



| Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | PROGRESSION OF SKILLS CURRICULUM MAP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| COMMUNICATION & LANGUAGE DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  | PHYSICAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| LISTENING, ATTENTION & UNDERSTANDING: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SPEAKING: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SELF-REGULATION: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | MANAGING SELF: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                  | BUILDING RELATIONSHIPS: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                      | GROSS MOTOR: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                              | FINE MOTOR: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| *Exhibits flexible, integrated attention- able to follow multi-step verbal instructions while engaged in other activities without visual supports.<br>*Listens attentively across contexts, responds thoughtfully, asks and answers questions and initiates conversation with peers and adults                                                                                                                                                                                                                                   | *Speaks confidently in front of larger groups.<br>*Can explain ideas, events or processes (how they made a model).<br>*Uses awareness of listener, adapting language or detail as needed.<br>*Demonstrates fluent, clear and grammatically correct speech.                                                                                                                                                                                                                                                                                                   | *Maintains focus and effort even when tasks are challenging.<br>*Manages feelings with increasing independence.<br>*Consistently follows the class rules and supports others to do the same.                                                                                                                                                                                                                                                                                                                                                                                   | *Works independently for longer periods.<br>*Resolves minor conflict with peers more independently.<br>*Understands and follows the classroom/school rules consistently.                                                                                                                                                                                                            | *Participates in group activities cooperatively.<br>*Works with new peers confidently.<br>*Talks about feelings around change and separation.                                                                                                                                                                                                                                                                    | *Follows rules in group games (e.g. waiting, taking turns).<br>*Participates in team movement activities.<br>*Sequences movements with increasing control (e.g. jump-spin-run).<br>*Plans and executes own movement ideas.                                                                                                                                                                                                                                    | *Writes name clearly and consistently.<br>*Begins to write short words or CVC patterns.<br>*Uses correct hand positioning and pressure when writing.<br>*Independently selects and uses fine motor tools in creative play and learning.                                                                                                                                                                                                                                                                                         |
| Intentional Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. Flexible, integrated attention and confident listening across contexts<br>· Give multi-step verbal instructions without visual aids and support children to complete them.<br>· Provide varied listening contexts (carpet, outside, small groups) to practise adaptability.<br>· Encourage children to respond thoughtfully and ask relevant questions independently.<br>· Support them to initiate conversations confidently with adults and peers.<br>· Reinforce active listening behaviours in all areas of the classroom | 6. Confident speaking, explanation and adapting speech for others<br>· Provide opportunities for children to speak confidently to the whole class.<br>· Encourage children to explain ideas, processes or events in clear sequence.<br>· Model adjusting language for different listeners (younger child, adult, peer).<br>· Support children to use precise vocabulary across varied contexts.<br>· Celebrate clear, fluent speech and encourage children to evaluate their own communication.                                                              | · Support focus with chunked tasks, visual cues, timers, and limited choices to boost engagement and persistence.<br>· Use growth mindset language and praise effort to encourage resilience during challenging activities.<br>· Model and teach self-regulation through emotion coaching, calming visuals, calm kits, and reflection time.<br>· Reinforce class rules with co-created charters, visual reminders, role modelling, and peer support opportunities.<br>· Use circle time to discuss the importance of rules and how they help everyone feel safe and supported. | 6. Independence, Conflict Resolution & Rule Consistency<br>- Provide extended tasks with clear expectations and minimal adult input.