



Long Term Progression Planner

Reception-FS2

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CONTEXT FOR LEARNING</p> <p><u>Topics and Themes</u> (Child Initiated) Teacher Led</p>	<p>Where does our food come from? (UW- Links to autumn and Harvest Festival)</p> <p>Don't Eat the Teacher! (PSED- Settling into school)</p> <p>Pirates Ahoy! (EAD- Role-play and storytelling)</p>	<p>Did dragons exist? (Literacy- Princess and dragon stories)</p> <p>Why am I special? (PSED/UW- celebrations)</p> <p>Why do we celebrate Christmas? (UW/CL)</p>	<p>Can a penguin live in a hot place? (UW- Compare and contrast localities, Changes to the seasons)</p>	<p>Are eggs alive? (UW/EAD/CL- Links to spring, story ideas and Easter)</p>	<p>Can I be an author? (Literacy-Making and publishing own books)</p> <p>Buildings in fairy-tales (UW-materials, playing and working together, exploring buildings and machines)</p>	<p>Do you like to be beside the seaside? (UW/PSED properties of water, uses of water, how people use water to have fun and keep fit. History of the seaside)</p>
Literacy Genre	Factual Captions about Autumn	Fact Books about Dragons	Lists	Simple Recounts	Stories with a beginning, middle and end	Recounts using temporal conjunctions
<u>Ideas for Extended Provision</u>	<p>Sea creatures Link the animals in the story to the rules Shark puppets and story telling Pirate role play and story telling Pirate dressing up day Treasure maps Treasure hunting Autumn walk Leaf collection Leaf photo book Colour exploration Animals/food/cooking</p>	<p>Dragon letter and eggs Dragonology Diwali/fireworks Talents Comparing celebrations Storytelling and writing using own ideas based on Christmas stories/ideas Immerse in stories</p>	<p>Turn classroom into an ice palace Melting snow investigations Describing snow using all the senses Winter clothes Snow music and dances Keeping safe in winter Having fun in the snow Weather charts and investigations Animals that live in our own environment/cold places/hot places Sorting animals according to own criteria African safari</p>	<p>Fertilised eggs brought into school, children watch the hatching process and keep an egg diary Turn role play area into a farm shop Create a small world farm Sorting animal activity Life cycle of a chicken</p>	<p>Develop construction area Building projects-make a home for a fairy-tale character Write a story about their mysterious creature Easter cards Fairy-tale books and stories</p>	<p>Seaside shop role play Paddling Pools Water play Sand play Sand castle designs Picnics Making food for picnics</p>
<u>Memorable Experiences</u>	<p>Home Visits Phonics/reading evening Puppet show Treasure hunt/footprints Turtle coming to school</p>	<p>Christmas Play Fireworks Diwali Introductory PE Autumn Walk with</p>	<p>Chinese New Year- Chinese restaurant Valentine's day Yoga Snow machine</p>	<p>Real chicks Easter Mother's Day Yoga Easter hat parade</p>	<p>Sharing own books</p>	<p>Father's Day School Fete Sports Day Water Play day Transition</p>

		Nursery Christmas production Posting letters to Santa	Trip to the zoo/animal park	Farm Visit		Multicultural day Creativity week Trip to the seaside
<u>Year 1 Ready</u>	Phase 2 phonics Differentiated handwriting	PE lessons begin Phase 2/3 phonics Differentiated handwriting Rainbow Challenges	PE lessons Phase 2/3 phonics Differentiated handwriting Rainbow Challenges	Phase 3 phonics Differentiated handwriting Rainbow Challenges	Phase 3/4 phonics Differentiated handwriting Rainbow Challenges	Phase 4 phonics Differentiated handwriting Rainbow Challenges
<u>LEARNING PROGRESSION</u>						
<u>PSED (Personal, Social, Emotional Development)</u>	-Good relationships with peers and familiar adults -Take turns in conversation and play -Select and use own resources -Shows empathy towards others -Asks for help using words or actions -Learns, and adheres to, the expectations of the setting	-Talk about own needs and interests -Respond to what others say and do -Asks for help using words - Can talk about how they feel and why -Try new activities	- Use spoken language to approach others and to talk -Build on play using others' ideas -Try new activities	-Use language to initiate requests, make choices and express ideas -Reject help when appropriate -Can talk about how their friend is feeling and why -Talk about likes/dislikes -Follow the rules of a game	-Listen to and take account of others' ideas -Talk about feelings and are sensitive to other's feelings -Adapts well to new routines/changes -Try new activities, talk about likes and dislikes	-Positive relationships with adults and with peers -Play cooperatively, share and take turns -Demonstrate an understanding of good behaviour and talk about consequences of actions -Follow rules, work in a team -Choose resources -Say when they do or don't need help
<u>C and L (Communication, Language and Literacy)</u>	-Listen to stories in small groups -Re-tell simple stories -Answers who, what, why, how questions -Uses a range of tenses -Asks questions -Responds to simple instructions	-Child looks at the speaker and listens and responds to what is being said -Uses language to re-create roles and experiences -Ask questions about a story -Use spoken language to order a series of events -Articulate feelings and ideas -Use spoken language to check understanding -Builds vocabulary relating to new topics and interests -Follow 2 part instructions	-Demonstrate understanding in a conversation to what is being said -Introduce a story line into play -Builds vocabulary relating to new topics/ and interests -Articulate feelings and ideas	-Use spoken language to check understanding and to clarify through questioning -Use intonation, rhythm and phrasing to make meaning clear to others -Speak in full sentences with a wide vocabulary -Extend sentences with connectives -Add adjectives to sentences to include detail	-Answer how and why questions -Express themselves effectively -Comment on and anticipate events in stories	-Listen attentively in a range of situations -Listen and respond to questions and ask questions even when engaged in another activity -Explain ideas and understanding -Use correct tense -Develop own stories -Follow 3 step instructions

