

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



The EYFS Curriculum 2024-2025

*ELG

Autumn Term	Spring Term	Summer Term
Learning Themes		
Starting school, Families & Pets, Our Homes, Changing seasons.	Changing seasons, Investigating materials, Transport, Space, Places around the world.	Changing seasons, Minibeasts, Growing, People who help us, Being healthy, Looking after the planet and each other.
Celebrations		
First day of school, Harvest, Bonfire Night, Halloween, Remembrance, Diwali and Christmas.	Easter, Valentine's Day, Mother's Day, Pancake Day and Chinese New Year.	Father's Day, End of Year.
Experiences		
Take a school tour. Eat fruit from the plant/tree. Go on an Autumn walk. Act out a story. Dress up for Halloween. Use a sparkler. Practise & perform a Nativity play. See a pantomime at the theatre.	Visit the forest. Dress up for World Book Day. Make cards to celebrate our loved ones. Flip a pancake. Dance like a Chinese dragon.	Explore somewhere barefoot. Be part of our first Sport's Day. Play at the park. Go on a bear hunt. Brush our teeth at school.
Reading Spine		
<p>Pie Corbett's Reading Spine: Six Dinner Sid, The Gruffalo, Owl Babies, Rosie's Walk, Goodnight Moon.</p> <p>Our chosen books: Oi! Get Off Our Train, Elmer, The Gruffalo.</p> <p>Traditional Tales: The Three Little Pigs, The Three Billy Goats Gruff.</p> <p>Non-fiction: Meet the Weather, Tree, Seasons, A First Book of Nature.</p> <p>Poems: The Poetry Basket.</p>	<p>Pie Corbett's Reading Spine: Handa's Surprise, Mr Gumpy's Outing, Mrs Armitage, Whatever Next.</p> <p>Our chosen books: Green Eggs & Ham, Peace at Last, Mr Big.</p> <p>Traditional Tales: The Gingerbread Man, Goldilocks & The Three Bears.</p> <p>Non-fiction: Animal Atlas, Children of the World, Look What I Found at the Farm.</p> <p>Poems: The Poetry Basket.</p>	<p>Pie Corbett's Reading Spine: On the Way Home, Farmer Duck, Shhh!</p> <p>Our chosen books: Oliver's Vegetables, Oi Frog, Tango Makes Three.</p> <p>Traditional Tales: Jack & The Beanstalk, The Enormous Turnip.</p> <p>Non-fiction: Do you Love Bugs?, Where Does my Food Come From?, Rosa Explores Life Cycles.</p> <p>Poems: The Poetry Basket.</p>

Communication & Language

	Autumn	Spring	Summer
Listening	<ul style="list-style-type: none"> • Demonstrate an awareness that listening is important. • Listen to others 1-1, in small groups or whole class. • Enjoy listening to stories. • Show an enjoyment of rhymes/songs. • Remember key events from a story. 	<ul style="list-style-type: none"> • Listen in familiar and new situations. • Engage in stories that are familiar & new with interest and enjoyment. • Show an enjoyment of rhymes/songs/poetry and pay attention to how they sound. • Remember key events from a story with greater detail. • Show an understanding of why listening is important. 	<ul style="list-style-type: none"> • Listen attentively in a range of situations & know how to listen carefully (e.g. understand they need to look at who is talking to them). • Listen to/understand instructions about what they are doing, whilst busy with another task. • Listen attentively & respond to what they hear with relevant questions, comments or actions.
Attention	<ul style="list-style-type: none"> • Maintain attention in whole class/small group contexts for a short time. • Able to focus attention in on one thing at a time. • Begin to know that maintaining attention in new situations (e.g. assembly in church) is important. • Shift attention when required (e.g. when given a clear prompt with their name). 	<ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during appropriate activity for a short time in the classroom. • Maintain attention in different contexts. • Attend to peers and adults that are familiar and unfamiliar. 	<ul style="list-style-type: none"> • Listen & continue with an activity for a short time. • Attend to others in play, play co-operatively & can pretend to be someone else talking. • Games can become more elaborate/detailed. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Responding	<ul style="list-style-type: none"> • To talk about stories. • Join in with repeated refrains. • Anticipate key events & phases in stories or rhymes. • Respond appropriately when asked to do something (e.g. tambourine = freeze). • Make relevant comments when listening to a story. • Answer 'why' questions (e.g. Why did Mr Bear find it difficult to sleep?). • Link events in a story to their own experiences. • Ask questions to find out more & to check they understand what has been said to them. • Respond to others appropriately in play. 	<ul style="list-style-type: none"> • Make predictions about what happen next or story endings in response to texts read. • Link events in a story to their own experiences. • Introduces a storyline into their play. • Responding to the ideas of others. • Engage in conversation relevant to play theme. • Use talk to help work out problems and organise thinking. • Explain how things work/why they might happen. • Listen to/talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Keep play going in response to the ideas of others. • Engage in conversation relevant to play theme. • Ask/answer 'what', 'where', 'when' and 'what could we do next' questions. • Make comments about what they have heard & ask questions to clarify thinking. • Respond by asking if unsure. • Use words specifically to make meaning clear (E.g. I didn't want my yellow gloves, I wanted the spotty ones that that match my hat).
Understanding	<ul style="list-style-type: none"> • Follow 1-part instructions (e.g. Get your coat). • Understand 'why' questions (e.g. Why did the Caterpillar get so fat?). • Make comments on what they have heard or seen. • To demonstrate understanding of some new vocabulary. 	<ul style="list-style-type: none"> • Follow a 2-part instruction (e.g. Get your coat & wait at the door). • Consider the listener, take turns to listen & speak in different contexts. • Make comments on what they have heard, seen or read. • Ask questions to clarify understanding o a text or task. • Ask questions to find out more. • Re-tell a story with exact repetition. 	<ul style="list-style-type: none"> • Follow a 3-part instruction (e.g. Get your coat, then your bookbag & go to the carpet). • Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. • Understand 'how', 'why' and 'where' questions. • Re-tell a story with some exact repetition & in their own words. • Understand that words can be put into groups or categories & give examples from each (e.g. Animals). • Understand a range of words to describe the idea of time, space, texture, size & know which context to use them in (e.g. soon, early, late).