<br>- Use puppets and role play to practise conflict resolution.<br>- Reinforce rules through consistent language and peer-led reminders.<br>- Celebrate independent problem-solving and cooperation.<br>- Embed reflection into daily routines | 6. Expanding Social Confidence & Emotional Awareness<br>· Offer mixed-peer group activities to build confidence.<br>· Use transition stories and visuals to discuss change and separation.<br>· Encourage children to express feelings about new experiences.<br>· Model inclusive language and welcoming behaviours.<br>· Celebrate adaptability and peer cooperation.                                          | 6. Complex Sequences, Independence & Self-Evaluation<br>· Demonstrate combining actions (run-stop-jump) with clear verbal cues.<br>· Encourage children to complete simple obstacle courses independently.<br>· Praise effort and persistence during physical challenges, not just success.<br>· Prompt children to notice what helped them succeed and what they could change.<br>· Support them in adjusting movements to improve accuracy or control.<br>· | 6. Clear Name Writing, Early Words & Independent Tool Use<br>· Model clear, consistent name writing and support children in forming letters correctly.<br>· Demonstrate segmenting and blending simple CVC words to support early writing attempts.<br>· Encourage correct hand positioning and steady pressure through guided practice.<br>· Provide opportunities for children to independently select and use fine-motor tools.<br>· Celebrate effort and growing fluency, guiding children to reflect on their progress     |
| Enabling Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. Flexible, integrated attention and confident listening across contexts<br>· Give multi-step verbal instructions without visual aids and support children to complete them.<br>· Provide varied listening contexts (carpet, outside, small groups) to practise adaptability.<br>· Encourage children to respond thoughtfully and ask relevant questions independently.<br>· Support them to initiate conversations confidently with adults and peers.<br>· Reinforce active listening behaviours in all areas of the classroom | 6. Enabling confident speaking, explanation and adapting speech<br>· Set up a presentation area for sharing news, explaining models or telling stories to the group.<br>· Provide visual supports (step-by-step boards, diagrams) to scaffold explanations.<br>· Include topic tables with rich, varied materials to spark cross-context vocabulary use.<br>· Offer spaces for paired and large-group discussions to practise adapting speech to audience size.<br>· Display children's models, work and projects to encourage explanation and oral sharing. | · Create structured task areas with visual timers, task boards, and limited choices to support focus and ownership.<br>· Celebrate persistence with displays like "Learning Powers" and praise effort to build resilience.<br>· Provide calm corners, emotion displays, journals, and accessible kits to support independent emotional regulation.<br>· Promote rule-following with visual charters, consistent reminders, and peer helper roles.<br>· Use circle time for discussions about fairness, kindness, and supporting others in the classroom community.             | 6. Independence, Conflict Resolution & Rule Consistency<br>· Set up extended tasks with visual steps and minimal adult direction.<br>· Use puppets and role play kits for conflict resolution practice.<br>· Display consistent rule visuals across all areas.<br>· Include peer-led reminders and helper roles.<br>· Embed daily reflection time into circle or story sessions     | 6. Expanding Social Confidence & Emotional Awareness<br>· Offer mixed-peer group tasks to build confidence and flexibility.<br>· Use transition visuals and stories to explore change and separation.<br>· Include emotion journals or drawing stations for self-expression.<br>· Model inclusive language in group time and displays.<br>· Celebrate adaptability and cooperation with whole-class recognition. | 6. Complex Movement Sequences and Self-Evaluation<br>· Set up multi-step obstacle courses encouraging run-stop-jump sequences.<br>· Provide varied challenge zones where children choose their own route.<br>· Offer tasks requiring repeated attempts to build persistence.<br>· Add mirrors or video playback for children to reflect on movements safely.<br>· Invite children to adapt movements based on feedback or self-observation.                   | 6. Confident Writing, CVC Words & Independent Tool Use<br>· Provide name-writing sheets, letter formation cards, and word mats for independent writing.<br>· Offer phonics-linked writing opportunities (CVC word prompts, sound mats).<br>· Ensure ergonomic writing tools and slanted boards for correct positioning and pressure.<br>· Make craft, fine-motor and writing tools accessible for self-selection.<br>· Provide open-ended creative areas where children can design, write, construct, and create independently. |
| Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| *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. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.                                                                                                                                                        | *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<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.                                             | *Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br><br>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br><br>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.                                                                                                                    | *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>* Explain the reasons for rules, know right from wrong and try to behave accordingly.<br><br>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.              | *Work and play cooperatively and take turns with others.