

Acklam Whin EYFS Progression Specific Areas

Literacy: Comprehension, Word Reading, Writing

Educational Programme from the EYFS framework: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Characteristics of Effective Teaching and Learning - On going focus on:

<p>Playing and Exploring</p> <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they keep repeating them. Make independent choices. <p>Active Learning</p> <ul style="list-style-type: none"> Participate in routines. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Take part in simple pretend play. Sort materials. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that we bring to their attention. Guide their own understanding by referring to visual aids or by talking to themselves while playing. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to predict sequences because they know routines. Show goal-directed behaviour. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Plan and think ahead about how they will explore or play with objects. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to correct their mistakes themselves. Keep on trying when things are difficult. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Use pretend play to think beyond the 'here and now' and to understand another perspective. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. Make more links between those ideas.
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Nursery Progression

Progression steps towards	Nursery curriculum end points	AW Ready for Reception	
<ul style="list-style-type: none"> Develop play around their favourite stories using props. (Pre3) (C) Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Pre3) (WR) Understand that print has meaning. (WR) Enjoy drawing freely. (Pre3) (W) Add some marks to their drawings, which they give meaning to, e.g. "That says mummy". (Pre3) (W) Make marks on their pictures to stand for their name. (Pre3) (W) 	<ul style="list-style-type: none"> Engage in conversations about stories, learning new vocabulary. (C) Understand that print can have different purposes. (WR) Understand that we read English text from left to right and from top to bottom. (WR) Understand the names of the different parts of a book. (WR) Understand page sequencing. (WR) Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy. (W) 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. (C) Develop their phonological awareness, so that they can spot and suggest rhymes. (WR) Develop their phonological awareness, so that they can count or clap syllables in a word. (WR) Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother. (WR) Write some or all of their name. (W) Write some letters accurately. (W) 	<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p>Brilliant Bookworms who:</p> <ul style="list-style-type: none"> Enjoy listening to stories. Talk about stories and learn new vocabulary. Know and sing at least four nursery rhymes. Are tuning in to how words sound. <p>Sentence Superstars who:</p> <ul style="list-style-type: none"> Make marks that look a lot like letters. Write some or all of name.

Reception Progression

Ongoing targets:

- Re-read books to build up their confidence, fluency, understanding and enjoyment. (C)
- Form lower-case and capital letters correctly. (W)

Acklam Whin EYFS Progression Specific Areas

Progression steps towards		Reception Curriculum end points (ELG's)	AW Ready for Year 1	NC Links
<ul style="list-style-type: none"> Learn and apply the skills and knowledge of Sounds Write Units 1 – 6. (WR & W) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (WR) Spell words by identifying the sounds and then writing the sound with letter/s. (W) 	<ul style="list-style-type: none"> Learn and apply the skills and knowledge of Sounds Write Units 7 – 11. (WR & W) Read some letter groups that each represent one sound and say the sounds for them. (WR) Read a few common exception words matched to the school's phonic programme. (WR) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (WR) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (W) Re-read what they have written to check that it makes sense. (W) 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (C) Anticipate – where appropriate – key events in stories. (C) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (C) Say a sound for each letter in the alphabet and at least 10 digraphs. (WR) Read words consistent with their phonic knowledge by sound-blending. (WR) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (WR) Write recognisable letters, most of which are correctly formed. (W) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (W) Write simple phrases and sentences that can be read by others. (W) 	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p>Brilliant Bookworms who:</p> <ul style="list-style-type: none"> Choose favourite books and love to read. Use new vocabulary to talk about what they have read or has been read to them. Read and understand simple sentences. Retell stories and develop narrative language through role play. Know and sing at least five nursery rhymes. <p>Sentence Superstars who:</p> <ul style="list-style-type: none"> Write with enthusiasm. Form letters correctly. Generate their own ideas for a sentence. Spell words and write sentences independently that others can read. 	<p>English: Word Reading; Comprehension; Writing; Handwriting</p>

How Literacy is supported across the EYFS at AWPS...

