



Ash Grove Academy EYFS Curriculum Progression and Links to Year 1

Focus areas: Communication and Language, Reading, Writing

| Nursery | Reception | Year 1 |
|---|---|--|
| <p>Book corner library including book characters/story props.</p> <p>A range of stories, non-fiction texts, rhymes and poetry shared throughout the day that match the children's developmental stage and interests.</p> <p>Library book chosen to take home weekly (or more frequently if requested)</p> <p>Wide range of books and reading opportunities (print in the environment etc) during continuous provision.</p> <p>Relevant books within the environment with links to all areas of the provision.</p> <p>Role play and small world opportunities to encourage storytelling and language development</p> <p>Small group activities to teach concepts about print and specific vocabulary. Teach and assess phase 1 phonics through small group teaching and continuous provision.</p> <p>Adults to model and scaffold children's language development according to developmental needs.</p> <p>Word of the Week vocabulary focus to extend children's vocabulary.</p> <p>Targeted small group interventions in language, communication and interaction (WellComm).</p> | <p>Children taught letter sounds and graphemes through the Little Wandle systematic synthetic phonics programme.</p> <p>Children taught to blend sounds to read words and short sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>Small group guided reading and individual reads to match children's phonic knowledge.</p> <p>Planned opportunities for children to talk about books – what they like and don't like, relate to their own experiences, make links between books, predict what might happen next.</p> <p>Reading books sent home to work on fluency and enjoyment.</p> <p>Wide range of initiatives to support parental engagement and reading for pleasure (stay and read, sleepover storytime, Reading Rivers etc)</p> <p>New vocabulary explicitly taught and modelled through story led learning.</p> <p>A range of stories, non-fiction texts, rhymes and poetry shared throughout the day that match the children's developmental stage and interests. Children given the opportunity to re-visit these texts during continuous provision.</p> <p>Children have access to a wide range of books and reading opportunities (print in the environment etc) during continuous provision.</p> | <p>Children to continue to progress through the Little Wandle systematic synthetic phonics programme and to read a range of books that match their phonic knowledge.</p> <p>Children taught to blend sounds to read words and sentences matched to their phonic knowledge.</p> <p>Children taught to recognise a number of common exception words.</p> <p>Small group guided reading and individual reads with books that match their phonic knowledge. During these sessions children develop word reading skills, by meeting the phonemes they have learnt in a new context.</p> <p>Reading decodable books at home to work on fluency and enjoyment.</p> <p>Wide range of initiatives to support parental engagement and support parents to understand the importance of reading aloud at home and reading for pleasure. (Reading Cafes with workshops, Reading Rivers. Book and Butty etc.)</p> <p>A range of diverse stories, non-fiction texts, rhymes and poetry shared throughout the day. These are often repeated readings of texts to ensure that children have multiple exposures to the language and vocabulary and deepen their responses.</p> <p>Planned opportunities for children to talk through back and forth interactions about books: teacher model thinking aloud, children</p> |

