

PSHE Overview and Progression Grid

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)					
Vocabulary	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	kind, friend, different, feelings, angry, happy, excited, nervous, sharing, taking turns	different, special, proud, friends, kind, same, happy, sad, frightened, angry, family	dream, goal, challenge, job, happy, kind,	healthy, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare	family, jobs, friend, lonely, argue, words, feelings, angry, upset, calm me, breathing	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited,
Through Direct Teaching and Continuous Provision	Know that some people are different from themselves and how to be kind. Know the names of some emotions such as happy, sad, frightened, angry and why friends and family are important. Know what a challenge is. Know what the word 'healthy' means and know some things that they need to do to keep healthy. Know what a family is and how to keep calm when things don't go as planned. Know the names and functions of some parts of the body.					
By the end of F1 children will:	begin to understand their place within their family, school and world. They will begin to understand how they can make friends and be a good friend to others. They will understand how they have changed since they were a baby and the names of some of their body parts. They will know why it is important to stay healthy. They will be able to name some emotions.					

Tell me five things!				
I can name some of my emotions such as happy, sad, frightened, angry.	I can name some jobs that I might do when I am older.	Tell me how and why you wash your hands.	Tell me what a family is.	Tell me who you would talk to when you are worried.

RE Overview and Progression Grid

F1	<p>Topics to be covered over the year: Special People, Christmas, Celebrations, Easter, Story time, Special Places</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	Bertie - special, family, love, sharing, feelings, same/different, special, God, bible, Christmas, nativity, thank you, celebrations, church
Through Direct Teaching and Continuous Provision	<p>Why am I special? Who is special to me - friends/family and My feelings, Harvest</p> <p>The Bible - the special book, stories about Special people (Daniel and the lions, Noah and Moses)</p> <p>Christmas (Jesus' Birth/A Special Baby) Festival of Light/Diwali</p> <p>Jesus - a special person in a special book. Chinese New Year, Easter, New life, Holi, Mothering Sunday,</p> <p>Special stories (Old Testament, including the creation story)</p> <p>Special places - our special world and how we can look after it</p>
By the end of F1 the children will be able to:	<p>Talk about themselves and families.</p> <p>Know that the bible tells stories about Jesus and his friends.</p> <p>Know the Christmas story and why Christians celebrate Christmas.</p> <p>Talk about our special world and how they can look after it.</p>

Tell me five things!

The children know who lives in their house.	The children can talk about the Christmas story.	The children can say why we have rules.	The children know that the bible contains some stories.	The children can name 2 celebrations.
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Maths Overview and Progression Grid

F1	<p>Topics to be covered over the year:</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	Number, count, sort, shape, measure, size, big, biggest, small, smallest, long, short, tall, tallest, pattern, how many, fewer, more, less
Through Direct Teaching and Continuous Provision	<p>Exposure to a range of manipulatives to support counting</p> <p>Recognising numbers to 10</p> <p>Real - life maths skills through role play</p> <p>Teaching of mathematical concepts</p> <p>Opportunity to be use measure in water, mud and sand play</p> <p>Games and play relating to numbers and counting</p> <p>Number songs and rhymes</p> <p>Recognition of common 2D shapes</p> <p>Creating patterns</p>
By the End of F1 children will be able to:	<p>Recognise numbers to 5</p> <p>Count using 1-1 correspondence</p> <p>Order by size</p> <p>Order numbers 5</p> <p>Recognise circle, square, rectangle and triangle</p> <p>Recite numbers to 10</p> <p>Sing number rhymes</p> <p>Measure capacity using jugs, use non standard units to measure length/height</p>

Tell me five things!

I can recognise all numbers to 5	I can count to 10	I can count 1:1 correspondence with a set of 5 objects	I can sing a number song	I can make a shape picture
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DT Overview and Progression Grid

F1	<p>Topics to be covered over the year:</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	models, cut, join, cook, make, discuss, create, chop, slice, build, like, dislike
Through Direct Teaching and Continuous Provision	<p>The children have opportunities to explore making their own models, using a variety of construction resources.</p> <p>Opportunities are provided throughout the provision for child to design and create Children are encouraged and supported through adult interactions within the provision to think about the purpose of their designs and evaluate their effectiveness through discussion.</p> <p>Our children will also have opportunities to follow a recipe to cook or bake an edible product that they can taste and evaluate through discussion.</p> <p>DT skills and knowledge the children will have opportunities to develop:</p> <ul style="list-style-type: none"> • Using cooking/baking utensils effectively and safely • Understanding of Health and Safety rules and their importance • Building/construction using a wide range of resources/media • Creating for a purpose • Evaluating a product through discussion
By the end of F2 children will be able to:	<p>Build a model and talk about it</p> <p>Experience baking</p> <p>Know how to keep themselves safe when using tools</p> <p>Join materials using glue and tape</p> <p>Use clay/play doh to make a model</p>

Tell me five things!				
I can show you how to join thing together	I can tell you about my model.	I can tell you 2 healthy foods.	I can tell you how to use tools safely	I can tell how I can make my model better.