- Exposing children to a range of carefully selected quality stories, texts, songs and rhymes.
- Reading daily to children.
- Using 'hooks' to introduce whole class stories to support active engagement.
- Ensuring story time is a priority and that enough time is planned to facilitate conversation and thoughtful questioning to develop understanding.
- Explicitly modelling/scaffolding chosen vocabulary linked to books and stories.
- Constantly encouraging children to explore and ask the meaning of abstract words and to use them e.g. when sharing stories, explore unusual words: Is the crocodile *selfish*? What does that mean? When reading non-fiction, discuss any key topic words: Can you remember what nocturnal means? Make links to previous learning.
- Providing opportunities and resources to facilitate using and repeating new vocabulary in a range of contexts, including roleplay and small world.
- Re-reading favourite stories and engaging children in lots of singing – repeating favourite nursery rhymes and songs frequently.
- Providing a range of general roleplay and small world resources to encourage children to create their own imaginative stories and characters.
- Prioritising high quality interactions with children to develop their communication and language following the 'ShRec' approach.
- Sharing key vocabulary with all adults and displaying key vocabulary to prompt adults to model.
- Weekly visits to AW Library including loan of books home to promote reading for pleasure.

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- Modelling using interesting words through talk, e.g. 'That dress is exquisite', 'I know you're exhausted, but try and persevere', encouraging children to respond in full sentences, using some of the words used.
- Using visual clues and concrete examples to support understanding of new vocabulary.
- Providing engaging reading areas and opportunities to access books across continuous provision areas.
- Adult led small group writing activities.
- Well-resourced mark making areas and opportunities for mark making across continuous provision areas.
- Incorporating best practice from the Launchpad for Literacy Skills Framework.
- BLAST (Boosting Language Auditory Skills and Talking) for Nursery, BLAST 2 for Reception.
- Nursery: Wiggle me into Squiggle/Squiggle While You Wiggle.
- Nursery: Dough Disco.
- Phase 1 phonics within Nursery (4x a week) which includes listening games; rhythm and rhyme stories and games; alliteration games and oral blending and segmenting.

Reception all the above, plus the following:

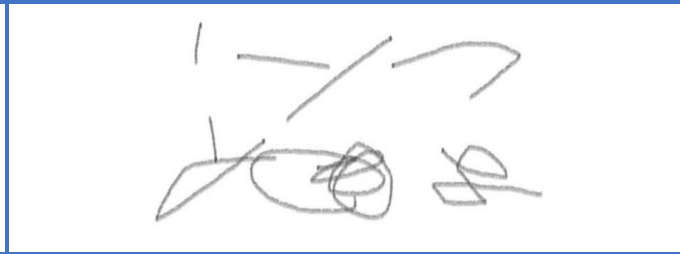
- Daily whole class phonic sessions taught through Sounds-Write Programme – Initial Code.
- Daily reading and writing as part of Sounds-Write sessions.
- Sounds-Write follow up and intervention groups for children identified as needing additional support.
- Individual and group reading sessions using decodable books closely matched to code each child is currently developing in.
- Daily discrete handwriting practise (Spring Term onwards).

Progression Steps: Mark Making

Children move through quite a few phases of writing during the course of their Early Years (Age 0-6 years). Learning to write has a lot involved, as the process is both physically challenging (using the correct grip, fine motor development and strength to make marks) and mentally (such as conveying an idea and making marks on a page that you are thinking of in your mind), as adults we can forget this tricky process and take our writing skills for granted. Here you will find some of the early stages of writing skills.



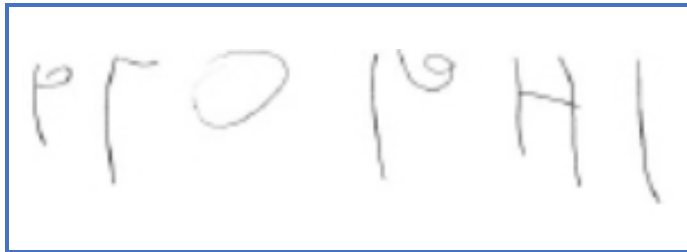
1. **Drawings:** Drawings that represent writing.



