



Ash Grove Academy EYFS Curriculum Progression and Links to Year 1

Focus areas: Communication and Language, Reading, Writing

Nursery	Reception	Year 1
<p>Wide range of books and reading opportunities (print in the environment etc) during continuous provision.</p> <p>Book corner with a wide range of high quality age appropriate literature, 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>Fortnightly visit to the Children’s Centre library</p> <p>Themed stay and play sessions for Parents/Carers.</p> <p>Relevant books within the environment with links to all areas of the provision.</p> <p>Books made by the children to capture and display photographs and comments during trips, visits and special events.</p> <p>Role play and small world opportunities to encourage storytelling and language development</p> <p>Introduction of Helicopter Stories.</p>	<p>Children have access to a wide range of high quality, age appropriate, books and reading opportunities (print in the environment etc) during continuous provision.</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>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>Wide range of initiatives to support parental engagement and reading for pleasure (stay and read, sleepover story time, Reading Rivers etc)</p> <p>Visit to the school library once a week.</p> <p>Trip to the town library to give all children the opportunity to become members of the library and experience borrowing books.</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>Helicopter Stories weekly.</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 asking questions, adults extending their comments and connecting their ideas, explicitly exploring new vocabulary.</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>Visits to the town library</p> <p>Use of drama and role play to revisit language and vocabulary from texts.</p> <p>Helicopter Stories weekly</p>

<p>Teach and assess Little Wandle phase 1 phonics through small group teaching and continuous provision.</p> <p>Small group teacher directed activities to teach concepts about print and specific vocabulary.</p> <p>Vocabulary explicitly taught relevant to learning experiences</p> <p>Adults to model and scaffold children’s language development according to developmental needs through directed learning, child led play and sustained shared thinking</p> <p>Visits to Children’s Centre Sensory Room to support language development</p> <p>Targeted small group interventions in language, communication and interaction (Well Comm).</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>Letter formation taught through Little Wandle rhymes for name writing.</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 3 x week and individual reads to match children’s phonic knowledge.</p> <p>E Reading books sent home weekly so children can practise their phonics learning. Children also choose a reading for pleasure book each week from the school library to share at home.</p> <p>Vocabulary explicitly taught and modelled through story led learning and Drawing Club</p> <p>Adults to model and scaffold children’s language development according to developmental needs, through directed learning, child led play and sustained shared thinking.</p> <p>Targeted small group interventions in language, communication and interaction.</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 (Drawing Club) and a wide range of writing opportunities in continuous provision so that the children can write for an audience and with purpose.</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>E Reading decodable books at home to work on fluency and enjoyment.</p> <p>New vocabulary explicitly taught chorally, in context, in writing and through word-based retrieval practice.</p> <p>Targeted small group interventions in language, communication and interaction.</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>
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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, indoor and outdoor, 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, indoor and outdoor.</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>All 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>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>PE discrete teaching one session a week (fundamental movements – skipping, hopping, jumping, agility, balance, changes of pace, hand eye coordination, changes of pace, body swerving and dodging, leg and core strength, evasion skills, full body coordination, feints and stealth, tactics, decision making, ducking, diving, swaying, jumping, creativity, sportsmanship, teamwork, sustained physical exercise building stamina and cardiovascular fitness levels)</p> <p>Children to undress and dress for PE (Autumn 2)</p> <p>‘Run a mile’ fitness initiative – sustained physical exercise building stamina and cardiovascular fitness levels, changes to bodies during and after exercise.</p> <p>Benefits of healthy eating and physical exercise made more explicit through direct teaching, child led learning and sustained shared thinking.</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, linked to Rights Respecting agenda</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>What helps keep bodies healthy. Hygiene routine. Healthy choices</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> <p>Group and class rules linked to Rights Respecting agenda</p> <ul style="list-style-type: none"> • Everybody is unique in some ways and the same in others • Rules for keeping safe and using ICT responsibly • Recognise that they share a responsibility for keeping themselves safe online • Where money comes from. How to use money – saving money and spending money • Recognising feelings in self and others – naming emotions, building empathy • My special people • Understand the groups and communities they belong to • Respecting similarities and differences • Sharing views and ideas • Recognising what they are good at and setting goals • Change and loss and how it feels • How to ask for help if worried about something • Keeping safe around household products • Different feelings, managing feelings • Learning to become more independent • Correct names for body parts, including external genitalia • Keeping safe in different contexts • Privacy in different contexts

