



## Blacko Primary School EYFS Curriculum Progression and Links to Year 1

Reception	Year 1
Communication and Language, Reading, Writing	
<p>Children taught letter sounds and graphemes through the Little Wandle systematic synthetic phonics programme.</p> <p>Children taught to blend sounds to read words and short sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>Small group guided reading and individual reads to match children's phonic knowledge.</p> <p>Planned opportunities for children to talk about books – what they like and don't like, relate to their own experiences, make links between books, predict what might happen next.</p> <p>Reading books sent home to work on fluency and enjoyment.</p> <p>New vocabulary explicitly taught and modelled through 'get up and move vocabulary' matched to English book.</p> <p>A range of stories, non-fiction texts, rhymes and poetry shared throughout the day that match the children's developmental stage and interests. Children given the opportunity to re-visit these texts during continuous provision.</p> <p>Children have access to a wide range of books and reading opportunities (print in the environment etc) during continuous provision.</p> <p>Role play and small world opportunities to encourage story-telling and language development that match children's interests and developmental stage.</p> <p>Adults to model and scaffold children's language development according to developmental needs.</p> <p>Wide range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of mediums.</p> <p>Letter formation taught through Little Wandle rhymes to match taught letter sounds.</p> <p>Children taught to write words and short sentences, consistent with their phonic knowledge, that can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Small group guided writing tasks and a wide range of writing opportunities in continuous provision so that the children can write for an audience and with purpose.</p> <p><i>Trip: Children to take a trip to their local Library.</i></p> <p>Core texts: Goldilocks and the Three bears, Three Little Pigs, Three Billy Goats Gruff, The Gingerbread Man, The</p>	<p>Children to continue to progress through the Little Wandle systematic synthetic phonics programme and to read a range of books that match their phonic knowledge.</p> <p>Children taught to blend sounds to read words and sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>Small group guided reading and individual reads with books that match their phonic knowledge. During these sessions children develop word reading skills, by meeting the phonemes they have learnt in a new context.</p> <p>Reading decodable books at home to work on fluency and enjoyment.</p> <p>Wide range of initiatives to support parental engagement and support parents to understand the importance of reading aloud at home and reading for pleasure.</p> <p>A range of diverse stories, non-fiction texts, rhymes and poetry shared throughout the day. These are often repeated readings of texts to ensure that children have multiple exposures to the language and vocabulary and deepen their responses.</p> <p>Planned opportunities for children to talk through back and forth interactions about books: teacher model thinking aloud, children asking questions, adults extending their comments and connecting their ideas, explicitly exploring new vocabulary.</p> <p>Use of drama and role play to revisit language and vocabulary from texts.</p> <p>Children have opportunities to revisit texts that have been read to them by visiting the book corner or during Reading Blanket sessions.</p> <p>Children visit the library once a week to choose a book that interests them. This might be for them to read independently or for an adult to read aloud.</p> <p>Letter formation taught through Little Wandle rhymes to match taught letter sounds.</p> <p>Planned activities to further develop fine motor skills for targeted children.</p> <p>Children are taught to write words and sentences in longer pieces of writing, consistent with their phonic knowledge, that can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Using shared and modelled writing children write for a range of purposes and audiences. Children will then use their developing phonic and orthographic knowledge within their writing before, sometimes editing and redrafting their work.</p>



Physical Development, Personal, Social and Emotional Development

PE discrete teaching one session a week. (Autumn 2, Spring 1)

Children introduced to the idea of risk taking and how to minimise risk.

Wide range of developmentally appropriate tools and equipment available in continuous provision to develop gross motor skills.

Wide range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of **media**.

Children to develop their own class charter for behavior and rules to keep themselves and others safe, including how to stay safe on phones, iPads and laptops etc.

Wide range of stories, non-fiction texts, rhymes and poems to support children around:  
 new experiences  
 feelings and emotions (including naming some feelings/emotions and beginning to understand how their actions and words have an impact on the feelings and emotions of others around them)  
 understanding that there are differences and similarities between themselves and others  
 Developing sense of self and what they are good at  
 Making mistakes, being resilient.

