



Long Term Progression Planner

Reception-FS2

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CONTEXT FOR LEARNING</p> <p><u>Topics and Themes</u> Teacher Led</p>	<p>Where does our food come from?</p> <p>(UW- Links to autumn and Harvest Festival)</p> <p>Don't Eat the Teacher! (PSED- Settling into school)</p> <p>Pirates Ahoy! (EAD- Role-play and storytelling)</p>	<p>Did dragons exist?</p> <p>(Literacy- Princess and dragon stories)</p> <p>Why am I special? (PSED/UW- celebrations)</p> <p>Why do we celebrate Christmas? (UW/CL)</p>	<p>Can a penguin live in a hot place?</p> <p>(UW- Compare and contrast localities, Changes to the seasons)</p>	<p>Are eggs alive?</p> <p>(UW/EAD/CL- Links to spring, story ideas and Easter)</p>	<p>Can I be an author?</p> <p>(Literacy-Making and publishing own books)</p> <p>Buildings in fairy-tales (UW-materials, playing and working together, exploring buildings and machines)</p>	<p>Do you like to be beside the seaside?</p> <p>(UW/PSED properties of water, uses of water, how people use water to have fun and keep fit. History of the seaside)</p>
Literacy Genre	Factual Captions about Autumn	Fact Books about Dragons	Lists	Simple Recounts	Stories with a beginning, middle and end	Recounts using temporal conjunctions
<u>Ideas for Extended Provision</u>	<p>Sea creatures Link the animals in the story to the rules Shark puppets and story telling Pirate role play and story telling Pirate dressing up day Treasure maps Treasure hunting Autumn walk Leaf collection Leaf photo book Colour exploration Animals/food/cooking Role-play area, family photos</p>	<p>Dragon letter and eggs Dragonology Diwali/fireworks Talents Comparing celebrations Storytelling and writing using own ideas based on Christmas stories/ideas Immerse in stories Talk about Birthdays, how are they changing now they are growing up? Parent visitor Diwali</p>	<p>Turn classroom into an ice palace Melting snow investigations Describing snow using all the senses Winter clothes Snow music and dances Keeping safe in winter Having fun in the snow Weather charts and investigations Animals that live in our own environment/cold places/hot places Sorting animals according to own criteria African safari</p>	<p>Fertilised eggs brought into school, children watch the hatching process and keep an egg diary Turn role play area into a farm shop Create a small world farm Sorting animal activity Life cycle of a chicken, frog, butterfly, Learn that mammals have babies from inside their bodies and not from an egg. Sequence the life-cycle of a human.</p>	<p>Develop construction area Building projects-make a home for a fairy-tale character Write a story about their mysterious creature Easter cards Fairy-tale books and stories</p>	<p>Seaside shop role play Paddling Pools Water play Sand play Sandcastle designs Picnics Making food for picnics Seaside past Punch and Judy show</p>
<u>Memorable Experiences</u>	<p>Home Visits Phonics/reading evening Puppet show Treasure hunt/footprints</p>	<p>Christmas Play Fireworks Diwali Introductory PE</p>	<p>Chinese and Lunar New Year- Parent Visitor- Chinese restaurant Valentine's day</p>	<p>Real chicks Easter Mother's Day Yoga</p>	<p>Sharing own books</p>	<p>Father's Day School Fete Sports Day Water Play day</p>

