Launton Church of England School Curriculum Progression Plan



Curriculum Mapping Overview

EYFS

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This is an overvie	• .		year. These will be adapted and ld led tasks, in a highly stimula	•		interests and next steps
	Medium Term P	lans and weekly planning w	ill show progression of skills an	id knowledge in depth withi	n topics and interests.	
	Autui	mn	Sprinç	g	Summ	ner
Topic	What makes me healthy?	Where does food come from?	What are fairytales?	Who said, "land ahoy"?	What lies in the deep blue?	How do you travel?

Topic What makes me healthy? What are fairytales? Who said, "land ahoy"? What lies in the deep blue? Prime Areas of Learning Children will develop their sense of responsibility and moderate their own feelings and membership of a community. Children will increasingly follow rules, understanding Children will see themselves as a valuable individual. Children will be able to give focused attention to what

why they are important.	Children will start to think about the perspectives of
Children will start to build constructive and	others.
respectful relationships.	Children will develop managing their own needs.
Children will start to develop resilience and	

Children will be able to give focused attention to what the teacher says, responding appropriately even when engaged in an activity.

Children will develop their confidence to try new activities, showing independence, resilience and perseverance in the face of a challenge.

Children will manage their own basic hygiene and needs including dressing.

Children will work and play collaboratively, taking turns.

Communicati on and Language

Children will understand how to listen carefully and know why listening is important.

perseverance in the face of a challenge.

Children will develop social phrases.

Children will start to engage in story times.

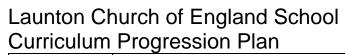
Children will be able to articulate their ideas and thoughts in well-formed sentences,

Children will start to connect one idea or action to another using a range of connectives.

Children will be able to listen to and talk about stories to build familiarity and understanding.

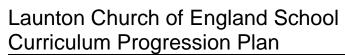
Children will be able to use new vocabulary in different contexts.

Children will be able to retell a story once they have developed a deep familiarity with the text; some as exact repetition and understanding.



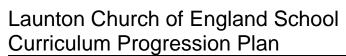


	Children will start to ask questions to find out more	Children will begin to describe events in some detail.	Children will listen to and talk about selected non-		
	and to check they understand what has been said to them.	Children will begin to engage in non-fiction books.	fiction to develop a deep familiarity with new knowledge and vocabulary.		
	Children will begin to listen carefully to rhymes and songs, paying attention to how they sound.	Children will learn new vocabulary.	Children will listen attentively and respond to what they hear with relevant questions or comments to clarify their understanding.		
			Children will participate in small group, class and one- one discussions using recently introduced vocabulary.		
			Children will express their ideas and feelings about experiences using full sentences, including the use of the past, present and future tenses with some modelling.		
Physical Development	Children will further develop the skills they need to manage the school day successfully: lining up,	Children will begin to further develop and refine a range of ball skills including throwing, catching, kicking,	Children will combine different movements with ease and fluency.		
	mealtimes and personal hygiene.	passing, batting and aiming.	Children will be able to confidently and safely use a		
	Children will revise and refine the fundamental	Children will know and talk about the factors that	range of large and small apparatus both inside and		
	movement skills they have already acquired: rolling,	support their health and wellbeing: regular physical	outdoors.		
	crawling, walking, jumping, climbing, hopping, skipping, running.	activity, healthy eating, toothbrushing, good sleep routine and being a safe pedestrian.	Children will negotiate space and obstacles safely with consideration of self and others.		
		Children will progress towards a more fluent way of moving with developing control and grace.	Children will hold a pencil effectively in preparation fo fluent writing- using the tripod grip in most cases.		
			Children will be able to use a range of small tools.		
	Children will develop overall body strength, co-ord	ination, balance and agility needed to engage successfully dance, gymnastics and sport.	with future physical sessions and disciplines, including		
	Children will use their core muscle strength to achieve a good posture when sitting at a table or on the floor.				
	Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently including pencils, paintbrushes, scissors and cutlery.				
	1	Specific Areas of Learning			



