

## EYFS to KS1 progression map

### Early Reading

| Organisation of knowledge       | Learning to read                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reading to learn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reading for enjoyment                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Relevant ELG</b>             | <p>ELG: Comprehension – Anticipate– where appropriate – key events in stories</p> <p>ELG: Word reading</p> <p>Say a sound for each letter in the alphabet and know at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>                                                                                                                                                                                                                                                                    | <p>ELG: Language and communication</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</p> <p>ELG: Comprehension</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>                                                                                                                                                                                                                                                                              | <p>ELG: Comprehension</p> <p>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>ELG: Past and present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>ELG: Being imaginative and expressive</p> <p>Invent, adapt and recount narratives with peers and their teachers</p>     |
| <b>At Colmers:</b>              | <p>RWI phonics programme followed, with reading books aligned precisely to phonic assessment: Set 1 sounds 1-16 (Autumn 1) → All Set 1 sounds + oral blending (Autumn 2) → Ditty stories, blending to read words (Spring 1) → Red Storybooks + Special Friends (Spring 2) → Green Storybooks + double consonants (Summer 1) → Green Storybooks + first 6 Set 2 sounds (Summer 2)</p> <p>Soundswell Listening and Attention groups</p> <p>Welcomm programme</p> <p>Daily story time, voted for by pupils</p> <p>Established role play areas within the unit</p> <p>Individual reading with EYFS staff</p> <p>L20 reading programme</p> <p>Sequencing stories</p> | <p>High quality Talk Through Stories texts linked to topics: The Rainbow Fish, Tiger Who Came for Tea, Room on the Broom, Owl Babies, Zog, Each Peach Pear Plum, Goldilocks, The Gingerbread Man, Little Red Riding Hood, Three Billy Goats Gruff, Superworm, The Very Hungry Caterpillar, Stomp Dinosaur Stomp, The Girl and the Dinosaur, We're Going on a Bear Hunt, The Snail and the Whale</p> <p>Use of oracy and talk tactics in discussion (Voice 21 school)</p> <p>Established role play areas within the unit (inside and out)</p> <p>Reading nook/treehouse</p> <p>Opportunities within continuous provision reflecting stories in topic</p> | <p>High quality Talk Through Stories texts available for independent exploration and re-reading</p> <p>Established role play areas within the unit (inside and out)</p> <p>Reading nook/treehouse</p> <p>Opportunities within continuous provision reflecting stories in topic</p> <p>Compare and contrast characters in stories</p> <p>Provide a wide range of props for role play which encourage imagination</p> <p>Take part in whole school poetry competition</p> |
| <b>KS1 readiness objectives</b> | <p>Developing phonemic knowledge through Read Write Inc and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</p>                                                                                                                                                                                                                                                                                                                                                | <p>Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Routinely accessing picture books and stories Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p>                                                                                                                                                                                                                                                                  |

## EYFS to KS1 progression map

### Early Writing

| Organisation of knowledge | Learning to write                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing to learn                                                                                                                                                   | Writing for enjoyment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Relevant ELG              | ELG: Writing<br>Write recognisable letters, most of which are correctly formed<br>Spell words by identifying sounds in them and representing the sounds with a letter or letters<br>Write simple phrases and sentences that can be read by others<br>ELG: Speaking<br>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                    | ELG: Writing – Write simple phrases and sentences that can be read by others<br>ELG: Speaking<br>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher<br>ELG: Past and present<br>Talk about the lives of the people around them and their roles in society.<br>ELG: Being imaginative and expressive – Invent, adapt and recount narratives with peers and their teachers |
| At Colmers:               | RWI programme – daily phonics supporting encoding and spelling<br>Explicit daily pencil grip teaching programme from Week 1, Autumn 1 – consistent language, routine and expectation across all adults<br>Regular letter formation opportunities within early bird time<br>Weekly, adult-led writing focus groups: "Hold and write a sentence" introduced Spring 2; two-sentence sequences (Summer 1); three sentences with full stops and capitals (Summer 2)<br>Trust weekly writing expectations embedded and evidenced in adult-led sessions and in children's books throughout the year<br>Regular fine motor development (e.g. Squiggle while You Wiggle, Dough Disco, threading, playdough)<br>Established role play areas (inside and out) including purposeful writing: labels (A1), letters/cards (A2), story captions (Sp1), life cycle diagrams (Sp2), fossil labels (Su1), adventure books (Su2)<br>Opportunities within CP reflecting stories in topic, including opportunities to write for meaningful purposes<br>Use of oracy and talk tactics in discussion (Voice 21 school) to support verbal rehearsal before writing |                                                                                                                                                                    | Opportunities to write within the continuous provision, including in role play areas – purposeful, fun and engaging<br>Use of oracy and talk tactics in discussion (Voice 21 school)<br>Learning about people in our community – "Community Heroes" (Summer 2)                                                                                                                                                                                                                                                                           |
| KS1 readiness objectives  | Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. | Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.                                                                                                                                                                                                                                                                                                                                                                                                         |