	Turtle coming to school	Autumn Walk with Nursery Christmas production Posting letters to Santa	Yoga Snow machine Trip to the zoo/animal park	Easter hat parade Farm Visit		Transition Multicultural day Creativity week Trip to the seaside
<u>Year 1 Ready</u>	Phase 2 phonics Differentiated handwriting	Phase 2/3 phonics Differentiated handwriting Rainbow Challenges	PE lessons- Dance Phase 2/3 phonics Differentiated handwriting Rainbow Challenges	PE lessons- Yoga Phase 3 phonics Differentiated handwriting Rainbow Challenges	PE lessons- Gymnastics / Tennis Phase 3/4 phonics Differentiated handwriting Rainbow Challenges	PE lessons- Gymnastics / Tennis Phase /34 phonics Differentiated handwriting Rainbow Challenges
<u>LEARNING PROGRESSION</u>						
<u>C and L</u> (<u>Communication, Language and Literacy</u>)	Ongoing Support pupils to develop new vocabulary linked to interests, stories, non-fiction, rhymes, poems and themed learning. Model the importance of careful listening. Use new vocabulary throughout the day. Model articulating ideas in well formed sentences. Develop social phrases. Engage in story times, build familiarity and understanding.					
	Enabling Environment Re-tell and act out stories. Use new vocabulary in different contexts. Engage in stories and non-fiction books. The enabling environment should provide a variety of activities that promote language development.					
Listening, Attention and Understanding	Demonstrate understanding in a conversation to what is being said.	Hold conversations with back-and-forth interactions with their peers and or adults.	Respond to what they hear with comments, actions and questions in small group interactions.	Respond to what they hear with comments, actions and questions when being read to.	Respond to what they hear with comments, actions and questions during whole class discussions.	Listen attentively in a range of situations. Listen and respond asking questions to clarify their own understanding.
Speaking	Share ideas on a 1:1 basis using newly acquired vocabulary. Answers 'who' and 'what' questions.	Share ideas in a small group using newly acquired vocabulary. Uses language to re-create roles and experiences.	Explain 'how' something might have happened using newly acquired vocabulary.	Explain 'what' and 'when' something has happened using newly acquired vocabulary. Extend sentences with connectives.	Share ideas in a whole class group using new vocabulary using newly acquired vocabulary. Introduce a story line into play.	Speak in full sentences with a wide vocabulary. Explain ideas and understanding using correct tense.
<u>PSED</u> (<u>Personal, Social, Emotional Development</u>)	Ongoing Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Adults intervene sensitively with pupils encouraging pupils to say if they do or don't need help. Pupils demonstrate an understanding of good behaviour and talk about consequences of actions. Support pupils to celebrate their own uniqueness! Support pupils to reflect on and self-evaluate their own work. Help pupils to develop problem solving skills and to understand that mistakes are a vital part of the learning process.					

	<p style="text-align: center;">Enabling Environments</p> <p style="text-align: center;">Children to make choices within the environment. Children to be resilient and to learn to persevere because of the highly engaging and challenging activities. Children to develop and play within their own friendship groups. Adults to help children to set goals and achieve them. Enables pupils to undertake activities that encourage them to talk about their feelings and their opinions.</p>					
Self-Regulation	Shows empathy towards others. Learns, and adheres to, the expectations of the setting. Follow simple instructions linked to daily routines and expectations of the setting.	Can talk about how they feel and why. (link to Zones of Regulation- happy, sad, cross, excited) Follow a 1 step instruction, e.g., Get your coat.	Be able to wait before demands are met. Respond to an adult even when engaged in another activity. Follow a simple 2-part instruction, e.g., get your coat and book bag	Can talk about how their friend is feeling and why. (link to Zones of Regulation- happy, sad, cross, excited) Follow instructions involving several actions.	Know how they can regulate their emotions when feeling excited, sad or cross. Set simple goals and work towards them. Follow instructions involving several ideas.	Be able to express emotions effectively and regulate their behaviour effectively. Solve problems to manage conflict by asking for help and using strategies such as getting a timer to help with turn taking.
Managing Self	Select and use own resources. Asks for help using words or actions.	Asks for help using words. Talk about own needs and interests.	Try new activities with adult support. Demonstrates an understanding of right from wrong.	Use language to initiate requests, make choices and express ideas. Reject help when appropriate.	Try new activities independently, talk about likes and dislikes.	Adapts well to new routines/changes. Knows what they want to do in play and knows how to go about it.
Building Relationships	Begin to develop positive attachments to peers and familiar adults. Respond to what others say and do.	Take turns in conversation and play. Show sensitivity to their own and other's needs. Be kind.	Use spoken language to approach others and to talk. Build on play using others' ideas.	Talk about likes/dislikes. Follow the rules of a game.	Listen to and take account of others' ideas.	Play cooperatively, share and take turns. Follow rules, work in a team.
Physical Development (PD)	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Use their core strength to sit with good posture. Develop skills to manage the school day effectively, handwashing, toileting, lining up, mealtimes, drinking water, managing snack times.</p>					
	<p style="text-align: center;">Enabling Environments</p> <p style="text-align: center;">Develop strength, balance, co-ordination, and agility through the enabling environment. Develop small motor skills to use a range of tools competently, safely, and confidently. Confidently and safely use a range of small and large apparatus indoors and outdoors. Move in and out of space all the time, assessing risks and hazards.</p>					
Fundamental Movement Skills Gross Motor	Practice the movement skill of walking, using alternate feet. Develop strength and coordination to climb.	Practice the movement skill of crawling and running.	Move easily and fluently, whilst adjusting speed and direction. (Dance)	Move easily and fluently, whilst travelling with balance and coordination. (Yoga)	Practice the movement skill of rolling and jumping. (Gymnastics)	Practice the movement skill of hopping and skipping. (Gymnastics)
Ball Skills Gross Motor	Kick a large ball.	Throw and catch a large ball from an adult.	Pass a ball to a friend, throw and catch.	Aim a ball at a target. Pat a ball to bounce and bat it.	Aim, catch and bat balls. (Tennis)	Aim, catch and bat balls. (Tennis)

