

EYFS Skills and Progression Map

Curriculum Intent:

“Every child deserves the best possible start in life and support to fulfil their potential. A Child’s experience in the early years has a major impact on their future life’s chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use the Duke of Bedford Preschool they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides this assurance.” As a School, we continuously encourage pupils to show Honesty, Empathy, Achievement, Respect and Teamwork in their learning. Through our teaching and learning strategy, we develop pupils’ communication skills, ensuring that they know how to appropriately express themselves and feel heard. By establishing effective and supportive relationships with pupils, the school aims to ensure that pupils feel valued as individuals, are empowered to meet their own needs and enjoy their learning experience whilst accessing the broad EYFS curriculum we have created.

We work hard to provide a nurturing and stimulating environment that provides exciting opportunities, promotes curiosity and challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for children.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.

Curriculum Implementation:

At The Duke of Bedford Preschool and Reception class we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and learn and apply new vocabulary at pace in order to become confident communicators. Children are encouraged to become readers through enjoyment of books and the systematic teaching of phonics through Little Wandle Revised Letters and Sounds, with an emphasis on Phonological Awareness in Preschool and the Little Wandle Foundations activities. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our Preschool environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, garden area, trikes, large play equipment and other resources. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests and learning progression.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Seesaw to engage in their child's learning.

As part of the learning and teaching process, children are assessed daily. Judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

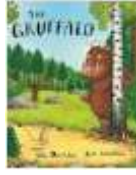
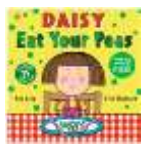
Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the Early Years Foundation Stage. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Reception and onto National Curriculum.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality teaching and the rigour of assessment.

Preschool Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Events	Diwali Harvest Festival Halloween	Bonfire Night Anti-Bullying Week Remembrance Christmas day	Lunar New Year Pancake Day Safer Internet Day	Mother's Day Eid Easter	World Bee Day	Father's Day Sports Day
Key Texts	  	  	  	  	  	  
Vocabulary	Play, teacher, brave, noisy, friend, teacher, happy, sad, angry, scared, mum, dad, brother, sister, Nanny, Grandad, head shoulders, knees, toes, ears, eyes, mouth, nose, family, home, house, harvest, Thorney, preschool, night owl. Nest, branch, feathers, swoop, dark, big, little, dog, skeleton, bones.	story, bonfire, firework, Christmas, celebrate, lamp, pattern, rainbow, birthday, Diwali, Rangoli, Hannukah, family, red, blue, yellow, green, orange, purple, space, rocket, build, forest, cave, prickly, count.	lunar new year, celebrate, food, red, China, dragon, animal, three, porridge, story, wolf, grandma, teeth, woodcutter, basket, cottag, winter, snow, snowflake, seasons.	car, truck, pilot, jeep, motorbike, garage, taxi, helicopter, zoo, wild, fierce, camel, elephant, tall, pet, caterpillar, butterfly, ate/eat, unhealthy, healthy, days of the week cocoon, leaf,	plant, water, sun, grow, soil, compost, roots, seed, watering can, spade, roof, food, rain, sun, cloudy, hot, cold, beginning, end, once upon a time, grow, beanstalk, magic, giant, brave, cow, bear, hunt, thick, deep, long, under, over, through, next to	Sharing, healthy, meals, teatime, dinnertime, like, dislike, taste, wobble, ocean, starfish, octopus, coral, scales, sparkle, lonely, upset, cupboard, café, stripy, tiger, saucepans.
Future Curriculum Links	Reception: Families, bodies, local town Year 1 Science: human body	Reception: Celebrations Reception: Seasons and change, materials.	Reception: farm animals, lunar new year, familiar stories in Aut1	Reception: growing, lifecycles, seasonal change, food Year 1 Science: Animal classification. Year 2 Science: animals and their habitats	Reception: story settings, Year 1: plants and seasonal change	Reception: Healthy eating. Year 1 Science: Animal classification. Year 2 Science: animals and their habitats

