

Skills And Knowledge Progression Document



Oxenhope Church of England Primary School

Early Years Foundation Stage Aims:



The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported



**Only termly skills and knowledge for the prime areas – fewer over a longer period of time so they are embedded.
If child led activity, it will be labelled in a different colour in the classroom.**

Oxenhope CE Primary School Progression of Communication and Language

Area of learning	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p>Listening, Attention and Understanding</p> 	<p>Answer a range of questions including 'why' questions</p> <p>Listen to a story showing some understanding</p> <p>Engage in conversation (own terms motivations / interests)</p> <p>Listen when asked to stop and follow a simple instruction</p> <p>Start a conversation with a friend or familiar adult</p> <p>Listen and respond</p>	<p>Show a genuine interest in certain topics by asking questions to find out more</p> <p>Reflect on previous experiences to develop understanding – 'remember when we looked at...'</p> <p>Use detail when recounting events</p> <p>Follow 2 part instructions</p>	<p>Draw on previous experiences when making sense of new ones.</p> <p>Articulate their reasoning, making links.</p> <p>Sit and listens well during groups discussions/ story time</p> <p>Respond appropriately to questions and offers responses - may need some support / encouragement</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Has an opinion</p>	<p>Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Develop a strong sense of opinion</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p>
	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p>Speaking</p> 	<p>Link up 6 words with confidence and accuracy</p> <p>Use vocabulary reflecting breath of experiences to date</p> <p>Use talk when role playing and playing in provision - even if playing alone e.g. 'Let's go on the bus now...'</p> <p>Use past and future tense mostly correctly</p>	<p>Speak in front of a small group to share their ideas</p> <p>Talk more extensively about something they are interested in</p> <p>Pretend objects are something else in their play e.g. This box is my castle</p> <p>Use sentences that are more complex</p>	<p>Create a narrative through play</p> <p>Link statements, sticking to the theme of the conversation for longer periods without jumping topic</p> <p>Use previous experience to talk about what might happen using language from books read</p>	<p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate</p> <p>Express their ideas and feelings about their</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics</p> <p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>

	<p>Recount events</p> <p>Ask questions on order to make sense of the world around them</p> <p>Respond to social phrases e.g. Good morning</p>	<p>Begin to use to talk to work through problems/ challenges faced in play</p> <p>Answer simple questions and offer explanations</p>	<p>Explain ideas and feelings using conjunctions such as 'because' or 'so' (May need prompting to elaborate)</p> <p>Use story language in play</p> <p>Add detail to recounts</p> <p>Use talk to work through problems or organise thinking</p>	<p>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> <p>Use conjunctions in explanations</p>	<p>including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
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Oxenhope CE Primary School Progression of Personal, Social and Emotional Development


Area of learning	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p>Self-Regulation</p> 	<p>Express feelings and give simple reasons e.g. I want Mummy</p> <p>Seek help through finding an adult</p> <p>Allow an adult to comfort them</p> <p>Recognise when a peer is upset</p> <p>Follow a simple instruction, may still follow the lead of others</p>	<p>Identify and name some common feelings in themselves or others</p> <p>Explain to an adult what has happened when they are upset</p> <p>“Bounce back” quicker after upsets and with more independence.</p> <p>Follow familiar, routined instructions independently</p>	<p>Link events (in books, real life etc.) with feelings and discuss them</p> <p>Begin to solve small conflicts through speaking to each other and being assertive e.g. “Stop that, I don’t like it” or “Can I have a turn when you are finished?”</p> <p>Follow two-step instructions</p> <p>Wait with increased patience</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Use talk to help work out problems and organize thinking and activities, explain how things work and why they happen</p> <p>Develop social phases</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>The children will develop their ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.</p>
	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p>Managing Self</p> 	<p>Use the toilet independently and wash hands well</p> <p>Take coat off and put it on</p> <p>Comment on which foods are healthy</p>	<p>Know why using the toilet and washing hands well is important</p> <p>Do up coat (with help for buttons)</p>	<p>Dress and undress for outdoor / role play independently</p> <p>Discuss healthy food choices and Sort healthy foods from less nutritional food</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from</p>	<p>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.</p>	<p>Develop their ability to set goals, manage time and organize themselves effectively.</p>


