

Greenfield Primary Academy

EYFS Progressive Curriculum- Reception LTP



PRIME AREAS

Area of Learning	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry	Me and my Family	Night and Day	Traditional Tales	Modern tales incl. dinosaurs	Growth and Change	Toys
Texts	<p>Narrative Super duper you! Writing about ourselves (P.P stimulus) You Choose Once there were Giants Funny Bones All kinds of Homes</p> <p>Non Fiction All about my body Homes</p> <p>Poetry</p> <p>Shared Reading Goat goes to playgroup Hippo has a hat The Gruffalo The Gruffalo's Child The Snail and the Whale The Singing Mermaid Room on the Broom</p>	<p>Narrative Owl Babies Can't you sleep little bear? Night Monkey, Day Monkey Whatever Next Owl Babies Peace at Last How to Catch a Star</p> <p>Non Fiction Night and Day animals</p> <p>Poetry</p> <p>Shared Reading Night monkey day monkey Peace at Last How to catch a star Laura's star Stickman The Christmas Pine</p>	<p>Narrative Little Red Riding Hood Magic Porridge Pot Hansel and Gretel Alternative versions of The Gingerbread Man (original taught in Nursery)</p> <p>Non fiction How to make porridge</p> <p>Shared Reading Three Billy Goats Gruff Tortoise and the hare Princess and the pea</p>	<p>Narrative Harry and his bucketful of dinosaurs Zog How to grow a dinosaur</p> <p>Non Fiction Dinosaur fact books Mary Anning Facts</p> <p>Poetry <i>Stomp, Chop, Big, Roars, here comes the dinosaurs</i></p> <p>Shared Reading Again! Zog and the flying doctors Mothers Day- Monkey Puzzle Oi Frog Easter- The best Easter Egg hunt ever</p>	<p>Narrative Jack and the Beanstalk Titch The very hungry caterpillar Oliver's Vegetables</p> <p>Non Fiction Frogs – life cycles Chicks – life cycles</p> <p>Shared Reading 10 seeds Rosie's Walk Rosie's Chick Hatty Peck</p>	<p>Narrative Toy Story (film) Dogger Old Bear</p> <p>Non Fiction Toys – My favourite Toys from home Toys – Old and New</p> <p>Shared Reading Where's my teddy Kipper's toy box Spot's toy box The day the crayon quit My dad's fantastic</p>

Communication & Language		Understand how to listen carefully and why listening is important	Describe events in some detail	Articulate their ideas and thoughts in well-formed sentences	Ask questions to find out more and check they understand what has been said to them	Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary
		Engage in story times	Listen to and talk about stories to build familiarity and understanding	Connect one idea or action to another using a range of connectives	Use talk to help work out problems and organize thinking and activities explain how things work and why they might happen		
		Learn new vocabulary Learn rhymes, poems and songs	Use new vocabulary through the day	develop social phrases Engage in non-fiction books		Use vocabulary in different contexts	
Personal, Social & Emotional Development		Build constructive & respectful relationships	Express their feelings and consider the feelings of others		Identify and moderate their own feelings socially & emotionally	Think about the person	
		See themselves as a valuable individual		Show resilience and perseverance in the face of challenge		Manage their own feelings	
Physical Development	Gross Motor	Revise & refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping & climbing	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions & other physical disciplines		Progress towards a more fluent style of moving, with developing control and grace	Combine different movements with ease and fluency.
						Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	

	Fine Motor	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor				Develop the foundations of a handwriting style which fast, accurate and efficient
		<p>Confidently and safely use a range of large and small apparatus indoor and outdoors, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>					

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SPECIFIC AREAS

Area of Learning		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Themes/ Interests/ Lines of Enquiry		Me and my Family	Night and Day	Traditional Tales	Modern tales incl. dinosaurs	Growth and Change	Toys
Texts		Newspaper and magazines in home corner, birthday/different celebration cards, calendar	Story props	Story puppets Small world scenes	Small world	Gardening leaflets, Plant posters, instructions on how to plant seeds, seed packets	Instructions on how to make toys
Literacy	Reading	Reading individual letters by saying the sounds for them Read a few common exception words matched to GF phonic programme	Blend sounds into words so that they can read short words made up of known letter- sound correspondence	Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter- sound correspondences and a few common exception words		Re-read core books to build up their confidence in word reading, their fluency and their understanding and enjoyment	
	Writing	Form lower case and capital letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s	Write short sentences with words with known sound- letter correspondences using a capital		Re-read what they have written to check that it makes sense	