Fine Motor Skills	Use one handed equipment.	Use hands to shape and mould equipment.	Use hand and fingers to twist and turn materials when manipulating resources.	Use tools with care and control including, glue spreaders, scissors, paint brushes and a Sellotape dispenser.	Use tools with care and control including, stapler, hole punch and scissors.	Begin to show accuracy and care when drawing.
Handwriting Fine Motor	Develop upper arm and shoulder strength. Form a variety of marks and letter like shapes with directionality.	Use gross motor skills to make top to bottom and anti-clockwise movements. To form long ladder letters.	Use a variety of mark making tools with a tripod grip. To form previously learnt letters and curly caterpillar letters.	Write with a static tripod grip. To form previously learnt letters and robot letters.	Write with dynamic tripod grip. To form previously learnt letters and zig zag letters.	Hold a pencil with good control to write effectively. To form all letters correctly (begin to write on the line).
Supporting Overall Health and Wellbeing	Know and talk about healthy eating and how it supports health and well-being.	Road safety- Stop, Look and Listen at the Zebra Crossing.	Know and talk about sleep and how it supports health and well-being.	Know and talk about toothbrushing and how it supports health and well-being.	Know and talk about regular physical activity and how it supports health and well-being.	Know and talk about how sensible amounts of 'Screen Time' supports health and well-being.
Literacy	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Encourage correct posture and pencil grip for writing. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Teach pupils to write lower- and upper-case letters correctly. Anticipate events in stories. (Comprehension) Develop a love of reading by listening to and joining in with engaging story times (include books relating to themed learning, children's interests, classics and well-loved authors).</p> <p style="text-align: center;">Enabling Environments</p> <p style="text-align: center;">To develop comprehension children must re-tell stories to demonstrate an understanding of what has been read to them. Apply new vocabulary from stories, rhymes and poems.</p>					
Word Reading	Read signs and labels Hear, say, read Phase 2 Phonemes satpinmnd. Orally blend and segment words using known phonemes. Hear and say initial sounds in words. 'Which one begins with 'm'?' Read 'I', 'A', 'the'. Hold a book and 'pretend to read', turning pages.	Hear, say, read Phase 2 Phonemes satpinmndgockhbf ff, ll, ss, ck. Blend sounds to read cvc words. Read Phase 2 tricky words. Orally blend and segment words using known phonemes.	Hear, say, read Phase 3 Phonemes jvwyxz zz Blend sounds to read ccvc / cvcc words. Read simple sentences. Read Phase 3 tricky words 'he', 'she', 'we', 'me', 'be'	Hear, say, read Phase 3 Phonemes ch, sh, th, ng, ai, ee Read simple sentences gaining fluency. Read Phase 3 tricky words 'was', 'you', 'they', 'all', 'are', 'my' 'her'.	Hear, say, read Phase 3 Phonemes igh, oa, oo, oo, ar, Read Phase 4 Tricky words -Demonstrate understanding when talking with others about what they have read -Use phonic knowledge to decode regular words and read them aloud accurately Read longer words containing 2 or more syllables	Hear, say, read Phase 3 Phonemes or, ur, ow, oi, ear, air, ure, er Read Phase 4 Tricky words
Writing	Apply taught phonemes in their writing to give meaning. Use groups of letters or letter like	Represent words with the beginning and final sounds by applying taught phonemes and	Write CCVC / CVCC words and captions by applying taught	Use some phase 3 phonic knowledge to write words that match their spoken sounds.	Use some phase 3 phonic knowledge to write words that match their spoken sounds.	Use some phase 4 phonic knowledge to write words that match their spoken sounds.