	<p>Identify a healthy snack</p> <p>Begin to understand the need for hygiene when taking part in food experiences</p> <p>Try new activities independently or with peers</p> <p>Follow the rules of the classroom</p>	<p>Articulate and follow the classroom rules - can explain reasons / why they are needed</p> <p>Follow a simple instruction as part of a group</p> <p>Join in an activity when invited by an adult</p> <p>Know and talk about different factors that support overall health and wellbeing e.g. regular activity and teeth brushing</p> <p>Use simple tools safely</p> <p>Know not to pick things up that are found in the street</p>	<p>Discuss sensible choices</p> <p>Begin to understand and discuss consequences of behaviour - hitting someone, hurts, and they are upset</p> <p>Begin to persevere when something is challenging</p> <p>Work on short activities independently</p> <p>Know that exercise is healthy</p> <p>Sort some healthy foods and some not so healthy foods</p> <p>Know that is important to have good health and a healthy diet</p> <p>Understand some foods are healthier than others and give some examples</p> <p>Know that brushing teeth is important</p> <p>Know to seek support when unsure about digital content and know how to report it with support</p> <p>Know how to be a safe pedestrian</p>	<p>wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p>Know how to keep teeth healthy and why it is important</p> <p>Understand how we can maintain a healthy lifestyle, exercise, healthy eating, and dental care</p> <p>Begin to understand the effect of exercise on the human body</p> <p>Know how to eat healthy</p> <p>Develop awareness of how to keep our bodies safe e.g. NSPCC pants rules</p> <p>Understand how to keep myself safe around medicines and chemicals</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>ELG</u>	<u>Year 1</u>
Building Relationships	Express feelings and give simple reasons e.g. I want Mummy	Identifies and names some common feelings in themselves and others. Happy cross, lonely etc.	Links events (in books, real life etc) with feelings and discuss them.	Show an understanding of own feelings and those of others, beginning to regulate own behaviour accordingly.	Work and play cooperatively and take turns with others. Form positive attachments to	Using Coram Life Education syllabus Building Relationships – Why we have classroom rules




<p>Seek help through finding an adult</p> <p>Allow an adult to comfort them</p> <p>Recognise when a peer is upset Can follow a simple instruction, may still follow the lead of others</p>	<p>and can say why they're feeling like that</p> <p>Explain to an adult what has happened when they are upset</p> <p>"Bounce back" quicker after upsets and with more independence</p> <p>Try new activities independently or with peers</p> <p>Join in an activity when invited by an adult Follows familiar, routine instructions independently.</p>	<p>Begin to solve small conflicts through speaking to each other and being assertive e.g. 'Stop that, I don't like it' or 'Can I have a turn when you are finished?'</p> <p>Follow 2 step instructions Wait with increased patience</p>	<p>Set and work towards simple goals, being able to wait for wants and control immediate impulses when appropriate.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they happen</p> <p>Develop social phases</p>	<p>adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>-How are you listening? -Thinking about feelings -Our feelings -Feelings and bodies -Good friends</p>
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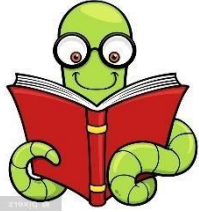

Oxenhope CE Primary School Progression of Physical Development

Area of learning	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p align="center">Fine Motor Skills</p> 	<p>Make controlled snips with scissors</p> <p>Use a dominant hand most of the time</p> <p>Put on coat and take it off</p> <p>To paint using thick paintbrushes/pencils</p> <p>Use a knife and fork with some support</p> <p>Experiment with playdough</p>	<p>Use scissors to cut along a line</p> <p>Form recognisable letters - encourage tripod grip</p> <p>Handle smaller tools, objects, safely</p> <p>Add enhancements to creations with increasing intention.</p> <p>Zip up a coat / use buttons with support</p> <p>To use different sized paintbrushes/pencils</p> <p>To thread large beads</p> <p>To hold a fork and spoon correctly and be able to spread with a knife</p> <p>Use a specific dough manipulation skill (balling, pinching, rolling, cutting, rolling pin, shape cutters) to make a model (see MPT)</p>	<p>Use scissors to cut out a shape with curved sides</p> <p>Has proficient pencil control</p> <p>Use a tripod grip</p> <p>Form letters correctly (most)</p> <p>Use a hole punch to make holes in paper</p> <p>To add detail using a smaller paintbrushes/pencils</p> <p>To thread small beads and shoe laces through holes</p> <p>Spread with a knife independently</p> <p>To hold a knife correctly and attempt to cut food with it</p> <p>Use a combination of 2 skills (each week) – Playdough</p>	<p>Use scissors with care to cut a variety of shapes and materials</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use a range of small tools</p> <p>Show accurate care when drawing</p> <p>To paint and choose appropriate sized brushes</p> <p>Use a needle with thread and go in and out of holes using both hands and adult guidance</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>Use a variety of known skills - playdough</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use a range of small tools</p> <p>Show accurate care when drawing</p> <p>Use scissors with care to cut a variety of shapes and materials</p>	<p>-Cuts out shapes</p> <p>-Colours within lines</p> <p>-Uses a 3 fingered grasp of pencil</p> <p>-Forms most letters and numbers correctly</p> <p>-Writes consistently on the lines</p> <p>-Demonstrates controlled pencil movement</p> <p>-Good endurance for writing</p> <p>-Can build Lego, /other blocks</p> <p>-Ties shoelaces independently</p>


