



Subject Progression



EYFS – Long-term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Who am I?	Who am I?	Where do I live?	Where do I Live?	How does your garden grow?	
Personal, Social and Emotional Development Scheme: SCARF	Me and My Relationships All About Me What Makes Me Special Who can Help Me? My Feelings My Feelings 2	Valuing Difference I'm Special, you're Special Same and Different Same and Different Families Same and Different Homes Kind and Caring (1) Kind and Caring (2)	Keeping Myself Safe What is safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1&2)	Growing and Changing Seasons Life stages- plants, animals, humans Life stages- Human life who will I be? Where do babies come from? Getting Bigger Me and my body- girls and boys	Being My Best Bouncing back when things go wrong Yes, I can! Healthy Eating (1&2) Move your body A good night's sleep
Communication and Language	Daily Activities that help children to: NELI Project Story Time Learning songs and Rhymes Vocabulary section on all CP planning grids to highlight new vocabulary Daily interaction and modelling of language					
Physical Development Get set for PE	Following scheme for Autumn term- Keys skills: Moving safely, running, jumping, throwing, catching, balancing, changing direction, hopping		Following scheme for Spring term. Spring 1: Ball skills Spring 2: Dance		Following scheme for summer term: Summer 1: Gymnastics Summer 2: Games	
Literacy Reading- Phonics -RWI	Texts: <ul style="list-style-type: none"> Elmer We're going on a bear hunt. The squirrels that squabbled 	Texts: <ul style="list-style-type: none"> Stickman Twas the Night before Christmas Owl Babies 	Texts: <ul style="list-style-type: none"> Supertato Mousehole Cat Hand's Surprise 	Texts: <ul style="list-style-type: none"> Goldilocks and the 3 bears Zog and the Flying Doctors. Three Little Pigs 	Texts: <ul style="list-style-type: none"> Jack and the Beanstalk Hungry Caterpillar 	Texts: <ul style="list-style-type: none"> Sharing a shell Rainbow Fish. Little red Riding hood
	Count Objects, Actions and Sounds —Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)	Count Objects, Actions and Sounds —Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of	Sounds —Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and	Count Objects, Actions and Sounds —Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)	Count Objects, Actions and Sounds —Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10) —0-5 and then linked to addition	Count Objects, Actions and Sounds —Counting songs and rhymes, count objects of different

MATHS

Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise.
Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) **Continue, Copy and Create Repeated Patterns—**AB Shape - **Name 2D shapes** and their properties.

Number rhyme focus:
 1,2 Buckle my shoe
 5 Little monkeys swinging in a tree

numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise.
Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs.
Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) **Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—**ABB Shape - **Name 2D shapes** and their properties. Link to CP objective.

then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers
Count Beyond 10—Count up 30 and back from 20. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs.
Automatic Recall of number bonds to 10—sustained focus on number to 15 (working wall display) **Compare Length Weight and Capacity** Continue, Copy and Create Repeated Patterns—ABBC Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)

Number rhyme Focus:
 5 Currant Buns
 5 Men went to Mow

Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition **Link Number Symbol (Numeral) with Cardinal Number Value—**Linked to subitise. Ordering and counting numbers **Count Beyond 10—Count up 30 and back from 20. Compare Numbers—** Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair
Understand 1 More/1 Less— One more, one less nursery rhymes and songs.
Automatic Recall of number bonds to 10—sustained focus on number to 20 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) **Compare Length Weight and Capacity Shape -** Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes

Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers
Count Beyond 10—Count up 50 and back from 20. **Compare Numbers—** Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary:more than, less than, fewer, the same as, greater, equal to, share, fair
Understand 1 More/1 Less— One more, one less nursery rhymes and songs. **Automatic Recall of number bonds to 10—**different conceptual variation (e.g. tens frames, PPW, numicon etc) **Compare Length Weight and Capacity Shape -** Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.

Number rhyme focus:
 10 fat sausages
 10 green bottles

arrangements (some that cannot be moved or seen) **Subitise (Explore the composition of numbers to 10)—**0-3 building 0-5 and then linked to addition **Link Number Symbol (Numeral) with Cardinal Number Value—**Linked to subitise. Ordering and counting numbers **Count Beyond 10—**Count up 50 and back from 20. Compare Numbers— Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair **Understand 1 More/1 Less—** One more, one less nursery rhymes and songs.
Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral— quick recall and Numbots **Compare Length Weight and Capacity** Continue, Copy and

