

WHITFIELD ST JAMES' CE (VC) PRIMARY SCHOOL

EYFS Expected Progression

		Nursery Autumn Term	Nursery Spring Term	Nursery Summer Term	Reception Autumn Term	Reception Spring Term	Reception Summer Term	ELG
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COMMUNICATION AND LANGUAGE	<i>Listening, Attention and Understanding</i>	<i>Begin to listen to short stories and recall some of what is happening with the help of the pictures. Understand simple instructions and act on them such as 'get teddy' or 'wash your hands'</i>	<i>Enjoy listening to short stories and rhymes and begin to join in with familiar parts. Recall a short story with pictures to help using some of the language from the story. Understand and act upon longer sentences such as 'make teddy jump'</i>	<i>Enjoy listening to longer stories and answer simple who, what, where questions about texts they have heard. Join in with rhymes and songs. Begin to understand 'how' and 'why' questions' eg why did the caterpillar get so fat?</i>	<i>Enjoy listening to stories, rhymes and songs and join in with familiar phrases. Talk about characters and what happens in the story. Begin to understand instructions with more than one part eg get your coat and line up. Hear rhyme, alliteration and rhythm.</i>	<i>Learn poems and rhymes and recite them confidently. Talk about the structure of stories (character, setting, problem, resolution). Listen to others in a group and respond to what they have heard. Ask questions about a particular interest to find out more.</i>	<i>Listen carefully and know what good listening is and why it is important. Engage in non-fiction texts and talk about what they have heard. Ask questions to find out more about things they listen to. Follow instructions with more than two parts.</i>	<i>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. Make comments about what they have heard and ask questions to clarify their understanding. Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>
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<i>Year 1</i>	
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>listen and respond appropriately to adults and their peers</i> <input type="checkbox"/> <i>gain, maintain and monitor the interest of the listener(s)</i> <input type="checkbox"/> <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i> <input type="checkbox"/> <i>select and use appropriate registers for effective communication.</i> 	

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Speaking	<p><i>Sing some lines/phrases from favourite songs. Use familiar vocabulary to talk about familiar people. Begin to learn new words.</i></p>	<p><i>Sing a few familiar songs and rhymes. Begin to use new vocabulary and phrases learnt from stories. Begin to tell a short story. Begin to use tenses (may use incorrectly) Begin to talk about the things that they like/dislike. Be able to join words together into a short sentence when talking to others.</i></p>	<p><i>Sing a number of familiar songs and rhymes. Talk about familiar and favourite stories. Use longer sentences (4/6 words) Can start a conversation with a friend or a familiar adult. Will use new vocabulary in their play. Tell own stories using familiar words and characters.</i></p>	<p><i>Sing a repertoire of songs and rhymes and confident to talk about familiar stories. Can tell their own story. Can talk to friends and will use talk to organise play eg Let's go outside. I'll be the baddie and you chase me.</i></p>	<p><i>Talk about stories to build understanding and familiarity. Use new words within play and in learning. Explain their thinking and ideas using sentences that are relevant. Beginning to use conjunctions such as 'and' and 'because' to join ideas. Beginning to use past, present and future tense correctly.</i></p>	<p><i>Use talk to describe events in some detail and to tell their own story. Explain ideas and thinking in well thought out sentences. Use new vocabulary in different contexts and to explain how and why things happen. Continue to develop use of conjunctions and tenses.</i></p>	<p><i>Participate in small group, class and one-to-one 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 texts, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</i></p>
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<i>Year 1</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates 	

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Managing Self	<p>Can manage transition from carer to key person. Begin to play and explore activities -may have a favourite that they stay with.</p>	<p>Can select activities and resources by themselves, sometimes with help. Beginning to explore more activities but may still show preference for places to play.</p>	<p>Is increasingly able to follow rules and routines and can say why they are important. Can try again when things are tricky. Can select resources and activities that they want to do.</p>	<p>Can select resources and activities independently, asking for help if needed. Can try again when things are tricky. Can go to the toilet and wash hands independently.</p>	<p>Can select resources and activities independently. Can try again when things are hard and begin to adapt and change to make it better. Follow school rules and routines independently and explain why they are important. Get dressed into PE kit and forest school waterproofs with some help.</p>	<p>Can select resources and activities independently. Can try again when things are hard and begin to adapt and change to make it better. Follow school rules and routines independently and explain why they are important. Get dressed into PE kit and forest school waterproofs. Can talk about the need for a healthy diet and exercise.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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Year 1	
<p><i>PSHE Matters- Difference and Diversity</i> Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thought and opinions and recognise that others can be different. Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair. <i>Being responsible</i> Understand what a rule is and that we follow rules to help each other. • Understands that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste. • Recognise that people have different needs. • Describe some ways to care for people, animals and other living things.</p>	<p><i>Bullying matters</i> • Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable. Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to.</p>