Area of Learning	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p data-bbox="271 170 405 225">Gross Motor Skills</p> 	<p data-bbox="479 170 739 225">Move in dif. ways e.g. jump, run, hop, skip,</p> <p data-bbox="479 256 739 284">Move into a space</p> <p data-bbox="479 316 739 370">Balance in a posed position</p> <p data-bbox="479 402 739 429">Carry larger objects</p> <p data-bbox="479 461 739 488">Catch a large ball</p> <p data-bbox="479 520 739 574">Kick with some degree of control</p> <p data-bbox="479 606 739 660">Walk up and down stairs mostly using alternate feet</p>	<p data-bbox="759 170 1019 225">Change direction when moving</p> <p data-bbox="759 256 1019 311">Move and balance in different ways</p> <p data-bbox="759 343 1019 397">Control apparatus e.g. striking with bats and balls</p> <p data-bbox="759 429 1019 483">Move on, over and under equipment</p> <p data-bbox="759 515 1019 636">Complete an obstacle course which requires various movements e.g. crawling, balancing</p>	<p data-bbox="1039 170 1296 225">Catch and pass increasingly smaller balls</p> <p data-bbox="1039 256 1296 339">Manipulate the speed / distance of a thrown object</p> <p data-bbox="1039 371 1296 426">Use balance bikes/trikes competently</p> <p data-bbox="1039 458 1296 579">Balance and co-ordinate when walking across planks or climbing / jumping</p> <p data-bbox="1039 611 1296 694">Explore a ball e.g. how it moves and move a ball around the body</p> <p data-bbox="1039 726 1296 780">Travel and throw with a ball</p> <p data-bbox="1039 812 1296 866">Move around with and without a ball</p> <p data-bbox="1039 898 1296 952">Explore different body parts to move ball</p>	<p data-bbox="1319 170 1576 282">Negotiate space and obstacles safely, with consideration for themselves and others</p> <p data-bbox="1319 314 1576 403">Demonstrate strength, balance and coordination when playing</p> <p data-bbox="1319 435 1576 547">Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p data-bbox="1319 579 1576 633">Move in lots of different ways and into a space</p> <p data-bbox="1319 665 1576 692">Use equipment in games</p> <p data-bbox="1319 724 1576 778">Run into a space avoiding obstacles</p>	<p data-bbox="1599 170 1856 282">Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p data-bbox="1599 282 1856 371">Demonstrate strength, balance and coordination when playing.</p> <p data-bbox="1599 371 1856 483">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p data-bbox="1879 170 2119 458">Have the skills needed to play team sports . Move more quickly and easily without bumping into obstacles or other people. They can coordinate their upper and lower body while jumping. They can kick a ball while moving and changing directions.</p>

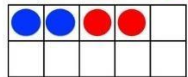
Oxenhope CE Primary School Progression of Literacy

<u>Area of Learning</u>	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>ELG</u>	<u>Year 1</u>
<p>Word Reading</p> 	<p>Orally recognise and find items with the same initial sound</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Identify some sounds in words</p> <p>Begin to identify patterns within words</p>	<p>Begin to read individual letters by saying the sounds for them</p> <p>Supply words with the same initial sound for most taught single sounds</p> <p>Begin to blend and read CVC words containing known letter-sound correspondences</p>	<p>Begin to recognise some written names of peers, siblings or Mummy and Daddy</p> <p>Segment CVC words to identify how many sounds are in a word</p> <p>Recognise all taught single sounds including some digraphs</p> <p>Read phonetically decodable (within sounds taught) captions / books with increasing confidence in word reading (fluency, understanding and enjoyment is developing)</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words</p> <p>Link sounds to names, naming a sounding the letters of the alphabet</p>	<p>Say a sound for each letter of the alphabet plus 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read a selection of common exception words</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>Say a sound for each letter of the alphabet plus 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read a selection of common exception words Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>To use these skills when doing the phonics screening check.</p> <p>To know the Year 1 common exception words</p>
<u>Area of Learning</u>	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>ELG</u>	<u>Year 1</u>
<p>Comprehension</p>	<p>Know that information can be retrieved from books, computers, and mobile digital devices</p>	<p>Re-enact and recall stories heard in play</p> <p>Describe main story, events, and principal</p>	<p>Discuss and reinvent stories or information that has been read to them or read themselves</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or</p>