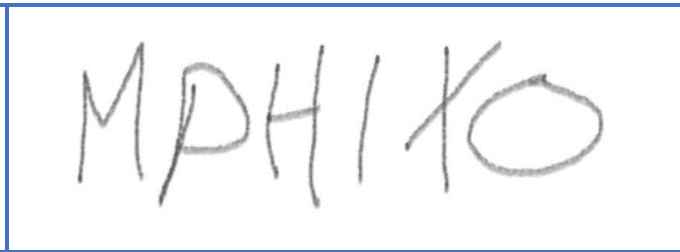
2. **Scribbles:** Marks that aim to be writing.



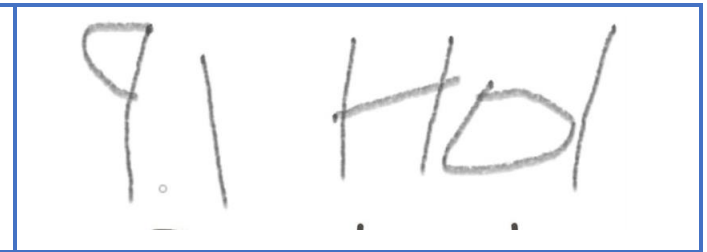
3. **Mock handwriting:** Child pretends to write words in cursive, left to right.



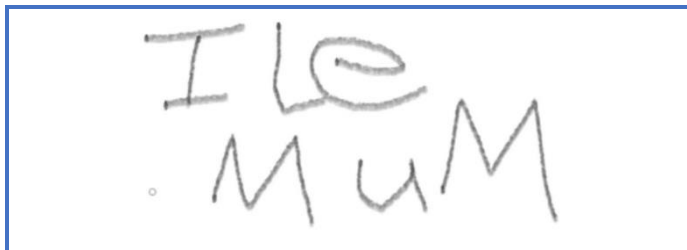
4. **Mock letters:** Marks made look a lot like letter shapes.



5. **Letter strings:** Strings of letters written down left to right however do not generate words.



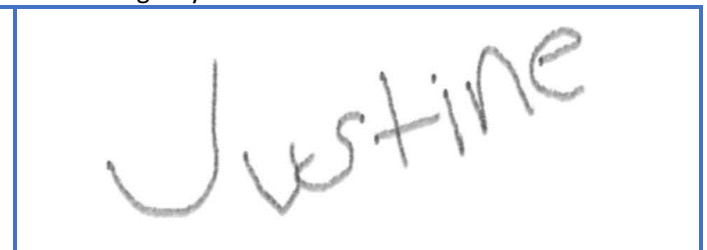
6. **Transitional:** You will notice spaces amongst letters to look a lot like words. Child may copy words from their environment. Letters may be written the wrong way around.



7. **Invented spelling:** The first and last letter/sound signify the whole word.



8. **Beginning word and phrase writing:** Children's words have a start, middle and end letter sound; short phrases are visible.



9. **Standard Spelling:** Child will use the correct spelling of words such as their name, Mum and Dad.

Acklam Whin EYFS Progression Specific Areas

Mathematics: Number, Numerical Pattern, (Shape, Space and Measure)

Educational Programme from the EYFS framework: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Characteristics of Effective Teaching and Learning - On going focus on:

<p>Playing and Exploring</p> <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they keep repeating them. Make independent choices. <p>Active Learning</p> <ul style="list-style-type: none"> Participate in routines. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Take part in simple pretend play. Sort materials. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that we bring to their attention. Guide their own understanding by referring to visual aids or by talking to themselves while playing. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to predict sequences because they know routines. Show goal-directed behaviour. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. 	<p>Play and Exploring</p> <ul style="list-style-type: none"> Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Plan and think ahead about how they will explore or play with objects. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to correct their mistakes themselves. Keep on trying when things are difficult. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Use pretend play to think beyond the ‘here and now’ and to understand another perspective. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. Make more links between those ideas.
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Nursery Progression