<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking</h2>	<ul style="list-style-type: none"> • Use sentences of 4-6 words. • Demonstrate some use of past tense verbs, such as “ran” or “fell” but may still get confused. • Sing a repertoire of songs (e.g. nursery rhymes/number songs). • Begin to use social phrases (e.g. Good Morning!) with prompting. • Use talk to organise themselves and their play. • Participate in small group or 1-1 discussion with some encouragement. • Practise their spoken skills in a range of activities such as roleplay, conversations or storytelling. • Describe events, though may not be in order or in detail. • Use intonation to make meaning clear to others. • Start a conversation with peers/familiar adults & continue it for multiple turns. • Use simple conjunctions in talk to link thoughts (e.g. ‘and’, ‘because’). • Retell a past simple event (e.g. how hurt self). • Recognise words that rhyme or sound similar. • Retell/create own stories based on own experiences for teacher scribing. • Demonstrate some new vocabulary that is influenced by stories heard. • Describe events, with some detail. • Begin to use some new vocabulary. 	<ul style="list-style-type: none"> • More confidently articulate their ideas and thoughts in sentences. • Use talk to pretend objects are something else in play. • Demonstrate more use of past tense verbs, such as “ran” or “fell” but may still get confused. • Sing an increasing repertoire of songs. • Recite some simple known rhymes/poetry. • Develop their use of social phrases. • Offer explanation for why things happen. • Retell/create own stories. • Participate in small group, class and 1-1 discussion. • Further develop their spoken skills in a range of activities such as roleplay, conversations or storytelling. • Use talk to clarify thinking, connect ideas & share thinking with others. • Retell/create own stories for teacher scribing. • Use simple conjunctions (e.g. and, because). • Use talk to help work out problems/organise thinking & activities. • Describe events in detail. • Begin to use new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Articulate their ideas in sentences, speaking clearly in well-formed sentences with some detail (e.g. “I made a big round pizza with tomato, cheese and sweetcorn on top”). • Use talk to help work out problems, organise thinking & activities. • Demonstrate use of past, future and present tense in conversations with peers and adults. • Recite some known rhymes/poetry. • Use simple social phrases with independence, such as greeting people with “Good Morning”. • Recite some known rhymes/poetry. • Use talk to explain how things work/why they might happen. • Show that they can use language to reason and persuade (e.g. “Can I go outside now because I put my coat on?”). • Express ideas about feelings and experiences. • Articulate and create an imaginary story of their own in play or writing. • Use vocabulary influenced by stories heard or read. • Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ (e.g. “Could I have a biscuit if I eat all my dinner?”). • Describe an event in the correct order. Give some details they know are important & will influence the listener (e.g. “He fell over that toy, I didn’t push him”). • Use new vocabulary in different contexts. • Participate in small group, class and 1-1 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.
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Personal Social & Emotional Development						
Autumn			Spring		Summer	
Jigsaw (PSHE) Coverage	Being Me in My World Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and responsibilities.	Celebrating Differences Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself.	Dreams & Goals Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.	Healthy Me Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean. Safety.	Relationships Family life. Friendships. Breaking friendships. Falling out. Dealing with bullying. Being a good friend.	Changing Me • Bodies. • Respecting my body. • Growing up. • Growth and change. • Fun and fears. • Celebrations.
	<ul style="list-style-type: none"> • Aware of own feelings. • Can talk about feelings using words like 'happy', 'sad', 'angry'. • Can show concern for others and some understanding about how another person might be feeling. • Talk with others to solve conflicts, with adult support. • Can identify how they are feeling on an emotions board. • Begin to show perseverance in the face of challenge. 		<ul style="list-style-type: none"> • Show awareness of the feelings of others. • Can use a wider range of talk to label feelings, such as 'excited' or 'worried'. • Can show awareness of how their actions may impact on others. • Can begin to make suggestions about how to support others who are feeling impacted by actions or emotions. • Begin to solve conflicts with adult support by mimicking what has been shown to them. • Can show pride in achievements by showing work to others. • Can make choices and communicate what they need. • Can name people in school they can turn to if they need help or are worried. • Show greater perseverance 		<ul style="list-style-type: none"> • Initiate an apology where appropriate. • Beginning to recognise that others may feel differently to them. • Know some strategies to deal with anger and frustration. • Able to identify and moderate own feelings. • Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. • Show perseverance in the face of challenge. • Show an understanding of their own feelings and those of others and regulate their behaviour accordingly. 	

