

Foundation Stage Key Skills and Progression FS2

The seven areas in the Early Years Foundation Stage (EYFS) provide a framework for our planning which enables us to achieve our aims for the under fives provision. We ensure that all children experience a broad and balanced curriculum. Underpinning this is the **Characteristics of Effective Learning; Playing and Exploring, Active Learning, Creating and Thinking Critically**. Teachers and support staff plan together to ensure consistency across year groups. Planning is highly responsive to the children’s individual interests and needs. As a result the focus of the curriculum develops over time. It is constantly responding and to and developed to ensure a pedagogical approach that responds to the needs of the children.

Area of Learning	Autumn 1 (30-50)	Autumn 2 (30-50)	Spring 1 (30-50/40-60)	Spring 2 (40-60)	Summer 1 40-60/ELG	Summer 2 (ELG)
PSED	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Confident to talk to other children when playing, and will communicate freely</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Is more outgoing towards unfamiliar</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Confident to speak to others about own needs, wants, interests and opinions</p>	<p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>They take account of one another's ideas about how to organise their activity.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>

	about own home and community.	people and more confident in new social situations.				They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
Physical Development	<p>Draws lines and circles using gross motor movements.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Can copy some letters, e.g. letters from their name.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Observes the effects of activity on their bodies.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Practices some appropriate safety measures without direct supervision</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>

<p>Communication and Language</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p>	<p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Able to follow a story without pictures or props.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p>
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					Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	
Literacy	<p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Phase 2</p> <p>Hears and says the initial sound in words.(W) •Can segment the sounds in simple words and blend them together.(W)</p>	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Phase 2/3</p> <p>Hears and says the initial sound in words.(W) •Can segment the sounds in simple words and blend them together.(W)</p>	<p>Begins to read words and simple sentences. Phase 2/3</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words</p> <p>Phase 2/3/4</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Phase 3/4</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>

					their spoken sounds.	They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
<u>Phonics</u>	<u>Phonics</u> Listening activities, rhymes, songs and stories Distinguish between speech sounds and orally segment and blend words Introduce individual phonemes: set 1 s a t p set 2 i n m d set 3 g o c k set 4 ck e u r set 5 h b f,ff l,ll ss Teach HF words (practise blending and reading) at, as, it, an, and, dad, in, is, can, got,	<u>Phonics</u> Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce next sets of phonemes. set 6 j v w x set 7 y z,zz qu Teach HF words (practise blending and segmenting) back, get, big, him, his, not, got, mum, but Tricky words for	<u>Phonics</u> Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce consonant digraphs set 8 ch sh th ng Introduce long vowel digraphs set 9 ai ee igh oa oo Teach HF words	<u>Phonics</u> Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce digraphs/trigraphs set 10 ar or ur ow oi set 11 ear air ure er Teach HF words (practise blending and segmenting)	<u>Phonics</u> Listening activities, rhymes, songs and stories Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Tricky words for reading my, you, they, all, are, her, said, like, some, come, Blend and segment using	<u>Phonics</u> Listening activities, rhymes, songs and stories Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Tricky words for reading said, like, some, come, have, were, there, little, one, do, when, out, what

	<p>off, up, had Tricky words for reading the, to, no, go, I Blending and segmenting using grapheme-phoneme knowledge. Phase 1/2</p>	<p>reading no, go, I, the, to, he, we, me, be Blending and segmenting using grapheme-phoneme knowledge. Phase 2/3</p>	<p>(practise blending and segmenting) will, that, this, them, with, then Tricky words for reading she, he, we, me, be, was, my, you, they, her, all, are Practise blending for reading and segmenting for spelling. Begin learning letter names and capital letters Phase 3</p>	<p>see, for, now, down, look, too Tricky words for reading my, you, they, all, are, her, was Practise blending for reading and segmenting for spelling. Practise letter names and capital letters Phase 3</p>	<p>all phonemes taught so far. Practise letter names and capital letters Phase 3/4</p>	<p>Blend and segment using all phonemes taught so far. Practise letter names and capital letters Phase 3/4</p>
<p>Maths</p>	<p>Sometimes matches numeral and quantity correctly Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>Counts out up to six objects from a larger group. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by</p>	<p>Estimates how many objects they can see and checks by counting them. Finds one more or one less from a group of up to five</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>

