**Old Park Primary School EYFS Long Term Progression Plan **

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subject and Age Range | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy Reading/writing  | NurseryProvide opportunities for children to make marks with different media media. Encourage and teach correct pencil grip. Provide books and other media/signs to assign meaning to and look at.  | Nursery Provide opportunities for children to make marks with different media media. Encourage and teach correct pencil grip. Provide books and other media/signs to assign meaning to and look at. | NurseryGreater accuracy with pencil control – provide lots of pencil control and tracing activities. Children to draw different kinds of marks and patterns distinguishing between the marks they make. Recognise their own name. Begin to trace name and form some letters from their name. Know that print has meaning and different purposes.Talk about familiar books and stories. Penpals Handwriting scheme F1. | NurseryGreater accuracy with pencil control – provide lots of pencil control and tracing activities. Children to draw different kinds of marks and patterns distinguishing between the marks they make. Recognise their own name. Begin to trace name and form some letters from their name. Know that print has meaning and different purposes.Talk about familiar books and stories.Penpals Handwriting scheme F1. | NurseryWrite some or all of their name.Write some letters accurately. Use some of their print and letter knowledge in their early writing e.g. writing ‘m’ for mummy. Engage in extended conversations about stories, learning new vocabulary. Understand that print has meaning and purposes, we read English text from left to right and top to bottom, the different parts of a book and how to turn pages forward. Penpals Handwriting scheme F1. | NurseryWrite some or all of their name.Write some letters accurately. Use some of their print and letter knowledge in their early writing e.g. writing ‘m’ for mummy. Engage in extended conversations about stories, learning new vocabulary. Understand that print has meaning and purposes, we read English text from left to right and top to bottom, the different parts of a book and how to turn pages forward.Penpals Handwriting scheme F1. |
| Reception Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts. Knowledge Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories. Penpals SOW F2 | Reception Skills Listening to and hearing sounds in CVC words. Begin to write CVC words. To identify sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall facts.Knowledge Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.Penpals SOW F2 | ReceptionSkillsSecurely write CVC words. Listening to and hearing sounds in CVC, CCVC and CVCC words.Identifying sounds on a sound mat.  Listens to stories and is beginning to anticipate what may happen next.Knowledge Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to spell some familiar words.Penpals SOW F2 | Reception To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words.Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next.Knowledge Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop.Penpals SOW F2 | ReceptionTo think of and write a short, simple sentence. (Su1) Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1) Checking written work and making any changes where necessary. (Su1) Listens to stories and is beginning to anticipate what may happen next.Knowing the sounds that the taught phonemes make. (Su1) Knowing what the taught phonemes look like. (Su1) Knowing how to write the taught letters. (Su1) Recognising taught HFW in text. (Su1) To know that a sentence starts with a capital letter and ends with a full stop. (Su1) Knowing that sentences can be extended by using a connectivePenpals SOW F2 | Reception To think of and write a short, simple sentence. (Su2) Listening to and hearing sounds in CVC and CVCC wordsIdentifying sounds, including phonemes and other digraphs on a sound mat. (Su2) Checking written work and making any changes where necessary.Penpals SOW F2 |
| Phonics  | Tuning into sounds (auditory discrimination). Pre RWI games.Phase 1 sound discrimination games to spot and suggest rhyme, count or clap syllables in a word, recognise words with the same initial sound. Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmmountain) – looking at both real and cartoon images that represent initial sounds.Stories and rhymes to aid listening skills.  | RWI Nursery SOW Learning set 1 sounds, encouraging formation of letters.  |