	<p>Make a simple prediction about a book using the front cover</p>	<p>characters in increasing detail</p> <p>Enjoy an increasing range of print and digital books (both fiction and non-fiction)</p>	<p>Begin to use adjectives to describe settings and characters</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play</p>	<p>words and recently introduced vocabulary</p> <p>Anticipate (when appropriate) key events in stories</p> <p>Re-read what they have written to check it makes sense</p>	<p>introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers</p>
	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>ELG</u>	<u>Year 1</u>
<p>Writing</p> 	<p>Write some familiar, recognisable letters e.g. letters in name (may need support)</p> <p>Use dominant hand most of the time</p> <p>Make anticlockwise movements and retrace vertical lines</p>	<p>Form / write recognisable letters that match current phonics teaching</p> <p>Segment simple CVC words and spell them correctly (may need support)</p> <p>Some children will be able to write their name</p>	<p>Use writing for a wider range of purposes such as labels, captions and lists with increased independence</p> <p>Write short sentences with words with known sound-letter correspondences</p> <p>Form some lowercase and uppercase letters correctly</p> <p>Re-read what they have written to check that it makes sense (may need support)</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by (themselves) and others</p> <p>(Begin to use capital letters, full stops and finger spaces most of the time)</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Leave spaces between words join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf.</p> <p>Sequence sentences to form short narratives</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>

Oxenhope CE Primary School Progression of Mathematics


Area of Learning	Baseline	Autumn	Spring	Summer	ELG	Year 1
<p align="center">Number</p> 	<p>Develop a fast recognition of up to 3 objects (subitising)</p> <p>Recite numbers past 5 Say one number for each item in order, e.g. one, two, three, four, five</p> <p>Show finger numbers to 5 link numerals and amounts (up to the numeral 5)</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Compare quantities, using the language more than, fewer than</p>	<p>Know number names to 10 and begin to rote count beyond 10</p> <p>Consolidating 5 and beginning to work beyond 5</p> <p>Know the last number reached when counting how many there are in total (cardinal principal)</p> <p>Begin to be able to recall number bonds to 5 inc. subtraction facts</p> <p>Begin to be able to record representations of number, e.g. part, part whole models</p> <p>Count out up to 5 from a larger group</p> <p>Can count objects, actions / sounds up to 5</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Can add and subtract small amounts with adult support</p> <p>Can recite some number songs and rhymes</p>	<p>Say one number for each item in order to 10</p> <p>To be able to represent amounts up to 10 on a tens frame – self - register</p> <p>Count out up to 10 from a larger group</p> <p>Begin to subitise (recognise quantities without counting) up to 5 and recognise amounts (subitise) on a dice</p> <p>Can represent numbers up to 10 on fingers (bunny ears / numonics) To match number to quantity up to 10 (e.g. dots on dice)</p> <p>Can count objects, actions and sounds up to 10</p> <p>To recall what 1 more than a given number to 10</p> <p>To add and subtract with amounts to 5 independently and amounts to 10 with adult support</p> <p>To use mathematical terms, pattern, add halve, subtract, double, subitise, share, part, total, whole, altogether, minus, take</p>	<p>Can count objects, actions and sounds to 20</p> <p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise up to 5</p> <p>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>Explain how to solve a problem using mathematical vocabulary</p> <p>To recall what 1 more/ 1 less than a given number to 10</p> <p>To be confident with mathematical terms, pattern, add halve, subtract, double, subitise, share, part, total, whole, altogether, minus, take away, equal to, the same as</p> <p>To recognise the terms odd/even and begin to</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubling facts.</p>	<p>One more or less than any number between 1-100</p> <p>Count in twos</p> <p>Count in tens</p> <p>Know by heart number bonds to ten</p> <p>Count in fives</p> <p>Recall doubles of all numbers to at least ten</p> <p>Know by heart number bonds to twenty</p>

