




Early Years Progression of Skills

| Skills | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>ELG 1- Listen, 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.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> | | | | | | |
| <p>Listening, Attention and Understanding</p>  | <p>To understand how to listen carefully</p> <p>NELI-Look, listen, sit still, be quiet</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 begin to understand humour.</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> |



ELG 2- 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.

Speaking



To talk in front of a small group.

To talk to class teacher and TAs.

To learn new vocabulary.

To answer questions in front of whole class.

To use new vocabulary throughout the Day.

To develop the Confidence to talk to other adults they see on a daily basis.

To talk in sentences using conjunctions e.g. and, because

To share their Work to the class-standing up at the front.

To use new vocabulary in Different contexts.

To engage in non-fiction books

To link statements and stick to a main theme

To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

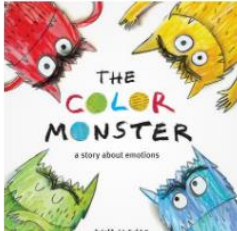
To talk to different adults around the School.

To talk about why things happen To talk in sentences using a range of tenses.




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ELG- 3 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 focussed 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.

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| <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 lessons.</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> |
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ELG 4 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.

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| <p>Managing Self</p>  <p>'I can't do it yet but soon I can'</p> | <p>To wash hands independently.</p> <p>To put coat on independently. To get changed for P.E with support.</p> <p>To explore different areas within the Year R.</p> <p>To use the toilet independently.</p> | <p>To develop class rules and understand the need to have rules.</p> <p>To put on shoes and wellington boots independently.</p> <p>To have confidence to try new activities.</p> | <p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper.</p> <p>To practise doing buttons.</p> <p>To practise doing up buckles.</p> | <p>To develop independence when dressing and undressing for activities such as P.E</p> <p>To understand and know right from wrong and behave accordingly.</p> | <p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p> | <p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> |
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ELG 5- Building Relationship-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.

Building relationships



To seek support of adults when needed.

To gain confidence to speak to peers and adults

To play with children who are playing with the same activity.

To begin to develop friendships.

To have positive relationships with all Year R staff.

To begin to work as a group with support.

To use taught strategies to support turn taking.

To listen to the ideas of other children and agree on a solution and compromise.

To work as a group.

To begin to develop relationships with other adults around the school.

To play games independently taking turns and following the rules.


To have confidence to communicate with adults around the school.

To have strong friendship.

To be sensitive to the needs of others.



Physical Development ELG 6 Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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| <p style="text-align: center;">Gross Motor Skills</p>  | <p>To move safely in a space</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 balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p> | <p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p> | <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p> | <p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To remember and repeat actions, exploring pathways and shapes</p> | <p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team</p> |
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Physical Development ELG 7- Fine Motor Skills -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, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Fine Motor Skills



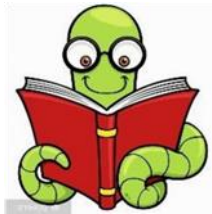
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| <p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To use big brushes and rollers to make marks</p> | <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To learn how to use a fork and spoon correctly</p> | <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer</p> <p>To learn how to use a fork and spoon correctly</p> | <p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, and screwdriver</p> <p>To use a knife, fork and spoon correctly</p> | <p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p> <p>To use a knife, fork and spoon correctly</p> | <p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> |
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Literacy- ELG 8 Comprehension 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.