Communication and Language – Prime Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others.	To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. To listen to and follow simple instructions.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To begin to use a wide range of vocabulary in the correct context. To listen to traditional stories and join in with repetition. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately.	To listen to familiar stories and retain key vocabulary. To listen to and follow simple instructions and respond to questions appropriately. To talk in short sentences that others can understand. To talk about different transport. To be able to identify the different types of vehicles they see on the road	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting and characters of the story. To be able to use connectives e.g. Once upon a time and then.	To learn and talk about favourite meals and foods. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story with confidence.
Nursery Knowledge	I can join in with familiar rhymes. I can hold a book and turn its pages. I can tell you about some characters in the book as we share it.	I can listen and follow one instruction. I can answer questions on the story we are sharing. I can tell you about the celebrations that are important	I can suggest a rhyme to sing and will join in singing with others. I can sort objects based on their properties. I can remember new words I am learning when talking to others and I will use them in my play.	I can answer questions related to stories I know well and use the key words. I understand simple instructions, questions and commands and know when to follow them.	I can talk about people and places in a story. I know the word character and what it means. I can use my new vocabulary to talk about activities I have been doing.	I use the words I know appropriately to organise myself and my play. I can talk about the characters, settings and story when we share a book together.

	I can sing words clearly so that they are audible. I know that it is OK to talk to others about wants and needs. I can tell you who is in my family.	to me and my family. I can name some festivals I have celebrated at school.	I understand simple instructions, questions and commands and will follow them when asked.	I can tell you what has happened at the start and end of a story. I can tell you what might happen next in a story. I can tell you some different vehicles that I see.	I can have a back and forth conversation with a peer or adult using my new vocabulary.	
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Personal, Social and Emotional Development – Prime Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	To separate from main carer and learn to adapt to the Preschool environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet. To be aware of behavioural expectations in the preschool.	To learn about daily routines and classroom rules. To select and use activities and resources, with some support if needed. To listen to, and follow rules set.	To learn how to share resources and play in a group. To learn to look after resources within the class. To take turns whilst playing and waiting patiently to have a go.	To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set. To learn to look after resources within the class.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To show an awareness of how others may be feeling.	To gain enough confidence to talk to adults and peers. To begin to be assertive towards others where necessary. To begin to find solutions to conflicts. To show an awareness of the importance of oral health.
Preschool Knowledge	I know that the adults will help me. I wash my hands after going to the toilet I know the Preschool rules and can show you them when reminded. I can leave my parent and carer with a wave and support from my key person.	I know that there are some things we do in Preschool that we don't do at home. I can confidently ask adults for support. I use my words to talk about feeling 'happy', 'sad', 'angry' or 'worried'.	I can share and play a game with others. I will tidy up and look after the things I play with. I can wait as I know that when in a group I will get a turn. I know we have Nursery rules.	I can learn in the different areas in the Preschool and explore them safely. I will go to an adult if I need help.	I know that to play nicely it's important to share and take turns. I know that if I am upset, I can use phrases such as "please stop, I don't like that" so that others know how I am feeling.	I know how to talk politely and develop an understanding of what is appropriate. I know that it is OK to challenge others, but I must use kind words and be respectful. I know that people show their emotions in different ways, for example smiling if

	I can choose resources to play with. I can talk about some of the school values.					they are happy, cry if they are sad. I know how to brush my teeth and that it keeps them healthy.
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Physical Development – Prime Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers. To indicate when they need the toilet.	To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence. To hold jugs and containers confidently and pour from one container into another. To begin to put their coats on independently.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.	To begin to hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens. To independently put on their coats, with some support for the zipper and buttons.	To hold the pencil confidently, using the tripod grip and forming some letters and numbers correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pens.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To begin to write their name. To take care of toileting needs independently. To confidently use scissors and other tools safely. To mark make using a comfortable grip when using pencils and pens. To show awareness of healthy food choices and impact on our body.
Preschool Knowledge	I can communicate that I need a nappy change or need to go to the toilet. I know that washing hands is important after using the toilet and before I eat.	I can put my coat on and will try to do buttons and zips when shown. I can move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.	I know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	I know that the pencil needs to be held comfortably and with one hand to form letters and numbers. I know how to use one handed tools effectively.	I can form some letters in my name. I know that snips should be made on the line and the pattern should be followed.	I know how to hold the pencil correctly and also recognise when I form letters of my name incorrectly. I can take part in group games with support from an adult.