		<p>Begins to use mathematical terms, e.g. count, more, less, fewer</p>	<p>away, equal to, the same as</p>	<p>have some understanding of what it means</p> <p>Say the numbers 1 to 20 accurately Say 1 more than any number between 0-20 Say one less than any number between 0-20 Know by heart number bonds to 3, 4 and 5</p>		
	<u>Baseline</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>ELG</u>	<u>Year 1</u>
<p>Numerical Patterns</p> <p>Doubles</p> <p>$2 + 2 = 4$</p> 	<p>Talk about and identify the patterns around them, e.g. Stripes on clothes, designs on rugs and wallpaper using formal language pointy, spotty or blobs</p> <p>Begin to describe sequence of events e.g. using first, then</p>	<p>Can notice a pattern and continue it</p> <p>Begin to explore which number you can and cannot share equally up to 5</p> <p>Can compare groups of objects that are more/less or the same as 5</p> <p>Explores and represents doubles up to 5 e.g. double 1, double 2 etc.</p> <p>To know that amounts change when we add or subtract</p> <p>To talk about and explore 2D and 3D shapes using mathematical language e.g. sides, corners, straight flat round</p> <p>To recreate 2d pictures – eg using blocks to build a building from a given picture.</p>	<p>Extend and create a, b, a, b patterns e.g. stick, leaf, stick, leaf</p> <p>To identify mistakes in a pattern</p> <p>Can compare groups of objects that are more, less or the same as , using language, more, fewer etc.</p> <p>Have some understanding of which numbers are odd and even up to 10</p> <p>Can share quantities up to 10 equally and explore and represent doubles up to 10</p> <p>Combines shapes to make new ones. E.g. arch, bigger triangles etc.</p> <p>Can identify 2D shapes within 3D shapes</p> <p>Can manipulate shapes using their spatial reasoning skills, including the solving of more complex jigsaws.</p>	<p>Notice and correct an error in a repeating pattern</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>In addition to ELG:</p> <p>Continue, copy and creates own patterns</p> <p>Selects, rotates and manipulates shapes in order to develop spatial reasoning skills</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>One more or less than any number between 1-100</p> <p>Count in twos</p> <p>Count in tens</p> <p>Know by heart number bonds to ten</p> <p>Count in fives</p> <p>Recall doubles of all numbers to at least ten</p> <p>Know by heart number bonds to twenty</p>

			Use and understand length, weight and capacity language	Compose and decompose shapes so that they recognise that shapes can have other shapes within it, just as numbers can. Compare length, weight and capacity		
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Oxenhope CE Primary School Progression of Understanding the World


Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Year 1
<p>Past and Present</p>  <p>Chronological understanding Historical enquiry Knowledge and interpretation Changes within living memory Events beyond living memory The lives of significant individuals in the past</p>	<p>Who lives in this house? Recognise if an object is from the past or is modern</p> <p>Sort objects and photos from past and present</p> <p>Recognise simple similarities and differences Know that houses have changed over time and talk about why that might be.</p> <p>Show some understanding of similarities and differences</p> <p>Retells memories with support Know that we grow from a baby to a child to an adult Name members of their family</p>	<p>How do people celebrate? Know that local buildings are old eg. Church</p> <p>Understand that people born before them are older</p> <p>Talk about members of their immediate family and community</p> <p>Know that Guy Fawkes and gunpowder plot is why we celebrate bonfire night</p> <p>Know that Christmas day is the day that Jesus was born</p> <p>Comment on pictures of remembrance services</p> <p>Learn about Guy Fawkes</p> <p>Learn about Jesus being born</p>	<p>Can a polar bear and tiger be friends? Begin to organise events using basic chronology with support</p> <p>Know some simple past tense phrases - was, lived</p> <p>Know that information can be retrieved from books, the internet and people</p> <p>Show an interest in characters and events in books showing lives in the past</p> <p>Retells memories of events confidently</p>	<p>Who lives in the deep dark woods? Talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc.)</p> <p>Know that information can be retrieved from computers books and people, showing lives in the past</p> <p>Sort modern stories from traditional stories</p> <p>Put pictures in chronological order (up to 3) – baby, teenager, grandparent</p> <p>Know how their family is made up beyond themselves</p> <p>Know the Easter story</p> <p>Know that Jesus died at Easter</p>	<p>What is your favourite story? Use the words now and a long time ago and know which is the past / present</p> <p>Begin to organise events using basic chronology recognising that some things happened before they were born</p> <p>Children will answer how and why questions about stories and events</p> <p>Bergin to understand that pictures, books, internet and artefacts can help us to understand about the past</p> <p>Begin to understand that characters and events in books can be used to show an understanding of lives in the past</p> <p>Know that Elizabeth 11 is the longest reigning monarch</p>	<p>Do all superheroes wear capes? Know some sim/diff between things in the past and now, drawing on their experiences and what has been read.</p> <p>Understand different occupations and people's roles in society and how these have changed – who helps us in school?</p> <p>Know that books, computers, photos, artefacts can tell us things about life in the past Begin to make comparisons about life in the past to their life now</p> <p>Know how they have changed from when they were born to now</p> <p>Learn about Mary Seacole</p> <p>Know how their life is diff from their</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements – The first aeroplane flight & the Wright brothers.</p> <p>Events beyond living memory that are significant nationally or globally, the first aeroplane flight/electric train / great fire of London.</p> <p>Changes within living memory</p>