	<p>shapes when mark making.</p> <p>Mark making shows variation in form (enclosures, vertical and horizontal lines).</p> <p>Writes letters from their own name.</p> <p>Give meaning to the marks they make.</p> <p>Write labels/name</p>	<p>matching sounds to letters.</p> <p>Spell Phase 2 tricky words correctly.</p> <p>Begin to segment CVC words for writing.</p> <p>Write their name correctly.</p> <p>Attempt to write captions.</p> <p>Writes for different purposes.</p> <p>Write captions</p>	<p>phonemes and matching sounds to letters.</p> <p>Spell Phase 3 tricky words 'he', 'she', 'we', 'me', 'be' correctly.</p> <p>Segment sounds in order to write.</p> <p>Count the sounds in words and the words in sentences.</p> <p>Attempt to write Simple sentences</p>	<p>Write simple sentences that can be read by themselves and others.</p> <p>Re-read to check for sense.</p> <p>Spell Phase 2 and 3 tricky words correctly.</p> <p>Simple sentences</p>	<p>Write simple sentences that can be read by themselves and others.</p> <p>Spell Phase 2 and 3 tricky words correctly.</p> <p>Use finger spaces (showing a consolidated awareness of the difference between a sound and a word)</p> <p>Join 2 sentences with 'and' or 'because'</p>	<p>Some words are spelt correctly some words are phonetically plausible.</p> <p>Show an awareness of capital letters and full stops.</p> <p>Write Simple Phrases</p>
(Mathematics)	<p>Ongoing</p> <p>Count aloud to 5, 10 and beyond, forwards and backwards. Talk about patterns, spot connections, explain relationships.</p> <p>Enabling Environments</p> <p>Compare quantities, e.g longer/shorter. Name and describe 2D and 3D shapes. Compose and decompose shapes, use shapes in models. Compare quantities up to 10, recognising when one is greater than, less than or the same as another quantity. Identify patterns around us.</p>					
Number	<p>To count 5 objects that can't be seen, can be moved or can't be moved. Tag each object with one number word.</p> <p>To make sets to 5. Respond to 'Get me...' and How many?'. Subitise to 5.</p> <p>Match quantity to numeral to 5.</p> <p>Know that an amount doesn't change even if the objects are moved if the amount hasn't changed, to 5.</p>	<p>Automatically recall '1 more' and '1 less' to 5.</p> <p>Automatically recall number bonds to 5.</p> <p>To count 10 objects that can't be seen, can be moved or can't be moved. Tag each object with one number word.</p> <p>To make sets to 10. Respond to 'Get me...' and How many?'. Subitise to 5.</p> <p>Match quantity to numeral to 10.</p> <p>Know that an amount does not change even if the objects are moved if</p>	<p>Automatically recall '1 more' and '1 less' to 10.</p> <p>Automatically recall number bonds to 10.</p> <p>Use the subitise patterns and the composition of numbers to recognise quantities to 10 without counting.</p> <p>To count to and including, 13 objects that can't be seen, can be moved or can't be moved. Tag each object with one number word.</p> <p>Understand that 10, 11, 12, and 13 are made up of one ten and extra ones.</p>	<p>Automatically recall '1 more' and '1 less' to 13.</p> <p>Automatically recall number bonds to 5 and 10.</p> <p>To count to and including, 16 objects that can't be seen, can be moved or can't be moved. Tag each object with one number word.</p> <p>Understand that 14, 15, and 16 are made up of one ten and extra ones.</p> <p>To make sets to 16. Respond to 'Get me...' and How many?'. Match quantity to numeral to 16.</p>	<p>Automatically recall '1 more' and '1 less' to 16.</p> <p>Automatically recall number bonds to 5 and 10.</p> <p>To count to and including, 20 objects that can't be seen, can be moved or can't be moved. Tag each object with one number word.</p> <p>Understand that 17, 18, and 19 are made up of one ten and extra ones. Know that 20 is made from 2 tens and no extra ones.</p> <p>To make sets to 20. Respond to 'Get me...' and How many?'. Match quantity to numeral to 16.</p>	<p>Automatically recall 'add 1' and 'add 2' to 20.</p> <p>Automatically recall 'subtract 1' and 'subtract 2' to 20.</p> <p>Automatically recall number facts to ten including quick recall of the composition of numbers, double facts and number bonds to 5 and 10.</p> <p>Know that doubles can help us to add or subtract near doubles.</p> <p>Add and subtract on a tens frame, recording pictorially and using mathematical symbols.</p>

