

The Academy at St James EYFS Curriculum Overview - Progression Model

Creating Knowledgeable and Expert Learners

	2's	Nursery	Reception	Links to KS1 Curriculum
PHYSICAL DEVELOPMENT				
Curricular Goals	USE a spoon to feed themselves HOLD equipment with control RIDE a sit down trike	USE the toilet independently HOLD one handed equipment with control RIDE a 2 wheeled balance bike	USE cutlery with confidence HOLD a pencil effectively RIDE a 2 wheeled pedal bike	
Physical – Fine Motor	Can grasp, hold and explore a range of objects. To feed themselves with a spoon.	Use wrist pivot when holding a pencil or one handed equipment (comfortable grip). Start to use cutlery.	Hold a pencil correctly. Use one handed tools effectively. Use cutlery with confidence. To use a pair of scissors correctly.	Handwriting Pupils should be taught to: <ul style="list-style-type: none"> ● sit correctly at a table; ● hold a pencil comfortably; ● correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place; ● form capital letters; ● form digits 0-9
Gross Motor	To have developed a shoulder pivot for gross motor movements. Can catch a large thrown by an adult. To use sit down trikes to ride. To walk, run, jump, squat and climb on and off low equipment.	To skip, hop and stand on one leg. To use large-muscle movements to wave different equipment. Can throw and catch a large ball. To ride a 2 wheeled balance bike confidently. To be able to climb up and down stairs correctly.	Develop core strength to be able to sit correctly. Be able to move in a variety of ways. Can throw, kick and catch a variety of balls and equipment. To ride a 2 wheeled pedal bike.	Physical Education Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending
Health and Well being	To take off their own coat. To put on a hat. To show awareness of their need to use the toilet.	To put on own coat. Put on own shoes and socks. To independently use the toilet.	Put on own coat and fasten it up. Dress and undress independently.	PSHE

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COMMUNICATION AND LANGUAGE - CONFIDENT COMMUNICATORS				
Curricular Goals	ASK for help when I need it TELL someone what I am doing LISTEN when someone says my name APPLY words to objects	ASK a simple question TELL someone how I feel LISTEN to others APPLY new words in their speech	ASK a variety of questions TELL others about my thoughts, feelings and opinions LISTEN and respond to others APPLY new words in their everyday conversations	
Listening, Attention and Understanding	To follow a basic instruction. To respond to their name when called. To listen to a short story (1:1)	To listen to others when conversations interest them. To concentrate on an activity for longer periods of time. To listen to stories and recall key parts. To follow a 2-part instruction.	To listen and respond to adults and peers. To ask questions based on their own interests. To listen to stories and retell these in their play. To follow a 3-part instruction.	Spoken Language Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.
Speaking	To name everyday objects confidently and correctly. To start to say how they are feeling using words and actions. Can describe what they are doing as they are carrying out an activity.	To speak to familiar people with confidence. To understand and answer a simple 'why' question. To speak in sentences of four to six words. To start a conversation about something that interests them (with adult and peer). To continue a conversation when prompted by an adult. To communicate their thoughts and feelings. To begin to develop an interest in new words.	To be confident to speak to familiar and unfamiliar people. To use expression when retelling familiar events and/or stories. To speak in full sentences using 'and', 'but', 'because' to join. To be able to express their thoughts, feelings and opinions. To develop an interest in new words and their meaning.	Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations. Gain, maintain and monitor the interest of the listener. consider and evaluate different viewpoints, attending to and building on the contributions of others.