ICT Overview and Progression Grid

F1	<p>Topics to be covered over the year: N/A</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	laptop, screen, you tube, Tapestry, camera, phone, ipad, photograph, light box
Through Direct Teaching and Continuous Provision	<ul style="list-style-type: none"> • Access games and songs through the whiteboard • Use the light box to investigate objects • Use an iPad to take photographs • Use toy tills, phones etc through role play • Use an iPads to play educational games
By the end of F1 children will be able to:	Use ICT to support their learning. The children will be able to take photographs and play games using an iPad. The children will be able to talk about how we use computers in our daily lives.

Tell me three things!

I can tell you 1 thing you can use a computer for.	I can take a photograph with an iPad	I can tell show you how to use the light box
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English - Writing Overview and Progression Grid

Foundation F1					
Vocabulary	Mark, name, letters, list, instruction, story, invitation , recipe, wavy, zigzag, spiral, dot, up, down, straight				
Throughout Foundation 1 children will be exposed to writing knowledge and skills					
Children will be given a wide range of writing opportunities and experiences that will expose them to writing eg. cooking and instructions, celebrations, traditional tales and fables. Children will be exposed to high quality texts to spark their imagination. Mark making and letter formation will be supported through a range of activities and sensory play. Children will be encouraged to communicate using full and accurate sentences. Through Read Write Inc. they will be taught the graphemes for sounds. Gross motor control will be developed through outdoor activities eg. large chalks, water and paint brushes, outdoor painting, climbing and digging. Fine motor control will be developed through tweezer activities, chunky markers, painting, black play, peg boards.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme					
Nursery Rhymes and Traditional Tales	Stars and Space Christmas &	All around the World	Growing	Mini-beasts and life cycles	Seaside
Writing Outcome					
By the end of autumn children will be able to:		By the end of spring		By the end of Foundation 1 children will be able to:	
Make marks on a page using paint, chalk, water, chunky pens Build a model out of blocks Complete a simple jigsaw Talk about a story they have been read Sometimes give meaning to marks as they draw and paint. Realise tools can be used for a purpose		Draw circles using gross motor movements. Begin to show preference for a dominant hand. Talk about the picture they have created. Draw horizontal and vertical lines . Draw wavy lines Make some marks that begin to look like letters.		Use one-handed tools and equipment, e.g. makes snips in paper with child scissors Copy some letters, e.g. letters from their name Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. Assign meaning to the marks they make Start at the left hand side of the page when mark making.	



Physical Education Overview and Progression Grid

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)			
Vocabulary	Run, climb, forwards, backwards, stop, jump, balance			
Through Direct Teaching and Continuous Provision	Activities will be planned in through Physical Development activities and PE sessions: <ul style="list-style-type: none"> • PE - movement skills (skipping, hopping, balancing on one leg, crawling), holding, kicking, throwing large ball, group games • Dance actions and songs • To move safely in a space and stop • Mounts steps and climbing equipment independently. • Can help to create a course using outdoor equipment and then navigate the course by balancing, climbing and jumping • Practise bike and scooter skills 			
Tell me five things!				
I can move around safely in a space.	I can climb up and down a small piece of equipment safely.	I can dance and move to music.	I can stop when I am told to.	I can throw an object.

Science - Overview and Progression Grid

F1	Topics to be covered over the year: Signs of Seasons, Ourselves including our senses, Around the world (climates), Growing plants and keeping healthy, animal information (mini beasts (including caterpillar/ frog life cycles/ zoo animals/ farm animals) seaside <i>*As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.</i>
Vocabulary	eyes, ears, nose, mouth, hand, sense, healthy, fruit, vegetables, frog, butterfly, cycle, pet, care, kind, winter, summer, autumn, spring
Through Direct Teaching and Continuous Provision	<ul style="list-style-type: none">• Senses and body parts through songs• Healthy eating• Simple life cycles• Pets and how to care for them• Seasons and seasonal changes