| Reception Learning all set 1 sounds. Beginning to blend and segment simple cvc words.  | Reception Learning all set 1 sounds. Beginning to blend and segment simple cvc words. | Reception Red Level - Photocopy dittyRead and write words and simple phrases linked to red level words.  | Reception Red level – ditty booksRead and write words and simple phrases linked to red level words. | Reception Green storybooks Read and write words and simple phrases linked to appropriate level words. | ReceptionPurple storybooks Read and write words and simple phrases linked to appropriate level words. |
| Maths  | NurserySimple number rhymes. Playing with maths equipment. Reception White Rose SOWSecuring deep knowledge about numbers 1, 2 and 3. (Counting, subitising, comparing amounts and number bonds) Learning about simple 2d shapes – circles and triangles.  | NurserySimple number rhymes. Playing with maths equipment. Count rote to five. Begin to give small amounts from a large group. (1-3) Reception White Rose SOWSecuring deep knowledge of numbers 1-5. (Counting, subitising, comparing amounts and number bonds) Learning about simple 4 sided 2d shapes – squares and rectangles. Sequencing simple events and use of positional vocabulary. Secure comparing objects by length and using correct vocabulary.  | NurserySimple number rhymes. Playing with maths equipment. Count rote to 10. Count up to 5 objects from a small group. Recognise some numerals 1-5. Reception Secure deep knowledge of numbers 1-7.(Counting, subitising, comparing amounts and number bonds) Comparing objects by weight. Introducing 3d shapes and names.  | NurserySimple number rhymes. Playing with maths equipment. Count rote to 10. Count up to 5 objects from a small group. Recognise some numerals 1-5. Reception Secure knowledge of numbers 1-10. (Counting, subitising, comparing amounts and number bonds) Comparing objects by capacity.  | NurserySimple number rhymes. Playing with maths equipment. Count up to 5 objects accurately from a small group.Begin to subitise small numbers. Match numeral to amount up to 5. Show fingers for amounts up to 5. Reception Introduce numbers beyond 10.Rote count above 20. Deepen knowledge on numbers 1-10 including doubles, halving and odd/even.  | NurserySimple number rhymes. Playing with maths equipment. Count up to 5 objects accurately from a small group.Begin to subitise small numbers. Match numeral to amount up to 5. Show fingers for amounts up to 5. ReceptionIntroduce numbers beyond 10.Rote count above 20. Deepen knowledge on numbers 1-10 including recalling number bonds to 10, doubles, halves.  |
| History  | NurseryLanguage development Me and my Family – old/young, oldest/youngest, new/old, past/presentTalk about past events in their own lifeRemembrance Day and Bonfire Night. Talk about birthdays and memories of Birthdays. Reception How have I changed since I was a baby? Historical Association SOWDeveloping knowledge of the past by talking about past events in their own lives and how they have changed since they were a baby. Looking at baby photos and memories from parents. Sequence stages of human growth from a baby to elderly. (This should prepare children with the vocabulary and knowledge to access the Year 1 ‘My Family History’ unit of study.  | NurseryChinese New Year story. Read some Historical stories to discuss and point out any changes e.g. cave baby. ReceptionLearning about History through books and stories – Romeo and Juliet, Chinese New Year, Peepo and my teacher’s/ favourite stories from when they were a baby e.g. Dogger. This should prepare children for Y1 Unit of work ‘Our Local Heroes’.  | Nursery and Reception Encourage children to talk about memories from their holidays and summer holidays (parents to send in photos to prompt discussions). This should prepare children with the skills, knowledge and vocabulary to access the Y1 unit of study ‘Seaside Holidays in the past’.  |
| Geography  | NurseryMe and my family - where do I live? What is it like? What is my address? ReceptionLearning about my home and where I live and my address. This should prepare children for ‘My Local Area’ in Year 1.Learning about Africa (linked to Handa’s Surprise) – clothes, weather, landscape, music and talking about similarities and differences to where they live. Locate on globe and map. This knowledge leads into ‘Animals around the World’ taught in Year 1 and ‘Our Wonderful World’ and ‘Seasons’ taught in Year 2. | Nursery‘Our World’ learning about different types of weather, people, places and how they are different around the world. Look at maps and globes.Comparing town/country. ReceptionLearning about seasons, cold places and China. Why are they cold? What is it like? Talking about similarities and differences to where we live – animals, clothes, weather, homes, landscape. Locate on a map/globe.Follow and draw simple maps based on stories – Linked to the Jolly Postman. This knowledge leads into ‘Animals around the World’ taught in Year 1 and ‘Our Wonderful World’ and ‘Seasons’ taught in Year 2. Understanding of maps in Reception lead into exploring and identifying continents, countries and oceans on maps and globes in Year 1 and 2.  | Nursery and ReceptionTalking about travel and our holidays. Where have we travelled to? What was it like? How did we travel? What was it like? Compare to where they live. Compare types of places e.g. cities, farms etc. Draw and follow simple pirate treasure maps. This prepares children for their ‘People and their communities’ unit taught in Year 1. Visit to Hatton Farm in Reception Nursery - What is an ocean? What lives in the ocean?  |
