



Sandford St Martin's CE VA Primary

Cohesive curriculum progression map
Early Years Foundation Stage

	Communication and Language		Personal, Social and Emotional Development			Physical Development	
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing self	Building Relationships	Gross Motor	Fine Motor
Reception AUTUMN TERM	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Use talk to help work our problems and organise thinking and activities. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Participate in small group, class and one to one discussions.</p>	<p>Manage their own needs.</p>	<p>Show themselves as a valuable individual.</p>	<p>Build constructive and respectful relationships.</p>	<p>Revise and refine the fundamental movement skills they have already acquired. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully:- lining up, personal hygiene.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in most cases.</p>

	Literacy			Maths	
	Reading	Comprehension	Writing	Number	Numerical Patterns
<div>Reception</div> <div>AUTUMN TERM</div>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that short words made up of known letter sound correspondences can be read.</p>		<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</p> <p>Count objects, actions and sounds to 5.</p> <p>Understand the on more than/one less than relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p>	<p>Recognise the pattern of the counting system, up to 5.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning.</p>

RECEPTION AUTUMN TERM	Understanding the world		
	The Natural World	Past and Present	People, Culture & Communities
	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments re different to the ones in which they live.	Compare and contrast characters from stories. Know some similarities and differences between things in the past and now.	Talk about members of their family and community. Name and describe people who are familiar to them. Draw information from a single map.
	Expressive Arts and Design		PCC (RE)
	Creating with Materials	Being Imaginative & Expressive	Why is the word of God so important to Christians?
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.	Sing in a group or on their own. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance, art, expressing their feelings and responses.	Why do Christians perform Nativity plays at Christmas time?

Reception SPRING TERM	Communication and Language		Personal, Social and Emotional Development			Physical Development	
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing self	Building Relationships	Gross Motor	Fine Motor
	<p>Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Engage in non fiction books. Listen to and talk about non fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work our problems and organise thinking and activities. Participate in small group, class and one to one discussions. Articulate their idea and thoughts in well-formed sentences.</p>	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>	<p>Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p>	<p>Build constructive and respectful relationships. Think about the perspective of others,</p>	<p>Develop their small motor skills so they can use a range of tools competently and confidently. Develop overall body-strength, balance, co-ordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Negotiate space and obstacles safely, with consideration for themselves and 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'- having a good sleep routine- being a safe pedestrian.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in most cases. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

Reception SPRING TERM	Literacy			Maths	
	Word Reading	Comprehension	Writing	Number	Numerical Patterns
	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count</p> <p>Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity)</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>

Reception SUMMER TERM	Communication and Language		Personal, Social and Emotional Development			Physical Development	
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing self	Building Relationships	Gross Motor	Fine Motor
	<p>Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Engage in non fiction books. Listen to and talk about non fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Participate in small group, class and one to one discussions. Retell the story, once they have developed deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Use talk to help work our problems and organise thinking and activities.</p> <p>E Safety• Can they act if they find something they are unsure of (including identifying people who can help)?</p>	<p>Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p>	<p>Build constructive and respectful relationships. Think about the perspective of others.</p>	<p>Develop overall body-strength, balance, co-ordination and agility. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including throwing, catching, kicking..... Negotiate space and obstacles safely, with consideration for themselves and others. Know and talk about different factors that support overall health and well being – sensible amounts of screen time.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in most cases.</p>

Reception SUMMER TERM	Literacy			Maths	
	Reading	Comprehension	Writing	Number	Numerical Patterns
	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Re-read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Select, rotate and manipulate shapes in order to develop spatial reasoning. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

RECEPTION SUMMER TERM	Understanding the world		
	The Natural World	Past and Present	People, Culture & Communities
	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a single map.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Talk about members of their family and community.</p> <p>Explore the natural world around them.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some environments re different to the ones in which they live.</p> <p>Draw information from a single map.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from non-fiction texts and where appropriate maps.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
	Expressive Arts and Design		PCC (RE)
	Creating with Materials	Being Imaginative & Expressive	What can we learn from stories? Islam / Judaism/Christianity
	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		What makes places special? Islam / Judaism/Christianity