			letter and full stop		
	Phonics	<p>Aspect 7- Oral blending and segmenting of VC and CVC words</p> <p>Phase 2- 6 weeks Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1- s a t p Set 2- i n m d Set 3- g o c k Set 4- ck e u r Set 5- h b ff ll s Children to also learn the alphabet and the correlation between phoneme and letter name</p> <p>Oral blending- VC and CVC words <i>e.g. at, in, pit, rack</i></p> <p>Oral segmenting- VC and CVC words <i>e.g. it, at, sock, doll</i></p> <p>Blending for reading- read VC words <i>e.g. it, at, sock, doll</i> reads CVC words using <i>most</i> of phase 2 <i>graphemes e.g. had, bell, sock, huff</i> reads CVC words from phase 2 in a simple text</p> <p>Segmenting for writing- <u>attempts</u> spelling of given words: VC words <i>e.g. in, it, at, am, is</i> CVC words <i>e.g. bag, tip, rock</i> <u>attempts</u> to write own words/phrases with support</p> <p>Tricky words- Recognises as individual words, within phrases or captions and in simple texts</p> <p>High frequency words- Set 1 – a, at, as Set 2 – is, it, in, an, l Set 3 - and, on, not, into, can, no, go</p>	<p>Phase 3- 10 weeks Children to be taught Phase 3 phonemes in the following order alongside written graphemes Set 6- j v w x Set 7- y z zz qu (last of Letters and Sounds ‘sets) ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Diagrams should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound</p> <p>Oral blending- CVC words <i>e.g. box, chop, room, fork, soil, light, down</i></p> <p>Oral segmenting- CVC words <i>e.g. van, quick, ship, boat, cart, burn, coin</i></p> <p>Blending for reading- read CVC words using <i>most</i> of phase 3 graphemes <i>e.g. had, bell, sock, huff</i> read CVC words from phase 3 in simple texts</p> <p>Segmenting for writing- <u>attempts</u> spelling of given words: CVC words <i>e.g. bag, tip, rock, sheep, nail</i> <u>attempts</u> to write own words/phrases/sentences</p>	<p>Phase 4- 4 weeks Children to revise and recall all Phase 2 and 3 phonemes. Combinations of adjacent consonants at beginning, within and end of words <i>e.g. best, stop, faster</i></p> <p>Oral blending- CVCC- <i>best, mend</i> CCVC- <i>stop, smell</i> CCVCC- <i>frost, twist</i> CCVCC- <i>strap, street</i> CCCVCC- <i>sprint</i></p> <p>Oral segmenting- CVCC- <i>soft, hand</i> CCVC- <i>trap, flip</i> CCVCC- <i>stamp</i> CCVCC- <i>scrap</i> CCCVCC- <i>scrunch</i></p> <p>Blending for reading- blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC read decodable words <i>e.g. went, from, it’s, help, children</i> read decodable 2 syllable words <i>e.g. handbag, rooftop</i></p> <p>Segmenting for writing- segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC uses segmentation when writing independent words/phrases/sentence</p> <p>Tricky words- Recognise as individual words, within phrases or captions and in simple texts: <i>said, so, have, like some, come, were, there, little, one, do, when, out, what</i></p> <p><u>Spell:</u> <i>he, she, we, me, be, was, my, you, her, they, all are</i></p> <p>High frequency words- Children to practice reading and spelling previously taught high frequency words</p>	

		Set 4 – to, get, got, the, back, put, Set 5 – no, go, his, him, of, dad, mum, up		Tricky words- Recognises as individual words, within phrases or captions and in simple texts <i>he, she, we, me, be, was, my, you, they, her, all, are</i> <u>Spell:</u> <i>the, to, I, no, go</i> High frequency words- -off, can, had, back - are, see - was, will, with - my, for, too - you, this, that - they, then, them, down - her, now - all, look			
Mathematics	Number	Settling in number songs 1:1 correspondence (concrete without movement) Recognise and order numbers 1:1 correspondence (concrete with movement) More/less/same		Composition of numbers to 10 Number bonds to 5 Number bonds to 10 Practical addition	Practical subtraction Missing number calculations within 5 Missing number calculations within 10	Building numbers beyond 10 Doubling Grouping and sharing (halving) Odd and even	Number bonds to 10 Addition Subtraction Grouping Problem solving games
	SSM		Pattern Length Size Height 2D shape 3D shape Weight		Spatial reasoning	Spatial reasoning	
		Count forwards to 10	Count forwards and	Count forwards to 20	Count forwards	Count forwards beyond 20	Count forwards and backwards beyond 20

	Fluent in Five	<i>Once confident, move on to starting at any number</i>	backwards to/from 10 <i>Once confident, move on to starting at any number</i>	<i>Once confident, move on to starting at any number</i>	and backwards to/from 20 <i>Once confident, move on to starting at any number</i>	<i>Once confident, move on to starting at any number</i>	<i>Once confident, move on to starting at any number</i>
		Adding 1 within 10 For example: "Which number is 1 more than 4?"	Subtracting 1 within 10 For example: "Which number is 1 less than 6?"	Number bonds to 5 (addition facts) 5+0 4+1 3+2 2+3 1+4 0+5	Number bonds to 5 (subtraction facts) 5-0 5-1 5-2 5-3 5-4 5-5	Doubles within 10 1+1 2+2 3+3 4+4 5+5	Number bonds to 10 (addition facts) For example: 10+0 9+1 8+2 7+3 Etc...
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Draw information from a simple map – immediate environment.	Draw information from a simple map- story settings.	
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Explore the natural world around them.						