	I know that books in English should be read from left to right and one page at a time. I can use alternate feet when climbing apparatus. I can feed myself independently. I can pick up mark making objects and use them.	I can use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	I begin to know that I need to use tools with a dominant hand. I fill containers with different materials, e.g. sand, water etc and can carry them from one point to another without dropping. I know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. I can show you my independence in self help skills such as toileting and dressing.	I can follow a simple sequence of movements to music and rhythm.	I know how to feed paper/materials through hand when cutting around objects. I am aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	I can move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. I know that some food is healthy.
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Literacy – Specific Area						
<i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.	To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. Teach children to find their name using their picture.	To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. Adults will consistently model correct formation.	To be able to mark make and give meaning to their marks. To find and identify familiar letters, e.g. letters in their names. To begin to form some letters correctly, e.g. letters in their name.	To begin to attempt writing familiar letters, e.g letters in their name. Children will begin to identify some sounds during oral blending games.	Children are able to identify initial sounds and blend familiar CVC words orally. To be able to write my name Make predictions about a story using the

			Teach children to recognise the initial sound of their name.	Teach children to match their name to their picture.	To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks. To identify the final sounds of words and objects.
Preschool Knowledge	I can tell you that the print I see means something. I can talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages I can sing some Nursery rhymes I have learnt.	I know the difference between a sound and a letter. I know that text is read from left to right and top to bottom in English when an adult shows me with their finger. I can name and talk about some parts of a book, e.g. front cover/ back cover/ spine/ pages	To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story. To begin to acknowledge initial sounds and their relevance in the environment	To be able to talk about their marks with confidence. To talk about the sounds they have identified To learn that stories have a sequence; beginning, middle and end. To be able to talk about different parts of the story.	To know that blending sounds makes words. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories. To engage in extended conversations about stories.
Phonics Little Wandle Foundations	Tuning into sounds – Autumn 2 (s,a,t,p,i,n) Teach children to hear the same initial sound for words and names for objects. Teach children to blend CVC words using oral blending and objects. Play with sounds, Bertha the Bus, Name Play, What's in the box? Blend from the Box		Tuning into sounds (m,d,g,o,c,k,e,u,r,h,b,f,l,j) Teach children to identify the initial sounds of words and names for objects. Teach children to distinguish different sounds. Teach children to articulate sounds correctly – including playing with voice sounds. Teach children to blend a wider range of CVC words using oral blending. Play with sounds, Bertha the Bus, Name Play, What's in the box? Blend from the box		Tuning into sounds (v,w,y,z,qu,ch,ck,x,sh,th,ng,nk) Teach children to identify the initial sounds of words and names for objects. Teach children to identify the final sounds of words and objects. Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/. Then teach children to distinguish other sounds at the end of words. Teach children to blend a wider range of CVC words using oral blending.	