<p>By the end of F1 children will be able to:</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Use their senses to explore the world around them. Question why things happen, with support. Engage in open-ended activity. Begin to comment on aspects of the natural world.</p>
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Tell Me Five Things

<p>Tell Me Five Things</p>				
<p>I can name 2 ways to stay healthy</p>	<p>What happens when we put two magnets together?</p>	<p>What happens to water when frozen?</p>	<p>What do we use eyes/ears/nose for?</p>	<p>What happens to trees in Autumn/winter/spring?</p>



History Overview and Progression Grid

F1	Topics to be covered over the year: Myself, My family, Home, Fireworks, Space, (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)
Vocabulary	old, new, a long time ago, today, now.
Through Direct Teaching and Continuous Provision	<p>Commenting on images of familiar situations in the immediate past</p> <p>Talk about people in the past</p> <p>Know that some events took place in the past</p> <p>Reading stories set in different time periods</p> <p>How they have changed since they were a baby</p>
By the end of F1 children will be able to:	<p>Talk about an event that happened a long time ago.</p> <p>Talk about how they have grown and changed from when they were born.</p> <p>Understand that the bible tells stories from long ago</p> <p>Talk about what they have done in previous weeks/weekend</p>

Tell me five things!

I can tell you something that happened a long time ago.	I can tell you how I have changed since I was a baby.	I know that my parents and grandparents are older and lived before I was born.	I can tell you that the bible has stories from long ago	I can tell you about things I have done in the past
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Geography Overview and Progression Grid

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)
Vocabulary	Greasby, sea, map, world, up, down, forwards, backwards, near, far, cold/ hot, sand
Through Direct Teaching and Continuous Provision	They explore different communities around the world when studying celebrations and understand that not everywhere is the same as here. Consider where they are on a map Talk about places they have visited Explore the school and its various locations (field, woods, playground, quad) Talk about the weather and season
By the end of F1 children will be able to:	Recognise some similarities and differences between our country and others, Know stories can come from other countries Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons.

Tell me five things!				
I can say that I go to school in Greasby	I can name at least 2 different places within my school.	I can tell you about a cold place	I can tell you about a hot place	I know there are lots of different places in the world.

Art - Overview and Progression Map

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)
Vocabulary	Line, colour, draw, paint, print, stick, mix
Through Direct Teaching and Continuous Provision	Throughout F1 our children will explore a range of materials and techniques to create their own artwork inspired by a variety of different stimuli. New skills are taught in small groups and our children are encouraged to consider and discuss the tools used to create their artwork. Our children will have many opportunities to explore creating their own artwork in different styles throughout F1. Some examples of specific skills and techniques they will have the opportunity to develop are: <ul style="list-style-type: none">• Mark making• Fine motor skills• Printing• Answering simple questions about their artwork Some examples of media and materials that our children will have the opportunity to explore with are: <ul style="list-style-type: none">• A range of materials for mark making/painting - paint, water colour, pastels, chalk, pencil• Scissors• A range of materials for collage - tissue, felt, cellophane• Stamps• Rollers

By the End of
Foundation 1 the
children will be able to:

- Use a variety of tools to mark make.
- Draw a picture of themselves, showing at least their face with some facial features, their body, arms and legs.
- create a picture using various resources paint/pencils/collage/pastels
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Use drawing to represent ideas like movement or loud noises

Tell me five things!

**I can talk
about my work**

**I can use
some tools to
mark make.**

I can name some colours

**I can say what I like about
a picture**

**I can use choose my own
resources to make a piece of
art**

Music

F1	Topics to be covered over the year: (As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)		
Vocabulary	Listen, sing, play, stop, tap, hands, feet, beat		
<u>Through Direct Teaching and Continuous Provision</u>			
Listening and understanding (appraising)	Singing and performing	Playing	Creating (Improving and composing)
<p>To know how to look after instruments.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Be able to express a point of view</p>	<p>Remember and sing entire songs.</p> <p>Sing a large repertoire of songs</p> <p>Sing the melodic shape</p> <p>Perform songs and rhymes with others.</p> <p>Be confident to join in with new activities</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>To know the names of the instruments: drum, maracas, bells and tambourine.</p> <p>To recognise instruments.</p> <p>Use drawings to represent ideas e.g. loud/quiet</p>	<p>To create rhythmic patterns by following pictures indicated.</p> <p>To follow instructions.</p> <p>Collaborate with others to create own musical composition.</p> <p>Notice and create repeating patterns</p>

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Tell me five things!				
I can listen to a song.	I can choose an instrument to play.	I can join in with familiar song.	I can say if I like or don't like the song or music	I can dance along to music.