



Progression of Communication and Language

Oakley Outcomes:

Ask and answer questions about a story

Create their own stories using a growing range of story language

Have a two-way conversation and express their feelings

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>to begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p> 	<p>To talk in front of a small group</p> <p>To talk to class teacher and other staff in the class</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of while class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>

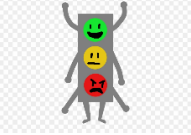

Progression of Personal, Social and Emotional Development


Oakley Outcomes:

Persevere, be resilient and work towards simple goals


Be an independent learner

Play co-operatively

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Self-Regulation</p> 	<p>To recognise different emotions.</p> <p>To understand how people, show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class sessions</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>
<p>Managing Self</p> 	<p>To wash hands independently</p> <p>To use toilet independently.</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas of the classroom</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To put PE kit on interpedently.</p> <p>To have confidence to try new activities,</p> <p>To practise doing up a zip</p>	<p>To begin to show resilience and perseverance in the face of a challenge.</p> <p>To identify and name healthy foods</p>	<p>To develop independence when dressing and undressing for P.E.</p> <p>To understand the importance of healthy food choices.</p>	<p>To manage own basic needs independently.</p> <p>To practise doing buttons</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<p>Building Relationships</p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Rec class staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as part of a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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Progression of Physical Development
Oakley Outcomes:
Make healthy choices and explain why
Use a knife and fork at mealtimes
Hold a pencil correctly for writing
Demonstrate balance and co-ordination

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Gross Motor Skills</p> 	<p>To negotiate space safely.</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p> <p>To explore different ways to travel using equipment.</p>	<p>To explore balancing in a variety of ways</p> <p>To balance and safely travel using apparatus</p> <p>Move and roll body with control</p> <p>Create short sequences using jump, travel and balance</p>	<p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds</p> <p>perform a variety of dance actions both similar and contrasting</p> <p>Copy, repeat and perform simple movement patterns</p>	<p>Send and receive a variety of objects with different body parts</p> <p>Work with others to control objects in a space</p> <p>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</p>	<p>Travel with some control and coordination</p> <p>change direction at speed through both choice and instructions</p> <p>perform actions demonstrating changes in speed</p> <p>Stop, start, pause, prepare for and anticipate movement in a variety of situations.</p>	<p>Explore balance and managing own body including manipulating small objects</p> <p>Able to stretch, reach, extend in a variety of ways and positions</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Fine Motor Skills





Progression of Literacy

Oakley Outcomes:

Use language from a growing repertoire of stories to make up their own

Read simple stories with independence

Write simple sentences with independence

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at a book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy an increasing range of books including non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary influences by their experience of books</p>	<p>To answer questions about what they have read</p> <p>To know information can be retrieved from books</p>	<ul style="list-style-type: none"> - 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.
<p>Word Reading</p> 	<p>To recognise their name</p> <p>To recognise taught sounds for Phase 2 (s a t p l n m d g o c k ck e u r ss h b f ff l ll)</p> <p>To recognise and read HRS words (I the no put of is to go into pull as his)</p> <p>To begin to blend sounds together to</p>	<p>To recognise and recall Phase 2 sounds</p> <p>To recognise taught sounds for Phase 3 (j v w x y z zz qu ch sh th ng nk ai ee igh oa)</p> <p>To recognise and read HRS (he she buses we me be push was her my you)</p>	<p>To recognise and recall phase 2 and 3 sounds (ar ur, oo or ow oi ear air ure er ow)</p> <p>To recognise and read HRS words (they, all, are, ball, tall, when, what)</p> <p>To recognise taught diagraphs in words and blend sounds together</p>	<p>To recall all previously taught sounds.</p> <p>To recognise and read HRS (said, so have, were, out, like, some, come, there, little, one, do, children, love)</p> <p>To read longer sentences containing Phase 4 words and HRS words</p>	<p>To recall all previously taught sounds.</p> <p>To recognise and recall previously taught HRS words</p> <p>To read CVCC and CCVC words</p> <p>To read CCVCC, CCCVC, CCCVCC words</p>	<p>To recognise and recall phase 5 sounds (ay ou ie ea oy ir ue aw wh p hew oe au ey a-e e-e i-e o-e u-e c)</p> <p>To read HRS (oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very)</p> <p>To read words ending in /e suffix.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	read words using the taught sounds	<p>To read words with <i>-es</i> suffix.</p> <p>To blend sounds to read words using taught sounds</p> <p>To read books matching their phonic ability.</p> <p>To begin to read words containing adjacent consonants.</p>	<p>To read sentences containing HRS words and taught diagraphs</p> <p>To read words with short vowels and adjacent consonants</p>		<p>To read words ending in <i>ed</i> (/ed/t/d/)</p> <p>Read words ending in <i>er, est</i>.</p>		
<p>Writing</p> 	<p>To copy their name</p> <p>To give meaning to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words</p>	<p>To write their name</p> <p>To use the correct formation of taught letters</p> <p>Beginning to write CVC words and labels</p> <p>Begin to write short phrases with support (2-3 words)</p> <p>Understand the need for finger spaces in sentences</p>	<p>To form lower case letters correctly</p> <p>Orally compose a short caption, hold it in memory then attempt to write it</p> <p>Independently write VC and CVC words</p> <p>To orally compose then write 3, 4, 5 word phrases</p> <p>To spell and write some of the HRS words</p> <p>Use finger spaces in their independent writing</p>	<p>To begin to form capital letters correctly</p> <p>To write short captions independently</p> <p>With support write full sentences using finger spaces and full stops</p> <p>Is beginning to form clear ascenders and descenders</p>	<p>To begin to write longer words which are spelt phonetically</p> <p>To begin to read their work back.</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To spell some taught Hard to Read and spell words.</p>	<p>To write sentences using finger spaces, capital letters and full stops.</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>Can read their own sentences and so can teachers</p> <p>To form lower case and capital letters correctly.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

Progression of Mathematics

Understand in depth numbers to 10, including number bonds

Recognise, compare and explore mathematical patterns

Develop spatial reasoning skills in shape, space and measure.

<p>Number</p>	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one or more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 1,2 and 3</p>	<p>To recognise numbers 1-5</p> <p>to begin to subitise to 5</p> <p>To find one or more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 1 to 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 8</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match number to quantity</p>	<p>To recognise numbers 0-10</p> <p>Explore the composition of 9 and 10</p> <p>To practise number bonds to 10 up to 3 parts</p> <p>To subitise to 10</p> <p>To identify one more and 1 less</p>	<p>Count beyond 20</p> <p>To revise number bonds to 10</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number; 14</p> <ul style="list-style-type: none"> - 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>Numerical Patterns</p>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the difference between odd and even numbers up to 8</p> <p>Find and make a double up to 8</p>	<p>To compare quantities to 10</p> <p>Find and make doubles up to 10</p> <p>Explore odd and even numbers</p>	<p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>Build numbers and continue patterns beyond 10</p> <p>Find the missing number in an addition and subtraction sentence problems</p>	<p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p> <p>To recall odd and even numbers</p>	<ul style="list-style-type: none"> - 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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measures	To match objects To sort objects To compare capacity, length, height and size To finish a repeating pattern of 2 objects or colours	To recognise and name square and a rectangle Understand and follow positional language	To measure height and length using cubes To order objects by length and height Order a sequence of time	Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Identify more complex patterns Copy and continue patterns	Select shapes for a purpose Rotate and manipulate shapes To make pictures with shape arrangements	To finish a repeating pattern To identify units of repeating patterns To use positional language to describe positions.	
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Progression of Understanding the World
Know they are part of a community and understand similarities and differences between communities
Sequence events
Know how to care for animals and plants and explore the natural world around them