*Trips: trip to local shop to buy food, prepare and eat it, visits from dentist and health visitor*

Core texts: Rainbow Fish, But Martin, How do you feel?, Things I like, Me and You by Anthony Browne

Group and class rules

Everybody is unique in some ways and the same in others rules for keeping safe and using ICT responsibly

Recognise that they share a responsibility for keeping themselves safe online

Where money comes from. How to use money – saving money and spending money

Recognising feelings in self and others – naming emotions, building empathy My special people

Understand the groups and communities they belong to Respecting similarities and differences

Sharing views and ideas

What helps keep bodies healthy . Hygiene routine. Healthy choices Recognising what they are good at and setting goals

Change and loss and how it feels

How to ask for help if worried about something Keeping safe around household products Different feelings, managing feelings

Learning to become more independent

Correct names for body parts, including external genitalia Keeping safe in different contexts

Privacy in different contexts

Two hours of taught PE per week, covering skills and knowledge involved in dance (creating and performing), Strike and Field games, Invasion games, Net/Wall games, Athletics, Gymnastics and OAA.



## Understanding of the World

Children introduced to the concept of a map – their bedroom, the classroom, the town and country they live in and where it is on the map of the world and the UK, the difference between sea and land, where they have been on holiday and what is different about different places.

Observe changes in the weather and understand that there are different seasons. Explore differences and changes. What clothes do we wear when it is hot/cold? Use story led learning to explore different climates in the world.

Herbs and vegetables planted and cared for appropriate to the different seasons. Talk about how the seasons affect plants.

Explore the natural environment within a wider context.

Explore the life cycle of a plant/animal/insect according to the children's interests.

Explore different textures, smells etc and link to body parts. Begin to name some materials (wood, metal, plastic) and describe what they look like and how they feel.

Extend knowledge of animals from different countries ie zoo animals and begin to create simple groupings eg birds, fish, animals with fur.

Celebrate different cultural festivals/events/beliefs linked to children's own experiences and begin to notice similarities and differences in these and why they happen.

Explore different occupations in more depth. Focus on the fire service and nursing and link to children's personal experiences.

Look in depth at how an occupation has changed over time and using stories, non-fiction texts, poems and rhymes. Look at a significant figure from the past from one of these occupations (ie Florence Nightingale).

Think about members of their family that are older/younger, who will remember things from the past?

Introduce the word 'technology' in the context of the significant figure and the changes from then to now.

Daily routines to support children's understanding of past, present and a range of time (days of the week, months of the year, date, weekend news).

Relate abstract concepts of today, yesterday, tomorrow, the weekend to the children's own experiences. Introduce a simple timeline to represent this and use simple actions to illustrate, past, future and present.

**Trips/visits:**  
Eureka (Autumn 2)

**Core texts:**  
Dear Zoo, Honda's Surprise, Once there were giants, Jasper's Beanstalk, Oliver's Vegetables

### Where do we live?

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.

### Experiencing today's weather

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Sharing special places

Compass directions (North, South, East, West) Directional language (eg near, far, left, right) Use this geographical language to locate features and routes on a map. Make a field trip into the school grounds and use observational skills to identify important physical and human features. Devise a simple map of the school grounds, including symbols for a key.

### Changes within living memory:

Personal history (family links) Social history – technology focus Enquiry: How has technology changed in the lifetime of my family?

### The lives of significant individuals in the past who have contributed to national and international achievements:

Alan Turing - inventor of the computer Alexander Bell – inventor of the telephone Enquiry: Compare the lives and works of two British inventors: Alexander Bell and Alan Turing.

### Events beyond living memory that are significant nationally or globally:

20th Century Flight – from plane to rocket Enquiry: How did the technology of flight change people's lives? Look at the customs and festivals involved in Christianity and Judaism.

Seasonal changes (changes across the seasons, including the weather and variation in day length).

Plants in the local environment, comparing and contrasting how they change over the seasons. Explore and answer questions about seasonal changes.