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Personal, Social and Emotional Development - SHOW THAT YOU CARE				
Curricular Goals	HELP others understand how I am feeling CONFIDENT to talk to others Show RESILIENCE when leaving key adult	HELP others who are upset CONFIDENT to share their ideas Show RESILIENCE when completing an activity	HELP others who are in need CONFIDENT to be yourself Show RESILIENCE in the face of challenge	
Self regulation	To express whether they like or dislike something. To settle quickly when parents leave. To know their key adult at home and in school. To recognise themselves in a photo. To know where they want to play. To use talk or gestures to get the resources that they want. With support, begin to wait for what they want.	To talk about the things that they like doing. To be able to collect the resources that they need when they need them. With the support of an adult, wait for a resource that they want to use. To tidy up the resources that they have used.	To be able to talk about what they are good at. Regulate behaviour in order to overcome disappointment. To be able to wait patiently for a turn. To be able to adapt their plan to achieve a set goal.	PSHE
Managing self	To be confident in the classroom. With adult support, to follow a simple classroom rule. To use gestures, facial expressions and words to express feelings. To gain independence ("me do it")	To be more confident with unfamiliar people within school. To follow a simple rule and explain why. To use words, to help me express how I am feeling. To work independently on a self chosen activity.	To be confident in all that they do. To understand and follow expectations in school and at home. To talk about why rules are important. To show independence, resilience and perseverance in the face of challenge.	
Building Relationships	To play alongside others in the same area of the classroom.	To play with one or more others in a shared game or interest.	To play cooperatively and take turns with others.	

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	<p>To name some of the children and adults in their class.</p> <p>To use simple words to describe their feelings - "happy" "sad"</p> <p>To form a positive relationship with a key person.</p>	<p>To take on a role in their play.</p> <p>With support, to talk about how others are feeling.</p> <p>To form a positive relationship with familiar adults and peers.</p> <p>With support, to talk with peers to solve problems.</p> <p>To use a range of words to talk about their feelings - "happy", "unhappy", "upset", "excited", "angry", "disappointed"</p>	<p>To think about and respond to the opinions and ideas from others.</p> <p>To independently talk and debate with peers to solve problems within their play.</p> <p>To form positive relationships with peers and adults.</p> <p>To show concern about others and offering help and support to their peers.</p> <p>To be able to talk about how others are feeling.</p> <p>To understand that their actions have an impact on others.</p>	
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Understanding the World - CONTRIBUTE TO YOUR COMMUNITY				
Curricular Goals	BE AWARE that things are different or the same REMEMBER the names of key people KNOW their key adults EXPLORE playing in different weather	BE AWARE of similarities and differences REMEMBER key events from their experiences KNOW key people in the community and their role Use senses to EXPLORE	BE AWARE of and explain similarities and differences REMEMBER and discuss key events from their experiences KNOW key places in the community and their purpose Use senses to EXPLORE and describe	
Past and Present	To know who lives in my house. To talk about something that I did yesterday. To remember daily routines.	To know the days of the week. To talk about their own family. To use big books/ Tapestry/ DOJO/ photos to talk about things that they have done. To know who the important people are in school and at home. With support, to remember key historical events that have happened to them.	To know the months of the year. To talk about things that have happened in their past. To talk about key events that have happened in school (with support of DOJO or timeline). To know who the current queen is and why she is important. To talk about how they have changed and how they will change. To talk about how things have changed over time. To remember key historical events.	Science Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Identify and describe the basic structure of a variety of common flowering plants. Identify, name, draw and label the basic parts of the human body. Identify and name a variety of common animals. Observe changes across the four seasons.
People, Culture and Communities	To name people who are important to them. To know who lives in your house. To talk about differences that they have noticed.	To name key people who could help them. To know and be able to talk about members of their family. To talk about how I am similar and different from my friends.	To know the key job roles within their family and community. To know that all families are different. To talk about how their families have changed over time.	Observe and describe weather associated with the seasons. Geography Name, locate and identify characteristics of the four countries.

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		To know that there are other places in the world other than Bradford.	To recognise how other children's lives are different around the world. To talk about different religions and how these are celebrated. To recognise St James' Church	Understand geographical similarities and differences. Identify seasonal and daily weather patterns in the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom.
The Natural World	To enjoy playing in different weather conditions. To use treasure baskets to explore a range of natural materials. To notice simple differences. To notice how things change.	With support, talk about how seasons have changed. To talk about the weather. To be able to talk about what they can see, hear, taste and touch. To be able to say what is the same and what is different. To talk about the life cycle of an animal through key life experiences. To plant seeds and talk about how they grow.	To know where they live. To know the seasons of the year and how they change. To be able to talk about what they can see, hear, taste and touch, in detail, using key vocabulary. To talk about how environments are similar and different. To name the different parts of their bodies using correct terminology. To know how to care for a plant or animal. To talk about how to care for our environment.	History Changes within living memory. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past. Significant historical events, people and places in their own locality. RE