					and the King is the current monarch	parents/grandparents		
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>	<u>Year 1</u>
<p>People, Culture and Communities</p>  <p>Locational knowledge Place knowledge Human and physical geography Geographical and fieldwork skills</p>	<p>Who lives in my house?</p> <p>Name different parts of the community with support (home, house, school, park)</p> <p>Know we live in Bradford</p> <p>Understand that some places are special to member of their community</p> <p>Describe what places are like</p> <p>Name and describe the seasons - Autumn and Winter</p> <p>Use simple words to describe some human features in the local area e.g. farm, shop</p> <p>Explore and make observations of different parts of local area e.g. church, shop Explore and draw simple maps</p> <p>Understand and use positional language</p>	<p>How do people celebrate?</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions</p> <p>Explain and enjoys joining in with family customs and routines</p> <p>Know that there are other countries and places in the world through the themes/festivals we learn about (Bethlehem, Arctic/Antarctic, India etc)</p> <p>Begin to understand the use of globes and maps</p> <p>Explore simple maps beginning to explain them.</p> <p>Draw a simple map or plan linked to story</p>	<p>Can a polar bear and tiger be friends?</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some environments that are different from the one in which they live – north pole is cold</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the use of globes and maps Draw a simple map on a globe – world trip</p>	<p>Who lives in the deep dark woods?</p> <p>Name, understand and explain that some places are special to members of their community - church</p> <p>Recognise that people have different beliefs and celebrate special times in different ways Easter traditions around the world</p> <p>Know some similarities& diff between different religious and cultural communities in this country, drawing on their experiences and what has been read in class – Easter story</p> <p>Look at features of the woods – trees, streams etc</p> <p>Look at features of other settings farms, under the sea etc.</p> <p>Name and describe the seasons – Spring</p>	<p>What is your favourite story?</p> <p>Know the name of the street where they live and the number on their door.</p> <p>Begin to identify some similarities and differences between where we live and places where our stories / learning take place e.g. <u>environment / homes / weather</u></p> <p>Explore and make observations of places out of their local area - on a school visit – farm</p> <p>Plot the journey to the farm on a map – features.</p>	<p>Do all superheroes wear capes?</p> <p>Find the different countries on a globe that the different butterflies come from (trip)</p> <p>Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea</p> <p>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 (Pirates- sea rescue)</p> <p>Transition – map of old classroom, map of new classroom – compare what is similar/ different</p> <p>Explore and make observations of places out of the local area e.g. on school visit – butterfly world</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts & maps. Know some similarities & differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities & differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>key physical features: key human features</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environments.</p>


	Explore and make observations of different parts of the school grounds			Draw map for Easter bunny / egg hunt		Show an interest in aerial photos of the local area		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Year 1
<p>The Natural World</p>  <p>Plants Animals, including Humans Living things and their habitats Seasonal changes Everyday materials Working scientifically</p>	<p>Know basic care for plants e.g. watering – plant pet</p> <p>Identify a healthy snack</p> <p>Know that brushing teeth is important</p> <p>Begin to understand what a habitat is</p> <p>Talks in detail about features of own and immediate environment</p> <p>Make observations and ask questions about the environment in Autumn and Winter</p> <p>Know the weather associated with Autumn and Winter</p> <p>Make observations of different materials and identify their properties</p> <p>Explore the natural world around us</p>	<p>Understand the need for care and respect towards natural environment and animals – fireworks</p> <p>Notices and comments on change in their environment, outdoors</p> <p>Asks questions about what they have observed</p> <p>To know about features of the world and Earth</p> <p>To know some important processes and changes in the natural world including states of matter – chocolate melting and Ice investigation if weather allows</p> <p>Talk and describe what places are like (in detail about what they see and hear)</p>	<p>Understand how animals adapt to live in diff. places e.g. polar bear. Identify the habitat of some animals.</p> <p>Know that it is important to have good health/ diet Know how to keep teeth healthy and why it is important</p> <p>Understand the process of freezing and melting</p> <p>Make observations about environment in Autumn & Winter</p> <p>Know the weather associated with Autumn & Winter</p> <p>Identify which materials float Know that materials have certain uses depending on their properties</p> <p>Uses appropriate resources to carry out chosen test</p> <p>Formulate a hypothesis about what they think will happen and why</p>	<p>Understand the basics of what a plant needs to grow: water, soil and sunlight</p> <p>Understand simple life cycles – plant</p> <p>Identify the habitat of some animals.</p> <p>To know that some animals are nocturnal</p> <p>Know about similarities and differences in relation to living things</p> <p>Make observations about the environment in Spring and Summer</p> <p>Know the weather associated with Spring and Summer</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Make observations of plants over time and talk about changes.</p> <p>Identify different parts of a plant including roots, stem, leaves & flower</p> <p>Understand simple life cycles – animal</p> <p>Make observations of animals and explain why somethings occur</p> <p>Talks about features of own and immediate environment & how environments vary from one another.</p> <p>Know that the environment and living things are influenced by human activity</p> <p>Closely observes experiments over several days</p> <p>Discusses what their observations tell them</p>	<p>To harvest grown fruit & vegetables</p> <p>Know that exercise is healthy (sports day) Understand how to maintain healthy lifestyle; exercise, healthy eating/ dental care.</p> <p>Begin to understand effect of exercise on humans</p> <p>Make observations about environment in Spring and Summer</p> <p>Know the weather associated with Spring / Summer</p> <p>Identify and compare the 4 seasons and associated weather</p> <p>What do observations tell you?</p> <p>Makes decisions about most effective resources to use to carry out experiment</p> <p>Know that the environment & living</p>	<p>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 season and changing states of matter.</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Identify & name a variety of common animals</p> <p>Observing weather changes and the effects on plant and animal behaviour. Observe & describe weather associated with the seasons and how day length varies.</p>