Expressive Arts & Design	Drawing skills	Use shapes to depict an idea or image and talk about what they have drawn.	With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.	Select appropriate colours to draw a detailed picture which can be recognised by an adult.		
	Colour mixing	Naming, sorting and comparing colours. Identifying primary and secondary colours.	Mix colours to make a desired colour. Identify and compare light and dark colours.	Independently mix colours and explore shades and tones.		
	Collage & texture	Use pre-cut materials Use glue sticks Use a given outline	Use a range of cut and uncut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.	Use a range of uncut materials Use a range of glue Have a free choice of outcome		
	Painting	Use fat brushes Use lidded pots for paint Use ready mixed paint To mix their own colours	Introduce thinner brushes Use water pots to clean brush Use colour pallets and blocks To know how to make some secondary colours	Use water pots to clean brush and change water when needed To choose appropriate brush size Begin to add shades and tones.		
	Equipment	Masking tape Glue sticks Scissors Fat brushes Lidded pots	Cellotape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders	Split pins String Hole punch A variety of brush sizes Paint pumps		
	Cutting	Make snips on paper With support, begin to hold scissors correctly	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support	Cut around objects with care and some precision Hold scissors correctly		
	DT	Structures- Shops Use a range of resources available to me	Divali Lamp Discuss what they are going to make and create a simple list of what they	Textiles Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are	Food tasting and baking Taste, describe and evaluate a range of food	Making Toys Following instructions to make their own toy / puppet.

		<p>Construct a shop based on an example I have seen</p> <p>Combine things in different ways</p> <p>Problem solve and adapt my shop</p>	<p>need/want to include in their design.</p> <p>Observe and describe the features of a range of similar products to the ones they are</p> <p>creating/designing to help generate their list</p> <p>Draw a picture of what they want their product to look like.</p> <p>Explore and discuss a range of materials that they could use to make their product.</p>	<p>creating/designing to help generate their list (Princess dress etc.)</p> <p>Draw a picture of what they want their product to look like.</p> <p>Explore and discuss a range of materials that they could use to make their product.</p> <p>Talk about what they like and could improve about their products with prompts.</p>	<p>and be able to talk about some foods that are good for you and why</p> <p>I can use simple utensils and equipment to mix, grate and squeeze safely</p> <p>Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups</p>	
	<p>Music</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing nursery rhymes following the melody</p> <p>Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments</p> <p>Perform in front of an audience</p>	<p>Repeat a given rhythm</p> <p>Discuss change/ patterns as the music develops</p> <p>Move in time to a piece of music with a pulse and respond</p> <p>Explore instruments independently and in a group</p> <p>Sing in a group increasingly matching the pitch</p> <p>Listen to different kinds of music from across the globe</p> <p>Perform in front of an audience with increasing confidence</p>		<p>To have a knowledge of some different instruments and how they're played</p> <p>Watch and listen to musicians play and talk about what they see and feel</p> <p>Perform in front of an audience with confidence and a clear and loud voice</p> <p>Begin to create their own music and dances</p>	

		Put your finger on your head on your head Do your ears hang low? Tommy Thumb We all clap hands together Head, shoulders, knees and toes	Walking on Sunshine Mr Sun Sun Mr Golden Sun The Owl and the Pussy Cat Hey Diddle Diddle Here we go round the mulberry bush	The Big Ship Sails on the Alley-alley-oh Rub a Dub Dub Wheels on the Bus 5 Little men in a flying saucer	Sing a Song o'Sixpence The Grand Old Duke of York 5 Little Speckled Frog I can sing a rainbow	Spring Chicken Chick Chick Chicken Humpty Dumpty 5 green peas in a pea pod press Cauliflowers Fluffy Mary Mary, Quite Contrary	You've got a friend in me We all live in a yellow submarine That's the life for me Jack and Jill
Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.							
	Computing	iPad selfie – I am special because PSED – See themselves as a valuable individual – what makes you special?	Beebots – sequence a story using left a right Maths – select rotate and manipulate shapes to develop spatial awareness	Use 2create to draw a picture and type a sentence from a story To spell words by identifying sounds	2paint – create own dinosaur To explore variety of artistic effects	Log onto Purple Mash (online safety) C+L Use new vocabulary in different context	Log onto Purple mash Ask questions to find out more and check understanding