Progression steps towards	Nursery curriculum end points		AW Ready for Reception
<p>Ongoing Targets: Takes part in finger rhymes (N)</p> <ul style="list-style-type: none"> React to changes of amount in a group of up to three items. (N) Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Pre3) (NP) Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. (Pre3) (NP) Compare amounts saying ‘lots’, ‘more’ or the ‘same’. (NP) Notice patterns and arrange things in patterns. (Pre3) (SSM) Complete inset puzzles. (Pre3) (SSM) Compare sizes, weights etc. using gesture and language, such as; ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. (Pre3) (SSM) Extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. (SSM) 	<ul style="list-style-type: none"> Display fast recognition of up to 3 objects, without having to count them individually (‘subitising’). (N) Show ‘finger numbers’ up to 3. (N) Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 3. (N) Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). (N) Say one number for each item in order: 1,2,3. (N) Recite numbers past 5. (NP) Make comparisons between objects relating to size, length, and weight. (SSM) Select shapes appropriately; flat surfaces for building, a triangular prism for a roof. (SSM) 	<ul style="list-style-type: none"> Begin subitise up to 5. (N) Show ‘finger numbers’ up to 5. (N) Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. (N) Solve real world mathematical problems with numbers up to 5. (N) Experiment with their own symbols and marks as well as numerals. (N) Say one number for each item in order: 1,2,3,4,5. (N) Compare quantities using language such as; ‘more than’, ‘fewer than’. (NP) Understand position through words alone, e.g. “The bag is under the table,” - with no pointing. (SSM) Describe a familiar route. (SSM) 	<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p>Masters of Maths who:</p> <ul style="list-style-type: none"> Say one number for each item in order: 1, 2, 3, 4, 5. Recognises representations of numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Select shapes appropriately for building.

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		<ul style="list-style-type: none"> • Discuss routes and locations, using words like 'in front of' and 'behind'. (SSM) • Make comparisons between objects relating to capacity. (SSM) • Talk about and identify the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. (SSM) • Combine shapes to make new ones; an arch, a bigger triangle etc. (SSM) • Talk about and explore 2D and 3D shapes e.g. circles, rectangles, triangles and cuboids, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. (SSM) • Notice and correct an error in a repeating pattern. (SSM) • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. (SSM) 		
Reception Progression				
Progression steps towards	➔	Reception Curriculum end points (ELG's)	AW Ready for Year 1	NC Links
<ul style="list-style-type: none"> • Subitise (recognise how many objects there are in a small group without counting) to 5. (N) • Explore the composition of numbers up to 5. (N) • Link the number symbol (numeral) with its cardinal number value up to 5. (N) • Use manipulatives to explore number bonds for numbers 0-5. (N) • Understand the 'one more/one less' relationship between consecutive numbers up to 5. (N) • Count objects, actions and sounds up to 5. (NP) • Count beyond 10. (NP) • Count back from 5. (NP) • Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' to compare numbers within 5. (NP) • Can compare quantities up to 5, recognising when one quantity is greater than, less than or the same as the other quantity. (NP) • Understand positional language. (SSM) 	<ul style="list-style-type: none"> • Recognise a whole quantity up to 5 as a result of recognising smaller quantities within it (conceptual subitising). (N) • Explore the composition of numbers up to 10. (N) • Link the number symbol (numeral) with its cardinal number value up to 10. (N) • Automatically recall number bonds for number 0-5 and some to 10. (N) • Understand the 'one more/one less' relationship between consecutive numbers up to 10. (N) • Counts objects, actions and sounds up to 10. (NP) • Automatically recall some double facts. (NP) • Count to 20 (NP) • Count back from 10. (NP) • Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' to compare numbers within 10. (NP) • Can compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. (NP) 	<ul style="list-style-type: none"> • 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 or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • 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>It is our aim that children leaving Reception have developed the skills to be...</p> <p>Masters of Maths who:</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers 10. • Recognise number patterns and count. • Subitise. • Compare quantities. • Recall number bonds to 5 and some to 10. • Explore pattern, shape and measure. 	Maths: Number; Shape, Space and Measures