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Building Relationships	<p>Beginning to separate from carer and explore new situations with support from a new familiar adult. Beginning to show interest in what other adults and children may do. Beginning to want to share experiences and play with others.</p>	<p>Can seek out companionship from familiar adults or other children. Can share experiences and play ideas with others, though may still enjoy playing alone. Show some confidence in social situations eg talking to an unfamiliar adult in a familiar setting.</p>	<p>Beginning to show some assertion and ability to take turns and negotiate with support. Can play with one or more other children, extending and elaborating play ideas.</p>	<p>Has secure friendships with particular children. Will seek out the support of a familiar adult if in need of support (emotional or practical)</p>	<p>Can ask an adult for help when needed with confidence. Can take steps to resolve conflicts by negotiating and finding a compromise eg you have it first and then I'll have a turn.</p>	<p>Have constructive and respectful relationships. Able to think about the perspective of others. Shows flexibility and co-operation when interacting with others.</p>	<p>Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>
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Year 1
<p><i>PSHE Matters</i> <i>Relationships</i> Explain what makes a good friend/ friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel.</p>

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Self-Regulation		<p><i>Beginning to show that they can wait eg resisting temptation to grab or snatch what they want. Beginning to join in with adult instructions and activities eg snack time, story time. Beginning to use words such as happy and sad to talk about how they feel.</i></p>	<p><i>Can set a goal and work towards achieving it eg I want to make a picture for mummy. Beginning to use words such as happy and sad to talk about how they feel. Beginning to share and turn take with support. Joins in with adult led tasks with support.</i></p>	<p><i>Can set a goal and work towards achieving it eg I want to make a picture for mummy. Can use words such as happy and sad to talk about how they feel. More able to share and turn take with support. Joins in with adult led tasks.</i></p>	<p><i>Can set a goal and work towards achieving it. Can join in adult led activities, sometimes with support. Can express feelings of happy, sad, angry, worried. Can say what they are good at. Can share and take turns, sometimes with support. Is aware of behavioural expectations and can usually manage them, sometimes with support.</i></p>	<p><i>Can set a goal and work towards achieving it. Can join in adult led activities. Can express feelings of happy, sad, angry, worried and beginning to moderate them accordingly. Can say what they are good at. Can share and take turns, sometimes with support. Is aware of behavioural expectations and can usually manage them, sometimes with support.</i></p>	<p><i>Can set a goal and work towards achieving it, and will return to it if interrupted. Join adult led activities appropriately. Can express feelings of happy, sad, angry, worried and can moderate them accordingly. Can say what they are good at. Can share and take turns. Is aware of behavioural expectations and can manage them,</i></p>	<p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</i></p>
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Year 1
<p><i>PSHE Matters</i> <i>Being Healthy</i> • Explore what 'being healthy' means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel good, calm down or change their mood. Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health.</p> <p><i>Exploring emotions –</i> Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave. • Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things. Talk about ways to manage big and uncomfortable feelings. • Identify who they can ask for help and can demonstrate how to ask for help.</p>

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PHYSICAL DEVELOPMENT	<i>Gross Motor Skills</i>	<p><i>Is able to walk and run confidently, with some spatial awareness to avoid objects. Beginning to throw, kick and catch balls/hoops. Can clap/stamp/jump in response to music.</i></p>	<p><i>Shows confidence in negotiating familiar spaces. Beginning to develop movement skills – trikes, scooters, climbing up/down, balancing, hopping, skipping through a range of play activities. Can match developing physical skills to tasks eg deciding when to crawl/balance/run across a plank etc.</i></p>	<p><i>Shows balance and stability when walking up/down steps or slopes. Is able to skip, jump and hop. Can hold a pose eg in a game of musical statues. Enjoys playing with balls, hoops etc. Enjoys moving to music and can imitate dance moves. Can choose the right equipment for a job eg using a spade to create a bigger hole.</i></p>	<p><i>Shows confidence to run, jump, hop, slither, crawl, climb etc. Beginning to show elements of control and aim when using a ball, hoop or other equipment. Beginning to show confidence to ride bikes (balance and two-wheeler)</i></p>	<p><i>Can show strength, co-ordination and balance when engaging in physical activity. Can jump and land appropriately. Can find space when running and chasing to avoid bumping into others. Shows good control when throwing, catching and kicking a ball. Can create a sequence of movements to music. Sit at a table correctly.</i></p>	<p><i>Refine a range of ball skills including throwing, catching, passing, batting and aiming. Can use core strength to achieve good posture when sitting at a table. Can travel confidently in a variety of ways such as over, under, through balancing and climbing equipment.</i></p>	<p><i>Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</i></p>
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Year 1	
<p><i>PE-Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <input type="checkbox"/> participate in team games, developing simple tactics for attacking and defending <input type="checkbox"/> perform dances using simple movement patterns. 	