Comprehension




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| To use pictures to tell stories | To engage in story times, joining in with repeated phrases and actions | To act out stories | To retell a story | To begin to answer questions about what they have read | To answer questions about what they have read |
| To sequence familiar stories | To begin to answer questions about the stories read to them | To begin to predict what may happen in the story | To follow a story without pictures or props | To use vocabulary that is influenced by their experiences of books | To know that information can be retrieved from books |
| To independently look at book, holding them the correct way and turning pages | To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes | To suggest how a story might end | To talk about the characters in the books they are reading | | |



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Literacy-ELG 9 Word reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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| <p style="text-align: center;">Word Reading Read Write INC.</p>  | <p>To recognise their name</p> <p>To recognise taught speed sounds set 1 (m a s d t I n p g o c k u b f)</p> <p>To recognise red/ Tricky Words -the I</p> <p>To start orally blending sounds</p> <p>Fred talk - blend sounds</p> <p>Word time</p> <p>To read CVC words Sound Books</p> | <p>To recognise their name</p> <p>To recognise speed sounds set 1 (e l h r j v y z x sh th ch nk ng)</p> <p>To recognise red/tricky words (go no into to)</p> <p>Fred Talk and blending in your head</p> <p>Word Time</p> <p>Alien words</p> <p>To read CVC words Sound Books</p> | <p>To recognise double constants (eg ll, nn, gg, pp, ff, ss)</p> <p>Teach ck sound</p> <p>Secure set 1 speed sounds</p> <p>Teach set 2 (ay, ee, igh, oo, oo,)</p> <p>Blending- to recognise special friends- two letters making one sound in a word</p> <p>To read captions and simple sentences Red words- linked to ditty books</p> | <p>Teach set 2 sounds Ar, or, air, ir, ou, oy</p> <p>Fred Talk/ Fred in your head/ Speedy reading</p> <p>Recognising special friends in a word.</p> <p>Green/Purple RWI books</p> <p>Alien words using digraphs</p> <p>Read Red words linked to books</p> <p>To read books matching phonics knowledge</p> | <p>Teach three letters making one sound (ure, ear, ire)</p> <p>Set 3 sounds (eg er, ai)</p> <p>To read books matching phonics knowledge</p> | <p>Teach split -e (a-e, o-e, i-e, u-e)</p> <p>Recognising split- e in words</p> <p>To read books matching phonics knowledge</p> |
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Literacy- ELG 10 Writing 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.

Writing





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| <p>To copy their name</p> <p>To give meanings 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 using taught sounds</p> | <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p> | <p>To form lowercase letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> | <p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> | <p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p> | <p>To form lowercase and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p> |
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Mathematics- ELG 11 Number 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.

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| <p style="text-align: center;">Number</p>   | <p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p> | <p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p> | <p>To recognise numbers 0-8</p> <p>To subitise to 5</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 the number to quantity</p> | <p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p> | <p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above</p> <p>To make numbers using tens and ones</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> |
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Mathematics ELG 12 Numerical Patterns 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.

| <h2 style="text-align: center;">Numerical Patterns</h2>   | <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 match objects</p> <p>To sort objects</p> <p>To compare Mass and capacity</p> <p>To explore pattern and to finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To use a visual timetable and understand the times of the day</p> | <p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p> <p>To recognise one more one less</p> <p>To recognise and name square and rectangle</p> <p>To use positional language</p> <p>To understand time, night and day and vocabulary linked to time.</p> | <p>To count to 15</p> <p>To introduce zero</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To compare Mass and Capacity</p> <p>To make pairs</p> <p>To combine two groups of objects</p> <p>To recognise and name square and rectangle</p> <p>To recognise and use vocabulary relating to length, height and time</p> | <p>To count to 20</p> <p>To compare quantities to 10</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects-number bonds to 10</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p> <p>To explore 3d shape</p> | <p>To count to 25</p> <p>To build numbers beyond 10</p> <p>To recognise counting patterns beyond 10</p> <p>Spatial Reasoning-learning to match, rotate and manipulate</p> <p>To add more to a number and take away</p> <p>Spatial reasoning to compose and decompose</p> | <p>To count to 30 and beginning to count higher (100).</p> <p>To have a deeper understanding of patterns and relationships</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p> <p>Spatial Reasoning-To be able to Map</p> |
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Understanding the World- ELG 13 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;

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| <p>Past and Present</p>  | <p>To know about my own life-story</p> <p>To know how I have changed</p> | <p>To talk about lives of the people around and their roles in society eg. nurse, dentist, lollipop person</p> <p>To know that the emergency Services exist and what they do. Eg. paramedic, fire fighter, police officer</p> | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> | <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>To know about the past through settings, characters and events encountered in books read in class and story telling</p> | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> |
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Understanding the World - ELG 14 People, Cultures 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.