		the amount hasn't changed to 10.	To make sets to 13. Respond to 'Get me...' and 'How many?'. Match quantity to numeral to 13. Add two amounts together using number blocks, record pictorially. Add two amounts together using a 'part, part, whole' mat using objects, record pictorially.	Subtract two amounts together using real life objects and number blocks record pictorially.	Match quantity to numeral to 20. Know double facts to 10. Know that quantities can be distributed equally between two groups. Know that numbers can be partitioned into more than 2 groups.	
Numerical Patterns	Count verbally forwards and backwards to 5. Find 1 more to 5. Find 1 less to 5. To know when the amount is the same as another amount to 5. Know the composition of each number to 5. (Part, part whole and whole part, part.) Copy an AB AB pattern. Continue an AB AB pattern.	Count verbally forwards and backwards to 10. Find 1 more to 10. Find 1 less to 10. To know when the amount is the same as another amount to 10. Know the composition of each number to 10. (Part, part whole and whole part, part.) Make own AB AB pattern. Spot an error in an AB AB pattern.	Count verbally forwards and backwards to 13, refer to the chronological order of numbers and their patterns on a number line. Find 1 more to 13. Find 1 less to 13. Copy and ABC ABC pattern. Continue an ABC ABC pattern. Make own ABC pattern.	Count verbally forwards and backwards to 16, refer to the chronological order of numbers and their pattern on a number line. Find 1 more to 16. Find 1 less to 16. Spot an error in an ABC pattern. Make ABB, ABBC patterns. Identify the unit of pattern.	Count verbally forwards and backwards to 20 refer to the chronological order of numbers and their patterns. Find 1 more to 20. Find 1 less to 20. Spot an error in an ABC pattern. Make ABB, ABBC patterns. Identify the unit of pattern.	Verbally count out beyond 20, recognising the patterns of the counting system. Explore and recognise patterns in number including 'odd' and 'even' in numbers to ten and beyond. Explore counting in 2's, 5's and ten's, recognising numerical patterns. Represent a variety of patterns. Repeat patterns in a circle or square.
Compare Quantities / Shapes	Compare quantities using 'more' and 'less'.	Name 2D shapes.	Name 3D shapes.	Match 2D and 3D shapes.	Compare length using 'longer' and 'shorter'.	Compare quantities using 'full' and 'empty', 'heavier' and 'lighter'.
<u>UW</u> (Understanding the World)	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Using stories and books show children how there are many different families. Know about people who help us through role-play, books, visitors, and stories. Listen to what the children say about their own experiences with people who are familiar to them. Read stories that help children to develop an understanding of the past and present. To talk about the changes to the seasons.</p> <p style="text-align: center;">Enabling Environment</p> <p style="text-align: center;">Talk about the lives of the people around them and their roles in society. (Police Role-play, Doctor role-play etc) Know about people who help us through role-play, books, visitors, and stories. Provide frequent opportunities for outdoor play and exploration.</p>					

