

EYFS Progression of Skills & Curriculum Overview 2022-23

Theme	Autumn 1 Marvellous Me!	Autumn 2 Colours of the Rainbow	Spring 1 Winter Wonderland	Spring 2 How does our garden grow?	Summer 1 Animal Kingdom	Summer 2 Once upon a time
Other Possible Themes	Pets Superheroes Looking after ourselves People Who Help Us Our Local Area Our Families	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year Arctic Animals Around the World!!! Transport Space The naughty bus	Pancake Day Fairtrade Easter International Women's Day	Journeys Transport Space David Attenborough	Holidays Lifeguards Mermaids Looking after the ocean Pirates
Enrichment Activities	Messy Play Day Walk around our Local Area Superhero Day Visit from someone who helps us Harvest festival	Nursery Rhyme Week Talent Show Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day Theatre trip	Penguin Day Class Pet Ice Experiments Chinese New Year Parade	Barefoot Sensory Walk Butterfly Garden Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bonnet Parade	Pen Pals 'Flying' to a different country. Animal Cam/ Virtual Zoo Trip Bird Watching Tiger's Tea Party	Family Pirate Picnic Flying to the beach Fairy tale day Water Day Sport's Day
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: 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, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will an listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.
	Self-Regulation: 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. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of 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. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

Understanding the World 	History: <i>Past and Present</i> Children will know about their own life story and how they have changed. Geography: <i>People, Culture and Communities</i> Children will know about features of the immediate environment. Science: <i>The Natural World</i> Children will understand the terms ‘same’ and ‘different’. RE: <i>People, Culture and Communities</i> Why are some people special? Children will know the special people in their community and other places of worship.	History: <i>Past and Present</i> Children will know some similarities and differences between things in the past and now. Geography: <i>People, Culture and Communities</i> Children will know that there are many countries around the world. Science: <i>The Natural World</i> Children will explore and ask questions about the natural world around them. RE: <i>People, Culture and Communities</i> Why are some times special? Children will know about special times in different peoples’ lives Children will know why Christians perform nativity plays.	History: <i>Past and Present</i> Children will talk about the lives of people around them. Geography: <i>People, Culture and Communities</i> Children will know that people around the world have different religions. Science: <i>The Natural World</i> Children will talk about features of the environment they are in and learn about the different environments. RE: <i>People, Culture and Communities</i> Why are some places special? Children will know what the church is and why the local church is linked to our school.	History: <i>Past and Present</i> Children will talk about past and present events in their lives and what has been read to them. Geography: <i>People, Culture and Communities</i> Children will know about people who help us within the community. Science: <i>The Natural World</i> Children will make observations about plants discussing similarities and differences. RE: <i>People, Culture and Communities</i> Why are celebrations special? Children will know about different festivals from a range of world religions Children will know why Christians put three crosses in an Easter garden.	History: <i>Past and Present</i> Children will know about the past through settings and characters. Geography: <i>People, Culture and Communities</i> Children will know that people in other countries may speak different languages. Science: <i>The Natural World</i> Children will make observations about animals discussing similarities and differences. RE: <i>People, Culture and Communities</i> Why are some things special? Children will learn about objects that are important to people of faith	History: <i>Past and Present</i> Children will know about the past through settings, characters and events. Geography: <i>People, Culture and Communities</i> Children will know that simple symbols are used to identify features on a map. Science: <i>The Natural World</i> Children will know some important processes and changes in the natural world, including states of matter. RE: <i>People, Culture and Communities</i> What makes some books and stories special? Children will learn about different holy books and key stories from them
	Past and Present: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural 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 (when appropriate) maps. The Natural World: 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.					
Expressive Arts and Design 	Music: <i>Being Imaginative</i> Children will sing and perform nursery rhymes. Art & Design: <i>Creating with Materials</i> Children will experiment mixing with colours.	Music: <i>Being Imaginative</i> Children will experiment with different instruments and their sounds. Art & Design: <i>Creating with Materials</i> Children will experiment with different textures.	Music: <i>Being Imaginative</i> Children will create narratives based around stories. Art & Design: <i>Creating with Materials</i> Children will safely explore different techniques for joining materials.	Music: <i>Being Imaginative</i> Children will move in time to the music. Art & Design: <i>Creating with Materials</i> Children will make props and costumes for different role play scenarios.	Music: <i>Being Imaginative</i> Children will play an instrument following a musical pattern. Art & Design: <i>Creating with Materials</i> Children will explore and use a variety of artistic effects to express their ideas and feelings.	Music: <i>Being Imaginative</i> Children will invent their own narratives, stories and poems. Art & Design: <i>Creating with Materials</i> Children will share creations, talk about process and evaluate their work.
	Creating with Materials: 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. Being Imaginative: 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 (when appropriate) try to move in time with music.					