<p><u>PD</u> (Physical Development)</p>	<ul style="list-style-type: none"> -Move with whole body movement in different ways -Move safely between obstacles and other people -Use one handed equipment -Asks (or indicates) the need for the toilet -Can wash own hands -Show a preference for a dominant hand 	<ul style="list-style-type: none"> -Move in different ways -Be able to stop and start when travelling -Use hands to shape and mould materials and equipment -Identify risks, know how to keep safe -Use anti-clockwise and vertical movements in mark making -Begin to form recognisable letters 	<ul style="list-style-type: none"> -Adjust speed and direction -Travel with balance and coordination -Use hands/fingers to twist and turn materials when manipulating resources -Identify hazards, talk about how to avoid them -Form letters correctly using anti-clockwise and top to bottom movements 	<ul style="list-style-type: none"> -Adjust speed and direction -Travel with balance and coordination -Use hands and fingers to twist and turn materials when manipulating resources -Identify hazards, talk about how to avoid them -Form most letters (20/26) correctly 	<ul style="list-style-type: none"> -Show good control in large movements and move in different ways -Move in and out of space safely -Show good control in small movements when handling tools and equipment effectively -Use good pencil control when writing -Know different ways to look after yourself, managing toileting and keeping healthy and safe -Dress independently 	<ul style="list-style-type: none"> -Show good control in large movements and move in different ways -Move in and out of space safely -Show good control in small movements when handling tools and equipment effectively -Use good pencil control when writing -Know different ways to look after yourself, managing toileting and keeping healthy and safe -Dress independently
<p><u>Literacy</u> Reading and writing</p>	<ul style="list-style-type: none"> -Read signs and labels -Identify initial sounds in play or when reading independently -Hold a book and pretend to read, turning pages. -Use groups of letters or letter like shapes when mark making -Mark making shows variation in form (enclosures, vertical and horizontal lines) -Writes letters from their own name -Give meaning to the marks they make -Use a pincer grip to hold mark making tools -Attempt to write words <p>Write labels/name</p>	<ul style="list-style-type: none"> -Hear, say, read and write Phase 2 and Phase 3 phonemes -Begin to blend CVC words -Read Phase 2 Tricky Words -Match Phase 2 sounds (phonemes) to letters (graphemes) -Represent words with the beginning and final sounds -Begin to segment CVC words for writing -Write their name correctly -Make top-to bottom movements and anti-clockwise movements with control -Use groups of letters to write and give meaning to their writing -Write with developing fine motor control -Attempt to write captions -Writes for different purposes <p>Write captions</p>	<ul style="list-style-type: none"> -Hear, say, read and write Phase 2 and Phase 3 phonemes -Read a range of common Phase 2 and 3 words by blending known sounds -Read and write Phase 2 and 3 Tricky Words - Match Phase 2 and some Phase 3 sounds (phonemes) to letters (graphemes) -Hold pencil with a tripod grip and with good control -Attempt to write a simple sentence <p>Simple sentences</p>	<ul style="list-style-type: none"> -Hear, say, read and write phase 2 and Phase 3 phonemes -Read a range of common phase 2 and 3 words by blending known sounds -Read and write Phase 2 and 3 Tricky Words - Match Phase 2 and some Phase 3 sounds (phonemes) to letters (graphemes) -Hold pencil with a tripod grip and with good control -Attempt to write a simple sentence <p>Simple Sentences</p>	<ul style="list-style-type: none"> -Use Phase 3 phonemes to read unfamiliar words -Read words with two syllables -Read and write Phase 3 tricky words -Match Phase 2 and Phase 3 sounds (phonemes) to letters (graphemes) -Read and understand simple sentences -Use phonic knowledge to decode regular words and read them aloud accurately -Demonstrate understanding when talking with others about what they have read -Use some phase 3 phonic knowledge to write words that match their spoken sounds -Some words are spelt correctly some words are phonetically plausible -Use finger spaces (showing a consolidated awareness of the difference between a sound and a word) -Write with good letter formation -Write simple sentences that can be read by 	<ul style="list-style-type: none"> -Use Phase 3 and 4 phonemes to read unfamiliar words -Read words with two syllables -Read and write Phase 3 and 4 tricky words -- Match Phase 3 and Phase 4 sounds (phonemes) to letters (graphemes)- -Read and understand simple sentences -Demonstrate understanding when talking with others about what they have read -Use some phase 4 phonic knowledge to write words that match their spoken sounds -Some words are spelt correctly some words are phonetically plausible -Show an awareness of capital letters and full stops -Write with good letter formation -Write simple sentences that can be read by themselves and by others <p>Write Simple Phrases</p>