<p style="text-align: center;">Self-Regulation (Manage Behaviour)</p>	<ul style="list-style-type: none"> • Welcome distractions when upset. • Understand behavioural expectations of the setting. • Begin to understand why rules are important. • Begin to take turns and share resources. • Can usually tolerate a delay when needs are not immediately met. 	<ul style="list-style-type: none"> • Understand behavioural expectations in the setting. • Understand why listening is important and attend to other people both familiar and unfamiliar. 	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Can follow instructions, requests and ideas in a range of situations. • Engage in challenges and take responsibility for their own learning. • Plan, adapt, persist and review own progress. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
<p style="text-align: center;">Managing Self (Self-Awareness & Keeping Healthy)</p>	<ul style="list-style-type: none"> • Know what they like and do not like. • Understands that there are rules in the classroom to follow and expectations for behaviour. 	<ul style="list-style-type: none"> • Take pride in themselves, their work and their achievements. • Can explain right from wrong and try to behave accordingly. • Happy to stand up in front of the class and share achievements with others. • Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' and having a good sleep routine). 	<ul style="list-style-type: none"> • Can talk about their own abilities positively. • See themselves as a unique and valued individual, talk about self, abilities and interests in positive terms.
<p style="text-align: center;">Managing Self (Independence)</p>	<ul style="list-style-type: none"> • Can independently organise themselves in the morning (e.g. bookbag in tray, coat on peg). • Can manage their own personal hygiene (e.g. toileting). • Can follow 1 step instructions. • Can independently choose areas they would like to play in or resources they would like to use. • Can say when they need help. • With some support, can get dressed and undressed. 	<ul style="list-style-type: none"> • Can follow 2-part instructions. • Can independently manage their own needs (eating, drinking, accessing snack when hungry). • Can communicate their own needs in relation to being thirsty, hungry, tired or needing the toilet. • Begin to show persistence when faced with challenges. • Can get dressed and undressed. • Knows how to be a safe pedestrian. • Can talk about healthy and unhealthy foods 	<ul style="list-style-type: none"> • 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. • Manage their own basic hygiene and personal needs, including dressing and going to the toilet. • Show resilience and perseverance, a belief that with more effort or a different approach success will occur. • Confident to try new activities and say why they like some more than others. • Understand rules linked to road safety. • Understand the importance of healthy food choices.

Managing Self (Collaboration)	<ul style="list-style-type: none"> • Interested in others play and starting to join in. • Knows we work together to keep the class rules and earn positive rewards. • Begin to share and take turns. 	<ul style="list-style-type: none"> • Can keep play going by co-operating, listening, speaking and explaining. • Knows it is important to work together to look after our classroom resources and our school grounds. • Consider the listener and take turns to listen and speak in different contexts. • Can identify kindness and considerate behaviour of others. • Can begin to reflect on the work of others and self-evaluate their own work. 	<ul style="list-style-type: none"> • Work and play cooperatively. • Can take account of the ideas of others about how to organise activity. • Can take turns with others. • Know it is important for all of us to keep safe when using and transporting tools, equipment and resources. • Can show sensitivity to others' needs and feelings. • Can reflect on the work of others and self-evaluate their own work.
Building Relationships (Social Skills)	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Engage in positive interactions with adults and peers. • Play alongside 1 or more children. • Seek familiar adults and peers to engage in conversations and ask for help. 	<ul style="list-style-type: none"> • Seek others to share activities and experiences. • Use language to negotiate, play and organise. 	<ul style="list-style-type: none"> • Can be considerate and show sensitivity to the needs of others. • Begin to respect different points of view. • Form positive attachments to adults and friendships with peers.