| Organisation of knowledge | Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Measurement                                                                                                                                                                                                                                                                                                                                                                                                          | Geometry                                                                                                                                                                                                                                                                                                                                                                             |
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| Relevant ELG              | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Number patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | -                                                                                                                                                                                                                                                                                                                                                                                                                    | -                                                                                                                                                                                                                                                                                                                                                                                    |
| At Colmers:               | <p>Use the Mastering Number programme to deliver high quality maths teaching and learning. Provide opportunities within the environment and continuous provision to always explore and embed learning further. Incidental maths learning, for example self-registration.</p> <p>Routines, songs, rhymes, counting -Noticing same &amp; different - early number -have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>see that all numbers can be made of 1s -use the language of comparison, including ‘more than’ and ‘fewer than’ -explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand -begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot -compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching -Position &amp; time -continue to develop object counting skills, using a range of strategies to develop accuracy -order numbers, linking cardinal and ordinal representations of number.</p> <p>begin to see that numbers within 10 can be composed of ‘5 and a bit’.</p> <p>explore ways of making unequal sets equal.</p> <p>explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.</p> <p>continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p> <p>explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers -begin to explore the composition of numbers within 10.</p> <p>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 -continue to develop verbal counting to 20 and beyond, including counting from different starting numbers -continue to develop confidence and accuracy in both verbal and object counting.</p> <p>explore the composition of 10.</p> <p>Number bonds -Doubling/halving explore odd/even -Shape, pattern &amp; position -Measure, time, money (pennies)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      |
| KS1 readiness objectives  | <p>To count confidently To show a deep understanding of numbers up to 10 To match numerals with a group of objects to show how many there are (up to 10) To be able to identify relationships and patterns between numbers up to 10 To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways To add and subtract one in practical activities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>To measure themselves and everyday objects using a mixture of non-standard and standard measurements To develop spatial reasoning using measures To begin to order and sequence events using everyday language related to time To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in everyday experiences and play</p> | <p>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them To use spatial language, including following and giving directions, using relative terms To develop spatial reasoning with shape and space To compose and decompose shapes, and understanding which shapes can combine together to make another shape</p> |

## Science

## EYFS to KS1 progression map

| Organisation of Knowledge | Working scientifically                                                                                                                                                                                                                                                                                                                                        | Plants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Animals including humans                                                                                                                                                                    | Everyday materials                                                                                                                                                                                                                                                                                                                                                                                                       | Seasonal change                                                                                                       |
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| Relevant ELG              | <p>ELG: Listening, Attention and Understanding<br/>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>ELG: Fine motor skills<br/>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Building Relationships<br/>Work and play cooperatively and take turns with others.</p> | <p>ELG: The Natural World<br/>Explore the natural world around them, making observations and drawing pictures of plants and animals. 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.</p> <p>ELG: Speaking<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>                                                                                        |                                                                                                                                                                                             | <p>ELG: The Natural World<br/>Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</p> <p>ELG: Speaking<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>                                                                                                      |                                                                                                                       |
| At Colmers:               | <p>Forest School – understanding the effect of changing seasons on the natural world around them throughout the year</p> <p>PD curriculum</p>                                                                                                                                                                                                                 | <p>Growing and Changing (Spring 2): chick hatching incubator – live observation of eggs, hatching and chick development; life cycles – chicks, caterpillars/butterflies, frogs (frogspawn to tadpole to frog)</p> <p>Farm habitats and where food comes from: farm animals and their young</p> <p>Minibeasts – observing and describing habitats</p> <p>Dinosaurs (Summer 1): dinosaur habitats and features: classifying by diet (carnivore, herbivore, omnivore)</p> <p>Adventures (Summer 2): contrasting environments – ocean, mountains, forest, beach</p> |                                                                                                                                                                                             | <p>Seasonal changes explored in every half-term through Forest School and focused sessions: autumn (A1), winter (A2), spring (Sp2), summer (Su2)</p> <p>Dinosaurs (Summer 1): extinction and its causes; connecting to current environmental responsibility</p> <p>Adventures (Summer 2): contrasting environments; caring for the natural world</p> <p>Forest School – understanding the effect of changing seasons</p> |                                                                                                                       |
| KS1 readiness objectives  | <p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p>                                      | <p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p>                                                                                                                                                                                                                                                                                                                                                                                                              | <p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p> | <p>To recognise that different everyday objects are made from different materials</p> <p>To describe how different objects look and feel</p>                                                                                                                                                                                                                                                                             | <p>To know about different types of weather</p> <p>To observe changes in trees and plants as the seasons progress</p> |