					themselves and by others	
					Join 2 sentences with 'and' or 'because'	
<u>(Mathematics)</u>	<ul style="list-style-type: none"> -Read numbers to 5 -Make sets to 5 using a variety of apparatus and real-life objects -Find 1 more/less to 5 -Estimate to 5 -Subitise to 5 -Use language to compare size and weight -Name 4 2d or 3d shapes in their play 	<ul style="list-style-type: none"> -Read numbers 5-10 -Make sets of 5-10 using a variety of apparatus and real-life objects -Find 1 more/less to 10 -Estimate to 10 -Subitise to 10 -Count with secure 1:1 correspondence -Understand the concept of zero -0-5 calculations, part, whole -Use language to compare capacity and position -Recognise patterns -Name and describe 4, 3d shapes and 4, 2d shapes 	<ul style="list-style-type: none"> -Read numbers 8-13 -Make sets of 8-13 using a variety of apparatus and real-life objects -Find 1 more/less to 13 and place in order -Estimate to 13 -Develop an understanding of place value -Be able to partition into tens and ones -Use the vocabulary of addition and subtraction record using pictures and meaningful marks -0-10 calculations -Use language to compare distance, time, -Describe patterns -Use mathematical language to describe 2D shapes and their properties 	<ul style="list-style-type: none"> -Read numbers 10-15 -Make sets of 10-15 using a variety of apparatus and real-life objects -Find 1 more/less to 15 and place in order -Estimate to 15 -Develop an understanding of place value -Be able to partition into tens and ones -Use the vocabulary of addition and subtraction record using pictures and meaningful marks -0-10 calculations -Use language to compare distance, time, -Describe patterns -Use mathematical language to describe 2D shapes and their properties 	<ul style="list-style-type: none"> -Read numbers 15-20 -Make sets 15-20 using a variety of apparatus and real-life objects -Find 1 more/less to 20 and place in order -Estimate from 15-20 -Subitise from 15-20 -Develop an understanding of place value -Be able to partition into tens and ones-0-20 calculations, record in a number sentence -Solve number problems by counting on or back, doubling, sharing of halving numbers -Use language to compare money and to solve problems -Create patterns -Use mathematical language to describe 3D shapes and their properties 	<ul style="list-style-type: none"> -Read numbers to 20 -Make sets to 20 using a variety of apparatus and real-life objects -Find 1 more/less to 20 and place in order -Estimate to 20 -Subitise to 20 -Develop an understanding of place value -Be able to partition into tens and ones-0-20 calculations, record in a number sentence -Solve number problems by counting on or back, doubling, sharing of halving numbers -Use language to compare money and to solve problems -Create patterns -Use mathematical language to describe 3D shapes and their properties
<u>UW</u> <u>(Understanding the World)</u>	<ul style="list-style-type: none"> -Show understanding of how own customs are celebrated through communications including drawing, by taking a photograph or by using objects -Look closely at similarities, differences, patterns and change -Use a mouse or their finger to use a program on a computer or an app on a tablet 	<ul style="list-style-type: none"> -Shows awareness of different ways of life -Know that living things grow and die -Use a remote control, a mouse or a disc to select, open and use a program independently 	<ul style="list-style-type: none"> -Talk or represent events or traditions within their families or communities which may be the same or different to one another -Look closely at the natural world; discuss what they see, and the changes that take place over time, giving their own reasons for why this happens -Understand which technologies are used at home 	<ul style="list-style-type: none"> -Talk or represent events or traditions within their families or communities which may be the same or different to one another -Look closely at the natural world; discuss what they see, and the changes that take place over time, giving their own reasons for why this happens -Understand which technologies are used at school 	<ul style="list-style-type: none"> -Communicate about things that have happened or are happening -Be aware of the interests of others and how they might be different to their own -Use their knowledge of technology to purposefully support learning 	<ul style="list-style-type: none"> -Communicate about things that have happened or are happening -Be confident to talk about how the natural and made world can differ -Use their knowledge of technology to purposefully support learning

<p><u>EAD</u> (Expressive Arts and Design)</p>	<ul style="list-style-type: none"> -Use simple tools and techniques competently and appropriately -Plays cooperatively as part of a group to develop and act out a narrative -Experiment with colour 	<ul style="list-style-type: none"> -Sing songs and dance -Select resources for a purpose -Use a variety of techniques to create -Match colours to a purpose 	<ul style="list-style-type: none"> -Make music and experiment with changing sounds -Introduce a storyline or narrative into play -Use a variety of techniques to create -Match colours to a purpose 	<ul style="list-style-type: none"> -Make changes to creative work to make improvements -Experiment with design, texture, form and function 	<ul style="list-style-type: none"> -Use what they have learnt about media and materials in original ways, thinking about uses and purposes -Safely use and explore a variety of materials, tools and techniques 	<ul style="list-style-type: none"> -Represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories
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