						<p>Create Repeated Patterns Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>
Understanding the world	<p>'Me' & 'Autumn' My family: name and describe people who are familiar to them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them</p>	<p>Special times: Diwali, Bonfire night, Christmas, Light and Dark Nocturnal animals: Owls Pumpkin investigation Recycling-caring for our environment (Information book – 'A Planet Full of Plastic') Observe daily weather</p>	<p>Special Times: Chinese New Year, Shrove Tuesday Looks at map of world and beginning to be aware of other countries. Recognise some environments that are different to the one in which they live. Recognise some similarities/ differences between life in this country and life in other countries. (Link to 'Handa's Surprise' story) There are different beliefs and others celebrate special times in different ways.</p>	<p>Special Times: St Pirans day, Mothering Sunday Easter Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past.</p>	<p>Life cycles -butterflies -frogs Habitats Recognise some environments are different to the one in which they live (link 'The Hungry Caterpillar' story)</p>	<p>Special Times: Fathers day, Holidays Investigating rock pools (Link to 'Sharing a Shell' story) Floating and sinking Exploring the local area making simple maps of school</p>
Religious Education	<p>Being Special: Where do we belong?</p>	<p>F2 INCARNATION: why do Christians perform Nativity plays at Christmas?</p>	<p>What times / stories are special and why?</p>	<p>F3 SALVATION: why do Christians put a cross in an Easter garden?</p>	<p>F1 GOD / CREATION: why is the word 'God' so important to Christians?</p>	<p>What places are special and why?</p>
Expressive Arts and Design	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes. Christmas play Cheranga activities</p>		<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Colour mixing activities Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources(junk modelling/ outdoor loose parts) Handling and manipulating different media- weaving and paper mache Begin to act out a narrative in role play based on first hand experiences and story book language and ideas</p>		<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating materials- sculptures in wood, natural transient art forming photography as a way of capturing and recording Experiments with joining materials- screws and screwdrivers (forest school) Use small world and puppets to act own narratives Singing and performing- continue to build a repertoire of songs Music lessons planned through</p>	

		Singing and performing- build up a repertoire of songs Experiment with instruments (outdoor area) Chinese New Year Dances Cheranga activities	Cheranga- exploring rhythm, pitch, dynamics, timbre, musical notation and composing
Trips and Visits/Visitors	Exploring our school, nature walks forest school play area Owl Visit Cinema	Visit from fire and police crews Forest School (?)	Walk to local woodland/pond Beach Trip Aquarium roadshow



Subject Progression

History – Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	

<p>Sequence artefacts closer together in time - check with reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>
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Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)

Enquiry

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Organisation and Communication

Communicate their **knowledge** through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing..Using ICT...



Subject Progression



History– Year 3



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	
Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.		Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something		Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	
Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)					
Enquiry <ul style="list-style-type: none"> ❖ Use a range of sources to find out about a period. ❖ Observe small details – artefacts, pictures. ❖ Select and record information relevant to the study. ❖ Begin to use the library and internet for research. Organisation and Communication <ul style="list-style-type: none"> ❖ Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing..Using ICT... ❖ Recall, select and organise historical information. Communicate their knowledge and understanding. 					



Subject Progression

History– Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	
Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.		Use evidence to reconstruct life in time studied. Identify key features and significant events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.		Look at the evidence available. Begin to evaluate the usefulness of different sources. Use <u>text books</u> and historical knowledge.	
Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)					
Enquiry <ul style="list-style-type: none"> ❖ Use evidence to build up a picture of a past event. ❖ Choose relevant material to present a picture of one aspect of life in time past. ❖ Ask a variety of questions. ❖ Use the library and internet for research. Organisation and Communication <ul style="list-style-type: none"> ❖ Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role <u>play..</u> Making models..... <u>Writing..</u> Using ICT... ❖ Recall, select and organise historical information. Communicate their knowledge and understanding. 					



Subject Progression

History– Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	
Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.		Study different aspects of different people - differences between men and women. Examine causes and results of significant events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period		Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	
Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)					
Enquiry <ul style="list-style-type: none"> ❖ Begin to identify primary and secondary sources. ❖ Use evidence to build up a picture of a past event. ❖ Select relevant sections of information. ❖ Use the library and internet for research with increasing confidence. 					
Organisation and Communication <ul style="list-style-type: none"> ❖ Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role <u>play</u>.. Making models..... <u>Writing</u>..Using ICT... ❖ Recall, select and organise historical information. Communicate their knowledge and understanding. 					



Subject Progression



History– Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding		Knowledge of Key Events		Historical Interpretation	
Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.		Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Understand continuity and Change. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.		Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.	
Historical Enquiry and Organisation/Communication (to be incorporated throughout the year)					
Enquiry <ul style="list-style-type: none"> ❖ Recognise primary and secondary sources. ❖ Use a range of sources to find out about an aspect of time past. ❖ Suggest omissions and the means of finding out. ❖ Bring knowledge gathered from several sources together to form contrasting arguments. 					