| | | |
|--|--|---|
| <p>Books made by the children to capture and display photographs and comments during trips, visits and special events. Introduction of Helicopter Stories.</p> <p>Opportunities to write in all areas of provision.</p> <p>Writing areas equipped with a range of developmentally progressive mark making tools.</p> <p>Fine motor skills activities available throughout each session and offered as targeted activities to support children's; next steps.</p> <p>Book themed stay and play sessions for Parents/Carers.</p> <p><i>Trip:</i> <i>EYFS School Library (Autumn 1)</i> <i>Children's Centre Library (Autumn 2)</i></p> <p><i>Make scrapbooks/floor books to record experiences, to be accessible in the book corner and throughout the environment for independent and adult supported access.</i></p> <p>Core texts: Goldilocks and the Three bears, Three Little Pigs, Three Billy Goats Gruff. The Gingerbread Man The enormous Turnip Luna Loves Library Day by Joseph Coelho Library Lion: by Michelle Knudsen Otto the Book Bear by Katie Cleminson</p> | <p>Role play and small world opportunities to encourage story-telling and language development that match children's interests and developmental stage.</p> <p>Adults to model and scaffold children's language development according to developmental needs.</p> <p>Wide range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of mediums.</p> <p>Letter formation taught through Little Wandle rhymes to match taught letter sounds.</p> <p>Children taught to write words and short sentences, consistent with their phonic knowledge, that can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Small group guided writing tasks and a wide range of writing opportunities in continuous provision so that the children can write for an audience and with purpose.</p> <p><i>Trip: Take the children to visit the town library and library cards set up for each child (Autumn 2), Everywhere Bear to go home with each child (autumn 2), parents as 'Mystery readers'.</i></p> <p>Core texts: Everywhere Bear, The Gruffalo and other books by Julia Donaldson, Dogger, Charlie and Lola books, The Tiger Who came to Tea, Each Peach, Pear, Plum</p> | <p>asking questions, adults extending their comments and connecting their ideas, explicitly exploring new vocabulary.</p> <p>Use of drama and role play to revisit language and vocabulary from texts.</p> <p>Children have opportunities to revisit texts that have been read to them by visiting the book corner or during Reading Blanket sessions.</p> <p>Children visit the key stage 1 library once a week to choose a book that interests them. This might be for them to read independently or for an adult to read aloud.</p> <p>Letter formation taught through Little Wandle rhymes to match taught letter sounds.</p> <p>Planned activities to further develop fine motor skills for targeted children..</p> <p>Children are taught to write words and sentences in longer pieces of writing, consistent with their phonic knowledge, that can be read by themselves and others, by identifying the sounds and then writing the sound with letters.</p> <p>Using shared and modelled writing children write for a range of purposes and audiences. Children will then use their developing phonic and orthographic knowledge within their writing before, sometimes editing and redrafting their work.</p> <p><i>Trip: Visits to Macclesfield library. (Autumn2). Take our Class 1 scrapbook home to share book and responses.</i></p> <p>Core texts :Erroll's Garden, Inside the villains ,Little Red Riding Hood,</p> |
|--|--|---|

