



**Early Years Foundation Stage
Long Term Plan &
Curriculum Knowledge and Skills Progression**

Statement taken from The EYFS Statutory Framework 2025

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

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

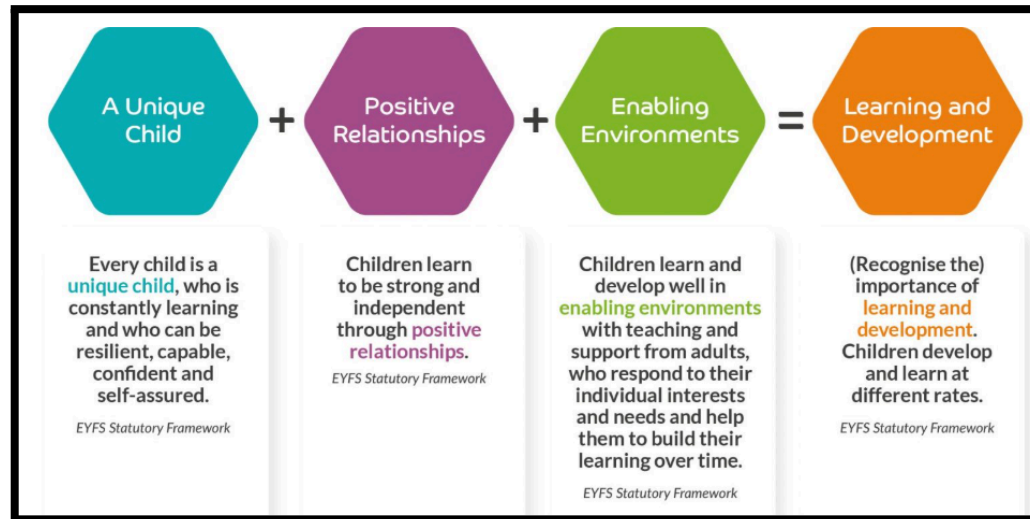
The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.'

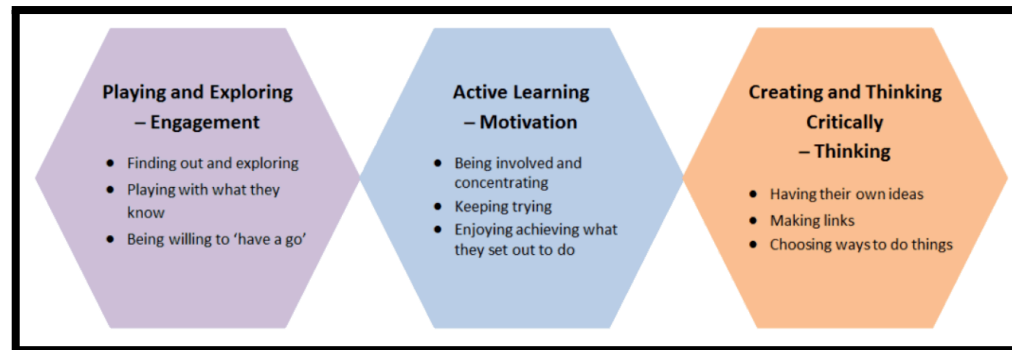
At the Humber Estuary Federation we recognise that our children are being raised in a smart phone / screen era, which by their very nature limit fine and gross motor development (brain to body connectivity.) Historically, increasing numbers of our children have not been school ready by age 5 and are developmentally delayed in their speech and language and physical development (including toileting) on entry to school. Our **movement based pedagogy** focuses learning through physical activity and movement, fostering gross and fine motor skills co-ordination and spatial awareness alongside cognitive and social emotional development. We believe the purpose of the EYFS is to get children school ready so that their brains and bodies are prepared for the demands of the National Curriculum from Year 1 onwards. Our movement based pedagogy recognises that children develop best through active and engaging language rich experiences, integrating movement into various areas of learning, of three hours a day (NHS requirements = 3 hours per day, one of those hours being rigorous)

EYFS Principles & Characteristics of Effective Learning

The EYFS framework is built on four guiding principles: A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development. These principles emphasize the importance of individualized learning experiences, strong relationships, stimulating environments, and recognizing diverse learning styles.



The Early Years Foundation Stage (EYFS) in England outlines Characteristics of Effective Teaching and Learning (CoEL) which are crucial for how children learn and develop. These characteristics focus on how children learn, rather than just what they learn, and are divided into three main areas:



EYFS Areas of Learning

The EYFS framework identifies seven areas of learning and development, divided into three prime areas and four specific areas. The prime areas are: Communication and Language, Physical Development, and Personal, Social and Emotional Development. The four specific areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

These seven areas are interconnected and work together to support children's overall development and learning. The prime areas are considered the foundation for learning, while the specific areas build upon and extend these foundations.

Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

***Progression of skills**

While the objectives for Nursery and Reception children have been progressively outlined across the year, it's essential to recognise that, in line with the EYFS curriculum, these objectives are taught in an integrated way throughout the entire year. At all times we build on children's *prior knowledge and experiences*. This approach is flexible, driven by the children's interests and often includes unplanned, child-initiated learning. Each half term, we revisit and expand upon the previous term's objectives across all areas of learning, promoting steady, ambitious progression. This aligns with our intent to develop confident, fluent, articulate, and

independent learners who flourish in our care. This progression is also dependant upon which point children join us in our nursery setting and the previous experiences / knowledge and skills they bring.

Prime Area of Learning: Communication and Language								
	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer

Listening, Attention and Understanding 	* I can listen to simple stories and use pictures to help me to know what is happening. *I can understand simple instructions, e.g. Put your coat on. *I can respond to simple what, where and who questions, e.g. Where is your hat? *I can listen to others talk and start to join in.	*I can listen to different songs and rhymes and join in with some songs I know. *I can follow simple instructions with up to two key words. *I can answer who, what, when and where questions. *I can respond and give my attention when someone speaks to me (using my name first)	*I am beginning to listen to longer stories and join in with familiar or repeated phrases. *I can follow instructions with two key words accurately. *I can answer a range of questions, and I am starting to understand 'why' when we investigate. *I can respond appropriately when I am spoken to, e.g. asked a direct question. *I know to try and listen when someone else is speaking.	*I can listen carefully to songs, stories and rhymes and respond by joining in. *I can understand and respond to instructions with: 2 key words - Put on your hat 3 key words - Can you wash dolly's face? *I understand and respond to 'why' questions. *I can start a conversation and take it in turns to speak.	*I can follow one and simple two-part instructions. * I enjoy joining in at group times and story times.	*I can demonstrate good listening behaviours. *I can follow instructions with two or more parts. *I engage in story times. *I like to join in with familiar songs and rhymes. *I can wait and take turns in conversation.	*I can respond to what I have heard by asking questions and saying what I think. * I can say what I think. *I ask questions about what I have heard. *I can respond to what others say.	*I can listen carefully to my peers, adults and visitors. *I can respond with questions, comments and actions. *I can make comments about what I have heard. *I can ask questions to help me understand. *I can engage in conversation with my friends and my teachers.
Early Learning Goals	ELG Listening, Attention and Understanding • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.							
Links to Year 1 curriculum	* Listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments							