| Science  | NurseryLearn about seasonal changes - Autumn.Learning about light and dark - shadows. ReceptionLearn about seasonal changes – Autumn. Explore magnets and waterproof/absorbency of materials. Knowledge and understanding of materials and their properties prepares children for their learning in Year 1 - ‘materials unit’. Understanding of magnets provides children with the basic understanding ready for Year 3 when children explore magnets further. | NurseryLearn about seasonal changes - Winter. Learn about different animals around the world. What is in outer space? Name some planets and stars. Reception Learn about seasonal changes – Winter and Spring. This prepares children for their learning in their Earth and Space unit - Year 1.Melting ice – what happens, how can we make ice melt quicker? This leads into their Year 1 unit - materials and Year 3 unit - materials where they explore changing state further. Growing new plants, learn parts of plants. Observe, explore and draw pictures of plants in the environment. Plant seeds and observe. This prepares children for their learning about plants in Year 1. | NurserySeasonal changes - Spring and Summer. Plants and growing things.Human growth and change.Lifecycles and animals and their young. Ocean creatures and what lives in the sea. Floating and sinking. Reception Seasonal changes – Summer - This prepares children for their learning in their Earth and Space unit - Year 1.Floating and sinking - prediction - leads into Year - scientific enquiry.Observe, explore and draw pictures of minibeasts in the environment. This leads into their ‘Living things’ unit in Year 1.Observing caterpillars. (Trip in Nursery). This leads into their ‘Living things’ unit in Year 1. |
| RE | SOW Sandwell SACREWhy is the word God so important to Christians? Nursery to follow guidance in ‘Playful RE’ Participate and learn about any celebrations which fall in that period of time.  | SOW Sandwell SACREWhy do Christians perform nativity plays at Christmas?Participate and learn about any celebrations which fall in that period of time - Divali, Bonfire Night, Eid, Christmas, Weddings and Birthdays.  | SOW Sandwell SACREWhich stories are special and why? Participate and learn about any celebrations which fall in that period of time - Valentine’s day. | SOW Sandwell SACREWhy do Christian’s put a cross in an Easter garden? Participate and learn about any celebrations which fall in that period of time - pancake day, Easter, Mother’s Day. | SOW Sandwell SACREWhich places are special and why? | SOW Sandwell SACREBeing Special. Where do we belong?  |
| PE  | Complete PE SOWNursery Games Hands 1Reception Games Hands 2 - links to Year 1 Hands 1 and 2.  | Complete PE SOWNursery Moving to MusicReception Dance Ourselves - leads into Year 1 Dance - growing unit. | Complete PE SOWNursery Gymnastics Making shapesReception Gymnastics Moving - leads into Year 1 Dance - body parts. | Complete PE SOWNursery Fundamental ABCReception Games – Feet - this links with Year 1 Games - feet | Complete PE SOWNursery Locomotion walking and jumping Reception Locomotion walking and jumping - leads into Year 1 Locomotion -running. | Complete PE SOWNursery Simple Team Games Reception Games Attack V Defence - leads into Year 1 Games - attack V defence. |
| Computing  | Introduce desktops and name simple equipment. - YR1 unit 1 Technology all around usSimple mouse control games and interacting with age appropriate software. - YR1 unit 2 Digital PaintersNursery Use ipads, cameras and simple battery operated toys within provision - YR1 unit 3 Programming a robot | How can I stay safe using Technology?How do I use technology at home? - Links with Yr1 Online Safety curriculumUsing ipads/tablets to record work and ideas.Using the internet to search. Nursery Use ipads, cameras and simple battery operated toys within provision - YR1 unit 3 Programming a robot | Using programmable technology. - YR1 unit 3 Programming a robotUsing a keyboard to type. - YR1 unit 5 Digital writing (Also some lessons within Unit 1)Producing own work using ICT. - YR1 unit 3 Programming a robot- YR1 units 2 & 4Nursery Use ipads, cameras and simple battery operated toys within provision - YR1 unit 3 Programming a robot |