Acklam Whin EYFS Progression Specific Areas

<ul style="list-style-type: none"> Describe their relative position such as 'behind' or 'next to'. (SSM) Identify 2D and 3D shapes in the environment. (SSM) Begin to use vocabulary to describe the properties of 2D and 3D shapes. (SSM) Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (SSM) 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns – ABABAB and more complex patterns. (SSM) Compare length, weight and capacity and model comparative language using 'than' and encourage children to use this. (SSM) Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (SSM) Use appropriate vocabulary (first, next) to sequence time and events. (SSM) 			
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How Mathematics is supported across the EYFS at AWPS...

- Well-resourced Maths areas and opportunities to further develop mathematical concepts across continuous provision areas, e.g. providing objects for children to sort and classify.
- Daily counting practise, number songs/finger rhymes, using props where appropriate.
- Creating opportunities in the daily routine to promote mathematical learning e.g. snack time, lining up.
- Creating mathematical problems for children to solve, e.g. 'Tom wants to share these raisins between his three friends'.
- Using role play situations to encourage counting and recognition of numbers, e.g. at the shops or café.
- Using materials from 'real life' such as birthday cards, raffle tickets, takeaway menus for children to see and play with numbers.
- Creating opportunities for children to one-to-one match, e.g. laying the table.
- Modelling use of mathematical language within play e.g. names and shapes of objects or drawing attention to changes - how many more?
- Inclusion of stories and rhymes to develop mathematical concepts where appropriate within weekly planning, e.g. Goldilocks and the Three Bears to develop an understanding of size.
- Inclusion of CBeebies Numberblocks programme to support key areas of mathematical learning
- Playing games that encourage children to be active in using their emerging skills, e.g. roll-a-dice games.
- Playing physical games to encourage children to develop a concept of number, e.g. Hop scotch and What's the Time, Mr Wolf?
- Physical manipulatives given a central role in maths teaching sessions.
- Additional follow up sessions for children identified as needing further support with key mathematical concepts.
- Adult led small group work.

Nursery:

- Maths sessions within carousel following White Rose Maths scheme.

Reception:

- Daily whole class Maths sessions following NCETM Mastering Number Programme for Number and Numerical Pattern and following Power Maths/White Rose Maths for Shape Space and Measure. (see Maths Curriculum)

Acklam Whin EYFS Progression Specific Areas

Understanding the World: Past and Present, People, Culture and Communities, The Natural World			
<p>Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
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Nursery Progression			
<p>Ongoing targets: Begin to make sense of their own life story and family’s history. (PP)</p>			
Progression steps towards		Nursery curriculum end points	AW Ready for Reception
<ul style="list-style-type: none"> Explore how things work. (PP) Notice differences between people. (Pre3) (PCC) Explore materials with different properties. (Pre3) (NW) Explore and respond to different natural phenomena in their setting and on trips. (Pre3) (NW) Use all their senses in hands-on exploration of natural materials. (NW) Explore collections of materials with similar and/or different properties. (NW) Explore and talk about different forces they can feel. (NW) 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. (NW) Talk about the differences between materials and changes they notice. (NW) 	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. (PCC) Know that there are different countries in the world and can talk about the differences they have experienced or seen in photos. (PCC) Plant seeds and care for growing plants. (NW) Understand the key features of the life cycle of a plant and an animal. (NW) Begin to understand the need to respect and care for the natural environment and all living things. (NW) 	<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p>Exceptional Explorers who:</p> <ul style="list-style-type: none"> Show curiosity about the world around them. Talk about similarities and differences between each other and places. Are respectful of living things. <p>Long Ago Learners who:</p> <ul style="list-style-type: none"> Talk about themselves their family. Explore how things work and how they have changed over time.
Reception Progression			
<p>Ongoing targets:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. (PP) Draw information from a simple map. (PCC) 			