Maths – Specific Area

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Maths Topics	Matching and sequencing. Begin to order number names. Size and measure.	Explore and build with shapes. Explore position and routes. Hear and say number names.	Explore position and shape. I see 1, 2, 3. More and fewer.	Sizes and subitising. Explore patterns and 2d shapes. Measuring.	Position and routes. Colours and matching. Sizes	Take and give 1, 2 3 1,2,3,4,5 Recognising dots
Preschool Skills	To recognise and match objects by colour and shape. To sort by size, colour and shape. To show awareness of shape. To put events in order. To begin to describe a sequence of events accurately. To count out a group of up to 3 objects. To show an understanding of 1:1 counting to 3. Knowing that the last number you count represents the total number of objects To show awareness of size.	To select and use shapes appropriately in play, combining them to make models and enclosures. To recall simple facts about a familiar journey. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To begin to recognise numerals to 10. To join in counting objects to 10. To count up to 10.	To name and describe 2D shapes. To name some common 3D shapes and properties. To recognise and match objects by colour and shape. To show an awareness of positional language such as under/behind/ next to/over/ on top of. To compare collections of objects and say whether there is more or less.	To compare sizes of objects. To order objects from smallest to largest. To match numerals with visual representations of number. To subitise numbers to 5. To explore patterns through picture. To use circles and other 2d shapes to create pictures. To compare lengths. To compare capacity. To understand that different containers have different capacities.	To show an awareness of positional language such as under/behind/ next to/over/ on top of. To follow simple routes. To sort objects according to colour and shape. To count objects to 10 and match to numeral. To compare heights using language of tallest, shortest.	To count out a group of up to 3 objects. To show an understanding of 1:1 counting to 3. To develop fast recognition of numbers to 5. Knowing that the last number you count represents the total number of objects To count, order and recognise numbers to 5, in and out of sequence. Practical problem solving with numbers up to 5 To subitise numbers to 5. To show an awareness of how numerals are formed and to experiment with own mathematical mark making.

	To use language of size – taller, shorter, longer, bigger, smaller. To show an awareness of measuring.					
Preschool Knowledge All children inc. 2 year olds. 3-4 year olds.	I can sing a range of number songs. I can match objects that are the same. I can tell you some things that are the same about objects and some that are different. I know red, yellow and blue. I can remember the order in which things happen. I know time can be measured using days. I can tell you which objects are bigger or smaller. I can tell you which objects are taller, shorter, longer.	I can sing a range of number songs. I can tell you different parts of a journey, e.g. “I walked over a bridge to get to school”. I can join in counting to 3. I can recognise a set of 3 objects. I know the last number said represents the total number of objects I can say number names to 10 in order I can say number names forwards and backwards to 10. I know that each object should only be counted once. I know that some shapes are better to use than others when building.	I can sing a range of number songs. I can name 2D shapes in the environment, square, triangle, circle I can subitise to 3. I use the language of more and less to compare amounts. I can put numbers in order past 5.	I can sing a range of number songs. I can subitise to 5. I can put numbers in order past 5. I create and repeat simple patterns. I know which is longest, which is shortest. I can match objects to containers that they fit in.	I can sing a range of number songs. I can show you I understand simple positional language on, off, up, down, I can use vocabulary linked to describing size and distance. I can tell you different parts of a journey, e.g. “I walked over a bridge to get to school”. I can match objects that are the same. I can tell you some things that are the same about objects and some that are different. I know red, yellow and blue.	I can sing a range of number songs. I can subitise to 5. I can join in with counting to 5. I can see that the number of objects change if objects are added or taken away. I am beginning to make marks to represent numbers.

Understanding the World – Specific Area						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	To be able to talk about their body parts and what the function is of each part. (Science Link) To draw silhouettes and orally label body parts. (Science Link) To be able to identify similarities and differences between themselves and peers. (History Link) To make self-portraits. (History Link) Children to begin to talk about significant events in their life. (History Link) To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Geography Link)	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (History Link) To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (RE Link) Operate simple equipment e.g. turn on CD player or use a remote control. (Computing Link) Children to begin to talk about significant events in their life. (History Link)	Children to talk about significant events in their life. (History Link) To use senses to explore the world around them. (Geography/ Science Link) Make own habitats using a range of resources. (Science/Art Link) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos, (Geography Link)	Make comparisons between habitats of different animals. (Science Link) To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Geography Link) To learn about Easter. (RE Link) Children to talk about significant events in their life. (History Link) To listen to familiar stories about animals and talk about the habitats. (Science Link) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link) I can tell you differences between	To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Science Link) Talk about the life cycle of a plant. (Science Link) To use senses to explore the world around them. (Geography/ Science Link) Children to talk about significant events in their life with confidence. (History Link) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos, (Geography Link) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos, (Geography Link)	To listen to familiar stories about animals and talk about the habitats. (Science Link) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link) Children to talk about significant events in their life with confidence. (History Link) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos, (Geography Link) To explore materials which will float and which will sink. (Science Link) To learn about different types of food. (Science Link) To understand what food is healthy and where