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| <p>People, Cultures and Communities</p>  | <p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the school and explore the school environment</p> <p>To know about features of the immediate environment.</p> | <p>To talk about how Hindus celebrate Diwali</p> <p>To look at the Jewish Festival Hanukah</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know about people who help us within the local community,</p> | <p>To talk about Chinese New Year.</p> <p>To know that Christians celebrate Easter.</p> <p>To explore the Arctic and Antarctica- using globes, looking at the environment and how it is different from where we live.</p> | <p>Cultural day- to look and explore the different cultures within the school, eg. dress, maps, food, dance, stories</p> <p>How to recycle, reduce and reuse</p> | <p>London topic- Look at what is a capital city , where it is found on the map, look at buildings and environment of a city, Stories eg. Paddington Bear, Coming to England</p> <p>Islam week- look at different religions</p> | <p>Our World topic 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.</p> <p>Visit to Madley Environment Centre to explore how we should care for the environment</p> |
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Understanding the World - ELG 15 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.

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| <p style="text-align: center;">The Natural World</p>  | <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> | <p>To know about and recognise the signs of Autumn - Autumn Walk to Churchill Gardens/ Queens Wood/ Madley Environmental)</p> <p>To know that some animals are nocturnal (eg. Owl Babies)</p> | <p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter eg. Freezing and melting, making snow</p> <p>To know about different habitats eg. Artic and Antarctic topic</p> | <p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> | <p>To observe the growth of seeds and talk about changes (Sunflowers)</p> <p>To know how to care for growing plants- Growing Topic</p> <p>To learn about lifecycles of plants and animals (Chicks to hatch, Frog spawn, Caterpillars)</p> | <p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown raspberries</p> <p>To know some important processes and changes in the natural world including states of matter melting, floating and sinking)</p> |
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Expressive Arts and Design (EAD) - ELG 16 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.



Creating with Materials



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| <p>To name colours</p> <p>To experiment with different ways of printing and using sponges.</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and Crayons. Use pastels for Kandinsky 'Concentric circles.'</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick and PVA)</p> | <p>To use colours for a particular Purpose.</p> <p>To experiment with different ways to mix paints using contemporary artist Liz Foster.</p> <p>To use natural objects to make a piece of art/structures inspired by Andy Goldsworthy</p> <p>To explore different techniques for joining materials (Glue Stick,</p> | <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups, jugs)</p> | <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins, hole puncher)</p> <p>To make props and costumes for different role play scenarios</p> | <p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> | <p>To know some similarities and differences between materials</p> <p>To learn about and explore techniques used by Matisse (The Snail)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate</p> |
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|   | <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups, jugs)</p> <p>To use some cooking techniques eg. make play dough</p> | <p>PVA, masking tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups, jugs)</p> <p>To use some cooking techniques Mixing, rubbing in eg. gingerbread men, cakes, biscuits</p> | <p>To use some cooking techniques- peel, chop, fruit kebabs, design smoothies</p> | <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (Spoons, cups, jugs) and use weighing scales.</p> <p>To use some cooking techniques eg . making bread,(Kneading, rubbing in) food from other cultures (Mixing)</p> | <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups, Jugs) and weighing scales</p> <p>To use some cooking techniques (spreading,)</p> | <p>their work</p> <p>To adapt work where necessary</p> |
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Expressive Arts and Design (EAD) - ELG 17 Being Imaginative and Expressive

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.

