Bonfire night o Diwali / Hannukah o Christmas o Remembrance Day o Children in Need 	<ul style="list-style-type: none"> o Chinese New Year o Valentine's Day o Story Telling Week 	<ul style="list-style-type: none"> o World Book Day o Red Nose Day o Mother's Day o St Patricks Day o Easter o Science Week 	<ul style="list-style-type: none"> o Ramadan o St Georges Day o Father's Day o Healthy Eating Week 	<ul style="list-style-type: none"> o Father's Day o Transition o Sports Day

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, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021

<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ <i>Understand a question or instruction that has two parts</i> ⇒ Linked to: □ Daily routines □ Activities – AL and CI ▪ Understand how to listen carefully and why listening is important ⇒ One-to-one / small groups / whole class ▪ Learn new vocabulary ⇒ Linked to: □ daily routine □ themes □ key knowledge ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) ▪ Listen to stories and begin to be active participants ⇒ □ Join in with repeated refrains □ Fill in rhyming words □ Answer a range of questions with relevant comments □ Ask questions to develop understanding □ Talk about likes / dislikes □ Discuss characters, events, setting ... <i>character, happened</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary throughout the day within a range of contexts / develop use of social phrases ▪ Begin to ask questions to find out more and develop understanding ▪ Begin to articulate their ideas and thoughts in well-formed sentence ⇒ Express □ Ideas to practitioners / friends □ Within book talk ▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but...</i> ▪ Begin to describe events in some detail, showing awareness of the listener ▪ Begin to retell a simple story using some story language 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ⇒ Listen to others and join in conversation, turn taking ▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ⇒ Engage in conversation about main characters / events ⇒ Link story events to own experiences / other texts ⇒ Discuss feelings and actions of main characters ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ⇒ Books linked to key themes ⇒ Begin to name book parts / content – <i>front / back cover, contents page / fact / real</i> ▪ Begin to understand humour e.g., <i>nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts with increasing confidence / use a range of social phrases with dev confidence ▪ Answer and ask questions to develop understanding ⇒ <i>Who? What? Where? When? Why?</i> ▪ Articulate ideas & thoughts in well-formed sentences ⇒ Using new vocabulary and correct tenses ▪ Connect one idea or action to another using a range of connectives ... <i>because, although, but, also, first, next, after ...</i> ▪ Describe events in some detail ⇒ Use sequencing vocabulary – <i>first, next, after ...</i> ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ⇒ Introduction of some problem-solving words – <i>I think ... We could ...</i> ▪ Retell a simple story using story language / own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions: □ fiction texts □ non-fiction texts ⇒ Engage in Talk for Writing activities } fiction ⇒ Engage in Book Talk activities } non-fiction ▪ Make comments about what they have heard and ask questions to clarify their understanding ⇒ Use a range of question starters and use full sentences ▪ Hold conversation when engaged in back-and-forth exchanges with teacher and peers ⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required ▪ Understand humour more readily e.g., <i>nonsense rhymes/jokes</i> ⇒ Begin to discuss likes / dislikes / reasons <p>Speaking</p> <ul style="list-style-type: none"> ▪ Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary ⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ⇒ Active prior knowledge to speak with confidence and articulate ideas / thoughts ▪ Express ideas and feelings about experiences ⇒ Listen to others ⇒ Participate in purposeful conversation
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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
Reception Skills	<ul style="list-style-type: none"> • Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian • Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms • Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene • Recognise that they belong to different communities & social groups & communicates freely about own home & community • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility

Reception Knowledge	Autumn 1 Colours and Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and change	Summer 1 Travel	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> • Able to explore the classroom with interest • Develop friendships with new children • Form positive attachments to staff and children • Understand that people have different beliefs than them and accept difference. • Engages in a range of physical activity. 	<ul style="list-style-type: none"> • Can resolve minor conflicts in friendship groups • Can manage own feelings and know who to go to for support. • Understands and follow the routines of the school day • Can talk about different food groups and which foods are good for our health and teeth. • Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. • Knows who to go to if lost- Knowing who is a stranger. 	<ul style="list-style-type: none"> • Can talk in detail about the school behavioural expectations in class and around the school • Can talk about how others may feel who are less privileged than we are- linking for other countries. • Understand that parts of their body need to be kept private. 			

