



Launton Church of England School

Curriculum Progression Plan

Curriculum Mapping Overview

EYFS

Cycle A

This is an overview of learning experiences and skills during the academic year. These will be adapted and enhanced further dependent on each individual child's interests and next steps with a mixture of adult led, adult initiated and child led tasks, in a highly stimulated continuous provision, promoting the quality of play.

Medium Term Plans and weekly planning will show progression of skills and knowledge in depth within topics and interests.

	Autumn		Spring		Summer	
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?
Prime Areas of Learning						
Personal, Social and Emotional.	Children will develop their sense of responsibility and membership of a community. Children will increasingly follow rules, understanding why they are important. Children will start to build constructive and respectful relationships. Children will start to develop resilience and perseverance in the face of a challenge.	Children will identify and moderate their own feelings socially and emotionally. Children will see themselves as a valuable individual. Children will start to think about the perspectives of others. Children will develop managing their own needs.	Children will show an understanding of feelings and those of others and begin to regulate behaviour accordingly. 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.			
Communication and Language	Children will understand how to listen carefully and know why listening is important. 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.			

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	Children will start to ask questions to find out more and to check they understand what has been said to them. Children will begin to listen carefully to rhymes and songs, paying attention to how they sound.	Children will begin to describe events in some detail. Children will begin to engage in non-fiction books. Children will learn new vocabulary.	Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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, mealtimes and personal hygiene. Children will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, climbing, hopping, skipping, running.	Children will begin to further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Children will know and talk about the factors that support their health and wellbeing: regular physical activity, healthy eating, toothbrushing, good sleep routine and being a safe pedestrian. Children will progress towards a more fluent way of moving with developing control and grace.	Children will combine different movements with ease and fluency. Children will be able to confidently and safely use a range of large and small apparatus both inside and outdoors. Children will negotiate space and obstacles safely with consideration of self and others. Children will hold a pencil effectively in preparation for 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-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including dance, gymnastics and sport. 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.		
Specific Areas of Learning			



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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 letter-sound 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.



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	s, a, t, p, l, n, m, d, g, o, c, k, 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 NCETM Mastering number programme for number.	Children will: 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.	Children will: 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.	Children will: 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.



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	Compare sets of objects by matching begin to develop the language of ‘whole’ when talking about objects which have parts.					
Mathematics White Rose Mathematics Programme for shape, space and measure.	Children will: Make simple patterns. Identify and explore circles and triangles. Explore spatial awareness and positional language. Identify and explore shapes with 4 sides. Explore time: Night and Day.		Children will: Continue to explore spatial awareness and positional language. Continue to identify and explore shapes with 4 sides. Continue to explore time: Night and Day. Measure mass. Measure capacity. Measure height, length and time.		Children will: Identify and explore 3D shapes. Explore pattern. Match Shapes. Explore tangrams. Make New shapes. Explore problem solving. Explore using Cuisenaire rods and patterns. Explore maps.	
Knowledge and Understanding of the World: People, culture and Communities:	Children will begin to make sense of their own life story and family’s history. Children will begin to talk about members of their immediate family and community. <u>Vocabulary:</u> Family, Parent, Home, Sibling, House, Relative, Friend, Neighbour, Community.	Children will know that their closest town is called Bicester. Children will know that they have similarities and differences to others. Children will begin to recognise and explore special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways.	Children will know some ways in which a Town has similarities and differences to a village. Children will begin to recognise some local places and explore how they are different, identifying similarities and differences through photos/books etc. <u>Vocabulary:</u> Town, Village, Launton, Local, Compare, Population.	Children will know that Bicester is in England. Children will know that England is a country. Children will know that London is the capital city of England. Children will begin to develop their observational skills when looking at maps and photos of the Earth. <u>Vocabulary:</u>	Children will know England is in the UK. Children will know that the UK is surrounded by sea. Children will further develop their observational skills when looking at maps and photos of the Earth. <u>Vocabulary:</u> United Kingdom, Scotland, Ireland, Wales, Sea, Land	Children will know some ways in which life is different in other parts of the world. Children will know some of the traditional food that people eat in England. <u>Vocabulary:</u> World, Culture, Traditional

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



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



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	Audience for the KS1 Nativity Play Church visit for Harvest festival (Reception) Christmas crafts making day Fruit and vegetable tasting	World book day activities with buddies	Visit to the Parish Hall for prayer space activities (Reception) Sports day (Reception)
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. Christmas crafts using different joining methods.	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.
	Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.		