	<p>Selects a particular named shape.</p>	<p>Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>counting all of them</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>objects, then ten objects.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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					everyday objects and shapes and use mathematical language to describe them.	
Understanding of the World	<p>Talks about why things happen and how things work.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,</p>	<p>Completes a simple program on a computer</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Enjoys joining in with family customs and routines</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things.</p>

			movements or new images.		places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Explores colour and how colours can be changed.	Uses simple tools and techniques	Manipulates materials to	Manipulates materials to	Children sing songs, make music and dance, and	Children sing songs, make music and dance, and

	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Sings to self and makes up simple songs.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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Curriculum Enhancements

Year: R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips, visitors and workshops	People who help us	Local shop trip	Local shop trip Workshop	Local shop trip	Enquiry linked visit -	Library and Park visit
Curriculum Enhancements (Termly)	No pens day Planting Harvest	Social snacks Children in need Diwali Bonfire night Christmas production Premier Sports? Enterprise	No pens day Social snacks Internet Safety Day Chinese New Year	Social snacks Planting World Book Day Sport relief Premier Sports? Easter- New Life	No pens day	Healthy eating week International day Sports day Truck Safety Premier Sports?
Curriculum Enhancements (Ongoing)	Welly walks Snack time Music Child led enquiry Golden mile Gardening Relative reading Paired reading Values BLP Squiggle while you wiggle Dough disco Continuous Provision					

EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dance Nursery Rhymes	Balance	Dance Seasons	Movement Skills 2	Athletics	Dance Jungle
Knowledge:	Simple shapes Space awareness	Retain and regaining balance	Simple shapes Space awareness Seasons Beats/counts of 12	Observing effects of activities on bodies	Running and jumping efficiently Different ways of landing	Simple shapes Space awareness Seasons Beats/counts of 12 up to 16
Skills:	Moving safely Different levels (heights) Working in pairs Creating sequences	Balance on one leg Jumping off objects and landing safely Push and pull Jump and leap	Moving safely Different levels (heights) Working in pairs Creating sequences Flexibility, balance & postures Perform Evaluation of own performance	Moving around, under, over and through Jumping, balancing, dodging, volleying and punting safely	Jumping one foot to two feet Jumping two feet to two feet Coordinating a run with a jump Throwing for accuracy and in a variety of ways Running in a lane Jumping for height/clearing an obstacle	Moving safely Travelling Different levels (heights) Working in pairs Creating sequences Create movement patterns Use picture stimulus
Vocabulary:	Travel Create Sequence Shape	Balance Jump/leap Land Push/pull	Flexibility Balance Posture Evaluation	Around Under Over Through Kick/punt Dodge Volley	Coordinating Throwing Accuracy	Flexibility Extension Balance Posture Travelling

Units:	Net & Wall Games Skills 1	Gymnastics Rocking and Rolling	Locomotion	Gymnastics Flight, bouncing, jumping and landing	Target Games 1	Striking & Fielding Game Skills 1
Knowledge:	Send and receive with accuracy Striking a ball	Transferring weight from one part of your body to another Travelling with confidence and skill	Run skilfully and negotiate space	Execute a variety of leaps and jumps with control	Increasing control over an object	Increasing control over an object
Skills:	Pushing, patting, throwing, catching or kicking an object Striking an object whilst airborne Strike and volley a ball Keeping a rally going	Jumping, mounting and travelling using a variety of obstacles Rocking on different body parts	Twisting and turning Reaching and bending Running skilfully, negotiating space Manipulating objects, control and coordination Dodging, sliding left & right Galloping	Jumping, mounting and travelling using a variety of obstacles in sequences Jump for height Jumping with turns Star jump, pencil jump	Pushing, patting, throwing, catching or kicking an object Throwing a ball underarm Strike a ball with both feet Roll a ball with accuracy with both hands	Pushing, patting, throwing, catching or kicking an object Striking of a tee Tracking flight of ball Roll a ball at a target Pick up a ball Overarm throw Catch a large ball
Vocabulary:	Throwing Catching Kicking	Log, egg and dish roll Sideways/forwards Under/over/through Rocking	Dodge Gallop Balance Space Twist/turn Reach/bend	Sequencing Jumps, leaps Star jump, pencil jump	Throwing Catching Roll Strike Accuracy Underarm Kicking	Track Overarm