Focus areas: Physical Development, Personal, Social and Emotional Development

| Nursery | Reception | Year 1 |
|---|--|---|
| <p>Wide range of developmentally appropriate tools and equipment available in continuous provision to develop gross motor skills.</p> <p>Wide range of developmentally progressive equipment and opportunities to develop fine motor skills (mark making, scissor skills) through a range of media.</p> <p>Letter formation taught through Little Wandle rhymes for name writing.</p> <p>Independent life skills taught, modelled and scaffolded (ie toilet training, washing hands, putting on own coat, healthy eating, dental care etc)</p> <p>Children to have a key person.</p> <p>Class behaviours chart, produced through discussion with children and using their words.</p> <p>Guided activities to help children understand turn taking and appropriate play.</p> <p>Visual supports and graphic facilitation to support children to understand their feelings and those of others and to follow rules.</p> <p>Wide range of stories, non-fiction texts, rhymes and poems to support children around new experiences, feelings and emotions.</p> <p>Trips:: <i>Soft play centre (autumn 1), Trip to Little Park/South Park (autumn 2), Welly walks in school forest area, School nurse to visit (autumn 2) Health Visitor (Summer 1) New Baby and Mummy (Summer 1)</i></p> <p><i>Make scrapbooks/floor books to record experiences, to be accessible in the book corner and throughout the environment for independent and adult supported access.</i></p> <p>Core texts: Little Red Hen, It's our house, Ness the Nurse, Give it a Go, Eat a Rainbow. by Kathryn Kemp Guylay, Which Food Will You Choose by Claire Otter and Ailie Busby, What Makes Me Me? by Ben Faulks,, David Tazzyman Titch by Pat Hutchins</p> | <p>PE discrete teaching one session a week.</p> <p>Children to undress and dress for PE (Autumn 2)</p> <p>'Run a mile' fitness initiative – changes to bodies during and after exercise.</p> <p>Benefits of healthy eating and physical exercise made more explicit.</p> <p>Children introduced to the idea of risk taking and how to minimise risk.</p> <p>Wide range of developmentally appropriate tools and equipment available in continuous provision to develop gross motor skills.</p> <p>Wide range of equipment and opportunities available in continuous provision to develop fine motor skills (pencil grip, mark making, scissor skills etc) through a range of media.</p> <p>Children to develop their own class charter for behaviour and rules to keep themselves and others safe, including how to stay safe on phones, iPads and laptops etc.</p> <p>Wide range of stories, non-fiction texts, rhymes and poems to support children around:</p> <ul style="list-style-type: none"> • new experiences • feelings and emotions (including naming some feelings/emotions and beginning to understand how their actions and words have an impact on the feelings and emotions of others around them) • understanding that there are differences and similarities between themselves and others • Developing sense of self and what they are good at • Making mistakes, being resilient. <p>Trips: <i>trip to local shop to buy food, prepare and eat it, visits from dentist and health visitor</i></p> <p>Core texts: Rainbow Fish, Alfie and Annie Rose stories, But Martin, How do you feel?, Things I like, Me and You by Anthony Browne</p> | <p>Group and class rules</p> <p>Everybody is unique in some ways and the same in others</p> <p>Rules for keeping safe and using ICT responsibly</p> <p>Recognise that they share a responsibility for keeping themselves safe online</p> <p>Where money comes from. How to use money – saving money and spending money</p> <p>Recognising feelings in self and others – naming emotions, building empathy</p> <p>My special people</p> <p>Understand the groups and communities they belong to</p> <p>Respecting similarities and differences</p> <p>Sharing views and ideas</p> <p>What helps keep bodies healthy . Hygiene routine. Healthy choices</p> <p>Recognising what they are good at and setting goals</p> <p>Change and loss and how it feels</p> <p>How to ask for help if worried about something</p> <p>Keeping safe around household products</p> <p>Different feelings, managing feelings</p> <p>Learning to become more independent</p> <p>Correct names for body parts, including external genitalia</p> <p>Keeping safe in different contexts</p> <p>Privacy in different contexts</p> <p>Two hours of taught PE per week, covering skills and knowledge involved in dance (creating and performing), Strike and Field games, Invasion games, Net/Wall games, Athletics, Gymnastics and OAA.</p> |

Focus areas: Understanding of the World

| Nursery | Reception | Year 1 |
|---|--|---|
| <p>Wide range of opportunities to explore the natural environment within the school grounds and in the local community.</p> <p>Develop understanding of the weather – appropriate clothing, footwear, stories, non-fiction texts, poems and rhymes</p> <p>Herbs and vegetables planted and how to cared fo themr.</p> <p>‘Grow a butterfly’ in the summer term (life cycle)</p> <p>Name animals that are familiar to them ie pets and farm animals.</p> <p>Develop a sense of their own life story and family and to stimulate conversations around home life and special people.</p> <p>Use stories, non-fiction texts, rhymes and poems to enable the children to develop a sense of their daily timeline and lived experiences.</p> <p>Visits from parents and services to help the children to understand that there are different cultures and occupations.</p> <p>Celebration of different cultural events linked to children’s experiences.</p> <p>Chinese New Year – Ox – 12th February.</p> <p>Shrove Tuesday – 16th February 21</p> <p>International Women’s Day – 8th March; with links to Mother’s Day - 14th March 21</p> <p>Holi – 29th March</p> <p>Father’s Day – 20th June 21</p> <p>Bonfire Night – 5th November</p> <p>Christmas</p> <p>Objects of interest to provoke curiosity and wonder ...</p> <p>‘I wonder’ objects for the observation cube – Observation, discussion, prediction and finding out.</p> | <p>Children introduced to the concept of a map – their bedroom, the classroom, the town and country they live in and where it is on the map of the world and the UK, the difference between sea and land, where they have been on holiday and what is different about different places.</p> <p>Observe changes in the weather and understand that there are different seasons. Explore differences and changes. What clothes do we wear when it is hot/cold? Use story led learning to explore different climates in the world.</p> <p>Herbs and vegetables planted and cared for appropriate to the different seasons. Talk about how the seasons affect plants.</p> <p>Explore the natural environment within a wider context.</p> <p>Explore the life cycle of a plant/animal/insect according to the children’s interests.</p> <p>Explore different textures, smells etc and link to body parts. Begin to name some materials (wood, metal, plastic) and describe what they look like and how they feel.</p> <p>Extend knowledge of animals from different countries ie zoo animals and begin to create simple groupings eg birds, fish, animals with fur.</p> <p>Celebrate different cultural festivals/events/beliefs linked to children’s own experiences and begin to notice similarities and differences in these and why they happen.</p> <p>Explore different occupations in more depth. Focus on the fire service and nursing and link to children’s personal experiences.</p> <p>Look in depth at how an occupation has changed over time and using stories, non-fiction texts, poems and rhymes. Look at a</p> | <p><u>Where do we live?</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p><u>Experiencing today’s weather</u> 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.</p> <p><u>Sharing special places</u> Compass directions (North, South, East, West) Directional language (eg near, far, left, right) Use this geographical language to locate features and routes on a map. Make a field trip into the school grounds and use observational skills to identify important physical and human features. Devise a simple map of the school grounds, including symbols for a key.</p> <p><u>Changes within living memory:</u> Personal history (family links) Social history – technology focus Enquiry: How has technology changed in the lifetimes of my family?</p> <p><u>The lives of significant individuals in the past who have contributed to national and international achievements:</u> Alan Turing - inventor of the computer Alexander Bell – inventor of the telephone Enquiry: Compare the lives and works of two British inventors: Alexander Bell and Alan Turing.</p> <p><u>Events beyond living memory that are significant nationally or globally:</u> 20th Century Flight – from plane to rocket Enquiry: How did the technology of flight change people’s lives</p> |