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PHYSICAL DEVELOPMENT	Fine Motor Skills	<p>Can make snips in paper with scissors. Can make marks using a variety of media.</p>	<p>Beginning to show a preference for dominant hand. Uses a comfortable grip to hold pens, pencils and brushes, and can make marks with intention.</p>	<p>Shows preference for dominant hand. Can draw lines, circles and is beginning to draw recognisable shapes and representations.</p>	<p>Beginning to form letters which can be read by others. Can use tools to draw, paint, and make changes to materials. Can draw using shapes and recognisable features. Is able to use a fork and a spoon to eat.</p>	<p>Can form recognisable letters. Is developing a consistent tripod grip. Is able to use tools with intention. Is able to cut food with a knife. Shows precision and detail when drawing.</p>	<p>Can form recognisable letters, most of which are formed correctly. Hold a pencil with a tripod grip and develop foundations of a fluent handwriting style. Can cut shapes from paper and use a knife and fork to eat.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
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Year 1- see Literacy handwriting

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LITERACY	Reading - Comprehension	Enjoys sharing stories and books with familiar adults.	Enjoys sharing books and stories with adults and in groups. Beginning to look at books independently. Can turn pages and comment on what they can see in the pictures.	Enjoys joining in with story times and can comment on familiar stories. Looks at books independently and beginning to notice text and illustrations.	Understands the key concepts about print – page sequencing, left to right and top to bottom. Can talk about stories they have read and answer simple questions about characters and main events.	Enjoy reading familiar books with adults to increase understanding and ability to recall. Can use vocabulary learnt in stories/texts in play. Can answer questions about characters, events and begin to answer why or how questions to infer.	Can re-read texts to build up confidence, understanding and fluency. Can retell familiar stories/texts in correct order using some story language and vocabulary from the text. Can answer questions about texts.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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Year 1	
<p><i>Comprehension - Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences on the basis of what is being said and done <input type="checkbox"/> predicting what might happen on the basis of what has been read so far <input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say <input type="checkbox"/> explain clearly their understanding of what is read to them.

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LITERACY	Reading – Word reading	Develop phonological awareness by joining in with familiar or favourite songs and rhymes. Begin to distinguish between different sounds. Recognise a familiar logo	Develop phonological awareness by distinguishing sounds so they can begin to spot and suggest rhymes and count or clap syllables in words. Notice some print such as the first letter in their name or a familiar logo.	Develop phonological awareness so they can spot and suggest rhymes and count or clap syllables in words. Be able to blend single words to make compound words eg rain bow - rainbow Notice some print such as their name.	Say a sound for each letter of the alphabet. Blend sounds into words to read CVC words. Read common exception words (I to the) Develop phonological awareness to hear rhyme and words that begin with the same initial sound. Be able to orally blend cvc words.	Read common exception words (I no go into the) Read simple phrases made up of letter-sound correspondences and common exception words. Say a sound for each letter of the alphabet and 6 digraphs.	Read common exception words (I no go to into the said he we she me be going) Read simple phrases and sentences made up of letter-sound correspondences and common exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words.
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Year 1	
<p>Word reading- Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) <p>for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.