				farm animals and wild animals. (Science Link)		some food comes from. (Science/DT link)
Preschool Knowledge	I can name simple body parts. (Science Link) I can tell you who is part of my family. (History Link) I can talk about what I see using some new vocabulary. (History Link) I can use simple technological toys. (Computing Link)	I know I have a birthday every year. (RE Link) I can tell you about some festivals that are celebrated. (RE Link) I can tell you about stories related to Autumn festivals. (History/RE Link) I can tell others how to use simple technological toys. (Computing Link)	I can use new vocabulary to tell you what I see (Science/ Geography Link) Knows how to use different technological toys (Computing Link) I know how the weather might change in winter. (Science/Geography link)	I can tell you about two different animal habitats (Science Link) I can tell you about the life cycle of an animal. (Science Link) I know who celebrates Easter and why its significant for them. (RE Link) Know how to use different technological toys (Computing Link) I can tell you similarities and differences between modes of transportation. (Science Link) I can tell you about different creatures that live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles	I can talk about things we can do at home and in school to look after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link) I can show you how to plant a seed and how to look after it. (Science Link) I know that plants have a life cycle and they change in shape and size as they grow. (Science Link) I can tell you some things we might see growing in the fields around Long Sutton (Science/ Geography Link) I can operate simple equipment. (Computing Link) I can name basic materials and	I can tell you about two different animal habitats (Science Link) I can talk about food that we eat and there are different people who make food that we can buy in the supermarket. (Science/ Geography Link) I can tell you two things I eat to help me stay healthy. (Science Link) To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link) I can tell you how to test if materials will float or sink. (Science Link) I can tell you that adults do a variety of jobs and that they are not all the same.

				/safaris/ zoos or aquariums . (Science Link) I know that wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Geography Link)	describe what they feel like to touch (Science Link) I can tell you about things that have happened in my life (History Link) I know that maps show different places, villages, towns and countries (Geography Link)	I can name the main emergency services and how they can help us. (Geography Link) I can name three different countries in the world, (Geography Link) I know that wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Geography Link)
Religious Education - Preschool	Autumn 1 Enquiry Question: What makes people special to me and others? Autumn 2 Enquiry Question: What is Christmas to me and others?		Spring 1 Enquiry question: How do you celebrate? Spring 2 Enquiry Question: What is Easter to me and others?		Summer 1 Enquiry question: What can I and other people learn from stories? Summer 2 Enquiry Question: What makes a place special to me and others?	
Skills/ Knowledge	To use a wider range of vocabulary To talk about their feelings. To understand how others might be feeling. To begin to understand of their own life-story. To begin to know there are different countries in the world and about talk about the differences they have experienced or seen in photos.				To be able to express a point of view. To begin to understand why questions. To continue to develop positive attitudes about differences between people. Develop their sense of responsibility and membership of a community.	