| | | |
|--|--|---|
| <p><i>Trips/visits:</i> <i>Local park and welly walks in the school forest (Aut 1)</i> <i>Christmas Story performance (Aut 2)</i> <i>Fire engine, police car and ambulance to visit (spring 1)</i> <i>Pets at Home (summer 1),</i> <i>Class assembly (summer 1),</i> <i>Farm visit (summer 2),</i></p> <p>Make scrapbooks/floor books to record experiences, to be accessible in the book corner and throughout the environment for independent and adult supported access.</p> <p>Core texts: The Very Hungry Caterpillar by Eric Carle Jack and the Beanstalk Owl Babies by Martin Waddell and Patrick Benson Going on a Leaf Hunt by Steve Metzger and Miki Sakamoto The Gruffalo by Julia Donaldson Room on the Broom by Julia Donaldson Snow balls by Lois Elhert Leaf Man Lois Elhert</p> | <p>significant figure from the past from one of these occupations (ie Florence Nightingale.</p> <p>Think about members of their family that are older/younger, who will remember things from the past?</p> <p>Introduce the word ‘technology’ in the context of the significant figure and the changes from then to now.</p> <p>Daily routines to support children’s understanding of past, present and a range of time (days of the week song, months of the year, date, weekend news).</p> <p>Relate abstract concepts of today, yesterday, tomorrow, the weekend to the children’s own experiences. Introduce a simple timeline to represent this and use simple actions to illustrate, past, future and present.</p> <p><i>Trips/visits:</i> <i>St Barnabas church and performance of ‘The Nativity’ (autumn 2)</i> <i>Fire Station and MDGH (spring 1)</i> <i>Chester zoo (summer 1)</i> <i>Lower Moss Wood (summer 2).</i></p> <p>Core texts: Dear Zoo, Poo in the Zoo Not Like The Others' by Jana Broecker Honda’s Surprise Once there were giants Jasper’s Beanstalk Oliver’s Vegetables The Snowflake Mistake by Lou Treleaven & Maddie Frost</p> | <p>Look at the customs and festivals involved in Christianity and Judaism.</p> <p>Seasonal changes (changes across the seasons, including the weather and variation in day length).</p> <p>Plants in the local environment, comparing and contrasting how they change over the seasons. Explore and answer questions about seasonal changes.</p> <p>Everyday materials – identify, name, describe and group objects according to materials or properties.</p> <p>Grouping and classifying animals, including humans. Explore what animals need to survive.</p> <p>Name main external parts of the human body and compare and contrast with an animal body. Identify and name the five senses and associated body parts.</p> |
|--|--|---|