Prime Area of Learning: Communication and Language

Skill	Nursery Step 1	Nursery Step 2	Nursery Step 3	Nursery Step 4	Reception on entry	Reception Autumn	Reception Spring	Reception Summer
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Speaking 	*I can name a range of familiar objects, people and actions. *I can use talk in my play to help organise, e.g. 'You sit there....I will be the mummy.' *I am beginning to use some greetings and social phrases 'Hello, Good morning, Miss Coulam.....How are you?'	*I can compose a short sentence / phrase orally for plan and do time, e.g. 'I go snack', which may not be correct in grammar but will be remodelled by the adult. *I can talk to peers and adults (but may flit from topic to topic.) *I can use speech sounds p, b, m, w (but may still be learning to pronounce some words correctly.) *I am continuing to build up, use and apply a repertoire of greetings and social phrases. *I am beginning to use some new vocabulary from stories I have heard.	*I can use some of the the vocabulary I have heard from stories and investigations. *I can develop my sentences, adding more words with support from an adult. *I can express my opinion using short sentences. *I can compose a simple sentence orally during plan and do time e.g. I am going to have snack (still may not always be correct in grammar.) *I am continuing to build up, use and apply a repertoire of greetings and social phrases and can use these more confidently.	*I can explain, describe, recount and retell. *I can join in with conversation. *I can use a sentence of 4-6 words, e.g. Can I have more milk please? *I can compose a simple sentence orally in Plan and Do time saying where I am going to play and where I have been playing (may be inaccurate in grammar) *I can use connectives to link words in sentences e.g. I like milk because it tastes nice. I want an apple and a drink of water. *I can use greetings and social phrases with a range of adults in the environment and visitors.	*I can express a point of view, e.g. I don't like apples. *I can use talk to share what I think. *I can compose sentences of over 6 words. *I can use speech as a way of expressing myself, e.g. I feel really tired. *I can speak in a full sentence in plan and review time, e.g. I am going to the snack area to make toast.	*I can talk with adults, other children (including talk partners) and visitors in a short back and forth conversation. *I can listen to and talk about the stories, rhymes and non-fiction texts I hear / sing. *I can share my ideas and speak in a full sentence in plan, and review time, e.g. I would like to go to the construction area to make a house. *I can use a wider range of social greetings at the correct times / in the correct context...Good morning, good afternoon, how are you today?	*I can talk in sentences using conjunctions e.g. and, because, so, when, after that. *I can use 'This morning I would like to... and This afternoon I played.....in my plan and review sentence (using future and past tenses) *I can use new vocabulary I have heard from stories and non-fiction texts, adults and my friends, in different contexts.	*I can use talk to organise, sequence and clarify thinking, ideas, feelings and events *I can engage in back-and-forth conversations with peers and adults. *I can talk about why things happen. *I can talk in sentences using a range of tenses and a range of starters. *I can use vocabulary from stories, non-fiction, rhyme and poems in my everyday talk *I can use conjunctions to connect my ideas
Early Learning Goals	ELG Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.							
Links to Year 1 curriculum	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication							

Personal, Social and Emotional Development

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer
Managing Self 	*I can explore the setting confidently, knowing that a familiar adult is close by. *I can wash and dry hands with reminders from an adult. *I can use the toilet with help when required. *I can select my own snack.	*I can navigate the setting confidently, knowing that a familiar adult is close by. *I am becoming outgoing with unfamiliar people in the safe context of the setting, e.g. visit from the dental team *I can wash and dry hands with reminders from an adult. *I can use the toilet with increasing independence. *I can select my own snack and prepare it with support.	*I can self-select activities and seek help if necessary. *I am more confident in new social situations and with new people *I am developing high levels of wellbeing and involvement (Leuven Scales) *I continue to grow in independence – “I can do it.” *I can wash and dry hands independently after using the toilet. *I can use implements such as a safety knife / cutter to prepare my own fruit-based snack with adult support. *I can pour cereal and milk with support	*I can self-select activities and seek help if necessary. *I am starting to cope with new experiences with more confidence *I can sustain high levels of wellbeing and involvement. *I am growing in independence – “I can do it myself.” *I can use the toilet independently. *I can peel / chop my own fruit-based snack with minimal support. *I can pour cereal and milk with minimal support.	*I can demonstrate confidence when faced with new things (transition) *I am showing an awareness of rules (ready, respectful safe) and how to behave within the indoor and outdoor setting. *I can use the toilet independently and know to wash my hands after I have used the toilet.	*I continue to use the toilet independently *I can independently wash and dry my hands after toileting and before eating. *I can put on my coat, shoes and wellies independently (not including laces or zips) with only occasional need for adult support *I can explore different areas of the environment and play with them safely / according to the rules. *I am beginning to follow class rules of ready, respectful, safe and understand the need to have rules. *I have the confidence to try activities. *I can prepare my own snack (toast with support / chopping fruit with minimal adult support) *I can hold a knife and fork correctly when eating lunch (supported to cut)	*I am beginning to show resilience and perseverance in the face of challenge *I am beginning to do up zip and, buckles *I can take my shoes, wellies, jumpers and coats on and off *I know how to play in each area of the indoor and outdoor environment safely. *I can follow the school rules of ready, respectful, safe *I am developing independence when dressing / undressing for P.E *I can prepare my own snack (fruit / toast / pouring milk independently) *I can hold a knife and fork correctly when eating lunch (may still need support to cut) *I am beginning to be aware of foods that are healthy / unhealthy	*I can identify and name healthy / unhealthy foods and I can make healthy food choices. *I can manage my own basic needs independently (toileting, dressing and undressing, making snack, refilling my water) *I can understand the importance of healthy food choices *I show resilience and perseverance in the face of challenge in all areas of the environment *I can show a ‘can do’ attitude *I can hold and use a knife and fork correctly when eating my lunch and to cut up a range of foods. *I can consistently demonstrate the rules of being ready, respectful and safe.
Early Learning Goals	ELG Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.							
Links to Year 1 curriculum	• To manage personal hygiene and basic needs, including using cutlery and changing for P.E. • Begin to regulate behaviour and consider others. • Understand how to stay safe.							

Personal, Social and Emotional Development

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer
Self-regulation 	*I can express a range of emotions and start to talk about them. *I am beginning to respond to co-regulation with an adult when needed.	*I can take turns and share with the support of an adult *I can respond to co-regulation with an adult when needed	*I can identify feelings using words like happy, sad, angry *I am increasingly able to follow rules and do not always need to be reminded of expectations by an adult. *I am beginning to self-regulate using strategies learnt from co-regulation with an adult.	*I am showing signs of independent self-regulation *I am increasingly able to follow rules and expectations *I can understand how I am feeling and I am beginning to understand how others are feeling. *I am beginning to show effortful control rather than dive straight in)	*I can talk about feelings (happy, sad, angry) *I can choose what I need to complete a goal (short term) *I can follow simple instructions	• I can identify a range of different feelings and emotions *I can maintain focus during short class activities *I am beginning to adapt my behaviour to a range of situations (e.g. sitting smartly for a short period in assembly, running outside but not inside) *I can follow instructions	*I can maintain focus during longer whole class lessons *I can follow longer instructions *I can identify and moderate my own feelings socially and emotionally *I can consider the feelings and needs of others *I can adapt behaviour to a range of situations (e.g. sitting smartly for a short period in assembly, running outside but not inside)	• I can self-regulate when needed using a range of techniques *I can wait for my needs to be met • I can set a target and reflect on progress throughout • I can maintain focus during extended whole class teaching *I can recognise how others and I are feeling
Early Learning Goals	ELG Self - Regulation • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.							
Links to Year 1 curriculum	• To sit, listen and focus during teaching times • To control emotions or communicate that support is needed. • To understand the feelings of others. • To be able to show patience when needs are not immediately met.							

Personal, Social and Emotional Development

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer
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Building Relationships 	I can demonstrate in my play that I enjoy / can tolerate the company of other children	I can play with others, extending and elaborating play ideas.	I can talk with others to resolve conflicts and issues (some support needed)	I can play with others co-operatively	I can play with one or more children co-operatively I can talk about the way I feel	I can play with a small group of children, sharing ideas I am starting to form good relationships with the familiar adults in my class. I can express and identify my feelings. I can express my basic needs to familiar adults, e.g. asking to go to the toilet	I can use words to help solve conflicts with others I can work well with others, listening to and sharing ideas I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately	I can work with others in a group I can play with others and take turns I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others.
Early Learning Goals	ELG Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.							
Links to Year 1 curriculum	• To have confidence to communicate with adults and peers, building relationships. • Knows right from wrong and can explain why it is important to have boundaries and routines. • Work and play co-operatively and take turns. • Recognise and show sensitivity to their own and other's needs. • Be accepting of other differences.							

