

EYFS– Skills Progression Overview

Ashgate Primary 2021

Spring 1 - Dinosaurs			Focus themes - not specifically in week order except maths			
Themes to be explored will be directed by children’s interests within the themes suggested. Add texts as discovered/used	Understanding the world and how it has changed-	Understand the past through settings, characters and events encountered in books read in class and storytelling; · Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Looking at how the world has changed since the times of the dinosaurs. What did the land look like? Were the trees the same? Etc. Looking at fossils and how they were created. Where have they been found?	Who lived there? Who are the fossils from? Did people live there? Did the animals we know live there? Compare with the dinosaurs.	How were dinosaurs different? Which different places did they live? Were they all the same size? 3 sections - Dinosaurs that fly, dinosaurs that swim and dinosaurs on the land.	
		Text support -	Various non fiction texts on Dinosaurs Focus Text - <i>We’re going on a dinosaur Hunt—adaptation, Others to include - Dinosaur Roar—Harry and his bucketful of dinosaurs and others in the collection, Dear Dinosaur collection, Giganotosaurus – Dinosaur Chase, There’s a Stegosaurus on the stairs [series]</i>			

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		Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what had been read to them.	Through Religious and cultural festivals and stories during this term including:	Chinese new Year Tuesday 1 st Feb Year of the Tiger			
	Physical Development	Core, gross and fine motor skills	Funky finger type activities, pencil grip, mark making/ patterns/ drawing shapes cutting skills.	Outdoor/physical exercise – climbing/building equipment/ art/balls etc.	Early physical literacy programme for core strength		
	C&L/EAD/Literacy - skills	Oral story telling – use of Helicopter stories to tell their own stories T4W focus text – we're going on a dinosaur hunt [adaptation]	Phonics - starting phase 3 sounds - hearing sounds in words/ blending and segmenting to read and write into cvc, ccvc and cvcc words.	Writing - writing short descriptive phrases to match the settings/ characters Labelling images such as - dinosaurs and their features.	Reading – Reading books with words that have the sounds that they know as children are ready. Read back their own writing.	Vocabulary – Continue to extend vocab related to topic Continue to use how and why and open questions to deepen understanding.	Develop listening skills using a range of texts types Develop storylines in their pretend play
	Maths	WRM Blocks – Light and Dark/ Alive in 5	Night and day	Introducing 0	Comparing numbers to 5/Mass	Composition of 4 and 5/ Capacity	6, 7 & 8
			Combining 2 groups and Making pairs				

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Spring - 2 - Where am I from?	 		Focus themes - not specifically in week order except maths				
Themes to be explored will be directed by children’s interests within the themes suggested. Add texts as discovered/used	Understanding the world	· Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.	Where are our families from? Draw from a map of the world locate countries where are families are from? How far away are they ? How would we get there?	Talking to families, invite adults in to tell us about the countries their families are from. How are they different? How are they the same?	How do we get to school? Or to town? Have people always travelled the same way? How do characters in stories travel? What are the special traditions in our class countries?	Go for a walk of our local area and take photos of all they see, homes, shops, other building, parks etc. Compare with pictures of the countries we have spoken about.	Schools in these countries, what do they look like? What equipment do they have? Do they wear uniform? Etc.
		Text support - Suggested titles	Range of non-fiction books about different countries talked about in first section. <i>What if we were all the same ? CM Harris, Where are you from ? Jaime Kim, it’s okay to be different—Sharon Purtill , I am enough—Grace Byers Traditional tales from countries studied. Eg The Tiger child and The Honey Hunters. Buri and the Marrow,</i>	<i>Traditions from chosen countries—reflecting the countries represented in our classes</i>	Stories from around the world and stories from Chinese New Year, Passover and Easter.		

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		Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what had been read to them.	Through Religious and cultural festivals and stories during this term including: -	Holi – 18 th March	Mother's Day 27 th March	Passover 15 th -23 rd April	Easter Good Friday 15 th – easter Sunday 17 th April
	Physical Development	Core, gross and fine motor skills	Funky finger type activities, pencil grip, mark making/ patterns/ cutting skills/ introducing letter shapes	Outdoor/physical exercise – climbing/building equipment/art/balls	Early physical literacy programme for core strength		
	C&L /EAD Literacy - skills	Oral story telling – Continue use of Helicopter stories & news sharing Developing T4W skills/ actions – NF Text Focus – Model text - Report on their families country with writing labels and captions.	Phonics - completing final phase 3 sounds – Continue sound rings for practice - hearing sounds in words/ blending and segmenting of new sounds into cvc, ccvc and cvcc words	Writing - Writing sounds as taught in phonics lessons – writing simple phrases and sentences, Introducing full stops and capital letters as appropriate.	Reading – Reading books with words that have the sounds that they know as children are ready. Read back their own writing.	Vocab = Continue to extend vocab related to topic Continue to use how and why and open questions to deepen understanding.	Develop listening skills using a range of texts types Develop storylines used in their pretend play
	Maths	WRM Blocks –	Length& Height and Time	9 and 10	Comparing to 10	Bonds to 10	3d shapes and patterns