Building Relationships (Communication)

All areas are interconnected. Personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many aspects of communication, including non-verbal communication (such as gestures, facial expressions and body language), appropriate language and vocabulary, to listen to others, speak to peers and adults and engage in discussions in a positive way.

Physical Development			
	Autumn	Spring	Summer
Gross Motor	<ul style="list-style-type: none"> • Begin to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Develop ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Avoid obstacles when running. • Confidently use a balance bike and begin to use other wheeled toys. 	<ul style="list-style-type: none"> • Continue to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Continue to develop ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop balance and coordination. • Show good posture when working at tables and on the carpet. 	<ul style="list-style-type: none"> • Refine skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Refine ball skills including: throwing, catching, kicking, passing, batting and aiming. • Combine different movements with ease and fluency. • 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.
Fine Motor	<ul style="list-style-type: none"> • Use a spoon or fork to eat independently. • To begin to use a knife to cut soft food with support. • Enjoy making marks with a range of tools (e.g. brushes, pens, chalk). • Develop a dominant hand. • Draw circles, horizontal and vertical lines. • Experiment with cutting straight lines, curves and corners with scissors. • Form recognisable letters for sounds taught so far. • Use an effective grip with a mark making tool. 	<ul style="list-style-type: none"> • Use a knife and fork to eat independently. • Form most letters of the alphabet correctly. • Develop the use of a tripod grip when writing. • Manipulate hand and scissors when cutting. • Add small details to pictures and paintings. • Use climbing equipment with skill and enjoyment. • Jump confidently off apparatus when using play equipment outside. 	<ul style="list-style-type: none"> • Use a knife and fork to eat independently. • Form letters accurately. • Begin to show accuracy and care when drawing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use scissors to cut accurately and confidently.

Literacy

	Autumn	Spring	Summer
Phonics Development (Sounds-Write)	<p>Initial Code Units 1-7 (VC and CVC words).</p> <ul style="list-style-type: none"> Continue to develop Phase 1 phonological awareness – focusing on sounds around them. Creating sounds, rhythm and rhyme, alliteration, oral blending and segmenting, voice sounds. Segment phonemes orally to say Initial Code words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Uses appropriate letters for initial sounds in words. Segment sounds in simple words. Segment to spell VC and CVC words (Unit 1-7 – sounds that can be represented by spellings with one letter). Use phonic knowledge to attempt writing unknown words e.g. labels, signs. Write phonetically decodable words within sentences using Initial Code Unit 1-5 words. Begin to make phonetically plausible attempts when writing. 	<p>Initial Code Units 8-11 (U8 - VCC & CVCC words, U9 - CCVC words, U10 – CCCVC, CCVVCC & CVCCC words, U11 – CCVC, CVCC, CCVC & CCCVCC words – some words are written with 2 different letters).</p> <ul style="list-style-type: none"> Segment to spell Unit 7 (Some spellings are represented by 2 letters, one sound- ff, ll, ss, zz) Begin to segment to spell a combination of adjacent consonants at the beginning, within and at the end of words, including Initial Code graphemes. Segment to spell U8 – VCC & CVCC words. Segment to spell U9 – CCVC words. Segment to spell U10 – CCCVC, CCVVCC & CVCCC. Segment to spell U11 – CCVC, CVCC, CCVC & CCCVCC words (some representations of sounds are written with 2 letters, one sound - digraphs). Begin to segment to spell two syllable words using Initial Code GPCs (e.g. grandad, dragon). Use phonic knowledge to attempt writing unknown words e.g. labels, signs. Write phonetically decodable words within sentences using I.C. Unit 1-9 words. Make phonetically plausible attempts when writing. 	<p>Consolidation of Initial Code 8-11 (Introduction of Extended code – 2 or 3 sounds - Bridging Lessons for Y1 (/k/: <c>, <k>, <ck> /ch/: <ch>, <tch> /w/: <w>, <wh>).</p> <ul style="list-style-type: none"> As in Spring term, consolidate segmenting to spell Unit 7-11 words. Segment to spell two syllable words using Initial Code GPCs. Begin to segment to spell polysyllabic words with Initial Code graphemes, and adjacent consonants e.g. toothbrush, sandpit. Use phonic knowledge to attempt writing unknown words e.g. labels, signs. Begin to write phonetically decodable words within sentences using Unit 1-11 words. Make phonetically plausible attempts when writing.
Comprehension	<ul style="list-style-type: none"> Listen and enjoy sharing a range of books. Make comments on events within the text when listening to a story. Hold a book correctly, turn some pages appropriately and handle it with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print (e.g. own name or logos). Enjoy joining in with rhyme, songs and poetry. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. 	<ul style="list-style-type: none"> Use picture clues to help read a simple text. Make a simple prediction based on the pictures of text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme from a limited selection. Play is influenced by experience of books. Retell stories in the correct sequence. Draw on language patterns of stories. With prompts, show understanding of common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. 	<ul style="list-style-type: none"> Correctly sequence a story or event using pictures and/or captions. Use own words and include new vocabulary. To match a sentence/word to a picture. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (i.e. fiction, non-fiction, poetry). Make inferences to answer questions beginning ‘Why do you think...?’ in a picture book that has been read to them, where an answer is clearly signposted. When prompted, say whether they liked or disliked a book, giving simple justifications or making relevant comments.

