


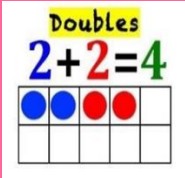





Progression of Skills & Curriculum Overview Year A



Area of Learning	Autumn 1 - My World	Autumn 2 - Pirates	Spring 1 - When I Grow Up..	Spring 2 - Jurassic Adventure	Summer 1 - Out of Africa	Summer 2 - The Great Outdoors
Enrichment Activities/Wow moments	Walk around our Local Area Autumn Nature walk, Harvest, Sukhot, Yom Kippur	Nursery Rhyme Week/ Dress Up Pirate Party, Remembrance Day, Diwali/Hannukah, Children in Need Nativity Performance, Christmas Jumper/Dinner Day	Chinese New Year Food Tasting, Internet Safety Day, Pancake Day, Police/firefighter visit	Dinosaur workshop, Making fossils, Mother's Day, Easter service, Easter egg hunt, Science Week, World Book Day	African Drumming workshop, Mask making, Start of Ramadan, Eid	Butterfly Garden Growing beans/sunflowers Vegetable Patch
<div>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and Helicopter Stories</p> </div>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because. Children will share their work with the whole class.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>
	<p>ELG:Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: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.</p>					
<div> <p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through the Jigsaw Scheme, circle times, social stories, ELSA support and diversity stories</p> </div>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p> <p>JIGSAW: Being Me in My World</p>	<p>Self-Regulation Children will talk about how they are feeling and consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>JIGSAW: Celebrating difference</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p> <p>JIGSAW: Dreams and Goals</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p> <p>JIGSAW: Healthy Me</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p> <p>JIGSAW: Relationships</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p> <p>JIGSAW: Changing Me</p>
	<p>ELG:Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>ELG: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.</p> <p>ELG:Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					

<p>Mathematics</p>  	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
<p>ELG: 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.</p> <p>ELG: 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.</p>						
<p>Understanding the World</p>   	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment and how environments might vary from one another.</p> <p>Children will know that simple symbols are used to identify features on a map.</p> <p>Children will use locational and positional language in their role play.</p> <p>Science: The Natural World <i>Animals including Humans/Seasonal Change</i> Children will understand the terms 'same' and 'different'.</p> <p>Children will recognise and compare the main external parts of the bodies of humans and other animals.</p> <p>Children will explore and ask questions about the natural world around them using their senses.</p> <p>RE: People, Culture and Communities Discovery R.E: Special People</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World <i>Everyday Materials</i> Children will explore collections of materials with similar and/or different properties and begin to describe how they are similar or different.</p> <p>Children will understand the terms 'float' and 'sink'.</p> <p>RE: People, Culture and Communities Discovery R.E: Christmas</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World <i>Plants/Seasonal Change</i> Children will talk about features of the environment they are in and learn about different environments.</p> <p>RE: People, Culture and Communities Discovery R.E: Celebrations</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World <i>Animals including Humans</i> Children will make observations about animals discussing similarities and differences.</p> <p>Children will describe and name animals that live in different habitats.</p> <p>Children will know the key features of the life cycle of an animal.</p> <p>RE: People, Culture and Communities Discovery R.E: Easter</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know some similarities and differences between life in this country and life in other countries.</p> <p>Science: The Natural World <i>Everyday materials/Seasonal change</i> Children will know some important processes and changes in the natural world.</p> <p>Children will observe and interact with natural processes e.g. a magnet attracting.</p> <p>RE: People, Culture and Communities Discovery R.E: Story Time</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World <i>Plants</i> Children will make observations about plants discussing similarities and differences.</p> <p>Children will know the key features of the life cycle of a plant.</p> <p>Children will be able to name the basic parts of a plant and what they need to grow.</p> <p>RE: People, Culture and Communities Discovery R.E: Special Places</p>

ELG: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.







ELG:People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG: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.

<div>Expressive Arts and Design</div> <div></div> <div>See Charanga Progression of Skills document.</div> <div></div>	<p>Music: <i>Being Imaginative</i> Children will sing and perform nursery rhymes. Charanga: Me!</p> <p>Art & Design: <i>Creating with Materials</i> Drawing and Painting Children will identify primary colours by name and experiment with mixing them, Children will create simple representations of people and objects.</p>	<p>Music: <i>Being Imaginative</i> Children will experiment with different instruments and their sounds. Charanga: Christmas</p> <p>Art & Design: <i>Creating with Materials</i> Textiles Children will experiment with different textures. Children will cut and shape fabric, applying shapes and decorations with glue.</p>	<p>Music: <i>Being Imaginative</i> Children will create narratives based around stories. Charanga: My Stories</p> <p>Art & Design: <i>Creating with Materials</i> 3D and Sculpture Children will manipulate malleable materials for a purpose.</p>	<p>Music: <i>Being Imaginative</i> Children will move in time to the music. Charanga: Everyone</p> <p>Art & Design: <i>Creating with Materials</i> 3D and sculpture Children will safely explore different techniques for joining materials.</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p>Music: <i>Being Imaginative</i> Children will play an instrument following a musical pattern. Charanga: Big Bear Funk</p> <p>Art & Design: <i>Creating with Materials</i> Collage/Printing Children will create images using a variety of media.</p> <p>Children will print with a variety of hard and soft materials.</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: <i>Being Imaginative</i> Children will invent their own narratives, stories and poems. Charanga: Song Collections</p> <p>Art & Design: <i>Creating with Materials</i> Cooking Children will use some cooking techniques e.g. mixing, spreading</p> <p>Children will share creations, talk about processes, evaluate their work and adapt it where necessary.</p>
	<p>ELG: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.</p> <p>ELG:Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things and 'have a go'. Children who actively participate in their play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners, they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach solutions.</p>					
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong, and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help the build upon their learning over time.</p> <p>Learning and Development: Children learn and develop at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY: At Donington Primary School we understand that play is an integral part of learning, and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed, and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p>					

We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	 <p>My World</p>	 <p>Pirates</p>	 <p>When I Grow Up...</p>	 <p>Jurassic Adventure</p>	 <p>Out of Africa</p>	 <p>The Great Outdoors</p>
British Values	<p>What are British Values? Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the United Kingdom.</p>	<p>Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and around the world. All cultures are learned, respected and celebrated.</p>	<p>Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and those without faith.</p>	<p>Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Rule of Law We all know that we have rules at school that we follow. We know who to talk to if we do not feel safe. We know right from wrong. We know we are accountable for our actions. We must work together when it is necessary.</p>

School Values	Aspiration and Inspiration	Determination	Courage	Excellence	Pride	Success
Assessment Opportunities	In house assessment Baseline assessment on entry Phonics assessment	Ongoing assessments Baseline analysis Pupil progress meeting Parents Evening EYFS Team meetings Internal moderation Phonics assessment	GLD predictions for EOY EYFS Team meetings Ongoing assessments Phonics assessment	Pupil progress meeting EYFS Team meetings Ongoing assessments Internal moderation Phonics assessment Parent's Evening	Pupil progress meeting EYFS Team meetings Ongoing assessments Phonics assessment	Pupil progress meeting EYFS Team meetings Ongoing assessments EOY data External moderation Phonics assessment
Parental Involvement	Phonics/maths information evening Wow moments	Parents evening Nativity Wow moments	Wow moments	Parents evening Wow moments	Wow moments	Wow moments Summer report