Physical Development								
Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer

Gross Motor Skills 	* I can climb confidently *I am learning how to make Wiggle Me Into A Squiggle moves 1-10: up, down, circles, wiggle, shake, hop, jump, turning turtle, flipping fish, crawling (large scale muscle movements)	*I can run, jump and hop *I can climb stairs one step at a time. *I can make Wiggle Me into A Squiggle moves 1-10: up, down, circles, wiggle, shake, hop, jump, turning turtle, flipping fish, crawling (large scale muscle movements)	*I can decide how to match my movements to the task, e.g. run to play Tig, crawl through a tunnel etc *I am improving the strength and quality of Wiggle me into a squiggle moves 1-10: up, down, circles, wiggle, shake, hop, jump, turning turtle, flipping fish, crawling	* I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg. *I can make strong and accurate large scale muscle movements in Squiggle time: up, down, circles, wiggle, shake, hop, jump, turning turtle, flipping fish, crawling	*I can climb stairs using alternate feet. * I can work with others to manage large items, e.g. parachute play, rolling a tyre, carrying a crate. *I can scoot, pedal, climb, jump, hop and skip. *I can combine and sequence Squiggle movements, demonstrating a strong core.	•I can move appropriately in lots of different ways to match the task I am doing *I can climb over, under and through *I can make, combine and sequence movements from Squiggle Time, demonstrating a strong core: up, down, circle, hump, hook, standup straight 8, cross over mid-line and left and right movements.	*I can throw, kick, pass and catch a large ball *I can move and use large scale and small-scale equipment *I can refine, master, combine and sequence movements from Squiggle Time, demonstrating a strong core and strong shoulder movements: up, down, circle, hump, hook, standup straight 8, cross over mid-line and left and right movements.	• I can travel around space and obstacles safely. *I can show strength, balance and coordination in movements. *I can move in different ways - running, jumping, skipping, hopping, climbing
	Early Learning Goals ELG Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.							
Links to Year 1 curriculum / school readiness	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • To participate in team games, developing simple tactics for attacking and defending • To perform dances using simple movement patterns To change for PE.							

Physical Development								
Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer

Fine Motor 	I can develop manipulation and control, exploring different tools and materials (pouring drinks, exploring playdough tools) *I can squeeze, ball and pat in dough disco	*I can show preference for a dominant hand *I can squeeze, ball and pat in dough disco *I can begin to mark make with implements in both hands using up and down moves, circles, wiggle and shake.	I am starting to use a knife and fork when eating *I am starting to manage my own zip after putting on my coat *I can squeeze, ball, pat and roll in dough disco. *I can demonstrate increasing control over the implements I use to mark make when making up and down moves, circles, wiggles and shakes	I can use a one-handed tool confidently *I can use a comfortable pencil grip when using pencils *I can squeeze, ball, pat, roll and isolate fingers in dough disco	I show a preference for a dominant hand with a comfortable pencil grip *I can draw a simple recognisable picture *I can squeeze, ball, pat, roll and isolate fingers in dough disco	I show good pencil control when mark making and drawing *I can use cutlery and other one-handed equipment *I am beginning to form recognisable letters on a large scale, belonging to different letter families *I can squeeze, ball, roll, pinch, and isolate fingers accurately in dough disco	I show increasingly good pencil control when mark making and drawing, using a tripod grip *I can form most letters correctly on medium sized handwriting lines, and I know which family they belong to *I am beginning to form capital letters	I can create drawings with details *I can use a knife, fork and spoon to eat a range of meals *I can form most letters correctly on smaller handwriting lines *I can hold a pencil effectively *I can use a range of tools with the correct grip and with accuracy.
Pencil grip progression	Pincer grip Uses the pads of the index finger and thumb to begin picking up smaller objects Palmer supinate grip Pencil is held by the full fist and makes light marks. Movement is from the shoulder pivot and uses the whole arm. Digital pronate grip Pencil is held by all the fingers, but the palm faces down towards the page. Movement comes from the wrist and uses wrist, hand and fingers 	Static tripod grip Pencil is held by three fingers, and the movement comes from the wrist. More intricate mark making can take place. Several variations based on finger positioning.  In Reception moving to... Dynamic tripod grip Pencil is stable in the traditional grip. The thumb and fingers leave an open space. Pencil moves efficiently and therefore mark making is more intricate. Child's tummy is near table, bottom and back into chair and feet are flat on the floor.  Dynamic tripod grip Pencil is stable in the traditional grip. The thumb and fingers leave an open space. Pencil moves efficiently and therefore mark making is more intricate. Child's tummy is near table, bottom and back into chair and feet are flat on the floor. 						
Scissor skill progression	I can open and close scissors to cut materials such as dough (often using both hands)	I can open and close scissors with one hand, to make small snips in paper I can make snips whilst moving scissors forwards	I can cut in a straight line and I can cut paper, and card I can cut along zig zag and curved lines	I can use scissors to cut out simple shapes with the thumbs up position, and I can stabilise what I am cutting with my opposite hand				

Early Learning Goals	ELG 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Links to Year 1 curriculum	• To use one handed tools confidently • To use correct letter formation, controlling size of the letters To change for PE, starting to use buttons.

Reception only	Autumn 1 Introduction to PE	Autumn 2 Fundamentals	Spring 1 Dance	Spring 2 Gymnastics	Summer 1 Ball Skills	Summer 2 Games
Get Set for PE	I can move around safely and with control. I have an awareness of others and items in the teaching space. I can take turns when instructed. I can change direction, balance, move different body parts at the same time. I can demonstrate how to be faster. I can move for longer.	I can move around safely and with control. I have an awareness of others and resources in the teaching space. I can take turns when instructed. I can balance, run, change direction, jump, hop and travel. I can change direction quickly, move different body parts at the same time, be faster and move for longer	I can explore space and demonstrate how to use space safely. I can explore travelling movements, shapes and balances. I can choose my own actions in response to a stimulus. I can copy, repeat and remember actions. I am beginning to count to help me keep in time with the music. I can perform to others and begin to provide simple feedback.	I can create shapes, balances, and jumps I am beginning to develop rocking and rolling. I can show an awareness of space and how to use it safely. I can perform basic skills on both floor and apparatus. I can copy, create, remember and repeat short sequences. I am beginning to understand using levels and directions when traveling and balancing.	I can roll and receive a ball. I can aim and throw to a target. I can bounce and catch a ball. I can dribble a ball with my feet and I can kick a ball. I can work independently and with a partner.	I can move around safely and with control. I have an awareness of others and resources in the teaching space. I can take turns when instructed. I can run, balance, change direction, throw and catch. I know how to score and play by the rules, I can work with a partner and begin to understand what a team is I know how to behave when winning and losing.

Literacy

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autmn	Nursery 2 Spring	Nursery 2 Summer	Reception on entry	Reception Autumn	Reception Spring	Reception Summer
Comprehension 	- I enjoy sharing books with adults. - I can repeat words and phrases from a familiar story / book - I enjoy listening to stories, songs and rhymes	- I can start to develop play around my favourite stories, using props - I am beginning to join in with familiar stories, rhymes and songs	- I can sequence events from stories I have heard (often using props / role playing) - I am starting to use different vocabulary from stories, in my play	- I can talk about stories I have heard. - I can retell some familiar stories (in role play, using props, using a story map) - I can join in with familiar rhymes, songs and patterned stories - I can use some story language and new vocabulary in my play	- I can talk about stories I have heard - I can join in with familiar rhymes, songs and patterned stories	- I can retell the key events in stories (with the support of a story map / props) - I am starting to recall facts from non-fiction texts I have heard - I can talk about what has happened in the story so far - I can listen carefully to stories, rhymes, non-fiction and songs	- I can retell key events from stories I have heard - I can describe the key events in detail (using story language) - I can recall facts from a non-fiction book - I can say what might happen next, linked to other similar stories - I can talk about stories, rhymes, non-fiction and songs	- I can explain what I have read or has been read to me - I can retell familiar stories - I can recall facts from information texts that have been read to me / I have read - I can say what I think might happen next - I can use new vocabulary throughout my play
Early Learning Goals	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipates (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.							
Links to Year 1 curriculum	- Develop their skill and abilities to comprehension within familiar stories and pictures in illustrated stories - Develop a knowledge of a range of stories and ability to retell them - Recognise books have knowledge to help them learn - Listen to others expressively tell stories							