	<ul style="list-style-type: none"> • Experience and respond to different types of books. • Respond to simple ‘what’ or ‘why’ questions about a story, using visuals as prompts. • Make simple inferences to answer yes/no questions about a character’s emotions in a familiar picture book read aloud to them, with prompts. • Sequence 2 events from a familiar story, using puppets, pictures or roleplay. 	<ul style="list-style-type: none"> • Respond to ‘what’, ‘who’ or ‘why’ questions about a story, using visuals as prompts. • Recognise repetition of words or phrases in a short passage of text. • Play influenced by experience of books. • To begin to show understanding of what they have read. 	<ul style="list-style-type: none"> • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. • Respond to ‘what’, ‘who’, ‘why’ and ‘how’ questions about a story, drawing on images and beginning to draw on text. • Play influenced by experience of books – gesture and actions used to act out a story, event or rhyme. • To understand what they have read. • Include new vocabulary in own stories and writing.
Word Reading	<ul style="list-style-type: none"> • Hear general sound discrimination and be able to orally blend and segment. • Read individual letters by saying the sounds for them, that they have learnt so far. • Blend sounds into words so that they can read short words made up known letter-sound correspondences. • Recognise a few common exception words matched to Sounds-Write. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words so that they can read short words made up of known letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences. • Read a few common exception words matched to Sounds-Write. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Blend sounds into words for CVCC/CCVC. • Read aloud simple sentences and books that are consistent with their phonic knowledge. • Read an increasing range of common exception words. • Re-read what they have written to check that it makes sense.
Writing	<ul style="list-style-type: none"> • Aware that writing communicates meaning. Give meanings to marks they make and explain them to others. • Begin to break the flow of speech into words. • Understand that thoughts can be written down. • Write their name, by copying it or writing it from memory. • Copies adult writing behaviour (e.g. writing on a whiteboard, writing messages). • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in clusters like words. • To hear, say and write initial sounds with adult support. 	<ul style="list-style-type: none"> • Can write their own name. • To form lower-case and capital letters with increasing accuracy. • Break the flow of speech into words. • Use appropriate letters for initial sounds. • Write simple CVC words using the sounds they know. 	<ul style="list-style-type: none"> • Continue to build on knowledge of letter sounds to build words in writing. • Use writing in play. • Use familiar words in their writing. • Show awareness of different audiences for writing. • Write short sentences with words with known-letter correspondences. • Sometimes use a capital letter and a full stop. • Write words using the sounds that they know. • Make phonetically plausible attempts to write more complex words. • Write simple phrases and sentences that can be read by others.
Composition	<ul style="list-style-type: none"> • Use talk to organise and describe events and experiences. • Uses talk to link ideas, clarify thinking and feelings. • Understands that thoughts and stories can be written down. • Tell a simple story to an adult, which may not follow typical story structure. 	<ul style="list-style-type: none"> • Orally compose a simple sentence and hold it in memory before attempting to write it. • Tells simple stories to an adult. 	<ul style="list-style-type: none"> • Write a simple sentence/caption, which may include a full stop. • Write a simple narrative in short sentences with known letter-sound correspondences. • Sometimes use a capital letter and a full stop. • Show an understanding of the break in words by using finger spaces.