Health and Well Being	Relationships	Living in the Wider World
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. 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.
Reception Skills	<ul style="list-style-type: none"> • Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding • Combine different movements with ease & fluency • Develop overall body strength, coordination, balance & agility 	<ul style="list-style-type: none"> • Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles • Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming • Develop confidence, competence, precision & accuracy with activities that involve a ball • Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes 	<ul style="list-style-type: none"> • Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences • Watch & talk about dance & performance art, expressing their feelings & responses • Explore & engage in dance, performing solo or in groups 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Can manage their own personal hygiene • know and talk about the different factors that support their overall health and well being • Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and 	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
Reception Knowledge	<p style="text-align: center;">Autumn 1 Colours and Me</p> <p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • I can climb on large and small equipment • I can balance on a bench, strip of wood or beam • I can adjust my speed to avoid obstacles • I can manage my own personal hygiene such as washing my hands and brushing my teeth. • I can use a variety of mark making tools with control. 	<p style="text-align: center;">Spring 1 Under the Sea</p> <p style="text-align: center;">Spring 2 Growing and change</p> <ul style="list-style-type: none"> • I can travel across balancing equipment using different body parts. • I can give my opinion about a movement or actions and explain what is good and what can be improved. • I can talk about the importance or exercise and sleep • I can throw and catch a ball with accuracy • I can hold my pencil with a dominant hand and write recognisable letters for all set one sounds. 	<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"> • I can ride a balance bike effectively and with control • I can explain a healthy diet and different food combinations • I can write with a clear tripod grip and create accurately formed letters ready for joining. • I can demonstrate skills and techniques to the rest of my class. • I can move in time to music and change my movements in response to what I hear. 			
Games		Dance		Self-Evaluation		

Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. In addition to this they have a weekly PE session in the main school hall which cover, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year. Reception children also transition through to having a PE session with our school sports coach in the spring and summer term in preparation for the Year 1 school year.

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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
Reception Skills	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & say sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> • Enjoys an increasing range of print & digital books, both fiction and non-fiction • Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> • Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g., nonsense rhymes • Uses combinations of art forms, e.g., moving and singing, making and dramatic play 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Uses talk to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why events happened in a story 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> • Is able to recall & discuss stories or information that has been read to them, or they have read themselves • Listens & responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how • Links statements & sticks to a main theme or intention
Reception Knowledge	<p style="text-align: center;">Autumn 1 Colours and Me</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 Lifecycles</p>		<p style="text-align: center;">Summer 1 Travel</p> <p style="text-align: center;">Summer 2 Chester Zoo</p>			
	<p>To be able to read all the set 1 and set 2 sounds from RWinc Can read CVC words that match their phonetic ability\ Can read a range of HF words matched to phonic ability Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. Can give their opinion on a story and make a prediction about what might happen next.</p>		<p>Can find the correct page in a book by following the contents page. Understands the difference between fiction and non-fiction text. Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words Can sequence a story into beginning, middle and end.</p>		<p>Can read a range of nonsense words, matched to phonic sounds. Are secure up to set 3 of RWinc sounds. Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read.</p>			

Word Reading

Comprehension

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.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