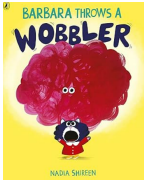
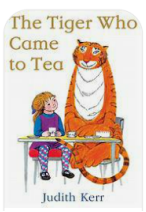
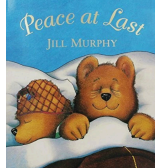
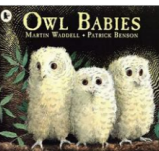
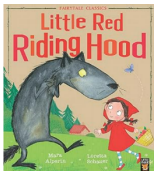
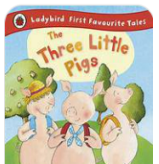
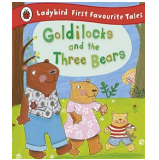
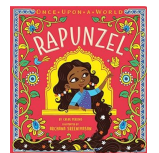
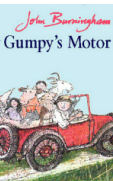
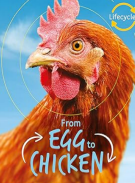
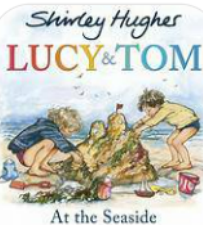
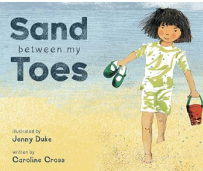
Literacy

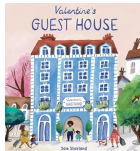
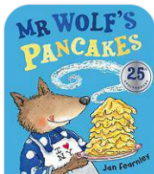
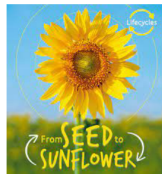
(following the Little Wandle SSP Programme from week two of Reception and Foundations for phonics from Autumn 2 of Nursery 2)

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery Spring	Nursery Summer	Reception baseline	Reception Autumn	Reception Spring	Reception Summer
Word Reading 	I can notice print, e.g. familiar logos, first letter of my name, own name, 'mum'	I show an understanding of letters and print e.g. page sequencing, book parts, etc. I am starting to notice rhyme and can clap syllables I can find my own peg label (recognition of my name)	I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables	- I can recognise my name out of a selection of name cards - I can read and recognise Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) - I can read and recognise Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) - I can blend sounds together to read words (cvc words, words ending in -s) using the taught sounds - I can read a caption and short sentence - I can read a book matched to my phonic ability	I can read and recognise Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) - I can read and recognise Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) - I can read words with double letters - I can read some longer words by 'chunking up' - I can recognise taught digraphs in words and blend the sounds together - I can read sentences containing Phase 3 Tricky Words and digraphs	- I can read and recognise Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) - I can read and recognise Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) - I can read longer words Inc. compound words - I can read longer sentences - I can read words with short vowels and adjacent consonants - I can read words ending in suffixes: er, est, ing, ed
ELG	Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.							
Links to Year 1 NC	- Be at an expected level in phonics scheme – secure phase 4 - Developing their skills and abilities to retell and comprehend within familiar stories, and from pictures in illustrated stories. - Recognising that books have information that helps them to learn. - Learning that stories and books can put them in imaginary worlds full of adventure and excitement.							

Reception Writing Progression (texts and broad themes ready for 2026-2027)

Early learning goals for writing: I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad theme	Regulate Me / Houses and Homes / Autumn	Night and Day / Autumn / Winter	Tell Me A Story / Winter	Transport: How do we get from A to B? Spring	Growing Things / Spring	The Seaside / Hot Climates / Summer
Possible Key text/s: (Fiction Non-fiction)	    	    	    	    	    	   

Poetry (performance)	 All About Me Ten little fingers, Ten little toes, Two little ears, And one little nose. Two little eyes That shine so bright: Two little lips To kiss you goodnight. 	 Poppy Poppy Poppy poppy what do you say? Wear me on Remembrance Day. Poppy poppy what do you tell? Many soldiers in battle fell. Poppy poppy what should we know? That peace on earth should grow, grow, grow. 	 Pancakes Mix a pancake, Stir a pancake, Pop it in the pan. Fry a pancake, Toss a pancake, Catch it if you can.	 Transport Poem Take a bus Or take a train Take a boat Or take a plane Take a taxi Take a car Maybe near or maybe far Take a rocket to the moon But be sure to come back soon!	 A Little Seed A little seed for me to sow A little soil to make it grow A little hole, a little pat, A little wish, and that is that, A little sun, a little shower. A little while - And then, a flower! 	The Sun Cream Song (Sing to the tune of '1, 2, 3, 4, 5 Once I Caught a Fish Alive'.) 1, 2, 3, 4, 5, make sure sun cream is applied. 5, 4, 3, 2, 1, out we go into the sun. Why do we rub it in? It's protection for our skin. Which children need it on? Everyone who's in the sun! 
Gross motor skills	Using Flipper Flappers I am beginning to make up, down, circle, hump, hook, standup straight 8, cross over mid-line and left and right movements. I can make these movements on a large scale, using a range of mark making equipment: chalks, paint and whiteboard pens.		Repeat and refine: Using Flipper Flappers I can make up, down, circle, hump, hook, standup straight 8, cross over mid-line, left and right movements.		Repeat, refine and master: Using Flipper Flappers I can make up, down, circle, hump, hook, standup straight 8, cross over mid-line, left and right movements.	
Fine motor skills including handwriting	I can make recognisable attempts at letters belonging to the following families using large sized handwriting lines: Straight line family - iltj Coat hanger family - coadgqe Bridge family - nmrhbkp		Repeat and refine: I can form letters belonging to the following families using medium sized handwriting lines: Straight line family - iltj Coat hanger family - coadgqe Bridge family - nmrhbkp Zigzag family - vw		Repeat, refine and master: I can form letters belonging to the following families using small sized handwriting lines: Straight line family - iltj Coat hanger family - coadgqe Bridge family - nmrhbkp Zigzag family - vw	

	Zigzag family - vw Smile family - uy Misfit letters - sfxz I am beginning to use the tripod grip to hold a pencil in handwriting lessons. I know how to nip it, flip it and grip it.	Smile family - uy Misfit letters - sfxz I am beginning to form capital letters. I am beginning to hold my pencil correctly in the tripod grip for all writing tasks, with only occasional reminders from an adult.	Smile family - uy Misfit letters - sfxz I can form capital letters correctly. I can hold a pencil effectively in preparation for fluent writing using the tripod grip. 
Writing composition: word and sentence level <i>Planning, writing and editing.</i>	I can say a sentence out loud and mark make for my review sentence, telling you what it says (pictorial / single letters to represent words) I can write a simple one word label to add to my drawing / work. I can write my first name with some letters correctly formed	I can say a sentence using the past and present tense (mostly) correctly. I can write a caption / phrase or short sentence and tell you what it says. I can say, hold and write a short review sentence. I can write a list. I can write my first name with most letters formed correctly.	I can say a sentence using the past and present tense correctly. I can link my verbal sentence using and, because, but and then. I can say, hold and write one or two sentences which can be read by myself and by someone else. I can write a simple recount (news, narrative) I can write my full name with most letters formed correctly.
Spelling	I can use my sound chart to find the correct Phase 2 grapheme to help me spell cv and cvc words. I can use my phonic knowledge to spell words in a simple dictated caption.	I can spell cvc words accurately using Phase 2 GPC's. I can use my sound chart to find the correct digraph to help me spell a Phase 3 word.	I can spell cvc, cvcc and ccvc Phase 3 words. I can spell phase 3 tricky words I can spell Phase 4 tricky words. I can spell some Phase 4 words containing consonant clusters.