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| <p>Being Imaginative and Expressive</p>  | <p>To sing and perform simple nursery rhymes</p> <p>To sing and perform action songs and move with music (Write dance, disco dough)</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> | <p>To sing and perform simple nursery rhymes</p> <p>To perform and sing in the Nativity Play</p> <p>To join in with whole school singing assemblies</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> | <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using un-tuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>To look and explore Chinese dragon and lion dancing. To take part in own dragon dancing.</p> | <p>To perform song and poem at the Spring Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>To learn some Indian dancing movements.</p> | <p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p> <p>To learn some African dancing and drumming</p> | <p>To perform at the Grandparents concert (Poem and Song)</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> |
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| Religious Education | | | | | | |
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| | Autumn 1 | Autumn 2 | Autumn 3 | Autumn 4 | Autumn 5 | Autumn 6 |
| <p>Come and See</p> <p>Themes-</p> <p>Myself</p> <p>Welcome Birthdays Celebrating Gathering Growing Good News Friends Our World</p> | <p>To make the sign of the cross</p> <p>To say the morning offering</p> <p>To say God our Father prayer</p> <p>To say Grace before and after meals</p> <p>To recognise a Bible and Crucifix</p> <p>Recognise that that people because of their religion act in a certain way -their name is important to them and others</p> <p>To talk about their own experiences and feelings and say what they wonder about.</p> <p>To learn to use Christian Meditation</p> | <p>To say/sing the Hail Mary</p> <p>To recognise a Rosary</p> <p>Recognise some religious stories -the Nativity story</p> <p>To recognise some religious signs and symbols and use some religious words and phrases -used in the Baptism rite -that the advent wreath, the crib and other signs indicate the approach of Christmas and begin to develop a vocabulary of religious words and phrases.</p> <p>To talk about their own experiences and feelings and say what they wonder about.</p> <p>Recognise that that people because of their religion act in a certain way</p> | <p>To say the Our Father</p> <p>Recognise some religious stories - the story of Mary and Joseph taking Jesus to the Temple - the story of Jesus with the children</p> <p>Recognise some religious signs and symbols and use some religious words and phrases -some of the elements and words used in celebration -the phrase 'the Lord be with you. and with your spirit', the lectern and lectionary and know who uses them</p> <p>Recognise that that people because of their religion act in a certain way -the church/parish family celebrate in particular ways -how, at Mass, people gather to share the stories of God's love</p> | <p>To recognise some religious stories- - the stories of Good Friday and Easter Sunday</p> <p>Recognise some religious signs and symbols and use some religious words and phrases the Cross, the words of the sign of the cross, the Easter garden Alleluia, Easter, Holy Spirit -Jesus' words 'love one another</p> <p>Recognise that that people because of their religion act in a certain way 'to grow more like Jesus'</p> <p>To talk about their own experiences and feelings and say what they wonder about.</p> <p>To be introduced to the Islam religion and discover how they pray.</p> | <p>To learn about Mary</p> <p>To say the Rosary</p> <p>To recognise the Pentecost Story</p> <p>Recognise some religious signs and symbols and use some religious words and phrases Alleluia, Easter, Holy Spirit -Jesus' words 'love one another'</p> <p>Recognise that that people because of their religion act in a certain way -Christians are happy at Pentecost and go to Church to celebrate the Good News -that Christians show love for one another because Jesus asked them to do so</p> <p>To talk about their own experiences and feelings and say what they wonder about.</p> | <p>Recognise some religious signs and symbols and use some religious words and phrases from the Psalms</p> <p>Recognise that that people because of their religion act in a certain way- that people want to take care of the world and share with others because God said, "Take care of my world!"</p> <p>To talk about their own experiences and feelings and say what they wonder about.</p> <p>To write/ or say their own prayers</p> |



St Francis Xavier's RC Primary School

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| | | <p>To be introduced to the Jewish religion and discover how they celebrate the Festival of Hanukah</p> | <p>To talk about their own experiences and feelings and say what they wonder about.</p> <p>To start to help plan Collective Worship</p> | | | |
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