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Expressive Arts and Design - ALWAYS BE YOURSELF				
Curricular Goals	<p>CREATE a picture</p> <p>To name different COLOUR</p> <p>PERFORM the actions in a nursery rhyme</p>	<p>To begin to CREATE a model with an idea in mind</p> <p>To mix powder paint to make COLOUR</p> <p>To PERFORM familiar songs</p>	<p>CREATE a model using appropriate resources and techniques</p> <p>To use COLOUR for the correct purpose</p> <p>To confidently PERFORM a story to others</p>	
Creating with Materials	<p>To use glue to stick items to one another.</p> <p>To explore paint and other materials using a range of senses.</p> <p>To experiment with paint and begin to make marks on paper.</p> <p>To build a tower with bricks.</p> <p>To join pieces of track make a track for the train.</p> <p>To draw for a purpose and talk about the marks that they have made.</p> <p>To name different colours correctly.</p>	<p>To experiment with different colours and begin to mix specific ones.</p> <p>To use powder paint confidently.</p> <p>To build a model using a range of construction materials.</p> <p>To talk about what they want to make and with support, select appropriate resources.</p> <p>To join materials together using a range of techniques with support when needed.</p> <p>To create closed shapes using continuous lines.</p> <p>To begin to use shapes to represent objects.</p> <p>To draw a person with a head, body, arms and legs and some facial features.</p> <p>To build large models with the construction bricks after input from a supporting adult.</p>	<p>To use colours purposefully.</p> <p>To know how to mix primary colours.</p> <p>To confidently use a range of materials and techniques.</p> <p>To select the correct equipment/ material for the purpose eg the correct fixing material.</p> <p>To reflect on previous learning to inform choices in materials and techniques.</p> <p>To talk about the things that they have made and explain how they have made it.</p> <p>To create objects to use in their play.</p> <p>To create pictures and model collaboratively with their peers eg making a joint picture or making large models with the bricks outside.</p>	<p>Art</p> <p>Use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Design Technology</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and communicate their ideas through talking.</p> <p>Make</p>

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		To explore a range of materials and textures both inside and out.	To follow a plan to create a construction model using mobilo, lego etc. To plan out their work and work on it until it is finished.	Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.
Being Imaginative and Expressive	<p>To begin to use familiar characters in their everyday play;</p> <p>To use real objects in their play;</p> <p>To use appropriate sound and movements for small world objects;</p> <p>To name objects that they have selected for their play;</p> <p>To join in with actions for songs/nursery rhymes;</p> <p>To recognise different sounds that they hear;</p> <p>To explore making different sounds;</p> <p>Exploring the different noises they make with their voice;</p> <p>To move in response to music;</p> <p>To use mirrors to explore the faces they can make.</p>	<p>To retell key parts of a story using key phrases and vocabulary.</p> <p>To verbally retell their own simple story.</p> <p>To use different objects to represent something else.</p> <p>To use small world equipment to create own stories.</p> <p>To use equipment available to make their own “small worlds” with support when needed.</p> <p>To sing a range of nursery rhymes from memory.</p> <p>To copy the pitch of a tone sung by another person.</p> <p>To experiment with a range of musical instruments and know how to play them effectively.</p> <p>To dance/ respond to a piece of music.</p>	<p>To retell stories with expression and appropriate actions.</p> <p>To use and adapt a range of objects to use in their pretend play.</p> <p>To create their own narratives and stories and begin to act these out in their play with adults and peers.</p> <p>To act out own and known stories using small world equipment.</p> <p>To sing a range of songs with the correct melody and pitch.</p> <p>To perform text maps and songs to others.</p> <p>To listen to pieces of music and talk about what they can hear.</p> <p>To create their own music with a variety of tools and equipment.</p>	<p>Evaluate Explore and evaluate a range of existing products</p> <p>Technical knowledge Build structures</p>