		I can spell Phase 2 tricky words. I can use my phonic knowledge to spell words in a dictated phrase / short sentence.	I can use my phonic knowledge to spell words in a dictated sentence.	I can use my phonic knowledge to spell words in a longer dictated sentence.
Punctuation	I know that a full stop goes at the end of a sentence and I can tell you when I need to use one (orally) at the end of my review sentence.	I know that a full stop goes at the end of a sentence and I can include one at the end of my review and dictated sentence. I can use a capital letter for 'I' and for my own name. I am beginning to use a finger space between each word.	I can use a full stop correctly at the end of my review sentence dictated and self-composed sentences. I can use a capital letter correctly at the start of each sentence. I can use a finger space between each word.	

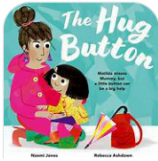
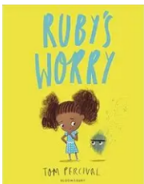
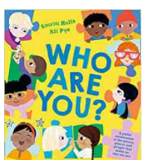
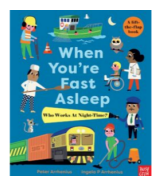
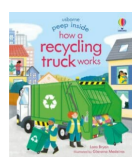
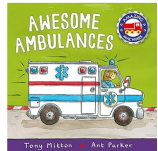
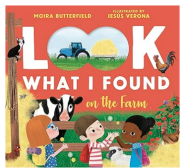
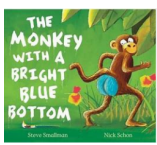
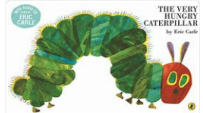
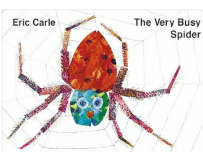
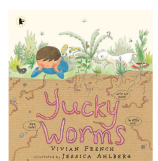
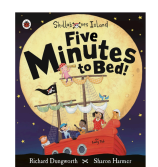
What early writing may look like across the Reception phase...

Early Phonemic Stage	Beginning Sounds Random and Initial Consonants	Initial and Final Sounds Appear	Vowel Sounds Appear and Evidence of Tricky Words	All Syllables Represented	Inventive Spelling	Multiple Related Sentences with Many Words Spelled Correctly
There is an awareness of print in the environment, copied from the children's surroundings, without understanding what the words are.	The beginning and ending letters are used to represent words.	The beginning and ending letters are used to represent words. Children start to write simple sentences using tricky words and initial sounds.	Medial sounds may initially be written as a consonant. Vowels begin to appear. Tricky words are used.	The child hears the beginning, middle and ends sounds. Spaces between words.	More sounds per word written, including the vowels. Some conventional spelling patterns may appear.	Whole sentence writing develops. Some real spelling of words and spelling patterns appear. Punctuation is beginning to appear.

Nursery Writing Progression (texts and board themes ready for 2026-2027)

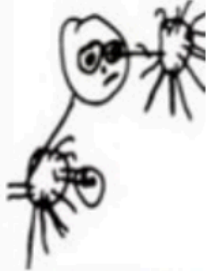
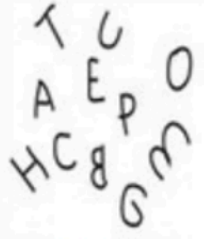
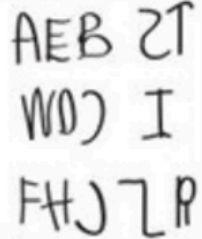
I can 'write' some familiar letters, e.g. from my name. I can orally segment words and identify the initial sound in words. I can apply some print knowledge to my emergent writing.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad theme	Regulate Me / Me and My Family / Autumn	Space / Toys Autumn/Winter	Bears / Frozen Planet Winter	People Who Help us / Superheroes	Down on the Farm /Walking Through The Jungle / Spring	Mini-Beasts Summer / Pirates

Key text/s: (Fiction Non-fiction)	    	     	 <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury   	     	     	     
Foundations for Phonics (Little Wandle)	Nursery rhyme time Twinkle Twinkle Little Star Hey Diddle Diddle Hickory Dickory Dock Pat a Cake Wind the Bobbin Up	Nursery rhyme time Round and Round the Garden One, Two Buckle My Shoe The Grand Old Duke of York Humpty Dumpty	Nursery rhyme time The Wheels on the Bus Down At The Station Row Row Row Your Boat Ring a Ring A Roses Baa Baa Black Sheep	Nursery rhyme time Jack and Jill Miss Molly Had a Dolly A Sailor Went to Sea 1,2,3,4,5 Once I Caught A Fish Alive Mary Mary Quite Contrary	Nursery rhyme time Revisit rhymes from previous terms (due to chn starting at different points) Hearing the initial / final sound in words and	

	Hearing the initial sound in words and names s a t p i n Oral blending (cvc) with s a t p i n	Incy Wincy Spider Hearing the initial sound in words and names m d g o c k e Oral blending with m d g o c k e and a wider range of cvc words	Hearing the initial sound in words and names u r h b f l j Oral blending with u r h b f l j and a wider range of words	Hearing the initial sound in words and names v w y z q u c h Oral blending with v w y z q u c h and a wider range of words	names ck x sh th ng nk Oral blending with ck x sh th ng nk and a wider range of words
Gross motor skills	Using Flipper Flappers I am beginning to make up, down, circle, wiggle and shake movements.	Repeat and refine: I can make up, down, circle, wiggle and shake movements with increasing control and strength		Repeat and refine: I can make strong and controlled up, down, circle, wiggle and shake movements.	
Fine motor skills	I can make marks with a variety of materials e.g. sticks in mud, flour, paint, chalks.	I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.		I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I can write some letters with good formation e.g. the letters from my name, 'm' for mum	
Writing composition: word and sentence level <i>Planning, writing and editing.</i>	I can compose a short sentence / phrase orally for plan and do time, e.g. 'I go snack', which may not be correct in grammar but will be remodelled by the adult.	I can compose a simple sentence orally during plan and do time e.g. I am going to have snack (still may not always be correct in grammar.)		I can use a sentence of 4-6 words, e.g. Can I have more milk please? I can compose a simple sentence orally in Plan and Do time saying where I am going to play and where I have been playing, e.g. <i>I am going to the home corner. I played in the home corner.</i>	

Pre-Phonemic Stage:

Pictures	Random Scribbling	Scribble Writing	Symbols that Represent Letters	Random Letters	Letter Strings	Letter Groups
 The picture tells a story to convey a message, as described by the child.	 The starting point of the 'writing' begins at any point of the paper.	 The writing is progressing from left to right. It is written in linear fashion to mimic real writing.	 Letters and symbols are imitated.	 Random letters are written with no true meaning and there is no relationship between the sounds written and what the child is saying.	 Letter strings progress from left to right and move down the page as the child 'reads' their writing.	 The letters are grouped and separated by spaces to resemble real worlds.

What emergent might look like across the nursery phase...

Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
Number and numerical patterns Shape Space and measure 123 	I can take part in finger number rhymes. I can show counting like behaviour. I enjoy counting in everyday contexts but may miss out or muddle number sequences. I notice numbers around them, both inside and out.	I can collect objects to compare amounts I can make comparisons of amounts I can look for, compare and talk about collections of large and small amounts I can make collections large, small and the same. I can explore and play with shapes I can show interest in simple differences between shapes I can put shapes and blocks into position I can select shapes for a reason I can explore natural shapes and objects I can find and collect objects for a purpose I can hear number names in songs and rhymes I can join in saying some number names I can say some number names in order going forwards I can say some numbers names in order counting backwards I can copy the sequence then say 1, 2 and 3 when counting I can copy fingers to say 1, 2, 3 when counting I can count actions I can recognise 1, 2, 3 amounts in books / the environment I can join in with repeats and repeated actions in songs and stories	I can respond correctly to simple positional language. I can recognise when two objects are the same Shape. I can use words to describe shapes, e.g. curvy, flat I can sort shapes. I can copy fingers to show 1, 2 and 3 objects in stories and rhymes I can make actions and move fingers when saying counting words I can count up to 3 objects. I can notice number symbols as labels 123. I can complete more complex inset jigsaws I can move into simple positions I can follow a simple route I can explain pattern arrangements I can take out 1, 2 or 3 objects from a group. I can count 3 objects with one to one correspondence I can match shapes I can talk about arrangements of shapes I can follow a route Outside.	I can recognise repeats in songs and rhymes I can create my own repeating pattern in art I can complete shape match puzzles and jigsaws I can match objects to pictures / shadows I can clap in time to a beat I can copy, repeat and continue AB patterns I can match dot patterns to 3 I can play a subitising game I can listen to sounds and represent the number of sounds with my fingers I can sing number rhymes up to 5 I can move and count objects to 5 I can show fingers to 5 I can count up to 5 objects with one to one correspondence I can match numeral to amount to 5. I can continue and create AB patterns I can notice an error in a pattern I can build constructions with enclosures	I can match pictures and objects I can identify a set and sort objects into type I can explore sorting techniques and create sorting rules I can compare amounts I can compare size, mass and capacity I can explore, copy, continue and create simple patterns. I can find, subitise and represent amounts 1, 2 and 3. I can find one more and one less than 1, 2 and 3 I can find ways of composing 1, 2 and 3 I can identify and name circles and triangles I can compare circles and triangles I can identify shapes in the environment I can describe position I can recognise, subitise and represent 4 and 5. I can find one more and one less than 4 and 5 I can find ways to compose numbers to 5. I can identify and name shapes with 4 sides I can recognise 4 sided shapes in the environment I can sort events / activities into daytime or night time	I understand the concept and value of zero I can find, subitise and represent amounts to 5 I can find one more and one less than a number to 5. I can find different ways to compose amounts to 5. I can conceptually subitise to 5 I can compare mass I can say when two objects balance I can explore and compare capacity I can find and represent 6, 7 and 8 I can find one more and one less than an amount to 8 I can explore different ways to compose 6, 7 and 8 I can say if a number to 8 is odd, or even I can find and make doubles up to 8 I can combine two groups and know how to find the total I can explore and compare length using non standard units I can explore and compare height using non standard units I can order and sequence events I can use the language of time: minutes, seconds, hours I can recognise 9 and 10 I can compare amounts to 10 I can represent 9 and 10 in different ways I can conceptually subitise 9 and 10 I can find one more and one less than an amount to 10 I can find bonds for 10 (using 2 and 3 numbers)	I can represent numbers 10-20 using a ten and the correct number of ones. I can count beyond 20. I can count on in steps of 2, 5 and 10 I can add more and find the total I can take away and say how many are left I can select shapes for a purpose I can rotate and manipulate shapes I can compose and decompose shapes I can explore sharing and grouping I can find out if a number is odd or even by sharing I can build doubles up to double 10 I can create and explore patterns and pattern rules I can describe position I can create own maps of familiar places

		I am developing a sense of my daily routine I can say what happens next (in my daily routine) I can make an arrangement in art.	I can recognise dot patterns of 1, 2 and 3 I can make large and small collections the same I can recognise when two collections are the same	I can count up to 5 objects from a larger group I can label objects up to 5 I can show fingers to 5 I can mark make to represent an amount up to 5. I can sort objects by simple attributes		I can find and make doubles up to 10 I can say if a number to 10 is odd or even. I can recognise and name 3D shapes I can find 2d shapes within a 3d shape I can recognise 3D shapes in the environment I can copy and continue patterns I can recognise patterns in the environment.	
Early Learning Goal	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.						
Year 1 NC links	- To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100 - To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition and subtraction) To know the names of simple 2D and 3D shapes and their properties - To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language. - To use a range of mathematical vocabulary - To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100 - To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition subtraction) * To know the names of simple 2D and 3D shapes and their properties. To understand shapes can be combined. - To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language. - To use a range of mathematical vocabulary						

Understanding the World

	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception Baseline	Reception Autumn	Reception Spring	Reception Summer
Past and Present	I can show I know who I am in terms of preferences, e. g I like.... but I don't like...	I can talk about myself and my immediate family	I can talk about some of the ways I have changed over my life	I can talk about some of my own and my family's history (grandparents, parents, etc.)	- I can name some members of my family and talk about them - I can talk about myself and some of the ways I have changed since I was a baby.	- I can talk about the changes that have happened to me throughout my life so far - I can talk about my family and people in the community and their roles - I am becoming more aware of the past linked to myself and my family - I can talk about what I can see in pictures of the past	- I can talk about changes that have happened within my family's lifetimes, e.g. talking to grandparents about toys etc - I can talk about the past (e.g. dial telephone, no iPad) using photos and physical artefacts - I can talk about the past from what I have seen in stories and picture books and how this is different / the same compared to nowadays	- I can talk about the lives of people I am familiar with - I can talk about the roles of people in society - I can tell you some similarities and differences between the past and now (toys, homes, holidays) - I can talk about the past using books and stories, talking about the characters settings and events.
ELG	Talk about the lives of people around them and their role in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books and story telling							
Links to Year 1 NC	Use vocabulary associated with the past. Use past tense when speaking about things that happened in the past Talk about the order of events in a range of experiences or stories Understand that things can change, similarities and differences.							

Understanding the World

	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception Baseline	Reception Autumn	Reception Spring	Reception Summer
People, Cultures and Communities	I can start to notice some of the differences between people	I can talk about different occupations and job roles	- I can name other countries in the world - I am positive about the differences between people	I can talk about the differences I have seen in people, countries and communities from observations, photos and stories	- I can explore the world around me with all my senses - I am accepting and positive about the differences I notice between people in the stories I hear and the people around me - I know there are different countries in the world (Picture News, stories)	- I can make detailed observations of the world around me, thinking about my senses – touch, hear, see, taste and smell - I am starting to explore the natural world around me - I can talk about how different people celebrate - I can respond to stories and pictures to talk about differences in life in other countries	- I can explore and talk about the natural world using what I know from stories and non-fiction texts - I can draw information from a simple map - I can talk about some special places for people in our and other communities - I can notice and talk about the difference in lives in other countries	- I can describe the school environment using what I know from observation, discussion, stories, non fiction and maps - I can talk about religion and culture within the UK (See specifically RE PLANNING) - I can talk about what is the same and different in life in this country and in other countries
RE (North Lincs Agreed Syllabus) Reception only			Reception Autumn 1 LAS Myself I know that some people belong to a religious group (Christians, Muslims and Jewish)	Reception Autumn 2 LAS Special People I know the people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc. Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?	Reception Spring 1 LAS Our Special Books I can respond to stories from religions and I know that there are some important books for members of a religious group (Bible, Qur'an, Torah Scrolls)	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? I know that Christians remember Jesus' last week at Easter. I know that Jesus' name means 'He saves'. I know that Christians believe Jesus came to show God's love.	Creation UC F1 (core) Why is the word 'God' so important to Christians? I know that the word God is a name. I know that Christians believe God is Creator of the universe. I know that Christians believe God made our wonderful world and so we should look after it.	Reception Summer 2 Our Beautiful World I know that there are different stories about creation and beliefs about the natural world, e.g. the duty to care for the environment.