## EYFS to KS1 progression map

### Design Technology

| Organisation of knowledge       | Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Make                                                                                                                                                                                                                             | Evaluate                                                                                                                                                                                                                   | Structures                                                                                                                                                                                                                                                          | Food                                                                                                                                                                                                                                                           |
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| <b>Relevant ELG</b>             | <p>ELG: Listening, Attention and Understanding<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>ELG: Self-Regulation<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |
| <b>At Colmers:</b>              | <p>Access to specialist teacher, Mrs Oliver Self-portraits, junk modelling, mask making build models using construction equipment Provide opportunities to work together to develop and realise creative ideas. Work collaboratively making structures Chinese lanterns, cards, dragon puppets. Explore ways to protect growing plants by designing scarecrows Designing homes for animals Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Teach different techniques of joining materials, such as show how to use adhesive tape and different sorts of glue. Junk modelling transport, bridges, boats etc. Provide a range of materials for children to construct with. Make different textures; make patterns using different colours e.g. fruit printing, patterns from African materials</p> |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                     | Making Pancakes and gingerbread                                                                                                                                                                                                                                |
| <b>KS1 readiness objectives</b> | To describe something they want to make / build / construct To say who they are making / building / constructing for To talk about what materials they are going to use when making / building / constructing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To make / build / construct objects using a variety of materials To join materials together when making / building / constructing                                                                                                | To talk about their constructions / products, and what they are pleased with To talk about their constructions and say how it could be even better To talk about everyday objects that they like and say why they are good | To build / construct structures from a range of materials to a design brief that they have created or been given. To build / construct structures that are tall or strong. To know that tape and glue can join materials together and can make structures stronger. | To recognise different foods as either healthy or unhealthy To know how to use basic cutlery and utensils to make and eat food To follow simple instructions to make different foods To know when we make food for other people that it needs to be appealing. |

## EYFS to KS1 progression map

### Art and Design

| Organisation of knowledge | Using materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Drawing, painting and sculpture                                                                                                                       | Exploring techniques                                                                         | Comparing and evaluating work                                                                                                                                                                                                                                |
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| Relevant ELG              | <b>ELG: Fine motor skills</b><br>- Use a range of small tools, including scissors, paint brushes and cutlery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |                                                                                              | ELG: Creating with materials<br>Share their creations, explaining the process they have used                                                                                                                                                                 |
| At Colmers:               | Access to specialist teacher, Mrs Oliver<br>Children take part in Big Arts Week and display their work in the whole school art exhibition<br>Artists studied each half-term: Leonardo da Vinci – self-portraits (A1); Anthony Gormley – human forms and collage (A2); JMW Turner – winter/water scenes (Sp1); Claude Monet – nature and gardens (Sp2); Giuseppe Arcimboldo – food and nature portraits (Su1); Henri Rousseau – jungle and adventure scenes (Su2)<br>Colour mixing – primary colours (A1); secondary colours by mixing (A2); tints by adding white (Sp1); shades by adding black (Sp2); hot and cold colours (Su1)<br>Provide opportunities to work together to develop and realise creative ideas<br>Christmas cards and calendars using a variety of artistic effects<br>Hold a paintbrush using a tripod grip; draw bodies of appropriate size for what they are drawing<br>Make something that has meaning: Mother's Day, Easter, Valentine's, Father's Day cards<br>Collage chicks (Spring 2 – life cycles)<br>Pastel drawings, painting, printing patterns; firework paintings using straws and glitter (A2); tissue paper poppies (A2); butterfly symmetry painting (Sp2); salt dough and clay fossil impressions (Su1); wave art (Su2)<br>Animal prints |                                                                                                                                                       |                                                                                              |                                                                                                                                                                                                                                                              |
| KS1 readiness objectives  | Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. | To explore a range techniques to draw, paint, print and sculpt to help them create art work. | Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it. |