			<p>Plan test-what they want to find out</p> <p>Thinks how they can find out the answer to their question</p>	<p>Know about Sim & diffs in relation to materials</p> <p>To know that some materials in the world are natural and some are man-made</p>	<p>Seeks out things to observe/ find out.</p> <p>Record findings in their own way</p> <p>Explore the natural world around them, making observations & drawing pictures of animals & plants</p>	<p>things are influenced by human activity.</p> <p>Make decisions about what will be the most effective resource to use to carry out experiments</p> <p>Test ideas and theories, plan what they will do next base on their findings</p>		
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Oxenhope CE Primary School Progression of Expressive Arts and Design

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>	<u>Year 1</u>
<p>Creating with Materials</p>  <p>Design Make Evaluate Technical knowledge Cooking and nutrition To learn about and compare artists (throughout)</p> <p>Drawing Painting Sculpture Collage Textiles/Threading Printing</p>	<p>Experiment with materials</p> <p>To hold scissors correctly and make snips in paper</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To share their creations</p> <p><u>Structures</u> Explore and investigate a range of simple large scale construction materials, such as cardboard boxes and crates,</p> <p>To begin to use non statutory measures (spoons, cups)</p> <p>To role play using given props and costumes</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p>	<p>Select materials from a limited range that fit a particular criteria, such as shiny with independence</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>Use a hammer with support – with shapes</p> <p>Talk with confidence about some things that have been made naming the resources and showing some understanding of the techniques that I have used</p> <p><u>Mechanisms</u> Use a variety of construction toys that have wheels in them to create a vehicle that can move</p>	<p>Select / plan and name the tools and resources needed e.g. scissors for paper</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>Use a hammer with support – with shapes</p> <p>To share creations and talk about the process</p> <p><u>Structures</u> Explore building bridges and towers using a variety of small scale construction materials, blocks, Lego, cardboard.</p> <p>Sort healthy foods from less nutritional food</p>	<p>To plan what they are going to make - getting the resources they need</p> <p>To hold scissors correctly and cut out large shapes</p> <p>To explore different techniques` for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins, treasury tags – use hole punch)</p> <p>To know the names of tools</p> <p>Discuss some of the changes made during the making process with prompts</p> <p><u>Mechanisms</u> Use simple construction with wheels and axels to create a moving vehicle with support</p> <p>To use nonstatutory measures confidently (spoons, cups)</p>	<p>Explain what I am making and which materials I am using and why</p> <p>Explain work as it progresses</p> <p>To hold scissors correctly and cut out small shapes</p> <p>To manipulate materials and use their own methods of joining</p> <p>Use a hammer safely to hammer wood into wood</p> <p>To share creations, talk about process and evaluate their work - what has been made, beginning to identify good points and bad points</p> <p><u>Structures</u> Build with a variety small scale construction adapting to make them more stable</p> <p>Understand that some foods are healthier than</p>	<p>To know some similarities and differences between materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To hold scissors correctly and cut various materials</p> <p>Safely use and explore a variety of materials tools and techniques,</p> <p>Use a hammer safely to hammer wood into wood</p> <p>Changes, adapts and modifies model to serve a purpose</p> <p><u>Mechanisms</u> Make a moving vehicle using a range of construction independently</p> <p>Sketch things that they have observed with increasing detail with</p>	<p>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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Work on different scales.</p> <p>Mix secondary colours and shades.</p> <p>Using different types of paint.</p> <p>Create texture.</p> <p>Look at printing in the past – newspapers.</p> <p>Use different objects to block print.</p> <p>Make repeating patterns with everyday objects</p> <p>Create different textures using different mediums.</p> <p>Print using a variety of materials, objects, and techniques.</p> <p>Manipulate clay into a variety of ways e.g., rolling, kneading, and shaping. Explore sculpture with a range of malleable media especially clay. Explore shape and form. Use a variety of tools.</p> <p>Begin to explore the use of line, shape and colour. Draw for a sustained period from the figure and real objects,</p>