<br><br>*Form positive attachments to adults and friendships with peers.<br><br>*Show sensitivity to their own and to others' needs.                                                                                                                                                                                                                     | *Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>*Demonstrate strength, balance and coordination when playing.<br><br>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.                                                                                                                                                                                                      | *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.<br><br>*Use a range of small tools, including scissors, paint brushes and cutlery.<br><br>*Begin to show accuracy and care when drawing.                                                                                                                                                                                                                                                                              |

| LITERACY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | MATHEMATICAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | UNDERSTANDING THE WORLD                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXPRESSIVE ARTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| COMPREHENSION: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | WRITING: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                           | WORD READING: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NUMBER: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NUMERICAL PATTERNS: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | PAST & PRESENT: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                             | PEOPLE, COMMUNITY & CULTURES: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                             | THE NATURAL WORLD: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                   | CREATING WITH MATERIALS: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                               | BEING IMAGINATIVE & EXPRESSIVE: Progression of Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| *Reads short books matched to their phonics ability with increasing independence.<br>*Talks about what they have read (characters, events, favourite parts).<br>*Begins to self-correct and monitor for meaning.                                                                                                                                                                                                                                                                                                                         | *Begins to edit or improve with adult support.<br>*Writes simple sentences independently which can be read by others.                                                                                                                                                                                                                                                                                                                                                                                  | *Reads short books matched to their phonics ability with increasing independence.<br>*Talks about what they have read (characters, events, favourite parts).<br>*Begins to self-correct and monitor for meaning.                                                                                                                                                                                                                                                                                             | *Confidently counts, subitises, and compare numbers to 10.<br>*Automatically recalls number bonds for 5 and some for 10.<br>*Uses number to solve real problems in play and daily life.<br>*Shows deep understanding through reasoning, not rote recall.<br>*Talks confidently about composition, more/less.<br>*Represents ideas using numerals, marks or drawings.                                                                                                                              | *Confidently counts to 20 and back.<br>*Understands numerical order and can compare using greater than/less than.<br>*Doubles and halves small numbers using practical aids.<br>*Applies number and pattern knowledge in everyday tasks.                                                                                                                                                                                                                                                                                   | *Recall and sequence key events from across the year.<br>*Discuss how they and their environment have changed, e.g. classroom display.<br>*Begin to predict what will happen in the future, "Next year, I'll be in year one".<br>*Use language of time consistently and meaningfully.<br>*Show confidence in talking about the past and making connections to the present.                                                                      | *Understands that people belong to different communities.<br>*Knows that respect for difference is important.<br>*Shows respect for differences in appearance such as language or beliefs.<br>*Works collaboratively in group projects.<br>*Express an understanding of belonging                                                                                                                                                                                                                             | *Understand how humans can protect the environment: reduce, reuse, recycle.<br>*Recognise that all living things depend on the natural world.<br>*Show responsibility and care for living things.