## Music

## EYFS to KS1 progression map

| Organisation of knowledge | Vocalising and singing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Hearing and listening                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Moving and dancing                                                                                                                                                                                                                                                                                                                                     | Exploring and playing                                                                                                                                                                                                                                                                                                                  |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relevant ELG              | <p>ELG: Managing self<br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>ELG: Being imaginative and expressive<br/>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>ELG: Listening, attention and understanding<br/>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>ELG: Speaking<br/>Express their ideas and feelings about their 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>ELG: Gross motor skills<br/>Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Being imaginative and expressive<br/>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music</p> | <p>ELG: Building relationships<br/>Work and play cooperatively and take turns with others</p> <p>ELG: Listening, attention and understanding<br/>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> |
| At Colmers:               | <p>BBC Bring the Noise – When the Cold Wind Blows (Spring 1): listening, composing and moving in response to music: body percussion: winter soundscapes</p> <p>Explore rhyme in stories and songs</p> <p>Listen carefully and attentively: Invent body percussion sounds: Compare and evaluate sounds in the environment</p> <p>Explore rhythm, using instruments to create sounds and moving to music including identifying and naming instruments</p> <p>Perform the school's Nativity – singing and performing (Autumn 2)</p> <p>Listening carefully to lyrics: recognising and responding to instrumental sounds through coordinated physical movements</p> <p>Independently explore and engage in music making and dance, performing solo or in groups – outside area stage for performance</p> <p>Call and response: Rhythm and pulse: Active listening: independently explore and engage in music making and dance</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| KS1 readiness objectives  | To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.                                                                                                                                                                                                    | To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music                                                                                                                                                                                                           | To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.                                                                                                                                 |

Geography

EYFS to KS1 progression map

| Organisation of knowledge | Locational knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Knowledge of places                                                                                                                                                                                                                                                  | Human and Physical geographical knowledge                                                                                                          | Using maps                                           |
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| Relevant ELG              | ELG: The natural world<br>- Explore the natural world around them, making observations and drawing pictures of animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                      | ELG: People, culture and communities<br>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps |                                                      |
| At Colmers:               | All About Me (Autumn 1) explores the local environment – children talk about where they live, their home, their community and the people in it; Google Maps used to locate the school and children's homes<br>Visits to Forest School provide observational opportunities in the natural environment<br>Wide range of fiction and non-fiction books reflecting the natural world<br>Continuous provision provides opportunities – e.g. use of globes and maps to encourage children to explore the world<br>Adventures (Summer 2): children read and interpret simple maps; use positional and directional language (over, under, through, next to, between, around); compare contrasting global environments (ocean, mountains, space, beach, forest)<br>Growing and Changing (Spring 2): maps of the farmyard; aerial view images of the local area<br>Making and exploring simple maps based on our experience to the farm and our journeys to school |                                                                                                                                                                                                                                                                      |                                                                                                                                                    |                                                      |
| KS1 readiness objectives  | Know where they live<br>Know how they travel to school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Talk about some of the differences they notice when they are in different places<br>Talk about places when looking at books and watching tv/videos<br>Talking about places they have been to<br>Talk about places in stories<br>Using language that relates to place | Recognise elements of their environment that are manmade and natural                                                                               | Make maps from stories<br>Follow simple maps in play |