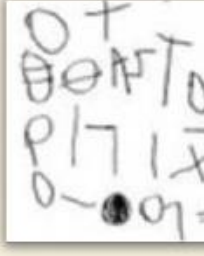
Spelling	<ul style="list-style-type: none"> • Orally segment sounds in simple words. • Write their name by copying it or from memory. 	<ul style="list-style-type: none"> • Orally spell VC and CVC words by identifying the sounds they can hear. • Write own name. • Spell some irregular words. 	<ul style="list-style-type: none"> • Spell words by drawing on known grapheme correspondences (including known digraphs). • Make phonetically plausible attempts when writing more complex words. • Spell a wider range of common exception words.
Handwriting	<ul style="list-style-type: none"> • Begin to show a preference for dominant hand. • Draw lines and circles. • Form some letters from their name, knowing these are written from left to right. • Form letters from their name with some accuracy. 	<ul style="list-style-type: none"> • Show a dominant hand. • Write from left to right and top to bottom. • Writing an increasing range of recognisable letters. • Show awareness of ascenders and descenders. 	<ul style="list-style-type: none"> • Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. • Use a pencil confidently to write letters that can be clearly recognised. • Form some capital letters correctly.

Scaffold Support for Writing (The Role of the Adult)		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Adult scribing and writing down word for word. Adult re-reads the story to the child. Child decides part they would like to play and then act out the story on a simple stage. • Adult points out gaps and punctuation to raise awareness of features of writing. • Child begins to write the initial sound of a word and the adult continues to write the other parts of the story. 	<ul style="list-style-type: none"> • Child knows groups of letters make up a word and a group of words make sentences. • Child continues to write the initial sound of a word and develops their writing of CVC and writes some common exception words, supported by sound/word mats. • Adult writes any unknown words. 	<ul style="list-style-type: none"> • Child takes the pen more and more until eventually they write complete phrases. • They may still need the support of sound/word mats but are able to use these with increasing independence. • The child can write a short story and read it back with adult support.



Typical Writing Progression



		Pre-Writing			Letter Strings		
		Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
		Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page
							
		Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
		Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.
							

Mathematics			
	Autumn	Spring	Summer
White Rose	Match, sort and compare. Talk about measure and patterns. 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, 8. Length, height and time. Building 9 and 10. Explore 3-D shapes.	To 20 and beyond. How many now? Manipulate, compose and decompose. Sharing and grouping. Visualise, build and map. Make connections.
Number	<ul style="list-style-type: none"> • Join in with number songs. • Give meaning to marks to represent numbers. • Orally count forwards to 10. • Demonstrate an understanding of using 1 object for each item when counting. • Count with 1-1 correspondence objects to 5. • Recognise and recall the numerals to 0-5. • Begin to subitise small quantities (1, 2, 3). • Begin to compare quantities with language of more and fewer. • Show a number below 5 in a range of ways (e.g. with fingers, objects, on a tens frame). 	<ul style="list-style-type: none"> • Sing an increasing repertoire of number songs, using gesture to give meaning to numbers. • Begin to form some recognisable numbers. • Orally count forwards and backwards to 10 and begin to count to 20. • Count with 1-1 correspondence objects to 10. • Recognise and recall the numerals 0-10. • Subitise small quantities with increasing accuracy (up to 5). • Begin to demonstrate understanding of the composition of numbers up to 10 • Compare quantities with the language of more, fewer and the same/equal to. • Begin to add and subtract using resources. • Begin to explain their reasoning verbally to an adult, in response to questions such as "How do you know?". 	<ul style="list-style-type: none"> • Form recognisable numbers to 10. • 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. • Subitise small quantities up to 5. • Demonstrate understanding of the composition of numbers up to 10. • Add and subtract confidently using resources as • 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. • Explain their reasoning verbally to another peer or adult. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Show an understanding of the meaning of. and how to, half and double.
Shape, Space & Measure	<ul style="list-style-type: none"> • Use shapes to make pictures and models. • Describe the properties of simple shapes (e.g. round, pointy). • Name some 2D shapes. • Begin to recognise patterns and be able to continue, copy and create them. • Begin to compare length, weight and capacity. 	<ul style="list-style-type: none"> • Know names and properties of some 2D shapes. • Name some 3D shapes. • Show a simple understanding of time and use appropriate vocabulary when talking about it. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Know names and properties of 2D shapes. • Know names of 3D shapes and begin to describe them. • Show an understanding of time, order events and use appropriate vocabulary to describe them. • Continue, copy and create a range of repeating patterns. • Compare length, weight and capacity and use appropriate vocabulary.