Everyday materials – identify, name, describe and group objects according to materials or properties.

Grouping and classifying animals, including humans. Explore what animals need to survive.

Name main external parts of the human body and compare and contrast with an animal body. Identify and name the five senses and associated body parts.



## Expressive Art and Design

Linked to children's interests and experiences explore the following artistic techniques in more depth – pattern, pencil, paint, ink, form and sculpture and joining techniques (weaving, colour mixing, clay sculptures, self-portraits, printing, junk modelling, drawing, painting, collage).

Linked to children's interests and experiences explore different artists and focus on one and their work and create their own art work in this artist's style.

Use Helicopter stories, assemblies and school performances to further develop role play, singing, storytelling and to explore feelings and responses.

### Music

Learn a wide range of poems with a clear pulse and rhythm. Children move to the pulse of a range of music. Introduce them to contrasting styles (ie high/low, fast/ slow/loud/quiet). Children play instruments/range of objects in these contrasting styles. Provide opportunities to sing in a group or on their own, increasingly matching the pitch and following a melody. Provide opportunities to explore and engage in music making and dance, performing solo or in groups.

Learn and perform a wide range of developmentally appropriate songs, rhymes and poems.

*Trips/Visits: nativity (Autumn 2)*

Pencil, coloured pencil skills:  
Focus on self-portraits – Explore different textures – Observe patterns – Observe anatomy (faces)

Focus on weaving and collage  
Focus on seasonal changes, using autumn/winter/spring colour palettes - Name all the colours; - Mixing of colours; - Find collections of colour;

- Using colour on a large scale (possibly collectively working on a large canvas)

- Awareness and discussion of patterns; - Repeating patterns; - Symmetry Focus on relief (block) printing

Make structures stronger and more stable. Explore levers and slides, a range of different joining techniques and methods of construction, focussed on boxes/junk modelling.

## Maths

Seek opportunities to make links to maths throughout the school day, ie talk about the date, the number of children in the class/absent, who is taller/ shorter etc.

Talk about, notice, comment upon groups of objects, children, creatures etc and **Model and encourage children to subitise**. 'I can see four birds in the sky – two and two' 'Five cups on the table – three blue, two red' 'what can you see and how do you see it?' (**Conceptual Subitising**)

Number a week focus. Look at number formation as well as 'how many' this number represents. Look at ways of making this number and comparing it to other numbers. Provide children with opportunities to count actions, sounds etc as well as concrete objects and pictures.

Thread number into everyday routines and learning, through all areas of the setting ie 'who is first, second, third? who has more? so two and one more is? a particular shape has one, three, four sides'

Link and build on the knowledge the children bring through their own experiences and use these as a hook into solving problems. Provide opportunities for comparison and activities that develop the understanding that comparing numbers involves knowing which numbers are worth more or less than each other.

Focus on points of confusion (misconception) and work as a group to clarify.

Model, encourage and facilitate group discussion to encourage all children to become confident when talking about maths and solving problems.

Provide opportunities to look for, notice, discuss and produce patterns.

### Core texts:

A Squash and a Squeeze by Julia Donaldson.

Thread number into everyday routines such as lining up and snack.

Seek opportunities to make links to maths throughout the school day e.g. talk about the date, the number of children in the class/absent, measuring, etc., across the wider curriculum areas. Thread number into everyday routines such as lining up and snack register etc.

Daily maths lessons.

These will use prior learning to hook into new content, thus linking and building on the knowledge that the children bring from experiences in Reception

Revisiting concepts from Reception and deepening this knowledge through spaced practice.

Lessons will involve explicit instruction of new content and modelling using worked examples, thus not overloading cognitive load.

Misconceptions are seen as positive learning opportunities, as in Reception, when children can explore concepts through dialogic discussions through which they can clarify and deepen their understanding.

Children are given opportunities to work in pairs and collaboratively to develop children's confidence when talking and reasoning in Maths.

Individual recording is used in order to assess mathematical concepts.