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)				
Reception Skills	<ul style="list-style-type: none"> •Can use simple tools to effect change on materials •Handle tools/objects, construction and malleable materials safely and with increasing control and intention • Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology •Shows a preference for a dominant hand 	<ul style="list-style-type: none"> • Begin to form recognisable letters independently and write these in sequence, such as in own name and other familiar words •Create texts to communicate meaning for an increasingly wide range of purposes such as greetings cards, tickets, lists, invitations, create own stories and books with images and sometimes words (in print and digital format) 	<ul style="list-style-type: none"> • Can use an effective hold/grip to write recognisable letters-most of which are correctly formed •Write captions that include the sounds heard at the beginning of familiar words 	<ul style="list-style-type: none"> • Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together and then begin to apply this in their writing 	<ul style="list-style-type: none"> • Form lower case and capital letters properly 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter(s) •Begin to write simple sentences 	<ul style="list-style-type: none"> • Apply their developing phonic knowledge to write simple sentences. 	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop •Re-read what they have written to check that it makes sense
Reception Knowledge	Autumn Colours and Me My Family		Spring Under the Sea Growing and changing		Summer Travel Chester Zoo			
	<p style="color: green;">Can orally retell a story, draw images and write some initial sounds</p> <p style="color: blue;">Can write CVC words that match their phonetic ability and apply this in their play, labelling for example</p> <p style="color: green;">Can use correct letter formation for lower case letters</p> <p style="color: green;">Can write a label/ list/ speech bubble using phonic sounds</p>		<p style="color: blue;">Can write and apply captions/speech bubbles using a few decodable/high frequency words</p> <p style="color: blue;">Begin to develop independent writing further to include (orally rehearsed) simple sentences.</p> <p style="color: blue;">Can form upper case letters</p>		<p style="color: blue;">Write simple sentences and phrases that can be read by others.</p> <p style="color: green;">Rewrite a story in simple sentences</p> <p style="color: blue;">Present facts via simple sentences</p> <p style="color: blue;">Children to progress towards 2 independent writes per week</p> <p style="color: blue;">Apply capital letters, finger spaces and full stops.</p> <p style="color: blue;">Children are introduced to using additional punctuation, question marks.</p>			

Transcription

Composition

Through experience of adult modelled writing (planned and spontaneous) for a wide range of purposes throughout indoor and outdoor provision, children will be encouraged to label, record and write independently. Carefully considered resources to support writing opportunities will be available throughout provision. Seeing authorship and spelling in action will enable children to confidently apply and develop their own handwriting skill and phonetic knowledge. Writing and writing opportunities will take high priority across provision.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



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
Reception Skills	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Counts out up to 10 objects from a larger group 	<ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Increasingly confident at putting numerals in order 0 to 10 (ordinality) Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + or - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 	<ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 	<ul style="list-style-type: none"> Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g., sees six raisins on a plate as three and three
Reception Knowledge	Autumn 1 Colours and Me Autumn 2 Families and Celebrations		Spring 1 Under the Sea Spring 2 Growing and change		Summer 1 Travel Summer 2 Chester Zoo	
	Can count objects/ actions and sounds Can use stable order principle 1-10 Understands cardinality of how many are in a group Can use the words more/ less/ fewer to compare groups up to 10 Can find 1 more than a number up to 10 Can partition numbers 2,3,4,5 in different ways Understands additions as combining 2 groups Can recall double facts to 5 Can write numbers 1-5		Can count accurately from 1-20 Can count a smaller number from a larger group Can find 1 more and 1 less than numbers from 1-10 Can partition groups up to 10 objects Understand subtractions as the removal of objects. Can write numbers 1-10		Can cross boundaries when counting 19/20, 29/30 Can link symbol to its cardinal value up to 20 Can subitise to 10 Can use language of same as, less than, fewer than, equals to, to describe quantities up to 20 Explore mathematical problems using (+) (-) (=) symbols in representations Can recall number bonds to 10 including double facts Can write numbers 1-20	

Number- Number and place value	Number- Addition and subtraction	Number- Multiplication and division	Fractions
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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.