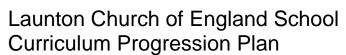


Literacy Writing:	Children will begin to use some of their print and letter knowledge in their early writing. For example, writing a list that starts at the top of the page. Children will begin to write some letters accurately.	Children will begin to form lower case and capital letters correctly. Children will begin to spell words by identifying the sounds and writing them.	Children will begin to write short sentences or phrases with words with known letter-sound correspondences using a capital letter and full stop. Children will start to re-read what they have written to check it makes sense. Children will start to write recognisable letters, most of which are correctly formed. Children will spell words by identifying the sounds and representing them.
Literacy Reading:	Children will begin to read some letter groups that each represent one sound and say sounds for them. Children will begin to read individual letters by saying the sound for them.	Children will begin to blend sounds into words so that they can read short words made up of known lettersound correspondences. Children will begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.	Children will re-read books to build up their confidence in word reading, fluency, understanding and enjoyment. Children will begin to re-read what they have read to check it makes sense. Children will read words consistent with their phonic knowledge by sound blending. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Phonics	Nursery ELS - Phase 1. Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phases 2 and 3 – Learn to read, write and blend	Nursery ELS - Phase 1. Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phase 3 Continued – Learn to read, write and blend	Nursery ELS- Phase 1. Learn to read, write and blend Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phases 2 and 3 – Review all sounds.



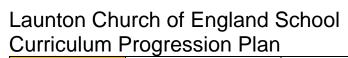


	s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll, j, v, w, x, y, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa	oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow,	
Mathematics	Children will:	Children will:	Children will:
NCETM Mastering number programme for number.	Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.	Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.



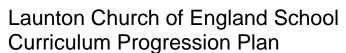


	Compare sets of objects develop the language of 'w	by matching begin to hole' when talking about				
	objects which	have parts.				
Mathematics	Children	n will:	Children	will:	Children	will:
	Make simple	e patterns.	Continue to explore spatial a	· ·	Identify and explo	ore 3D shapes.
White Rose	Identify and explore c	ircles and triangles.	langua		Explore p	attern.
Mathematics Programme for	Explore spatial awareness	and positional language.	Continue to identify and exp	lore shapes with 4 sides.	Match Sl	hapes.
shape, space and measure.	Identify and explore shapes with 4 sides.		Continue to explore ti	me: Night and Day.	Explore tar	ngrams.
and measure.	Explore time: N	ight and Day.	Measure	mass.	Make New	shapes.
			Measure c	apacity.	Explore proble	em solving.
			Measure height, le	ength and time.	Explore using Cuisenair	e rods and patterns.
					Explore r	•
			T		•	
Knowledge and	Children will begin to	Children will know that	Children will know some	Children will know that	Children will know	Children will know
Understanding	make sense of their own	their closest town is	ways in which a Town has	Bicester is in England.	England is in the UK.	some ways in which life
of the World:	life story and family's	called Bicester.	similarities and	Children will know that	Children will know that	is different in other
	history.	Children will know that	differences to a village.	England is a country.	the UK is surrounded by	parts of the world.
People, culture	Children will begin to talk	they have similarities and	Children will begin to	Children will know that	sea.	Children will know
and	about members of their	differences to others.	recognise some local	London is the capital city	Children will further	some of the traditional
Communities:	immediate family and	Children will begin to	places and explore how	of England.	develop their	food that people eat in
	community.	recognise and explore	they are different,	of Eligiana.	observational skills when	England.
	<u>Vocabulary:</u>	special times and events	identifying similarities	Children will begin to	looking at maps and	<u>Vocabulary:</u>
	<u>rocasarary.</u>	for them and others,	and differences through	develop their	photos of the Earth.	
	Family, Parent, Home,	understanding that	photos/books etc.	observational skills when		World, Culture,
	Sibling, House, Relative,	people have difference	Vocabulary:	looking at maps and	<u>Vocabulary:</u>	Traditional
	Friend, Neighbour,	beliefs and celebrate	Tarre Villaga Larre	photos of the Earth.	United Kingdom,	
	Community.	special times in different	Town, Village, Launton,		Scotland, Ireland, Wales,	
		ways.	Local, Compare, Population.	<u>Vocabulary:</u>	Sea, Land	
			p	<u>vocabulal y.</u>		