Focus areas: Understanding of the World

Nursery	Reception	Year 1
<p>Develop understanding of the weather – appropriate clothing, footwear, stories, non-fiction texts, poems and rhymes</p> <p>Wide range of opportunities to explore the natural environment within the school grounds.</p> <p>Herbs and vegetables planted and children taught how to care for them how to care for them (water, sunlight).</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>Daily routines to support children’s understanding of the passing of time.</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>Opportunities to explore the natural environment within the school grounds and in the local community.</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>Herbs and vegetables planted and cared for appropriate to the different seasons. Talk about how the seasons affect plants.</p> <p>Explore the life cycle of a plant/animal/insect according to the children’s interests.</p> <p>Extend knowledge of animals from different countries i.e. zoo animals and begin to create simple groupings e.g. birds, fish, animals with fur.</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><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 Seasonal changes (changes across the seasons, including the weather and variation in day length).</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>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>Plants in the local environment, comparing and contrasting how they change over the seasons. Explore and answer questions about seasonal changes.</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>

<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>Develop a sense of their own life story and family and to stimulate conversations around home life and special people.</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. Chinese New Year Shrove Tuesday Mother's Day Father's Day Bonfire Night Christmas</p> <p>Objects of interest to provoke curiosity and wonder ... 'I wonder' objects for the observation cube – Observation, discussion, prediction and finding out.</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>Think about members of their family that are older/younger, who will remember things from the past?</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 significant figure from the past from one of these occupations (ie Florence Nightingale).</p> <p>Introduce the word 'technology' in the context of the significant figure and the changes from then to now.</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 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><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>Look at the customs and festivals involved in Christianity and Judaism.</p> <p>Everyday materials – identify, name, describe and group objects according to materials or properties.</p>
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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>Opportunities for children to paint, draw, mark make.</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>Wide range of opportunities for small world and role play.</p> <p>.</p> <p>Introduction to Helicopter Stories. Christmas show and assemblies</p> <p>Learn and perform a wide range of developmentally appropriate songs, rhymes and poems.</p> <p>Range of opportunities to explore and create different sounds.</p> <p>Body percussion, Percussion instruments, big drums – simple copy me games.</p> <p>Phase 1 phonics</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>Illustrators as artists (Eric Carle, Shirley Hughes, Quentin Blake)</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>Learn a wide range of poems with a clear pulse and rhythm.</p> <p>Children move to the pulse of a range of music. Introduce them to contrasting styles (i.e. high/low, fast/ slow/loud/quiet). Children play instruments/range of objects in these contrasting styles. Opportunities to sing in a group or on their own, increasingly matching the pitch and following a melody. Opportunities to explore and engage in music making and dance, performing solo or in groups.</p>	<p>Pencil, coloured pencil skills: Focus on self-portraits – Explore different textures – Observe patterns – Observe anatomy (faces) Artist link: Pablo Picasso</p> <p>Focus on weaving and collage 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.</p> <p>Using colour on a large scale (possibly collectively working on a large canvas) Artist link: Jackson Pollock</p> <p>Awareness and discussion of patterns; - Repeating patterns; - Symmetry Focus on relief (block) printing Artist link: Katharine Watson</p> <p>Make structures stronger and more stable. Explore levers and slides, a range of different joining techniques and methods of construction, focussed on boxes/junk modelling.</p> <p>Begin to look at different styles of music (Western, Popular, Musical traditions).</p>

Focus areas: Mathematics

Nursery	Reception	Year 1
<p>Thread number into everyday routines and learning, throughout all areas of the setting e.g. 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>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>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.</p> <p>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 teacher led but very 'hands on' activities to engage children through their senses. Introduce 5 and 10 frame. Interactive maths area.</p> <p>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?</p> <p>Model thinking aloud, providing children with a dialogue of questions, suggestions, ideas, positive responses when ideas do 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.</p> <p>Talk with children about the strategies they are using to work out a solution to a simple problem. Investigate patterns Number through songs and rhymes.</p>	<p>Seek opportunities to make links to maths throughout the school day, into everyday learning and routines i.e. talk about the date, the number of children in the class/absent, who is taller/ shorter etc.</p> <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>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) Link and build on the knowledge the children bring through their own experiences and use these as a hook into solving problems. 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.</p> <p>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>Number through songs and rhymes.</p> <p>Daily Mastering Number taught sessions to develop number sense and mathematical concepts.</p> <p>Developing use of 5 and 10 frames and also die frames and rekenreks.</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 taught 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>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>