Shape, space and Measures

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

Reception Knowledge	Autumn 1 Colours and Me Autumn 2 Families and Celebrations	Spring 1 Under the Sea Spring 2 Growing and change	Summer 1 Travel Summer 2 Chester Zoo
	<p>Can explore shapes that will roll and slide using language such as curved/flat to describe characteristics</p> <p>can recognise and name 2D shapes and describe their features- Square, circle, triangle, rectangle</p> <p>Using language of in-between, over, above, beneath, besides, to describe routes</p> <p>Can order 3 items by length or weight using non-standard measures</p> <p>Can talk about what we use to pay for things.</p>	<p>Can recognise faces on 3D shapes comprise of 2D shapes</p> <p>Can describe how many corners and sides 2D shapes have including a pentagon, hexagon and octagon</p> <p>Uses ordinal number to describe their lined position</p> <p>Can use 2d and 3D shapes to design small words</p> <p>Can order 3 items by height or capacity</p> <p>Sequences events using the language related to time</p> <p>Recognises the differences between notes and coins</p>	<p>Uses the words faces/ vertices/ edges to describe 3D shapes.</p> <p>Can recognise cube, cuboid, cylinder, sphere, pyramid as 3D shapes.</p> <p>Can follow and give directions</p> <p>Can use spatial reasoning to turn and flip objects so that they fit the desired model</p> <p>Use non-standard measures to match the choice of item e.g., cubes/ long pieces of wood etc</p> <p>Can take about how to measure time using a countdown and a sand timer as visual support</p> <p>Can solve problems including predication, comparison of length and weight and capacity</p> <p>Can pay for items using 1p, 2p, 5p and 10p coins</p>

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

Reception Knowledge	Autumn 1 Colours and All about Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Travel	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> To describe special events that have happened in my life To describe special family members and explain why they are special To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can explain why we remember the Soldiers on Remembrance Day. Can describe who 'Guy Faulks' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare old and new toys. 	<ul style="list-style-type: none"> Can describe a variety of sea creature characters and compare to fictional characters and real-life creatures. Can compare a range of sea creatures describing similarities and differences. To discuss why the whale was significant to Noi and what he did that made him special. 	<ul style="list-style-type: none"> Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information. 	<ul style="list-style-type: none"> To name significant people such as the Royal Family and the Prime minister To know that they live in Frodsham and explain why it is special to them. To understand why the journey to London was significant To discuss different ways of travel from past to the present day and compare similarities and differences. 	<ul style="list-style-type: none"> To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same? Who was George Mottershead and why was he important? To compare life at the zoo today to in the past.

Significant person

Significant event

Significant places

Changes within living memory

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-
Reception Skills	<ul style="list-style-type: none"> • Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> • Know about similarities & differences between themselves & others, & among families, cultures & traditions • Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines 	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,

Reception Knowledge	Autumn 1 Colours and All about Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Travel	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> • Can describe special and significant events in their own lives such as a birthday or trip to the cinema. • Can explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak. 	<ul style="list-style-type: none"> • To recall the story of Christmas and explain why it is a special event linking to the birth of Jesus. • Can talk about the festival of Diwali and understand that that is celebrated by different religious beliefs. • Can name a church and explain their own experiences • Can name a mandir and explain that Hindu's worship here. 	<ul style="list-style-type: none"> • Can talk about special places they have visited with members of the family. 	<ul style="list-style-type: none"> • Can name the celebration of Eid and what it means • Can talk about the Easter story and the true meaning- • Children to explain how they celebrate Easter and compare how this differs to others. • Children can name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences. 	<ul style="list-style-type: none"> • Children look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, explorers, 	<ul style="list-style-type: none"> • To describe the ways people, harm the natural world through deforestation and poaching of animals • Children can name ways people look after the natural world e.g., recycling,

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

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

Reception Knowledge	Autumn 1 Colours and All about Me	Autumn 2 Families and Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Travel	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> • Know my address. • Can describe my house. • Know that I go to school in Frodsham. 	<ul style="list-style-type: none"> • Explore and describe the school grounds including, trim trail, playground, field, and forest. • Can describe similarities and differences between the different locations around school. • Can name different buildings people go to worship, church, temple, synagogue. • Can describe the jobs people do in our community to help to protect it. 	<ul style="list-style-type: none"> • To compare and contrast differing localities of seashore and town. • To know that we are an island surrounded by coasts • To be able to explain where different sea creatures may be found 	<ul style="list-style-type: none"> • Can talk about the best places to plant in the school grounds and why. • Can describe the seasonal changes and what we have observed. • Draw a map of where and what is planted in our outdoor area. 	<ul style="list-style-type: none"> • Can name the 4 different countries in the UK and spot these on a map when looking at homes around the world. • Can talk about significant places in Frodsham. To use a BeeBot to plan a route and explain direction. • Plan a route from home to school. 	<ul style="list-style-type: none"> • Can talk about the impact of human activity- Recycling. The impact on animals and the environment. • Can describe the environment and what we see on photographs