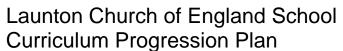


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		Children will begin to		England, Country, London,		
		understand that some		City, Capital		
		places are special to				
		members of their				
		community.				
		Children will begin to				
		recognise similarities and				
		differences between life				
		in this country and				
		others.				
		<u>Vocabulary:</u>				
		<u>vocabulary.</u>				
		Same, Different, Beliefs,				
		Church, Bicester, Town,				
		Countries				
Celebrations	Harvest	Christmas	Chinese New Year	Easter	Ascension/Pentecost.	Does everyone believe
				_		in God?
	Who am I and where do I	Diwali	Are all families the same?	Passover		
RE big	belong?	Hanukkah		Who are Christians and	What is the church and	
questions				what do they believe?	who goes there?	
-		What do people			9000	
		celebrate and why?				
Knowledge and	Children will know some	Children will begin to	Children will begin to	Children will begin to	Children will begin to	Children will begin to
Understanding	natural features of the	understand the key	explore Light and dark	draw information from a	understand the need to	identify and name a
of the World:	school environment.	features and life cycle of	materials.	simple map.	care for the natural	variety of everyday
		a plant.		V L	environment and all	materials.
	Children will recognise		Children will recognise	<u>Vocabulary</u>	living things.	V L
The Natural	their body parts and	Children will begin to	that shadows are formed	Map, Globe, Atlas, Roads,		<u>Vocabulary</u>
World:	begin to explore their	understand that food	when the light from a	Paths		Wood, Plastic, Glass,
	senses.	comes from plants.	light source is blocked.		Children will begin to	Metal, and Paper.
	Children will begin to	Children will be able to	<u>Vocabulary</u>		identify sea and land on a	•
	understand how to keep	identify the signs of			simple map.	
	themselves healthy.	Autumn.	Light, Dark, Shadow, Sun,			
	·		Day, Night		Children will begin to	
					understand that some	





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	Vocabulary:	Children will talk about			objects sink and some	
		the changes they notice.			objects float.	
	Areas, Environment,					
	Senses, Healthy,	Vocabulary:			Children will begin to	
	Unhealthy	Life cycle, Plant, Trees,			recognise that objects	
		- I			that float push against	
		Changes, Food			the water.	
					<u>Vocabulary</u>	
					Float, Sink, Push	
			Explore the natura	l world around them.	I	
		Understan	ding the effect of changing so	easons on the natural world a	round them.	
Knowledge and	Children will begin to	Children will begin to talk	Children will begin to talk	Children will begin to	Children will begin to	Children will know that
Understanding	comment on images of	about the lives of the	about historic and	Compare and contrast	recognise that some	transport has changed in
of the World:	familiar situations in	people around them and	significant buildings such	characters from stories,	environments that are	the past 100 years.
	the past.	their roles in society.	as castles.	including figures from the	different to the one in	and past 200 years.
	the past.	then roles in society.	us custics.	past. (Anne Bonny)	which they live.	Children will know some
Past and	Children will begin to	Vocabulary	Children will begin to	past. (Affile Boffity)	willen they live.	ways that transport has
Present:	identify that they have		Compare and contrast	Children will begin to	Vocabulary	changed.
1 1000111.	changed and grown.	Old, New, Celebration	characters from stories,	understand the past from		
			including figures from the	drawing on their	Hot, Cold, Sea-levels,	<u>Vocabulary</u>
	Children will begin to		past.	experiences and what has	Shipwreck	Transport, Aeroplane,
	understand that		·	been read in class.		Bus, Coach, Bicycle, Train
	humans can look		<u>Vocabulary</u>			Bus, Coacii, Bicycle, Traiii
	different.		Castle, Moat, Tower,	<u>Vocabulary</u>		
	Vocabulary		Drawbridge	Same, Different, Like,		
	<u> </u>		2.4	Similar		
	Past, Present, Then,			Similar		
	Now, Before, After.					
Explicit	School grounds wa	alks inside/outside	Visit to the Willow Dor	me and Woodland area	Visit to Launton Church to	•
Experiences	Performing in the Nat	ivity to parents/carers	Pirate theme	day at School	(Rece	ption)





	Audience for the KS1 Nativity Play Church visit for Harvest festival (Reception)	World book day activities with buddies	Visit to the Parish Hall for prayer space activities (Reception)	
	Christmas crafts making day		Sports day (Reception)	
	Fruit and vegetable tasting			
Expressive Art and Design	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, and Christmas. Drawing and painting self-portraits. Drawing and painting family portraits. Observational drawings of seasonal fruits and vegetables. Explore and discuss the work of Gustav Klimt. Use shapes to create patterns and mixed media pictures inspired by Gustav Klimt.	Return and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Musical Stories -traditional children's' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. Winter themed pictures and paintings. Observational drawings of castles. Explore and discuss the work of Franz Marc. Compare Franz Marc's paintings, exploring similarities and differences.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance, performance art, expressing their feelings and emotions. Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Explore and discuss the work of Alma Thomas. Create Alma Thomas inspired 'wave' collages. Observational drawings of different transport.	
	·	ariety of materials, tools and techniques with colour, texturuse of props when role playing characters in narratives and		

Sing a range of well-known nursery rhymes and songs.