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LITERACY	<i>Writing</i>	Enjoys mark making with a variety of media.	Enjoys mark making and drawing with a variety of media and beginning to say what they have 'written'	Beginning to use some print and letter knowledge in early writing for example to represent their own name or to write a shopping list. Enjoys mark making and can read back what they have 'written'.	Write own name. Form recognisable letters. Write cvc words using correct letter-sound correspondence.	Can form most lowercase letters correctly. Can write a simple phrase or sentence which can be read by others using correct letter-sound correspondence. Shows an awareness of finger spaces between each word.	Can form most upper and lowercase letters correctly. Can write simple sentences which can be read by others using correct letter-sound correspondences and common exception words. Shows an awareness of a capital letter at the beginning and a full stop at the end.	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.
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Year 1	
<p>Spelling- Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week <p>Handwriting- Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters <input type="checkbox"/> form digits 0-9 <input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Composition- Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocab - Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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MATHS	Number	<p>Can say some number names. Is beginning to rote count, though may miss some numbers (to 5). Is beginning to say when there is more, lots, same etc to compare amounts.</p>	<p>Can count objects, actions and sounds but not always correctly. Can subitise to 3, not always correctly. Can count objects by saying one number per object and knows that last number is the quantity (cardinality) Joins in with counting rhymes and beginning to count on fingers.</p>	<p>Can count objects, actions and sounds to 5. Can subitise to 3. Can recognise some numerals and sometimes link to number of objects (to 5). Joins in with counting rhymes and can show fingers.</p>	<p>Count objects, actions and sounds. Subitise to 5. Link numeral to cardinal value (to 5) Can compare numbers and say which is more and less and which is one more/one less to 5. Beginning to talk about the composition if numbers to 5 and recall some number bonds.</p>	<p>Can count objects, actions and sounds. Can subitise to 5. Can link numerals to cardinal value (to 10) Can compare numbers and say which is more and less and which is one more/one less to 10. Beginning to talk about the composition if numbers to 10 and recall some number bonds.</p>	<p>Can count objects, actions and sounds. Can subitise to 5. Can link numerals to cardinal value (to 10) Can compare numbers and say which is more and less and say which is one more/one less to 10. Can talk about the composition of numbers to 10 and recall some number bonds.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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>
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<i>Year 1</i>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number □ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens □ given a number, identify one more and one less □ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least □ read and write numbers from 1 to 20 in numerals and words. 	

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MATHS	Numerical patterns	<p>Enjoy playing with shapes and puzzles. Beginning to complete inset puzzles. Beginning to use language to compare – bigger, smaller, etc</p>	<p>Enjoy playing with shapes eg make models and build towers. Begin to talk about shape – side, straight, round etc. Developing language to compare.</p>	<p>Beginning to understand prepositional language in play. Use language to compare size, length, weight and capacity eg that one is long, it is very heavy. Can talk about patterns they notice eg it is stripy.</p>	<p>Can describe a familiar route using prepositional language. Can build and model with shapes. Beginning to extend a repeating pattern. Rote count to 10. Explore numbers to 5.</p>	<p>Can select, rotate and manipulate shapes to develop spatial reasoning eg within jigsaws and puzzles. Can copy and continue a repeating pattern. Can compare weight, length and capacity. Rote count to 20. Explore numbers to 10, including doubles.</p>	<p>Can compose and decompose shapes to see that shapes have other shapes inside them, just as numbers can. Can create repeating patterns. Can compare weight, length and capacity. Rote count beyond 20. Explore numbers to 20, including odds and evens and sharing equally.</p>	<p>Verbally 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. Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.</p>
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Year 1	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs <input type="checkbox"/> represent and use number bonds and related subtraction facts within 20 <input type="checkbox"/> add and subtract one-digit and two-digit numbers to 20, including zero <input type="checkbox"/> solve one-step problems that involve addition and subtraction, using concrete objects 	<p>and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Fractions - Pupils should be taught to: <input type="checkbox"/> recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>

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UNDERSTANDING THE WORLD	<i>The Natural World</i>	<p>Can use senses to explore natural materials. Can talk about some of the things they have observed eg it is moving, it is hard.</p>	<p>Explore variety of natural materials and talk about it use taught vocabulary. Begin to understand the need to care for and respect the natural environment and all living things.</p>	<p>Explore natural environment and talk about what they see. Plant seeds and care for growing plants. Understand the need to care for and respect living things.</p>	<p>Explore natural environment and talk about what they see using wide vocabulary. Talk about any changes and differences they notice.</p>	<p>Explore changes in materials and states of matter and talk about what they see eg changes in seasons, ice melting etc. Make observations of the natural world and draw what they see.</p>	<p>Explore changes and states of matter and talk about what they see. Make observations of the natural world and draw what they see. Use stories and texts to compare environments. Understand key features of a lifecycle of a plant and animal.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<i>Year 1</i>	
<p>Working scientifically- pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> □ asking simple questions and recognising that they can be answered in different ways □ observing closely, using simple equipment □ performing simple tests □ identifying and classifying □ using their observations and ideas to suggest answers to questions □ gathering and recording data to help in answering questions. <p>Plants- Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees □ identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans - Pupils should be taught to: □ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<ul style="list-style-type: none"> □ identify and name a variety of common animals that are carnivores, herbivores and Omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) □ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday materials- distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes - Pupils should be taught to: □ observe changes across the four seasons</p> <ul style="list-style-type: none"> □ observe and describe weather associated with the seasons and how day length varies.