My School, My Area

Chester

The UK

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

Reception Knowledge	Autumn	Spring	Summer 1
	Colour and All about me/ Families and celebrations	Under the Sea / Growth and Change	Travel/ Chester Zoo
	<ul style="list-style-type: none"> • Can name own body parts using the text Funny Bones as a support. All above + shoulders, ribs, backbone, knees, elbow • Can piece back together the parts of the body and locate upon request. • Can describe the key function of the skeletal system • Can describe what changes occur as they change from a baby to an adult • Can name the 4 seasons • Can talk about similarities and differences between each season • Can name the characteristics of each season 	<ul style="list-style-type: none"> • All plants need water, light and warmth to grow and survive • A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight • Use correct terms e.g., chrysalis, pupa when observing life cycle of butterfly & ladybirds • Can describe the life cycle of a chick using correct terminology e.g., embryo, incubation, hatching • Knows that meat is produced from animals 	<ul style="list-style-type: none"> • Know the effects of heating and cooling on ingredients such as melting and freezing • Can classify a set of objects by their materials- Wood, plastic, fabric, and glass. • Can name the characteristics of materials • Can describe the most suitable materials for building and give explanations as to why.

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

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.
Reception Skills	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding • Create collaboratively sharing ideas, resources & skills 	<ul style="list-style-type: none"> • Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking • Create representations both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> • Express & communicates working theories, feelings & understandings • Responds imaginatively to art works & objects • Return to & build on previous learning, refining ideas & developing their ability to represent them • Discuss problems & how they might be solved 	<ul style="list-style-type: none"> • Use different techniques for joining materials • Use tools independently, with care & precision 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns & change • Know & talk about the different factors that support their overall health & well-being 	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.
Reception Knowledge	<p>Autumn 1 Colours and All about Me</p> <ul style="list-style-type: none"> • Can work together to make structures e.g., building a house/home/school. • Can use colour and materials to express how they are feeling through own creations using a variety of textures. 	<p>Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • Can use an increasing range of tools such as building tools and gardening tools with accuracy. • Begins to talk about the effect of exercise and food on their health. 	<p>Spring 1 Under the Sea</p> <ul style="list-style-type: none"> • Can create own representations in relation to under the sea; explain how they work and what they have used and why. • Can use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts. 	<p>Spring 2 Growing and changing</p> <ul style="list-style-type: none"> • 'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating. • Can brush own teeth and talk about the importance of good oral health. 	<p>Summer 1 Travel</p> <ul style="list-style-type: none"> • Can draw designs for the things that they build and label each element. • Can verbally evaluate their work and explain what is good and one thing that could make it better. 	<p>Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> • To use a range of materials and split pins to connect and join materials to make a moving puppet.

Food

Mechanisms

Structures

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
Reception Skills	<ul style="list-style-type: none"> • Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people • Create representations of both imaginary & real-life ideas, events, people & objects • Explore, use & refine colour mixing techniques • Use colour for purpose, including creating moods 	<ul style="list-style-type: none"> • Experiment to create different textures • Use tools to create different textures • Use a range of materials to create different textures • Manipulate materials to have a planned effect 	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding 	<ul style="list-style-type: none"> • Respond imaginatively to artworks & objects • Explore, use & refine a variety of artistic effects to express their ideas & feelings • Expresses & communicate working theories, feelings & understandings in the form of artwork & objects 	Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques

Reception Knowledge	Autumn Colour and All about me/ Families and celebrations	Spring Under the Sea / Growth and Change	Summer 1 Travel/ Chester Zoo
	<ul style="list-style-type: none"> • Can draw representations of myself and others • Can use drawings to tell a story • Explores what happens when you mix prime colours • Begin to describe different textures. • Uses colour to express their feelings. 	<ul style="list-style-type: none"> • Can talk about the changes to colours as we mix *Captures experiences and responses with a range of media, such as paint and other materials or words. • Create own stamps and produce repeating patterns • Can create observation drawing of flowers using pastels- Sunflowers Recreate faces using vegetables 	<ul style="list-style-type: none"> • Can explain how colours can be changed. • Can complete a simple weave using paper, card or fabric. • Can select their own tools and resources and give reasons for their choices. • Can create their own form of transport using clay and modelling tools to add detailed features. • Can use different materials to create their own show box zoo representation and explain their choices.

Painting	Drawing	Texture and Collage
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Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-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

UW- Past and Present/The World



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.	
Reception Skills	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Respond imaginatively to music e.g., this music sounds like dinosaurs • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch & following the melody • Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant High/ low Repeat Rhythm Sound Beat Follow	
Reception Knowledge	<p style="text-align: center;">Autumn 1 Colours and All about Me</p> <ul style="list-style-type: none"> • Can along to a familiar song as a class group. 	<p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> • Can sing along to new songs (nativity) as a group. • Can sing some songs in smaller groups 	<p style="text-align: center;">Spring 1 Under the Sea</p> <ul style="list-style-type: none"> • Can move in time to music (dance) • Can create movement to match different sounds in stories. • Can follow signals for ‘stop and go’ ‘louder and quieter’ 	<p style="text-align: center;">Spring 2 Growing and changing</p> <ul style="list-style-type: none"> • Can follow the beat with a range instruments. • Can follow a simple musical pattern 	<p style="text-align: center;">Summer 1 Travel</p> <ul style="list-style-type: none"> • Make their own musical instrument and explain the sounds that it makes. 	<p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> • Play a musical instrument in time to the beat of a song.
Explore pulse, rhythm, and duration		Exploring pitch, timbre, tempo, and dynamics.			Exploring sounds, instruments, and symbols.	

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.
Reception Skills	<ul style="list-style-type: none"> • Completes a simple program on electronic devices 	<ul style="list-style-type: none"> • Begin to list different IT in their home 	<ul style="list-style-type: none"> • Begin to give reasons why we need to stay safe online • Can use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> • Can create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> • Develops digital literacy skills by being able to access, understand and interact with a range of technologies 	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme
Reception Knowledge	<p style="text-align: center;">Autumn 1 Colours and All about Me</p> <ul style="list-style-type: none"> •Can turn on an iPad, open a programme and follow instructions. •Can explain how to stay safe when using the internet. 	<p style="text-align: center;">Autumn 2 Families and Celebrations</p> <ul style="list-style-type: none"> •Can follow teachers' instructions when using an online interactive programme such as paint or draw. 	<p style="text-align: center;">Spring 1 Under the Sea</p> <ul style="list-style-type: none"> •Can write a variety of CVC words using a keyboard. 	<p style="text-align: center;">Spring 2 Growing and changing</p> <ul style="list-style-type: none"> •To collect information about the measurement of plants and see which was the best environment for growing in. 	<p style="text-align: center;">Summer 1 Travel</p> <ul style="list-style-type: none"> •Can use the I Pad and class cameras to take their own images •Can send a group class email to a different class and wait for a response. 	<p style="text-align: center;">Summer 2 Chester Zoo</p> <ul style="list-style-type: none"> •Can use 'google' to find out more information about animals and use the images to support their own representations. •Can explain who 'hector' is and why we use him.

E-Safety	Computer Skills	Programming	Word Processing skills	Data Collection
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Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled. Explicit teaching will be needed within this area when using iPad and researching. This should take place in small, guided groups.