				I know that Christians try to show love to others.		
ELG	I can explore my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps I know some similarities and differences between different religious and cultural communities in the United Kingdom, drawing on my experiences of what has been read. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps					
Links to Year 1						

Understanding the World								
	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception Baseline	Reception Autumn	Reception Spring	Reception Summer
The Natural World 	I can explore natural and man-made materials with support from an adult to narrate	I can talk about natural materials using a wide vocabulary linked to all my senses	I can show care for my environment and plant seeds and care for growing plants	I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants	- I can talk about what I can see outside using a growing vocabulary - I can change materials, e.g. mixing paint, adding water to flour to make playdough	- I can describe what I can see, hear and feel outside - I can talk about the area I live in - I can talk about the weather - I can recognise and name some signs of Autumn/ Winter in terms of weather, plants and trees, animals, clothing and human activity - I can talk about the forces I feel, e.g. push, pull - I can talk about the differences in materials	- I can describe animals and plants (from both photos and real life experiences) - I can describe my own environment and local area - I can describe another environment, e.g. desert, Arctic - I can talk about the weather linked to seasonal change - I can talk about changes, e.g. freezing, melting, linked to what I see outdoors - I can recognise and name some signs of Spring in terms of weather, plants and trees, animals, clothing and human activity	- I can explore the natural world around me - I can make observations of animals and plants - I can compare and contrast the natural world around me with different environments - I can talk about some of the changes in the natural world (seasons, states of matter) - I can recognise and name some signs of Summer in terms of weather, plants and trees, animals, clothing and human activity

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,. Understand some important processes and changes in the natural world around them.
Links to Year 1 NC	- To use and understand simple vocabulary related to objects, people, animals and plants. - To explore, compare and ask questions about the World including weather, materials and changes of state. (similarities and differences) To understand where to find answers.

Expressive Arts and Design								
Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception Baseline	Reception Autumn	Reception Spring	Reception Summer
Creating with Materials	I can use and explore materials for large and small scale art, e.g. drawing, painting, sculpture	I can use different art materials and am starting to refine my ways of creating art	I can use self chosen materials to create my own ideas	I can use a range of art materials, joining and colour mixing purposefully and freely	- I can join materials together (folding, tape, glue) - I can explore art materials and colour mixing freely - I can develop my own ideas for art and talk about them - I can develop my own stories linked to what I know through role play and small world play	I can use various tools for art work and design, e.g. playdough tools, scissors, hole punch I can select my own art and design materials to create with I can tell others what my art work is and signal key parts, e.g. this is a painting of mummy. This is her hair,,,,, I can retell parts of familiar stories using puppets / props - one object to represent another	I can use scissors and one handed tools to create art safely and more accurately I am able to combine different techniques, e.g. junk modelling and paint, to create art I can talk about my art work and designs and the materials and techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know	- I can safely use tools - I can use a range of materials and joining techniques - I can design art / a product and think about colour, texture and function - I can explain what I have made and talk about how I made it - I can use props and materials when I make role playing familiar stories
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.							
Year 1 NC links	To confidently use one handed tools including scissors and mark making implements To understand how to keep safe when using tools. To know how to look after resources. To Know colour names and what happens when primary colours are mixed							

Expressive Arts and Design								
Skill	Nursery 1 / Nursery 2 on entry	Nursery 2 Autumn	Nursery 2 Spring	Nursery 2 Summer	Reception Baseline	Reception Autumn	Reception Spring	Reception Summer
Being imaginative	- I enjoy joining in with songs, rhymes and music - I am beginning to make rhythmic sounds, e.g. banging a drum. - I can express my ideas through play, in particular pretend play	- I can use different art materials and am starting to refine my ways of creating art - I can remember and sing a range of familiar songs - I can explore the different sounds musical instruments make - I can engage in simple pretend play, using some objects to represent others	- I can use self chosen materials to create my own ideas - I can sing my own created songs and make my own pitch, melody and tone - I can play untuned musical instruments with greater control and purpose - I can create more complex small world set ups to adapt and create stories	- I can use a range of art materials, joining and colour mixing purposefully and freely - I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm - I am starting to develop my own stories linked to what I know through role play and small world play	- I can use my imagination in play to help me role play and create small world set ups - I can remember and sing songs - I can match the melody and pitch of others	- I can recount and retell familiar stories with my friends and adults (small world / role play) - I can role play imaginary scenarios, linked to experiences - I know some popular songs and can sing them with some prompts from an adult	- I can adapt well known stories and narratives and small world / role play them with others - I can use what I know and have read to help create my own stories - I can sing well known songs in a group or alone and match the pitch and melody - I can listen carefully to music and start to move to it	- I can adapt and recount narratives and stories with my friends and adults - I can invent my own stories - I can sing a range of well known nursery rhymes - I can sing some familiar songs - I can perform songs rhymes, poems and stories alone and with others - I can move in time with music

Reception only	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit	Me! Learn to sing nursery rhymes and action songs: Pat-a-cake 1,2,3,4,5 Once I caught a fish alive Five Little Ducks Name song Things for fingers Share and perform	My Stories Learn to sing nursery rhymes and action songs I'm a little teapot The Grand Old Duke of York Ring O'Roses Hickory Dickory Dock Not Too Difficult The ABC song Share and perform	Everyone! Learn to sing nursery rhymes and action songs Wind the bobbin up Rock a bye baby Five little monkeys jumping on the bed Twinkle Twinkle If You're Happy and You Know it Head, Shoulders Knees and Toes Share and perform	Our World Learn to sing nursery rhymes and action songs Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey Share and perform	Big Bear Funk Learning to sing Big Bear Funk Playing instruments within the song Improvisation using voices and instruments Riff based composition Share and perform	Reflect, Rewind and Replay Listen and appraise Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff based composition Share and perform
	- Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music (pulse, timbre, temp, pitch)					

	• Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place
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ELG	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) move in time with music
KS1 Readiness	• To be familiar with a good amount of nursery rhymes • To know a range of instruments and how to play them. To explore sound including beat, pitch and pulse Explore and appreciate music through dance, singing and putting music to narratives.

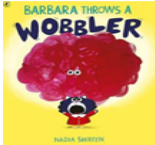
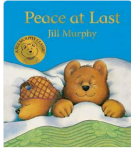
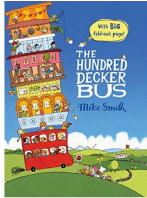
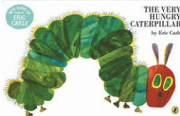
Real Life Skills taught over the duration of EYFS

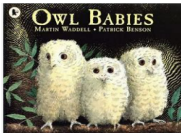
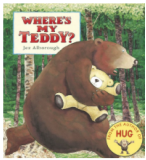
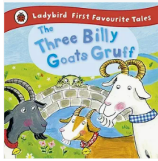
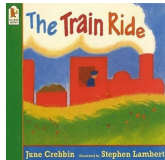
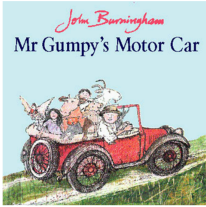
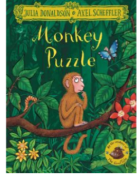
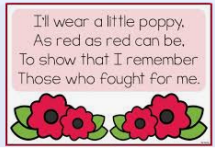
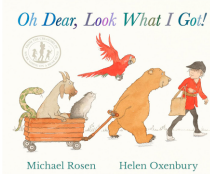
Peel fruit	Put shoes on the correct feet	Get dressed (including Puddle Suit)	Pour water from a jug into a cup	Use a knife to spread	Use cutlery to eat a meal
Wash and dry hands	Zip and unzip a coat	Do up and undo buttons	Make toast	Make playdough	Recycle: plastic, paper, food
Wash and dry up my pots	Tidy up after I have played with a resource.	Recognise (using a urine chart) when I need to drink more water	Pour my own cereal and milk		