<br>*Make suggestions about how to look after the planet.                                                                                                                                                                               | *Plans, makes choices and talks about their work.<br>*Makes simple decisions about materials and colours.<br>*Shares ideas and describe creations.<br>*Begin evaluating own work.                                                                                                                                                                                                                                                                                                                                          | *Understands story structure, role-play rules and symbolism.<br>*Appreciates imaginative ideas of others.<br>*Sustains complex pretend play, combining storylines, roles and props.<br>*Participates in group performances or collaborative, creative projects.<br>*Communicates intentions and ideas effectively.                                                                                                                                                                                                                                    |
| Intentional Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 6. Independent reading, discussion and self-monitoring<br>· Encourage reading of short decodable books matched to their phonics stage.<br>· Prompt children to talk about characters, events and favourite parts.<br>· Support children to monitor their reading for meaning and self-correct.<br>· Model how to use pictures, context and phonics together while reading.<br>· Celebrate independence and confidence in choosing and enjoying books.                                                                                    | 6. Editing, improving and writing independently<br>· Encourage children to read their writing aloud and notice areas to improve.<br>· Support simple editing with adult prompts (missing sounds, clearer letters).<br>· Celebrate independently written sentences that can be read by others.<br>· Model how writers improve their work for clarity.<br>· Promote pride and ownership in finished writing pieces.                                                                                      | 6. Independent reading and monitoring for meaning<br>· Encourage children to read short decodable books independently.<br>· Prompt discussion about characters, events and favourite parts to deepen comprehension.<br>· Model how to check whether reading makes sense and self-correct.<br>· Support combining phonics, pictures and context clues when reading unfamiliar words.<br>· Celebrate children's independence and confidence as developing readers.                                             | 6. Confident number reasoning and problem solving to 10<br>· Encourage independent counting, comparing and subitising to 10.<br>· Support confident recall of bonds to 5 and emerging recall to 10.<br>· Provide real-life opportunities to use number to solve problems.<br>· Prompt children to justify answers using reasoning rather than memorisation.<br>· Encourage representing ideas with numerals, drawings or simple diagrams.                                                         | 6. Confident counting, comparing and applying number concepts<br>· Support counting confidently to 20 and backwards with increasing accuracy.<br>· Encourage comparing numbers using greater than and less than language.<br>· Model doubling and halving small numbers using practical resources.<br>· Provide opportunities to apply number skills in everyday contexts (snack time, tidy-up, role play).<br>· Prompt children to talk confidently about composition, comparison and patterns in their environment.      | 6. Building a sense of chronology across the year<br>· Help children recall and order key events from the school year.<br>· Encourage them to notice changes in themselves and their environment.<br>· Invite predictions about future changes, such as moving to Year One.<br>· Reinforce consistent use of time language in discussions and play.<br>· Support confident talk about past events and how they link to the present.             | 6. Understanding belonging and respecting differences<br>· Help children recognise that people belong to different communities and groups.<br>· Reinforce the importance of respecting differences in beliefs, language and appearance.<br>· Encourage children to show inclusive behaviour in play and group work.<br>· Support collaborative projects that require shared responsibility.<br>· Provide opportunities for children to express where and with whom they feel they belong.                     | 6. Caring for the environment<br>· Discuss ways humans can protect the environment through reduce, reuse and recycle.<br>· Reinforce that all living things depend on the natural world.<br>· Encourage children to show care and responsibility for plants and animals.<br>· Support children to suggest ways to look after their environment.<br>· Provide opportunities for children to act as environmental helpers in class.        | 6. Planning, choosing and evaluating creative work<br>· Encourage children to plan what they want to create before starting.<br>· Support decision-making about materials, tools and colours.<br>· Prompt children to talk about their ideas and describe their creations.<br>· Introduce simple evaluation questions ("What worked well?" "What could you change?").<br>· Celebrate individuality and growing confidence in artistic choices.                                                                             | 6. Sustaining complex imaginative play and creative collaboration<br>· Support children to build rich, structured pretend scenarios with clear storylines.<br>· Encourage recognition of symbols, roles and rules within more advanced role-play.<br>· Celebrate children's appreciation of others' imaginative ideas and contributions.<br>· Provide opportunities for group performances or collaborative creative projects.<br>· Prompt children to communicate their intentions confidently and clearly in play and discussions.                  |