## History

## EYFS to KS1 progression map

| Organisation of knowledge | Using language associated with the past                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Remembering and discussing their own lives                                                                                                                                                                                                                                                                                                                                                                                                                                                | Talking about things they have done with people that are special to them                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Recognising chronology within stories                                                                                                               |
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| Relevant ELG              | <p>ELG: Past and present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>ELG: People, culture and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>ELG: Being imaginative and expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Past and present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>ELG: Listening</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p> <p>ELG: Past and present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>ELG: Past and present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> |
| At Colmers:               | <p>All About Me (Autumn 1): children talk about their own life story and how they have changed; family photographs used to discuss the past; life as a baby; using time words (yesterday, tomorrow, today, before, after)</p> <p>Celebrations (Autumn 2): how Christmas and celebrations were different in the past; photographs of past Christmas celebrations shared; how Diwali and Bonfire Night have traditions rooted in history; the story of Remembrance Day – why we wear poppies</p> <p>Growing and Changing (Spring 2): life cycles as change over time; sequencing seasonal change and growth; Jack and the Beanstalk as a story of growth and transformation</p> <p>Dinosaurs (Summer 1): Mary Anning introduced as a real historical figure who changed what we know about the past; how fossils preserve evidence of life millions of years ago; timeline language (long ago, before, after, now, present day); comparing the past and present world</p> <p>Adventures (Summer 2): significant explorers and astronauts before children were born; NASA and space travel; how transport has changed over time</p> <p>Use of oracy and talk tactics (Voice 21) to discuss opinions and experiences using full sentences with accurate tenses</p> <p>Wide range of fiction and non-fiction books reflecting the past</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |
| KS1 readiness objectives  | Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order                                                                                                                                                                                                                                                                                                                                                    | Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.             |

| Organisation of knowledge | Believing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Living                                                                                                                                                                                                                                                                                                                                                                 | Expressing                                                                                                                                                                                                                                                         |
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| Relevant ELC              | <p><a href="#">ELG: listening, attention and understanding</a><br/>           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<br/>           Make comments about what they have heard and ask questions to clarify their understanding<br/> <a href="#">ELG: self-regulation</a><br/>           Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br/> <a href="#">ELG: people, culture and communities</a><br/>           Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class<br/>           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</p>                                                           |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |
| At Colmers:               | <p>We recognise and celebrate a variety of religious festivals and celebrations from a range of cultures and religions around the world, throughout the year<br/>           Celebrations topic (Autumn 2): Bonfire Night (historical context and community); Remembrance Day (why we wear poppies; the importance of peace); Diwali (Hindu festival of light – how it is celebrated; comparing with other festivals); Christmas Story / Nativity – performed as the school's nativity production, allowing children to compare and contrast celebrations<br/>           Birthdays as personal milestones explored in Autumn 2 – children learn how different families celebrate and why milestones are important across cultures<br/>           Growing and Changing (Spring 2): Easter explored as a celebration with meaning for Christians; comparing Easter traditions across cultures<br/>           Children compare and contrast celebrations and religious traditions throughout the year, making connections between their own experiences and those of others</p> |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |
| KS1 readiness objectives  | <p>To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions</p> | <p>To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> |

| Organisation of knowledge | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Health & Wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Living in the wider world                                                                                                                                                                                                                                                                                                                           |
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| Relevant ELG              | <p><b>ELG: Building relationships</b></p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>ELG: Self-regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG: Managing self</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 manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>ELG: People, culture and communities</p> <p>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> |
| At Colmers:               | <p>Children understand the school rules of ready, respectful and safe; children create class rules and routines. All adults model positive behaviour and highlight exemplary behaviour, narrating what was kind and considerate</p> <p>No Outsiders programme – specific texts each half-term: The Family Book (A1 – all families are different and special); Owl Babies empathy link (A2 – supporting friends who miss someone); Hello Hello (Sp1 – "I know we are not all the same; I can make friends with different people"); Mommy Mama and Me (Sp2 – "The people in my family are special; I can tell you who loves me"); I Can Choose What I Like (Su1 – personal goals and choice; resilience); Changing Me (Su2 – preparing for Year 1; growth across the year)</p> <p>Jigsaw PSED programme: Being Me in My World (A1) → Celebrating Difference (A2) → Dreams and Goals (Sp1) → Healthy Me (Sp2) → Relationships (Su1) → Changing Me (Su2)</p> <p>Daily feelings register introduced from Autumn 1 – children choose a colour or emoji each morning; adult-supported strategy-building for managing emotions</p> <p>Kindness Jar and Kindness Tree (Autumn 2) – children record and celebrate acts of kindness throughout the half-term</p> <p>Excellent oracy practice (Voice 21 school)</p> <p>Our Thrive approach allows children to see themselves as a valuable individual; weekly circle time – sharing information about ourselves, our families and our interests with others</p> <p>Continuous provision and all staff support children to build relationships, identify and moderate feelings and consider the feelings of others</p> <p>Weekly circle time includes the theme of getting on and falling out – asking children to explain how they thought about a problem or emotion and how they dealt with it</p> <p>The classroom is a safe space where children feel confident asking for help and emotional resilience is built</p> <p>Share resources, ideas and take turns – reinforced across all curriculum areas</p> <p>All About Me (Autumn 1): I know the people in my family are special; Look how far I've come!</p> <p>Show resilience and perseverance in the face of challenge; reflect and self-evaluate; mistakes are an important part of learning</p> <p>Talk through why we take turns, wait politely and tidy up after ourselves</p> <p>Taking part in sports day – Winning and losing; resilience and perseverance in the face of a challenge</p> <p>Weekly celebration assemblies – celebrating each other's achievements</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                     |
| KS1 readiness objectives  | <p>Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p>                                                                                                                                                                                    |