	<p>To name colours Used different sized paintbrushes Create new colour by independent mixing Make choices about the colours that they use Attach junk modelling items together and describe model Use a specific dough manipulation skill (balling, pinching, rolling, cutting, rolling pin, shape cutters) to make a model (see MPT) Experiment with different materials Print with deliberate placement to create an image</p>	<p>Begin to understand the need for safety and hygiene when taking part in food experiences To use some cooking techniques (spreading, stir, cutting) – Sandwiches Sketch a self-portrait with more than one colour with the features appropriately placed To experiment with mixing colours (ready made) To use colours for a particular purpose Create and describe clay models- talk about the skills used on prompting Use a specific dough manipulation skill (balling, pinching, rolling, cutting, rolling pin, shape cutters) to make a model (see MPT) Assemble prepared collage materials within a templated shape To thread large beads</p>	<p>To know how to work safely and hygienically To experiment with different mark making tools such as art pencils, pastels, chalk Sketch things that they've observed, or images Paint a self-portrait with more than one colour in detail and features appropriately placed using a smaller paintbrush Paint images that they've observed Attach junk modelling items together / explain choices of material when prompted Use a combination of 2 skills (each week) – Playdough Assemble self-cut collage materials on templated shape Print with deliberate placement to create a pattern To thread small beads and shoe laces through holes</p>	<p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads To make props and costumes for different role play scenarios Sketch a self-portrait with more than one colour with the features appropriately placed and detail added Creates collaboratively, sharing ideas, To know which prime colours you mix together to make secondary colours To use natural objects to make a piece of art Use a combination of 2 skills (each week) - Playdough Assemble transient art objects to create an image. To thread small beads and shoe laces through holes</p>	<p>others and give some examples To draw more detailed pictures of people and objects Use watercolour paints and more than one thickness of brush appropriately Create junk models and explain choices of materials Use a variety of known skills – playdough Print with deliberate placement to create a pattern or image and describe the skills used using vocabulary (press, paint, paper, pattern) Use a needle with thread and go in and out of holes using both hands and adult guidance</p>	<p>consideration to shape , size, colour and detail Paint things that they have observed with increasing detail with consideration to shape , size, colour and detail Use a variety of known skills - playdough Assemble mixed collage materials including fabric to make own creations and describe Use a needle with thread and go in and out of holes using both hands and adult guidance</p>	<p>including single and grouped objects.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Year 1
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform a range of songs and nursery rhymes</p> <p>Takes on different roles and acts out scenarios in a small group</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>Sing an increasing range of nursery rhymes and songs</p> <p>Sing a new song as a group matching pitch and melody</p> <p>Learn and perform songs for an audience at the Christmas concert</p> <p>Sing in a group, following a melody</p>	<p>Listen attentively, moves to, and talks about music, expressing how it makes you feel</p> <p>Build on previous knowledge of playing percussion instruments, naming them, and knowing how they are played</p> <p>Play pitch matching games</p>	<p>Develop storylines in their pretend play</p> <p>Sing on own, increasingly matching the pitch and following the melody</p> <p>Listen to a growing range of different types of music e.g., pop / classical and comment on what they have heard with some support</p> <p>To perform songs at the Easter service</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>Sing a range of well-known nursery rhymes and songs with greater confidence showing an increased awareness of melody and pitch</p> <p>Uses a simple percussion instrument to move into a piece of music</p> <p>To learn dance routines</p> <p>To act out well known stories</p> <p>To create narratives based around stories</p> <p>Explore music making and perform with other in a group</p>	<p>Invent, adapt, and recount narratives and stories with peers and their teacher</p> <p>Perform songs, rhymes, poems, and stories with others, and try to move in time with music</p> <p>Discuss changes and patterns in music</p> <p>Show greater control when playing musical instruments, copying, and extending simple rhythmic patterns</p> <p>To listen to poems and create their own</p> <p>To invent their own narratives, making costumes and resources</p>	<p>Invent, adapt, and recount narratives and stories with peers and their teacher</p> <p>Perform songs, rhymes, poems, and stories with others, and try to move in time with music</p> <p>Discuss changes and patterns in music</p> <p>Show greater control when playing musical instruments, copying, and extending simple rhythmic patterns</p>	<p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-play tuned and untuned instruments musically</p> <p>-listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-experiment with, create, select and combine sounds using the interrelated dimensions of music</p>