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- Explore the natural world around them. (NW)
- Describe what they can see, hear and feel whilst outside. (NW)
- Understand the effect of changing seasons on the natural world around them. (NW)

Progression steps towards	→		Reception Curriculum end points (ELG's)	AW Ready for Year 1	NC Links
<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. (PP) • Talk about members of their immediate family and community. (PCC) • Name and describe people who are familiar to them. (PCC) 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. (PCC) • Recognise that people have different beliefs and celebrate special times in different ways. (PCC) • Recognise some similarities and differences between life in this country and life in other countries. (PCC) • Recognise some environments that are different to the one in which they live. (PCC) 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. (PP) • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (PP) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (PP) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC) • 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. (PCC) • 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. (PCC) • Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW) • 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. (NW) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW) 	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p>Exceptional Explorers who:</p> <ul style="list-style-type: none"> • Are eager to take part in our outdoor classroom sessions. • Show curiosity about the world around them including the local area. • Draw a simple map. • Know how to look after our environment. • Observe and talk about the processes of change over time e.g. seasons, life cycles, changing states of matter. • Identify similarities and differences between people, places and communities. • Know about and encourage respect for different faiths and cultures. <p>Long Ago Learners who:</p> <ul style="list-style-type: none"> • Know about their life story and how they have changed over time. • Can talk about the community we live in and jobs people do. • Know and talk about differences between the past and now. 	<p>Science; Geography; History; PSHE; RE</p>	

Acklam Whin EYFS Progression Specific Areas

How Understanding the World is supported across the EYFS at AWPS:

Past and Present (see History Curriculum)

People, Culture and Communities (See Geography, R.E and PSHE Curriculum)

The Natural World (see Science and Geography Curriculum)

- Overarching learning themes with significance to children's personal experiences and life events.
- Listening to a broad selection of stories, non-fiction, rhymes and poems.
- Explicitly modelling/scaffolding chosen vocabulary linked to themes.
- Opportunities to learn about festivals and celebrations.
- Enhancements to continuous provision areas.
- Ensuring time for talk within provision or during teaching and circle times including opportunities for children to share their experiences.
- Inviting visitors to school.
- Access to Outdoor Classroom
- Parental engagement activities.

Reception all the above, plus the following:

- Weekly PSHE sessions through Jigsaw. (*see PSHE curriculum*)
- Weekly R.E sessions through agreed curriculum. (*see R.E curriculum*)
- Educational visits including local area walks.

Acklam Whin EYFS Progression Specific Areas

Expressive Arts and Design: Creating with Materials, Being Imaginative and Expressive		
<p>Educational Programme from the EYFS framework: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
Characteristics of Effective Teaching and Learning - On going focus on:		
<p>Playing and Exploring</p> <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they keep repeating them. Make independent choices. <p>Active Learning</p> <ul style="list-style-type: none"> Participate in routines. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Take part in simple pretend play. Sort materials. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Respond to new experiences that we bring to their attention. Guide their own understanding by referring to visual aids or by talking to themselves while playing. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to predict sequences because they know routines. Show goal-directed behaviour. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Know more, so feel confident about coming up with their own ideas. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Plan and think ahead about how they will explore or play with objects. <p>Active Learning</p> <ul style="list-style-type: none"> Begin to correct their mistakes themselves. Keep on trying when things are difficult. <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Use pretend play to think beyond the ‘here and now’ and to understand another perspective. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. Make more links between those ideas.
Nursery Progression		
Progression steps towards	Nursery curriculum end points	AW Ready for Reception
<ul style="list-style-type: none"> Enjoy and take part in action songs such as 'Twinkle, Twinkle Little Star'. (Pre3) (IE) Start to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to her ear and pretends it's a phone. (Pre3) (IE) Takes part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials, using all their senses to investigate them. They manipulate and play with different materials. (Pre3) (CM) Use their imagination as they consider what they can do with different materials. (Pre3) (CM) Make simple models which express their ideas. (Pre3) (CM) 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. (CM) Develop their own ideas and is then able to decide which materials to use to express them. (CWM) Join different materials and explore different textures. (CM) Create closed shapes with continuous lines, and is beginning to use these shapes to represent objects. (CM) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (CM) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (IE) Listen with increased attention to sounds. (IE) 	<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. (CM) Use drawing to represent ideas like movement or loud noises. (CM) Explore colour and colour-mixing. (CM) Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (IE) Sing the pitch of a tone sung by another person ('pitch match'). (IE) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (IE) Create their own songs, or improvise a song around one they know. (IE) Play instruments with increasing control to express their feelings and ideas (IE) Remember and sing entire songs. (IE)
<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p>Dynamic Designers who:</p> <ul style="list-style-type: none"> Explore colour and colour mixing. Experiment with a variety of media and materials. <p>Creative Cooks who:</p> <ul style="list-style-type: none"> Know how to make toast and a fruit kebab. <p>Proud Performers who:</p> <ul style="list-style-type: none"> Engage in simple role play, storytelling and singing. Explore sounds and play instruments in different ways. 		