Understanding the World

	Autumn	Spring	Summer
Natural World	<ul style="list-style-type: none"> • Use their senses to explore the natural world and describe what they discover. • Experience and notice differences in seasons. • Experience and describe different sorts of weather. • Know names of and begin to describe different animals. • Talk about what they observe when simple changes to materials take place (e.g. melting chocolate or ice). • Show understanding that we need to care for living things like plants and insects. 	<ul style="list-style-type: none"> • Experience, observe and notice differences in seasons. • Experience and describe different sorts of weather. • Know a number of names of and begin to describe different animals, reptiles and fish. • Comment on and show curiosity about things they notice within the natural world. • Talk about what they observe with greater detail when simple changes to materials take place (e.g. "The ice has melted, it's a big puddle now!"). Explore this in relation to things like melting, freezing, evaporating, floating, sinking, magnetism. • Begin to use scientific vocabulary to describe the natural world (e.g. soil, roots, stem). • Make simple drawings of natural objects. 	<ul style="list-style-type: none"> • Understand changes in the natural world including seasons. • Experience and describe different sorts of weather and discuss these in relation to seasonal changes. • Know names of and begin to describe different animals, reptiles and fish. • Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Ask questions and to be involved in finding the answer. • Experience and understand changing states of matter such as melting, freezing and evaporating. • Experience and understand concepts such as floating, sinking and magnetism.
Past & Present	<ul style="list-style-type: none"> • Talk about lives of people around them e.g. their family and lives of those in wider community. • Develop an understanding of yesterday, today and tomorrow. • Understand and use words such as yesterday, tomorrow, today, last week, a long time ago. 	<ul style="list-style-type: none"> • Talk about lives of people around them e.g. their family and lives of those in wider community. • Understand and use words such as yesterday, tomorrow, today, last week, a long time ago. • Know life was different in the past. • Compare and contrast differences between past and present situations. • Use topical vocabulary when discussing observations. 	<ul style="list-style-type: none"> • 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. • Understand and use words such as yesterday, tomorrow, today, last week, a long time ago.
People, Culture & Communities	<ul style="list-style-type: none"> • Talk about their homes and the people who live there. • Begin to develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc. • Show an interest in maps. • Know that some places are special to members of their community (e.g. church). • Know that some families mark festivals (e.g. Christmas) and know how these may be celebrated. • Talk about their family and demonstrate understanding of their own personal history. • Begin to understand some of the similarities and differences between people (e.g. families, faiths). • Understand that people come from different countries and that these are different places. • Show an interest and some understanding of different occupations. 	<ul style="list-style-type: none"> • Know they live in Hose. • Develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc. • Begin to recognise some similarities and differences between life in this country and life in other countries. • Talk about what a map is for. • Talk about the similarities and differences between people (e.g. families, faiths). • Understand that some places are special to members of their community. • Share their knowledge of a range of different festivals and celebrations and say why they are important. • Show an understanding and curiosity of of different occupations. 	<ul style="list-style-type: none"> • Know they live in Hose and that Hose is in England. • Develop a sense of the immediate world around them and talk about their local community. • Recognise some similarities and differences between life in this country and life in other countries. • Talk about what a map is for and what they observe. • Talk about the similarities and differences between people (e.g. families, faiths). • Understand that some places are special to members of their community. • Know that some families mark different festivals such as Christmas, Diwali, Eid, Chinese New Year and know how these may be celebrated. • Know some similarities and differences between different religious and cultural communities in this country

Enquiry Skills	<ul style="list-style-type: none"> • Know that you can find out information from different sources (e.g. internet, books). • Show curiosity. 	<ul style="list-style-type: none"> • Make observations using books or technology and reference what they have observed to the world around them. • Ask questions. 	<ul style="list-style-type: none"> • With support, use technology or books to find information. • With support, show some understanding how we can find answers to our own questions.
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Religious Education Coverage (Hose's RE Curriculum Questions)		
Autumn	Spring	Summer
What is the 'good news' Christians believe Jesus brings? Why is Christmas a special time for Christians?	Who is a Muslim/Jew and how do they live? Why is Easter a special time for Christians?	Which places are special and why? How should we care for others and why does it matter?