Expressive Arts – Specific Area						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool Skills	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Music Link) Uses various construction materials. (DT Link) To show different emotions in pictures clearly. (Art Link) To draw with increasing control, representing features and detail clearly. (Art/PE Link) To draw shapes to represent facial features. (Art Link) To draw lines of different thickness to represent different patterns. (Art Link)	Sing familiar Nursery Rhymes. (Music Link) To use different colours and materials to make Rangoli Patterns. (Art Link) To make salt dough - Diva's or Xmas decs. (DT/Art Link) To make Christmas cards and decorations for friends and family using a range of media. (DT/Art/RE Link) To make Hanukah cards. (DT/Art/RE Link)	To use scissors effectively. (PE Link) To begin to act out different scenarios using props to enhance imaginative play. (Art Link) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (DT Link) To play instruments with increasing control. (Music Link) To make patterns with paint and different objects, exploring what happens when you mix colours. (Art Link) To create closed shapes with continuous lines	To learn about different textures and talk about them. (Art Link) Feely bag activities with different objects for children to feel and describe. (Art Link) Sing familiar songs or make up own songs. (Music Link) Sing familiar Nursery Rhymes. (Music Link) Realises tools can be used for a purpose. (DT Link) To construct with bricks and blocks to make an enclosure. (DT Link) To play instruments with increasing control. (Music Link) Beginning to be interested in and describe the texture of things. (Art Link)	To use puppets and props to act out different traditional stories. (Art Link) To make masks for role play. (DT/Art Link) Sing familiar songs in the correct tone and changing melody if appropriate. (Music Link) To engage in role play by making stick puppets of different story characters. (DT/Art Link) Uses available resources to create props to support role-play. (DT/Art Link) To use available props to develop stories and make imaginative play more purposeful. (DT/Art Link)	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Music Link) To listen to music and create movements to the different beats. (Music/PE Link) Explore different materials freely, using them with a purpose. (Art Link) Joins construction pieces together to build and balance. (DT Link) To use a range of objects to build a model. (DT Link) To be able to explain what my model is and how I made it. (DT Link) To begin to use simple joining

			which represent objects that can be spoken about or identified. (Art Link)			techniques when modelling. (DT Link)
Preschool Knowledge	For children to be able to construct with a purpose and safely. (Houses) (DT Link) To know that a face what certain features. To know that lines join together to form a shape. (Art Link)	To know how different colours and materials can be used to create things. (Art Link) To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Music Link) To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Art/RE Link)	To know how colours can be mixed to make a new colour. (Art Link) To use their imagination to create different works of art. (Art Link) For children to be able to construct with a purpose and safely. (DT Link)	To know about the different materials and what can be created with them. (Art/DT Link) Sing songs clearly using correct words that have been learned. (Music Link) To know how to create recognisable representations of objects. (Art Link) To play instruments to express feelings and ideas. (Music Link)	To know how to use props appropriately for particular stories. (Art/DT Link) To use their knowledge of stories in acting them out with friends. (Art link) To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Art/Music Link) For children to be able to construct with a purpose and safely. (DT Link) To know how to use available props to develop stories and make imaginative play more purposeful. (Art/DT Link)	To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Music Link) To know that different construction toys can be used to make new things that can be used in pretend play. (Art/DT Link) To show confidence in choice of media when creating a model or picture. (Art Link)
Preschool Music	1,2,3,4,5, once I caught a fish alive Ring a ring a roses, Down at the station, Wheels on the bus,					

Core Songs & Rhymes	Grand old duke of York, Jack and Jill, One, two Buckle my shoe, Humpty Dumpty, Mary Mary, quite contrary, Round and round the garden, Wind the bobbin up, A sailor went to sea, Incy Wincy Spider Twinkle, twinkle little star Miss Molly had a dolly Baa Baa Black Sheep Hickory Dickory Dock, Hey Diddle Diddle Pat – a -cake Row, row, row your boat
Preschool Music Skills	Listen with increased attention to sounds. Respond to what they heard expressing their feelings. Play instruments with increasing control to express their ideas and feelings. Use drawing to represent ideas like movement or loud noises. Pupils will enjoy joining in with dancing and ring games. Sing familiar songs and begin to move rhythmically. Sing the pitch of a tone sung by another person. Sing the melodic shape (moving melody, such as up and down and down and up). Create their own songs or improvise around one they know. Imitate movement in response to music and tap out simple repeated rhythms. Explore and learn how sounds can be changed. Sing to self and make up simple songs and rhythms. Notice what adults do, imitate what is observed and then do it spontaneously.
Preschool Music Knowledge	I can join in singing familiar songs and use actions. I know how to tap out simple rhythms and explore how sounds can be changed. I can move to music.