Describe what we see, hear, and feel when outside.

Past and Present

Talk about who they live with and share information about their family.

Name and describe people in their family.

Children talk about experiences that are familiar to them and how they might have differed in the past. (Events in their life-time.)

Children talk about experiences that are familiar to them and how they might have differed in the past. (Compare to events from before they were born.)

To organise events into chronological order. (Non-Fiction)

To organise events into chronological order. (Fiction)

Comment on images from the seaside past and present comparing similarities and differences.

Participate in a hands-on experience that deepens a child's understanding of the past.

People Culture and Communities

Draw simple maps from stories.

Know that some places are special to members of the community. (Including places of worship.)

Recognise similarities and differences between life in this country and life in other countries.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise that people have different beliefs and celebrate special times in different ways. (Compare to previously learnt celebrations.)

Draw maps from stories.

Notice the immediate environment, name Carshalton/Sutton, compare with Littlehampton. (Aerial views)

The Natural World

Talk about the changes they can see when they explore colour mixing.

Talk about the changes they can see when making cakes.

Talk about the changes they can see when ice melts.

Recognise similarities and differences between contrasting environments.

Explore the natural world around them showing care and concern for living things. (Home/school environment.)

Describe and draw pictures of the natural world including animals and plants. (Home/school environment.)

Talk about the changes they can see when making Easter nests.

Compare and Contrast story settings. Natural or man-made.

Describe and draw pictures of the natural world including animals and plants. (Wider environment)

Explore the natural world around them showing care and concern for living things. (Wider environment)

EAD
(Expressive Arts and Design)

Ongoing

Children should sing a range of well-known nursery rhymes and songs.
Provide opportunities for children to work collaboratively, sharing ideas and skills.
Encourage children to listen to a wide range of music and to express their responses to it.

Enabling environments

Provide opportunities for pupils to perform songs, rhymes, poems and stories and move in time to the music.
Provide opportunities for children to represent their own ideas, thoughts and feelings and to create through design technology, art, music, dance, role play and stories.
Provide a range of opportunities for children to construct with.

<p>Creating with Materials</p>	<p>Use simple one-handed tools and techniques appropriately including paint brush, glue spreaders, rollers and stamps.</p> <p>Experiment with colour and colour mixing.</p> <p>Experiment with texture.</p>	<p>Match colours for a purpose.</p> <p>Make use of props when role-playing.</p> <p>Join materials with Sellotape and glue.</p>	<p>Make music and experiment with changing sounds.</p> <p>Safely use and explore a variety of materials, tools and techniques, including scissors, sponges, palettes, etc.</p>	<p>Experiment with design, form and function.</p> <p>Share their creations explaining processes used.</p>	<p>Make changes to creative work to make improvements.</p> <p>Make use of props when telling narratives and stories.</p>	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Use a variety of techniques to create including paint, collage, junk modelling, dough, drawing, etc.</p>
<p>Being Imaginative and Expressive</p>	<p>Perform songs and move along to the music.</p>	<p>Recount narratives with their adults and peers.</p>	<p>Introduce a storyline or narrative into play.</p>	<p>Adapt stories with their adults and peers.</p> <p>Talk about how music makes you feel.</p>	<p>Create their own stories with their adults and peers.</p>	<p>Perform music, songs, stories and rhymes.</p>