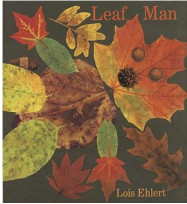
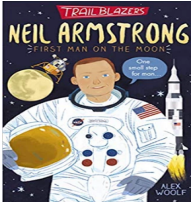
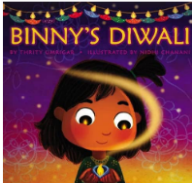
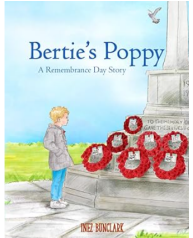
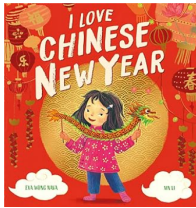
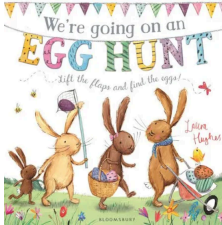
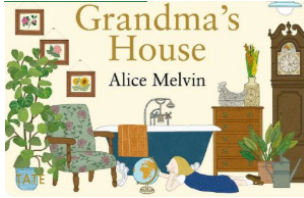
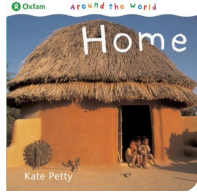
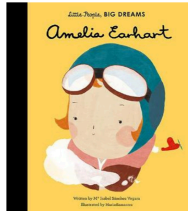
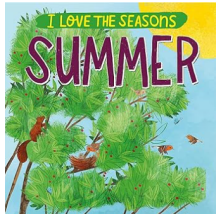
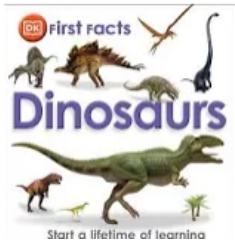
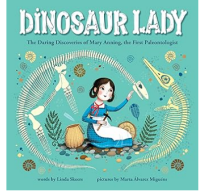
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Long Term Planning: 2025 - 2026 (current mixed age cycle)

2025 - 26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Nursery possible texts to support the teaching of CLL and Literacy skills	Regulate me / Autumn  	Night and Day / Space/ Winter  	Bears  	Traditional Tales / Spring  	Transport: How do we get from A to B?  	Insects and mini-beasts / Summer / Where in the world is Africa?  

Poetry <u>Texts used to support the teaching of skills linked to UtW (PCC, TNW, P+P)</u>	   	   	   	  	 	   
	Nursery rhymes		I'm a little bear cub Soft and brown Here is my den Where I can be found When the winter's over Hear me shout "Spring is here, It's time to come out!" 	Pancakes Mix a pancake, Stir a pancake, Pop it in the pan. Fry a pancake, Toss a pancake, Catch it if you can.		The Sun Cream Song (Sing to the tune of "1, 2, 3, 4, 5 Once I Caught a Fish Alive".) 1, 2, 3, 4, 5, make sure sun cream is applied. 5, 4, 3, 2, 1, out we go into the sun. Why do we rub it in? It's protection for our skin. Which children need it on? Everyone who's in the sun! 

	  	   	   	  	   	  
Possible hooks and experiences linked to broad theme / season	Baking bread Autumn walk	Ready for bed day Making hot chocolate	Bring your Teddy Bear to school day. Winter walk	Spring Walk	Visit to the Street life Museum in Hull Local transport survey	Lion Learners mini-beast experience Insectlore caterpillar to butterfly net Making ice lollies
Reception phonics (Little	GPC's Phase 2 s a t p i n m d g o c k c k e u r h b f l	GPC's Phase 2 ff ll ss j v w x y z zz qu s (at the end of a word)	GPC's Phase 3 ai ee igh oa oo oo ar or	GPC's Phase 3 review er air	GPC's Phase 4 short vowels CVCC, CVCC, CCVC, CCVC CCCVC,	GPC's Phase 4

Wandle Letters and Sounds)	Tricky words is I the	ch sh th ng nk z as s (at the end of a word - his, bags) Tricky words as and has his her go no to into she he of we me be	ur ow oi ear air er dd mm tt bb rr gg pp ff Longer words with Phase 3 GPC's Tricky words was you they my by all are sure pure	Words with double letters: ll, nn, bb, mm, gg, rr, dd, pp, tt Words with two or more digraphs, words ending in -ing, compound words, Words ending in s / es making the /z/ sound Tricky words Review all previously taught	CCCVCC, longer words and compound , root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words said so have like some come love do were here little says there when what one out today	long vowel sounds, Phase 4 words ending –s /s/, –s /z/, –es longer words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Tricky words Review all previously taught
Nursery Foundations for Phonics	<u>Nursery rhymes</u> <i>During the first half term sing and repertoire build any of the nursery rhymes children will be working with later in the school year.</i>	<u>Nursery rhyme time</u> Twinkle Twinkle Little Star Hey Diddle Diddle Hickory Dickory Dock Pat a Cake Wind the Bobbin Up Hearing the initial sounds in words and names s a t p i n m Oral blending with s a t p i n m	<u>Nursery rhyme time</u> Round and Round the Garden One, Two Buckle My Shoe The Grand Old Duke of York Humpty Dumpty Incy Wincy Spider Hearing the initial sound in words and names: d g o c k e Oral blending with m d g o c k e and a wider range of cvc words	<u>Nursery rhyme time</u> The Wheels on the Bus Down At The Station Row Row Row Your Boat Ring a Ring A Roses Baa Baa Black Sheep Hearing the initial sound in words and names u r h b f l j Oral blending with u r h b f l j and a wider range of words	<u>Nursery rhyme time</u> Jack and Jill Miss Molly Had a Dolly A Sailor Went to Sea 1,2,3,4,5 Once I Caught A Fish Alive Mary Mary Quite Contrary Hearing the initial sound in words and names v w y z qu ch Oral blending with v w y z qu ch and a wider range of words	<u>Nursery rhyme time</u> Revisit nursery rhymes Hearing the initial / final sound in words and names qu ch ck x sh th ng nk Oral blending with ck x sh th ng nk and a wider range of words
Reception Maths Units (following White Rose Maths)	Weeks 1 and 2: Reception Baseline Match, Sort and Compare Measures and Patterns It's Me: 1,2,3	It's Me: 1,2,3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7 and 8 Length, Height and Time	Length, Height and Time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping	Sharing and grouping Visualise, build and map Make connections

Nursery Maths Units (following White Rose Maths)	Weeks 1 and 2: Nursery Baseline Comparison 1: More than, Fewer than, The Same Shape, Space and Measure 1: Explore and Build with Shapes and Objects Pattern 1: Explore repeats	Counting 1: Hear and Say Number Names Counting 2: Begin to order number names Subitising: I see 1, 2, 3 Pattern 2: Join in with repeats	Shape, Space and Measure 2: Exploring Position and Space Subitising 2: Show me 1, 2, 3 Counting 3: Move and Label 1, 2, 3 Shape, Space and Measure 3: Explore Position and Routes	Pattern 3: Explore own first patterns Counting 4: Take and Give 1, 2, 3 Shape, Space and Measure 4: Match, Talk, Push and Pull Subitising 3: Talk About Dots Comparison 2: Compare and Sort Collections	Pattern 4: Lead on own repeats Shape, Space, Measure 5: Start to puzzle Pattern 5: Making Patterns Together Subitising 4: Make Games and Actions	Counting 5: Show me 5 Pattern 6: My own pattern Counting 6: Stop at 1,2,3,4,5 Comparison 3: Match, Sort, Compare
PSED	Jigsaw Being Me In My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
PE Reception	Introduction to PE (Unit 1)	Fundamentals (Unit 1)	Dance (Unit 1)	Gymnastics (shape, strategy, balance & rolls - unit 1)	Ball Skills (Unit 1)	Games (Unit 1)
Music (Reception - Charanga)	Me! Learn to sing nursery rhymes and action songs Pat-a-cake 1,2,3,4,5 Once I caught a fish alive Five Little Ducks Name song Things for fingers	My Stories Learn to sing nursery rhymes and action songs I'm a little teapot The Grand Old Duke of York Ring O'Roses Hickory Dickory Dock Not Too Difficult	Everyone! Learn to sing nursery rhymes and action songs Wind the bobbin up Rock a bye baby Five little monkeys jumping on the bed	Our World Learn to sing nursery rhymes and action songs Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels on the Bus	Big Bear Funk Learning to sing Big Bear Funk Playing instruments within the song Improvisation using voices and instruments Riff based composition Share and perform	Reflect, Rewind and Replay Listen and appraise Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff based composition Share and perform

		The ABC song	Twinkle Twinkle If You're Happy and You Know it Head, Shoulders Knees and Toes	The Hokey Cokey		
RE Reception	LAS Unit Myself	LAS Unit Special people to me Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?	LAS Unit Our special books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1 (core) Why is the word 'God' so important to Christians?	LAS Unit Our beautiful world