| Art and Design | Art Day – Guiseppe ArchimboldoSimple drawing skills - drawing a self portait. What shapes/features do we need? Drawing a simple human figure. What shapes/features do we need?Jackson Pollock – spatter pictures for Bonfire NightAutumn - natural artMaking rocketsSimple drawing techniques - links with skills taught in Year 1 Autumn unit.Using simple tools - links with skills taught in Year 1 Autumn unit.Exploring different mediaColour mixing - fire - links with skills taught in Year 1 Autumn unit.Making diva potsChristmas Arts and craft - making cards and calendarsUsing simple tools and exploring different drawing mediaNursery Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  | Mixing colours and simple painting skills - links with Year 1 Painting unit in AutumnMaking stick people - skills learnt here will lead into Year 1 unit in the summer.Cutting skills - snowflakes - skills learnt here will lead into Year 1 unit in the summer.Chinese new year Arts and Crafts - skills learnt here will lead into Year 1 unit in the summer.Mother’s day cards  - finger paintingMaking own easter eggs based on Kandisky. - Painting skills taught here are used in Autumn 1 of Year 1. Nursery Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  | Observational drawing of flowers - link to famous artist drawing simple shapes – Vincent Van Gough’s sunflowers - drawing skills learnt are used in Year 2 drawing unit.Printing insects - patterns - this leads into their printing unit in Year 1.Junk model minibeasts - these skills link with skills learnt in Summer - Year 1.Printing - farm animals - this leads into their printing unit in Year 1.Experimenting with new media e.g. charcoal, pastels etc. - this runs through all units across school.Drawing shells drawing shapes - drawing skills learnt are used in Year 2 drawing unit.Seaside collage - this leads into their Year 1 Collage unit. Nursery Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  |
| DT | Design and build a house using large and small construction pieces. Experiment with and learn to use simple tools and materials. Making firework rockets. All skills in these projects lead into skills learnt in Year 1 - Autumn and Spring.Making fruit kebabs using repeated patterns - skills learnt feed into Year 1 summer unit.Nursery to experiment with different construction sets, blocks both large and small. Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  | Design and make own Stick person as a friend for Stick man - leads into skills learnt in Year 1 - Autumn and Spring.Design and make pancakes/toppings - skills learnt feed into Year 1 summer unit.Nursery to experiment with different construction sets, blocks both large and small. Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  | Design and make an invincible Junk model minibeast - leads into skills learnt in Year 1 - Autumn and Spring.Nursery to experiment with different construction sets, blocks both large and small. Explore, experiment and use a variety of simple media, materials and tools to create simple pieces of work. Children talk about their own and others’ artwork.  |
| Music | ReceptionExplore simple instruments – name and play. Leads into Year 1 unit for Autumn.Learn a variety of simple songs and rhymes. Use simple body percussion and instruments to play in time - Leads into Year 1 unit for Autumn. Learn and perform a variety of Christmas songs - leads into all music units across the school. African music – listen to and respond - leads into all units across the school. Nursery - learn a variety of simple familiar songs and Nursery Rhymes. Experiment with and play simple instruments.  | ReceptionSound effects for the story ‘The Gruffalo’Record story and learn how to vary sounds to create effects e.g. timbre, pitch, tempo. Links to Year 1 Spring and Summer units.Nursery - learn a variety of simple familiar songs and Nursery Rhymes. Experiment with and play simple instruments.  | ReceptionLearn how to play simple instruments in different ways e.g. vary speed, volume. Use instruments to depict a minibeast song/dance. Links to Year 1 Spring and Summer units.Nursery - learn a variety of simple familiar songs and Nursery Rhymes. Experiment with and play simple instruments.  |
| Wellbeing | Jigsaw SOW Being Me in My World | Jigsaw SOWCelebrating Difference  | Jigsaw SOWDreams and Goals | Jigsaw SOWHealthy Me | Jigsaw SOWRelationships | Jigsaw SOWChanging Me |
| MFL | Children to listen to rhymes, songs and simple stories e.g. Africa, Chinese New Year.Children to answer the register in another language – French, Spanish, German etc. Children to talk about places they have visited where people speak a different language. Children are provided with an awareness of different languages around the world, which leads into their spoken learning of French in Year 1 and 2. |