Focus areas: Expressive Art and Design

| Nursery | Reception | Year 1 |
|--|---|--|
| <p>Wide range of materials and textures available for children to explore and create with.</p> <p>Links to Artists Van Gogh – Sunflowers – The world - planting and painting.</p> <p>Kandinsky – Circles/squares – links to shape.</p> <p>Opportunities to explore colour; learn colour names and notice what happens when colours are mixed together.</p> <p>Opportunities and support and encouragement to draw their own face / representation of themselves.</p> <p>Range of opportunities to explore and create different sounds.</p> <p>Opportunities for children to paint, draw, mark make.</p> <p>Wide range of opportunities for small world and role play.</p> <p>Introduction to Helicopter Stories</p> <p>Music –</p> <p>Body percussion, Percussion instruments, big drums – simple copy me games.</p> | <p>Linked to children’s interests and experiences explore the following artistic techniques in more depth – pattern, pencil, paint, ink, form and sculpture and joining techniques (weaving, colour mixing, clay sculptures, self-portraits, printing, junk modelling, drawing, painting, collage).</p> <p>Linked to children’s interests and experiences explore different artists and focus on one and their work and create their own art work in this artist’s style.</p> <p>Use Helicopter stories, assemblies and school performances to further develop role play, singing, storytelling and to explore feelings and responses.</p> <p>Music</p> <p>Learn a wide range of poems with a clear pulse and rhythm. Children move to the pulse of a range of music. Introduce them to contrasting styles (ie high/low, fast/slow/loud/quiet). Children play instruments/range of objects in these contrasting styles.</p> | <p>Pencil, coloured pencil skills:</p> <p>Focus on self-portraits – Explore different textures – Observe patterns – Observe anatomy (faces)</p> <p>Artist link: Pablo Picasso</p> <p>Focus on weaving and collage</p> <p>Artist link: Sue Spooner</p> <p>Focus on seasonal changes, using autumn/winter/spring colour palettes - Name all the colours; - Mixing of colours; - Find collections of colour; - Using colour on a large scale (possibly collectively working on a large canvas)</p> <p>Artist link: Jackson Pollock</p> <p>- Awareness and discussion of patterns; - Repeating patterns; - Symmetry Focus on relief (block) printing</p> <p>Artist link: Katharine Watson</p> <p>Make structures stronger and more stable. Explore levers and slides, a range of different joining</p> |

| | | |
|---|--|--|
| <p>Learn and perform a wide range of developmentally appropriate songs, rhymes and poems.</p> <p>Core texts: Oops by Barney Salzberg Mix it Up by Herve Tullet The Happy Hedgehog Band by Martin Waddell and Jill Barton Never Let a Unicorn Scribble by Diane Alber Never Let a Dinosaur Scribble by Diane Alber</p> | <p>Provide opportunities to sing in a group or on their own, increasingly matching the pitch and following a melody. Provide opportunities to explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn and perform a wide range of developmentally appropriate songs, rhymes and poems.</p> | <p>techniques and methods of construction, focussed on boxes/junk modelling.</p> |
|---|--|--|