| Enabling Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 6. Supporting independent reading, book talk and self-monitoring<br>· Ensure a wide range of decodable books organised by phonics level for independent choice.<br>· Provide book talk prompts ("Who was your favourite?", "What happened next?").<br>· Include listening stations with audio books to model pace, expression and comprehension.<br>· Display story maps and blank templates for children to retell or draw what they've read.<br>· Provide reading-record spaces or "What I read today" boards to encourage reflection. | 6. Supporting editing, improving and independent sentence writing<br>· Provide editing tools-erasers, highlighters, editing checklists ("Does it make sense?").<br>· Offer story writing booklets where children can revisit and improve pages.<br>· Display examples of children's writing showing simple edits or improvements.<br>· Create quiet, focused writing areas for independent sentence writing.<br>· Provide opportunities to share writing with others (author's chair, display boards). | 6. Enabling independent reading, book talk and self-monitoring<br>· Provide a range of decodable books organised by phonics phase for independent choice.<br>· Create "book talk" areas with character cards, story mats and question prompts.<br>· Include listening stations with audio books to model fluent reading.<br>· Provide retelling stations where children can recreate stories with props or pictures.<br>· Display "What I read today" or "My favourite book" boards to encourage reflection. | 6. Independent application, deep reasoning and comparison<br>· Offer decodable number books, problem prompts and story problems in play areas.<br>· Provide comparison tools (balance scales, comparing towers, number cards).<br>· Include recording options-clipboards, chalkboards, tens frames for drawn marks.<br>· Set up real-life maths opportunities (shop role-play, cooking, construction).<br>· Provide discussion stations with "Explain your thinking" prompts and visual supports. | 6. Confident counting, comparing and applying number knowledge<br>· Provide number-rich play areas (shop, caf, construction site) encouraging daily number use.<br>· Offer resources for doubling/halving (mirrors, cube towers, bead strings).<br>· Include comparison tools such as balance scales, tallies, tens frames and bar models.<br>· Set up independent challenge cards involving number, pattern and reasoning tasks.<br>· Provide accessible materials for representing thinking (drawings, marks, numerals). | 6. Building a sense of chronology across the year<br>· Maintain a large class timeline showing key events as they happen.<br>· Display photos of classroom changes across the year.<br>· Provide calendars, clocks and visual schedules in accessible areas.<br>· Offer future-focused prompts in provision, e.g., "Next year...", "When I grow up...".<br>· Keep memory books or floor books children can revisit to talk about past learning. | 6. Understanding belonging and respecting differences<br>· Display photos of different communities, languages and cultural practices.<br>· Provide multilingual labels, books and resources that reflect children's backgrounds.<br>· Offer group project spaces that encourage shared responsibility and teamwork.<br>· Include dolls, figures and materials representing diverse identities and beliefs.<br>· Create a "Belonging Wall" where children can add drawings or photos of groups they belong to. | 6. Caring for the environment<br>· Create a recycling station with labelled bins for paper, plastic and compost.<br>· Provide books and images showing ways people protect the planet.<br>Offer gardening tools and a space where children can care for plants.<br>· Display posters showing reduce, reuse and recycle in child-friendly language.<br>· Set up a "Planet Protectors" area where children can suggest eco-friendly ideas. | 6. Planning, choosing and evaluating creative work<br>· Create a "design and make" area with planning sheets, clipboards and idea cards.<br>· Provide a well-organised resources shelf so children can select materials independently.<br>Include a "gallery space" where children display work and talk about their creations.<br>· Offer mirrors, photos, and question prompts ("What did you choose?" "Why did you change this?").<br>· Provide opportunities for children to revisit, adapt and improve previous work. | 6. Enabling complex, sustained imaginative play and collaborative projects<br>· Provide large, flexible role-play spaces that encourage extended, multi-role scenarios.<br>· Offer a wide range of props, costumes and materials for building complex story worlds.<br>· Include group project areas for building sets, creating shows or designing collaborative artwork.<br>· Set up "performance spaces" for group storytelling, dancing or acting.<br>· Provide opportunities for children to document their work (photos, drawings, recordings). |

| Early Learning Goals                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |
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| <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p> | <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>*Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>*Subitise (recognise quantities without counting) up to 5.</p> <p>*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</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.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>*Talk about the lives of the people around them and their roles in society.</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>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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 - when appropriate - maps.</p> | <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> | <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*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 music.</p> |