

'The Early Years Foundation Stage (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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'



This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. Teachers in Reception will use this document to plan Themed Learning Overviews which identify, more specifically, the content of the project learning and what children at the expected standard will know.

What hook books do we use to support this learning?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour monster Colour monster goes to school What makes me a me Elmer Owl babies Rainbow Fish	Room on the Broom Remember Remember Stick Man Gingerbread Man Jolly postman	Supertato Supertato valley of doom Supertato Veggies assemble Superworm My Mum the Superhero	Dear Zoo What the Ladybird Heard Monkey Puzzle Lost and Found The Tiger who came to tea	The Hungry Caterpillar The Enormous Turnip Little Acorn Jack and the Beanstalk The Tiny Seed	Clem and Crab Here We Are Pirates Next Door What the Ladybird Heard at the Beach Chip

Communication and Language

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.

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. Area Autumn 1 Autumn 2 Spring 1 Spring 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Listening, Attention and Understanding</p>	<p>To follow our class rules and know what these mean.</p> <p>To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>To begin to understand how and why questions – looking at what questions are.</p>	<p>To answer questions to find out more – the use of Mr and Mrs Monkey to support this.</p> <p>To follow a story without pictures of props.</p>	<p>To understand a range of complex sentence structures.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>To have conversations with adults and peers with back and forth interactions.</p>
<p>Speaking</p>	<p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To be able to ask for help when needed to an appropriate adult.</p> <p>To communicate feelings through support of the colour</p>	<p>To learn new vocabulary linked to the themes learning.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>To answer questions in front of a whole class.</p>	<p>To answer questions to find out more – the use of Mr and Mrs Monkey to support this.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>To talk in sentences using a conjunction</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>To have conversations with adults and peers with back and forth interactions.</p>	<p>To talk about why things happen.</p>	<p>To talk to a range of adults around the school.</p> <p>To talk in sentences using a range of tenses.</p>

	monster story and board in classroom. Use longer sentences of four to six words.	Describe events in some detail.	e.g. and or because. Use new vocabulary in different contexts.			
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Personal, Social and Emotional Development

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.

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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.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Regulation	Beginning to understand our class rules and follow rules of the school, understanding why they are important.	Able to follow our class rules and rules of the school, remembering why they are important.	Remember rules without needing an adult to remind them. To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions with support from adults in the room and through our colour monster. To continue to consider the needs and feelings of others.		To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.
Managing self	Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Understand gradually how others might be feeling.	To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zipper on a coat. To independently manage to fasten button.	To identify and name healthy foods. To understand the importance of healthy food choices.	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support.	To show a 'can do' attitude to change and transition
Making relationships	Become more outgoing with unfamiliar people, in the safe context of their setting.	Play with one or more other children, extending and elaborating play ideas.	To begin to work as a group with support from adults. To take turns during group work and when	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. To communicate with	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To

			playing games together.		a range of people within school.	have developed strong friendships
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Physical Development

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.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross motor		Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Being able to put a coat on independently and beginning to do a zip up without adult support by being shown.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions	Further develop the skills they need to manage the school day successfully, <ul style="list-style-type: none"> • lining up and queuing • mealtimes 	
Fine motor	Show a preference for a dominant	Have decided which hand they are using when	Use a comfortable grip with good control when	Develop their small motor skills so that they can use a		Develop the foundations of a handwriting style

	hand and how they hold a pencil.	writing and to be taught how to hold a pencil with a pinchy pencil grip.	holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.	range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		which is fast, accurate and efficient.
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Literacy

ELG Comprehension

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

ELG Word Reading

- ☑ 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.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To	Engage in extended conversations about stories, learning new vocabulary.	To role play and act out stories they have heard. To begin to understand the	To begin to predict what might happen next in a story.	To answer questions about what they have read.	To know information can be retrieved from books.

	independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them.	sequence of a story, identifying the beginning, middle and end.	To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.	To use vocabulary that is influenced by their experience of books.	To use a book to find the answer to a given question.
Word Reading	Baseline – how many sounds do they recognise/oral blend/blend etc.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	
Separate RWI plan to support word reading and writing.						
Writing	Look to see if children can come into school and write their names.	Write some letters accurately.	To work on trying to form lower case letters correctly, from the correct	Re-read what they have written to check that it makes sense.	To write sentences using finger spaces and full stops.	To write sentences using a capital letter, finger spaces and a full stop.

	Write some or all of their name.	To write words and labels using taught sounds. To begin to write captions using taught sounds.	starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly.	To understand that sentences start with a capital letter and end with a full stop.	To begin to write longer words which are spelt phonetically. To begin to form some capital letters correctly.	To begin to read their written work back and check for meaning.
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Mathematics

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.

ELG 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.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Area Autumn 1 Autumn 2 Spring 1 Spring

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5.		To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10.		To recognise numbers to 20.	

	<p>To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.</p>	<p>To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.</p>	<p>To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10. To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.</p>
Number pattern	<p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.</p>	<p>To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10. To find the missing number from a number line. To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together. To take objects away and count how many are left.</p>	<p>To add two given quantities to find the total. To subtract a one digit from another one digit number. To count to 20. To order numbers to 20. To double numbers up to 10. To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To find half of numbers up to 10. To share quantities equally.</p>

Understanding the World

Past and Present

- ☑ Talk about the lives of the people around them and their roles 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 read in class and storytelling.

People, Culture and Communities

☑ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

☑ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

☑ 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 and changing states of matter.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate

technology and use it within their provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	Begin to make sense of their own life-story and family's history.	To talk about the lives of the people around us. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. To know some similarities and differences between thing in the past and now,	Show interest in different occupations.			To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.

		drawing on experiences and what has been read in class.				
People and Communities	<p>Talk about members of their immediate family and community.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>Name and describe people who are familiar to them.</p>		<p>Show interest in different occupations.</p> <p>Understand that some places are special to members of their community</p>	To know that Christians celebrate Easter.		
The World				<p>Draw information from a simple map.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Know that there are different countries in the world and talk about the</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Explore and talk about different forces they can feel.</p>

				<p>differences they have experienced or seen in photos</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>environment and all living things.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Talk about the differences between materials and changes they notice.</p>
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Expressive Arts and Design

Creating with Materials

- ☑ 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.

Being Imaginative and Expressive

- ☑ Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>To name colours.</p> <p>Use mirrors to help us create a portrait ourselves, as well as our family, such as representing a face with a circle and including details.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore different materials freely, to develop their ideas about how to use</p>	<p>Provide children with a range of materials for children to construct with.</p> <p>To explore different techniques for joining materials.</p>	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue – using junk modelling equipment and different materials.</p>	<p>Colour for purpose, painting pictures to represent what they have learnt from lifecycles and plants.</p>	<p>Join different materials and explore different textures to construct a sinking or boat that floats.</p>

	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>	<p>them and what to make.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>To experiment with colouring mixing.</p>				
<p>Being imaginative and expressive</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to observe children and how they develop storylines in their pretend play.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>To use costumes, songs and resources to act out the Nativity. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Develop storylines in their pretend play using the</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Children retell familiar stories, and add their own narrative to these stories to recreate their own.</p>	

		Using a story stage to support the retell of a story and narrative within their pretend play.				
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