| Organisation of knowledge | Fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ball skills                                                                                                                                                                                                                                                                           | Games                                                                                                                                                                                                 | Gymnastics                                                                                                                                                                                                                                                                                                                                                          | Dance                                                                                                                     |
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| Relevant ELG              | ELG: Gross motor skills<br>Negotiate space and obstacles safely, with consideration for themselves and others.<br>Demonstrate strength, balance and coordination when playing<br>ELG: Fine motor skills<br>Use a range of small tools, including scissors, paint brushes and cutlery<br>ELG: Self-regulation<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br>ELG: Managing self<br>Explain the reasons for rules, know right from wrong and try to behave accordingly<br>ELG: Building relationships<br>Work and play cooperatively and take turns with others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                       | ELG: Gross motor skills<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing<br>ELG: Self-regulation<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate<br>ELG: Building relationships<br>Work and play cooperatively and take turns with others |                                                                                                                           |
| At Colmers:               | Balanceability<br>Extensive opportunities of physical development (fine and gross motor) in the continuous provision – especially outside.<br>Dough Disco<br>Squiggle Whilst You Wiggle<br>Weekly art specialist<br>Sports day<br><br>FORMAL PE LESSONS:<br>Get Set 4 P.E. – Introduction to P.E: Unit 1<br>Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling<br>Get Set 4 PE – Introduction to P.E: Unit 2<br>Refine fundamental movements; moving safely, running, jumping, throwing, catching, rolling.<br>Get Set 4 PE – Fundamentals: Unit 2<br>Refine fundamental movements; hopping, galloping, skipping, sliding, changing direction, balancing and running<br>Get Set 4 P.E. – Dance: Unit 2<br>Develop body strength, co-ordination, balance and agility. Progress towards a more fluent style of moving, with developing control and grace<br>Get Set 4 P.E. – Gymnastics: Unit 2<br>Develop body strength, co-ordination, balance and agility. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency<br>Get Set 4 P.E. – Ball Skills: Unit 2<br>Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball<br>Get Set 4 P.E. – Games: Unit 2<br>After consolidating ball skills, introduce children to ball games with teams, rules and targets including; running, changing direction and striking a ball |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |
| KS1 readiness objectives  | To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | To combine different movements with ease and fluency<br>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming<br>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball | To negotiate space and obstacles safely, with consideration for themselves and others<br>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group | To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency.                                                                                                                                                                | To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency. |

| Organisation of knowledge | Recognising cognates                                                                                                                                                 | Speaking and listening                                                                                                                        | Celebrating languages & culture                                                                                                                                                                                                                                                                                                                                                                          |
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| Relevant ELG              | ELG: Listening, attention and understanding<br>Make comments about what they have heard and ask questions to clarify their understanding                             | ELG: Speaking<br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | ELG: People, culture and community<br>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps |
| At Colmers:               | We follow the No Outsiders scheme of work which promotes the celebration of equality and diversity We celebrate each others cultural background, including language. |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                          |
| KS1 readiness objectives  | To know that there are words that sound familiar in English and other languages. To have the opportunity to explore language and use known cognates in conversation. | To be able to use words and phrases relevant to classroom experiences from a range of languages.                                              | To celebrate the range of languages spoken by other pupils. To have the opportunity to listen to the spoken languages of multilingual pupils in class. To have the opportunity to learn words and phrases from other pupils who are multilingual.                                                                                                                                                        |