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LITERACY				
Curricular Goals	With support, RETELL a key part from a story ENJOY sharing a book READ a book in my own words WRITE patterns and marks	RETELL a story using pictures or props ENJOY retelling a story using the book READ my name WRITE my name using my name card	RETELL a story through play ENJOY reading a book for pleasure READ sentences containing known phonics sounds WRITE a simple sentence with finger spaces	
Comprehension	To ask simple questions about a story they are reading. To name key items in a picture; To recognise a familiar story; To enjoy singing a range of songs and rhymes;	To answer simple questions about stories using pictures when needed; To order the events in a familiar story; To begin to retell stories using a story mountain or familiar template; To begin to talk about what might happen next in a story; To talk about their writing or a picture that they have made; To point to the front cover, title and key characters and events in a story; To learn new vocab linked to the stories that are being read; To choose a named book that they want to read;	To talk about and answer questions about stories that have been read; To retell stories using a story mountain or timeline; To use word of the day in their play; To begin to predict what might happen at the end of the story using a variety of story endings; To re-read their work to make sure that it makes sense; To read a book for pleasure;	<u>Reading - Comprehension</u> Pupils should be taught to: Develop pleasure in reading. Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known. Drawing on what they already know. Checking that the text makes sense to them as they read and correcting inaccurate reading. Predicting what might happen

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				on the basis of what has been read so far
Word Reading	To notice some print such as the first letter of their name; To repeat words or phrases from familiar stories;	To understand that print has meaning; To read left to right, top to bottom; To begin to hear the initial sounds in some words; To begin to verbally blend and segment CVC words; To be able to hear and distinguish between different sounds; To confidently recognise my name	To know recognise all lower case letter sounds; To begin to recognise capital letters; To recognise at least 10 diagraphs; To read simple sentences using phonic knowledge; To read RED words and some CVC words on sight; To score at least 10 on the phonics screening test; RWINc assessment - to be reading GREEN level books	<u>Reading</u> Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read aloud accurately books that are consistent with their developing phonic knowledge. Re-read these books to build up their fluency and confidence in word reading
Writing	To begin to talk about the marks that I have made; To make a variety of marks (circular, lines, zig zag); To use a variety of mark making materials; To develop a shoulder pivot when using large equipment;	To be able to talk about the marks that they have made; To begin to form some letter like shapes; To be able to write my name; To develop a wrist pivot when using smaller equipment;	To form more than half of letters correctly including some capital letters; To spell words using phonic knowledge including known diagraphs; To write simple sentences which can be read by themselves and others; To begin to use fingers spaces, capital letters and full stops in their writing;	<u>Writing - transcription</u> Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught. Common exception words. Naming the letters of the alphabet in order. Write from memory simple sentences dictated by the teacher.

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MATHEMATICAL				
Curricular Goals	With support, UNDERSTAND some number order; RECOGNISE patterns in the environment COMPARE objects	UNDERSTAND the value of a number up to 5 RECOGNISE numicon pieces to 5 and beyond COMPARE quantities and objects	UNDERSTAND the value of a number up to 10 RECOGNISE numicon pieces to 10 and beyond COMPARE quantities and objects and explain their reasoning	
Number	To join in with simple rhymes;	To count and count out up to 5; To recognise numbers to 10; To subitise up to 3; To recognise numicon pieces up to 5; To use their fingers to show a number up to 5; To join in with number rhymes and games; To count how many objects are in 2 groups and remember the total;	To count and count out up to 20; To count in 2's to 20 and 10's to 100; To recognise numbers to 20; To know some number bonds up to 10; To subitise up to 5; To recognise numicon pieces to 10; To find one more or one less using a number line; To solve addition and subtraction sentences with single digit numbers; To recall doubles for numbers up to 5;	Number Pupils should be taught to: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line. Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
Numerical Patterns	To say some number names; To compare amounts using 'lots' 'more' 'same'; To use familiar language to describe a shape;	To verbally count to 20; To compare quantities up to 5; To name and describe 2 and 3D shapes using familiar language; To copy a repeating pattern;	To verbally count to 100; To compare quantities up to 10; To recognise odd and even numbers up to 20;	

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	<p>To complete a simple inset puzzle;</p> <p>To notice a simple pattern in the environment;</p>	<p>To describe objects by their weight, length or capacity;</p> <p>To use positional language;</p> <p>To begin to use language of sequencing - 'first' 'then' 'next' etc</p> <p>To complete a simple jigsaw (16 piece);</p>	<p>To recognise and describe 2 and 3D shapes using mathematical language;</p> <p>To create a repeating pattern;</p> <p>To compare weight, length and capacity;</p> <p>To complete a simple jigsaw (24 piece);</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p>
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