Focus areas: Mathematics

| Nursery | Reception | Year 1 |
|---|---|--|
| <p>Model and encourage use of mathematical language and concepts throughout the day; during guided activities and continuous provision, i.e. do we need any more bricks, how many to finish the tower etc</p> <p>Thread number into everyday routines and learning, throughout all areas of the setting. Eg lining up, first, second, third, last. Snack time; how many children would like milk, have we got enough apples – do we need more/less?. Register; how many children are here/absent, notice two socks, shoes, one coat, hat – one head, two feet etc.</p> <p>Notice groups of objects, children etc and verbalise – I see two children. I see three cakes – Model and encourage children to subitise and talk about what they see.</p> <p>Provide opportunities for sorting and grouping and talk about the size of the groups; more/most. Think aloud in a range of situations - I wonder who has more/most/least/less/fewer – encourage discussion and use of vocabulary. (Comparison)</p> <p>Explore numbers in depth through the Number Blocks programme, within the environment, through daily routines and</p> | <p>Seek opportunities to make links to maths throughout the school day, ie talk about the date, the number of children in the class/absent, who is taller/ shorter etc.</p> <p>Talk about, notice, comment upon groups of objects, children, creatures etc and Model and encourage children to subitise. ‘I can see four birds in the sky – two and two’ ‘Five cups on the table – three blue, two red’ ‘what can you see and how do you see it?’ (Conceptual Subitising)</p> <p>Number a week focus. Look at number formation as well as ‘how many’ this number represents. Look at ways of making this number and comparing it to other numbers. Provide children with opportunities to count actions, sounds etc as well as concrete objects and pictures.</p> <p>Thread number into everyday routines and learning, through all areas of the setting ie ‘who is first, second, third? who has more? so two and one more is? a particular shape has one, three, four sides’</p> <p>Link and build on the knowledge the children bring through their own experiences and use these as a hook into solving problems.</p> | <p>Thread number into everyday routines such as lining up and snack. Seek opportunities to make links to maths throughout the school day e.g. talk about the date, the number of children in the class/absent , measuring ,etc., across the wider curriculum areas. Thread number into everyday routines such as lining up and snack register etc.</p> <p>Daily maths lessons. These will use prior learning to hook into new content, thus linking and building on the knowledge that the children bring from experiences in Reception</p> <p>Revisiting concepts from Reception and deepening this knowledge through spaced practice.</p> <p>Lessons will involve explicit instruction of new content and modelling using worked examples, thus not overloading cognitive load.</p> <p>Misconceptions are seen as positive learning opportunities, as in Reception, when children can explore concepts through dialogic discussions through which they can clarify and deepen their understanding.</p> |

| | | |
|---|---|--|
| <p>teacher led but very ‘hands on’ activities to engage children through their senses. Adults to talk about what they see and support children to do the same. I see two stones, what do you see and how do you see it? Model thinking aloud, providing children with a dialogue of questions, suggestions, ideas, positive responses when ideas to not produce the desired outcome, to model how to become a resilient problem solver.</p> <p>Provide a variety of different sized resources – provide tools or resources that are less suitable for a task, to provide a platform for decision making and problem solving, for example clothes that are too small for a doll, a large spade for a small bucket etc. Talk with children about the strategies they are using to work out a solution to a simple problem.</p> <p>Home challenges/visiting maths bag – can you find.. something smaller than, bigger than, longer than, matching, different/odd, something that shows three, two etc.</p> <p>With children, create a number of the week interactive area; encourage to take objects to the area and to tell teachers and peers why they are doing so – encourage parents to discuss the number at home and send relevant objects in.</p> <p>Investigate patterns</p> <p>Core texts: A New House for Mouse, Titch by Pat Hutchins, Jasper's Beanstalk by Nick Butterworth, Kipper's Toybox by Mick Inkpen, Anno's Counting book by Mitsumasa Anno</p> | <p>Provide opportunities for comparison and activities that develop the understanding that comparing numbers involves knowing which numbers are worth more or less than each other.</p> <p>Focus on points of confusion (misconception) and work as a group to clarify. Model, encourage and facilitate group discussion to encourage all children to become confident when talking about maths and solving problems.</p> <p>Provide opportunities to look for, notice, discuss and produce patterns.</p> <p>Home challenges.</p> <p>Core texts: A Squash and a Squeeze by Julia Donaldson. Jim and the Beanstalk by Raymond Briggs, Which One Doesn't Belong? By Christopher Danielson, I Spy Numbers by Jean Marzello, Pete the cats super cool reading collection by James Dean Monkey Puzzle by Julia Donaldson The doorbell rang by Pat Hutchins. A Pair of Socks by Stuart J Murphy.</p> | <p>Children are given opportunities to work in pairs and collaboratively to develop children's confidence when talking and reasoning in Maths.</p> <p>Individual recording is used in order to assess mathematical concepts.</p> |
|---|---|--|