Past and Present	To know about my own life story To know how I have changed	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To know artefacts tell us how people lived in the past	To talk about how toys have changed	To talk about life from a “long time ago” (200 years)	To compare and contrast characters from the past and the 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	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers	To talk about how Jews celebrate Shabbat To talk about the Christmas story and how Christmas is celebrated in church To talk about the house that they live in	To talk about Chinese New Year To find out about some holy books To know the name of the village we live in To know the name of the village the school is in	To hear some stories Jesus told To know how Easter is celebrated in churches To know what a map is	To learn about special buildings and who worships there Identify different environments eg town, village, city, country	Identify different environments around the world (jungle, polar regions, savannah, under the sea)	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,

	<p>To talk about what happens in Churches at Harvest</p> <p>To know features of their immediate environment.</p> <p>Follow a simple map to the hall</p>			<p>To use a simple map to get to the shop</p> <p>Identify and talk about the features and landmarks of West Auckland</p>	<p>Understand the differences and similarities between town, village, city and country</p>	<p>Understand differences and similarities between environments around the world.</p>	<p>non-fiction texts and – when appropriate – maps.</p>
The Natural World	<p>To ask questions about the natural environment</p> <p>Describe what they can hear, smell, feel when outside</p>	<p>To identify and recognise the signs of Autumn</p> <p>To name main body parts and senses</p>	<p>To identify and recognise the signs of Winter</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know what plants need to grow</p> <p>Name the parts of a plant</p>	<p>To identify and recognise the signs of Spring</p> <p>To recall the lifecycle of animals (caterpillar, chickens, frog)</p> <p>To know what animals, including humans need to grow</p> <p>Identify and match animals with their young</p>	<p>To identify farm, wild, zoo animals we find in the UK</p> <p>Compare the features of habitats</p>	<p>To identify and recognise the signs of Summer</p> <p>Learn about animals that live in different environments around the world.</p> <p>Compare the features of different animals from different environments (how have they adapted)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - 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.

Progression of Expressive Arts and Design

Invent and recount stories

Discuss process of creations they have made and understand how they can be improved

Explore and engage in music making

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Jackson Pollock Wassily Kandinsky		Andy Goldsworthy Van Gogh		Emily Blincoe		
Creating with Materials	To name colours To experiment with mixing colours To create simple representations of people and objects (mark making assessment 1) To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick)	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue stick, PVA glue)	To experiment with different mark making tools such as art pencils, pastels, chalk To know which prime colours to mix together to make secondary colours. To create representations of people and objects (mark making assessment 2) To explore different techniques for joining materials (Glue stick, PVA glue, masking tape, sellotape)	To use natural objects to make a piece of Art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials (Glue stick, PVA glue, masking tape, sellotape, split pins)	To know how to make darker and lighter shades of colours To plan what they are going to make To draw more detailed pictures of people and objects (Final mark making assessment) To create observational drawings	To know some similarities and differences between materials To explore and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their learning To adapt work where necessary	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.

Cooking							
	<u>Great Green Soup</u>		<u>Perfect Plant Salad</u>		<u>Pizza Party</u>		
	To know how to work safely and hygienically		To know vegetables come from plants		To understand that food comes from a plant or an animal		
	To use non-statutory measures (spoons and cups)		To use some cooking techniques- cut and trim, snipping, measuring, mixing, peel, grate		To use some cooking techniques- spreading, cutting, snipping, baking		
	To use some cooking techniques- measure, cut, slice, snip, washing						
Being Imaginative and Expressive	To sing and perform nursery rhymes	To perform a song in the Christmas Play	To use storytelling resources to act out familiar stories/focus texts adding own ideas	To create musical patterns using un tuned instruments	To follow a musical pattern to play tuned instruments	To create own compositions using tuned instruments	<ul style="list-style-type: none"> - 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.
	To join in with whole school singing assemblies	To join in with whole school singing assemblies				To invent their own narratives and storylines using the story telling resources and small world.	
	To experiment with different instruments and their sounds	To begin to build up a repertoire of songs					
	To talk about whether they like or dislike a piece of music	To sing entire songs					
	To create musical patterns using body percussion	To use story telling resources to act out a familiar story/focus text					
	To use costumes and resources to act out narratives						
	To perform a song in the Harvest Festival						