Acklam Whin EYFS Progression Specific Areas

	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. (IE) Responds to what they have heard, expressing their thoughts and feelings. (IE) Is able to remember and sing entire songs. (IE) 			
Reception Progression				
Ongoing targets <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. (CM) Develop storylines in their pretend play. (IE) Explore and engage in music making and dance, performing solo or in groups. (IE) 				
Progression steps towards →		Reception Curriculum end points (ELG's)	AW Ready for Year 1	NC Links
<ul style="list-style-type: none"> Draw a simple picture of familiar objects using shapes, beginning to choose colours for a purpose. (CM) Listen attentively, move to and talk about music, expressing their feelings and responses. (IE) 	<ul style="list-style-type: none"> Selects colours for a purpose and use appropriate patterns, when creating observational drawings of simple objects, animals and people. (FM) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (CM) Create collaboratively sharing ideas, resources and skills. (CM) Sing in a group or on their own, increasingly matching the pitch and following the melody. (IE) Watch and talk about dance and performance art, expressing their feelings and responses. (IE) 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. (CM) Shares their creations, explaining the process they have used. (CM) Makes use of props and materials when role playing characters in narratives and stories. (CM) Invent, adapt and recount narratives and stories with peers and their teacher. (IE) Sing a range of well-known nursery rhymes and songs. (IE) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (IE) 	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p>Dynamic Designers who:</p> <ul style="list-style-type: none"> Choose and safely use the resources they need. Design, create and share a model or painting. Talk about the processes. Make choices about how to improve and refine work. <p>Creative Cooks who:</p> <ul style="list-style-type: none"> Make a sandwich and chocolate nests. Follow a simple recipe. <p>Proud Performers who:</p> <ul style="list-style-type: none"> Perform stories, songs and rhymes. Retell stories with expression. Copy a simple rhythm on an instrument. 	Music; Art and Design; Design and Technology; Physical Education; English: Spoken Language, Comprehension

Acklam Whin EYFS Progression Specific Areas

How Expressive Art and Design is supported across the EYFS at AWPS:

Creating with Materials (see Art Curriculum and Design & Technology Curriculum)

Being Imaginative and Expressive (see Music Curriculum)

- Creative and workshop areas resourced with open ended materials.
- Well-resourced roleplay and small world provision to encourage children to create their own imaginative stories and characters.
- Re-reading favourite stories and engaging children in lots of singing – repeating favourite nursery rhymes and songs frequently.
- Providing opportunities and resources to facilitate using and repeating new vocabulary in a range of contexts, including roleplay.
- Commenting on what the children are interested in or doing using complete sentences introducing new vocabulary.
- Encouraging children to talk about and review their work.

Reception all the above, plus the following:

- Weekly Music sessions through Charanga. (*see Music Curriculum*)