Expressive Arts & Design			
	Autumn	Spring	Summer
Meaningful Marks	<ul style="list-style-type: none"> • Understand how to grip a pencil comfortably. • Explore making marks, creating lines and circles. • Give meaning to marks made. • Begin to use shapes to represent objects. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and adding features. • Make simple observational drawings. 	<ul style="list-style-type: none"> • Show accuracy and care in their drawing. • Make observational drawings using additional detail. • Practise making continuous lines. • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
Colour	<ul style="list-style-type: none"> • Recognise and name colours. • Explore colours. • Enjoy the process of colouring mixing. • Identify dark and light colours. 	<ul style="list-style-type: none"> • Recognise and name less common colours, such as turquoise or lilac. • Know that the primary colours can be mixed to create the secondary colours. • Know that they can make a colour lighter by adding white or darker by adding black. 	<ul style="list-style-type: none"> • Name the primary colours that can be mixed together to create the secondary colours. • Enjoy colour mixing and creating darker and lighter shades. • Choose particular colours for a purpose. • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
Paint & Print	<ul style="list-style-type: none"> • Use paint to make marks. • Recognise that objects can be used to print. • Enjoy printing using different simple shapes as well as hands/fingers. 	<ul style="list-style-type: none"> • Use a finer brush to add details to painted pictures. • Explore different paint types (e.g. ready mix, watercolour, powder paint). • Recognise that natural objects can also be used to print. • Explore printing with man-made and natural objects. 	<ul style="list-style-type: none"> • Make choices about the materials needed when painting or printing (e.g. colour choices, brush size, paper or paint type). • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
Material	<ul style="list-style-type: none"> • Understand how different materials/textures feel, exploring and describing them with simple vocabulary (e.g. stretchy, soft). • Enjoy assembling junk modelling materials together. 	<ul style="list-style-type: none"> • Observe how the properties of different materials make them suitable for different purposes. • Choosing an appropriate material to join their creations (e.g. gluestick, PVA, masking tape, Sellotape, staples). 	<ul style="list-style-type: none"> • Recognise that materials can be manipulated and joined in different ways to produce products (e.g. junk modelling house, sewn bag, clay pot). • Evaluate their own work and suggest how it can be improved. • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
Cutting	<ul style="list-style-type: none"> • Use one-handed tools and equipment (e.g. making snips with scissors). • Use scissors to cut in a straight line. 	<ul style="list-style-type: none"> • Understand the safety measures needed when using one-handed tools and equipment. • Use scissors to cut curved lines, with adult support to turn the paper. • Use scissors to cut shapes (may be with adult support). 	<ul style="list-style-type: none"> • Use scissors to cut safely and independently. • Use scissors for a particular purpose when combining different materials and media. • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Planning & Evaluating	<ul style="list-style-type: none"> • Share their work with an adult, saying what they have made and what they like about it. • Label the materials they have used with adult support. • Make comments on the work of others (e.g. “That’s nice”). 	<ul style="list-style-type: none"> • Draw out a simple plan for the product they are going to make. • Label the materials they will use to make their product. • Make some simple evaluations about what they like about their product or what could be improved. • Make comments on the work of others, saying what they do or do not like about it (e.g. “I like the shiny glitter”). 	<ul style="list-style-type: none"> • Complete a design plan before creating their product, drawing their design and making informed decisions about the materials they will need to complete it. • Evaluate their product, explaining why it was or wasn’t a success and what they could do differently next time. • Share their creations and explain the processes they have used to make them. • Make comments on how the work of another artist may have been created.
Being Imaginative	<ul style="list-style-type: none"> • Take part in simple, pretend play often based on their own familiar experiences (e.g. making dinner). • Use available resources to create props or ‘use’ imaginary ones to support their play. • Develop storylines through small world or roleplay. 	<ul style="list-style-type: none"> • Re-tell parts of familiar stories through the use of puppets, toys, masks or small world. • Create more complex narratives in their pretend play, building on the contributions of their peers. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and adults. • include more complex narrative in their pretend play and build upon the ideas of others. • Create representations of both imaginary and real-life ideas, events, people and objects. • Use combinations of art forms (e.g. moving and singing, mark-making and dramatic play, drawing and talking, constructing and mapping).
Being Expressive	<ul style="list-style-type: none"> • Enjoy listening to different types of music. • Sing a range of well-known songs and rhymes. • Move in time with music. • Talk about loud and quiet. • Begin to perform songs, rhymes and poems with others. 	<ul style="list-style-type: none"> • Listen to and talk about different types of music. • Sing a range of well-known songs and rhymes. • Explore and begin to know the names of different sorts of musical instruments. • Move in time with music, showing some awareness of rhythm. • Talk about fast and slow, in relation to music. • Hold a steady beat. • Perform songs, rhymes and poems with others, including some of their own creating. 	<ul style="list-style-type: none"> • Listen to and talk about different types of music and use vocabulary that explains what they hear (e.g. fast, slow, loud, quiet). • Hold a steady beat. • Perform songs, rhymes and poems with others, including some of their own creation. • When appropriate try to move in time with the music.