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UNDERSTANDING THE WORLD	<i>People, Culture and Communities</i>	<p>Can make connections between the features of their family and other families eg both have a brother. Notice differences between people eg he has black hair. I have Eid.</p>	<p>Show interest in different occupations. Continue to develop positive attitudes about the differences between people eg she is good at...</p>	<p>Know that there are different places in the world through their learning and from books (linked to where animals live) Can talk about some differences in places using photos.</p>	<p>Understand that some places are special to members of their community. Can draw simple information from a map and create a simple map of their own. Begin to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Beginning to see similarities and differences in different places and cultures using stories and texts. Can recognise that people have different beliefs.</p>	<p>Can recognise some similarities and differences between life in this country and life in other countries. Can draw information from a map and create a map of their own.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</p>
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Year 1	
<p>Geography- Pupils should be taught to: Locational knowledge ♣ name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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UNDERSTANDING THE WORLD	<i>Past and Present</i>	Can talk about people in their immediate family.	Can talk about family customs and significant events in their life and family life.	Can talk about family customs and significant events in their life and family life.	Beginning to comment on images of familiar situations in the past eg families in stories. Can talk about their families and describe people who are familiar to them.	Can compare and contrast characters from stories including those from the past eg Red Riding Hood,	Can comment on images of familiar situations in the past eg families, . Can compare and contrast characters in books and settings from the past.	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 experience and what has been read in class. Understand the past through settings, characters and events encountered through book read in class and storytelling.
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Year 1	
<p>History - Pupils should be taught about:</p> <ul style="list-style-type: none"> □ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life □ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] □ significant historical events, people and places in their own locality. 	

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EXPRESSIVE ARTS AND DESIGN	<i>Creating with Materials</i>	Can freely explore media. Beginning to represent people and events or ideas in a variety of ways. Beginning to explore colour.	Can represent people and events or ideas in drawing with increasing complexity eg a circle for a face. Beginning to explore colour and colour mixing	Can choose different materials and media to express their ideas and can make representations of people and events. Confident to explore colour and colour mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.	Return to and build on previous learning, refining skills and ideas to develop ability to represent them eg observational drawing in nature, model making, painting.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.
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Year 1	
<p>Art- Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	

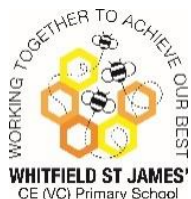
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EXPRESSIVE ARTS AND DESIGN	<i>Being imaginative and Expressive</i>	<p><i>Beginning to listen to nursery rhymes. Beginning to explore instruments and sounds.</i></p>	<p><i>Can join in some parts of familiar songs and nursery rhymes. Explore sounds that instruments make. Beginning to tell own story and act out.</i></p>	<p><i>Can join in with familiar rhymes and songs. Can choose an instrument for a particular sound. Can tell own story and act out.</i></p>	<p><i>Can sing familiar songs and rhymes, and perform well known ones in front of an audience. Can recall main events in a familiar story. Can tell own story and act out.</i></p>	<p><i>Can sing a range of songs and rhymes. Can recall a story. Can respond to music with movement and expression of how it makes them feel. Can develop a story line in play.</i></p>	<p><i>Can sing a range of songs and rhymes. Can express feelings and respond to music with dance. Can select and play instruments for specific purpose. Can tell a story of their own or one they have heard.</i></p>	<p><i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music.</i></p>
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<i>Year 1</i>	
<p><i>DT- When designing and making, pupils should be taught to:</i></p> <p><i>Design</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <input type="checkbox"/> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <p><i>Make</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <input type="checkbox"/> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <p><i>Evaluate</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>explore and evaluate a range of existing products</i> <input type="checkbox"/> <i>evaluate their ideas and products against design criteria</i> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>build structures, exploring how they can be made stronger, stiffer and more stable</i> <input type="checkbox"/> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i> <p><i>Cooking and nutrition- Key stage 1</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>use the basic principles of a healthy and varied diet to prepare dishes</i> <input type="checkbox"/> <i>understand where food comes from.</i>



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<i>Year 1 – Computing</i>	
<p><i>Year 1 computing - understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</i></p> <p><i>create and debug simple programs</i></p> <p><i>use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>recognise common uses of information technology beyond school</i></p> <p><i>use technology safely and respectfully, keeping personal information private;</i></p> <p><i>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p>	