

St Peter's Catholic Primary School

EYFS Progress Model – Medium Term Plan

NURSERY Progress Model for the New 'Development Matters'

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	Ourselves	Celebrations	Stories	New Life	Our World	Holidays and Transport
Possible Themes/Interests/Lines of Enquiry	Our family, our body and our feelings	Food	Traditional Tales	Baby animals and caterpillars	Our family, school and local environment	Own experiences space
RE Topics	God's Wonderful World	My Family	The Holy Family	Good Friends	New Life	Our Church Family
PSHE Topics	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	A Journey in Love (diocesan scheme of work for relationships and health education)
Communication and Language	Understand simple questions about 'who', 'what' and 'where'. Can find it difficult to pay attention to more than one thing at a time.	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Enjoy listening to longer stories and can remember much of what happens.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can shift from one task to another if you fully obtain their attention, for example, by using their name?	Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Can use sentences joined up with words like 'because', 'or', 'and' For example: "I like ice cream because it makes my tongue shiver". Can use the future and past tense: "I am going to the park" and "I went to the shop" Can answer simple 'why' questions?
<p><i>Statements addressed across the whole year</i></p> <p style="text-align: center;">a wide range of vocabulary Use longer sentences of 4-6 words</p> <p style="text-align: center;">Sing a large repertoire of songs May have problems saying some sounds/multisyllabic words</p>						

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	Develop their communication but may struggle with tenses					
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed.</p> <p>Become more outgoing with unfamiliar people, in the safe context of the setting.</p> <p>Play with one or more other children.</p> <p>Increasingly follow rules</p>		<p>Develop their sense of responsibility and membership of a community Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'</p> <p>Show more confidence in new social situations</p> <p>Understand why rules are important</p> <p>Do not always need an adult to remind them of the rules</p>		<p>Understand how other people may be feeling.</p> <p>Extending and elaborating play ideas with other children.</p> <p>Find solutions to conflicts and rivalries, for example, accepting not everyone can be the same character.</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts.</p>	
<i>These statements have been split for extra focus, but all will apply on an on-going basis throughout the Nursery year.</i>						
Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and mark make.</p> <p>Use one-handed tools and equipment for example making snips in paper.</p>	<p>Becoming more independent as they get dressed e.g., putting on a coat</p>	<p>Match their developing physical skills to tasks and activities in the setting e.g. crawling/walking</p> <p>Start to develop a preference for a dominant hand.</p>	<p>Continue to develop their movement, balancing, riding and ball skills</p> <p>Collaborate with others to manage large items such as moving a long plank safely.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly independent when getting dressed and undressed e.g., zipping up coats</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan.</p>
<i>Statements addressed across the whole year</i>						
<p>Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Go up steps and stairs or climb up apparatus with alternate feet</p>						
Literacy	<p>Draw freely</p> <p>Learning new vocabulary</p> <p>Begin to recognise their name.</p>	<p>Name some of the parts of a book.</p> <p>Engage in conversations about books.</p> <p>Learning new vocabulary</p> <p>Recognise their name fully</p>	<p>Understand that print has meaning</p> <p>Name the different parts of a book</p> <p>Learning new vocabulary</p>	<p>Write some letters accurately</p> <p>Understand page sequencing</p> <p>Engage in extended conversations about books.</p> <p>Learning new vocabulary</p>	<p>Write some of their name</p> <p>Know that print has different purposes</p> <p>Know that English is read left to right, top to bottom</p> <p>Learning new vocabulary</p>	<p>Write all of their name</p> <p>Learning new vocabulary</p> <p>Use some of their letter and print knowledge in their early writing. E.g. writing lists, 'm' for mummy.</p>

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Phonics	Phase 1 Phonics 7 aspects	Phase 1 Phonics 7 aspects	Phase 1 Phonics Spot and suggest rhymes Recognise words with the same initial sound.	Phase 2 phonics satpin gock CVC words Blending/segmenting	Phase 2 Phonics satpin gock CVC words Blending/segmenting	Phase 2 Phonics Count or clap syllables in a word. Recognise most set 1 and some set 2 sounds
Mathematics	Count in everyday contexts Recognise numbers of personal significance	Recite numbers past 5. Show fingers numbers up to 5.	Say one number for each item in order. Know that the last number reached tells you the total. Talk about and explore 2D shapes using informal and mathematical language. Make comparisons between size, length Combine shapes to make new ones. Talk about and identify patterns around them.	Fast recognition of up to 3 objects without having to count them individually. Link numerals and amounts accurately Understand position alone with no pointing. Select shapes appropriately: flat surfaces for buildings, triangular prism for a roof. Extend and create ABAB patterns.	Experiment with their own symbols and marks as well as numerals. Compare quantities using language such as 'more than', 'less than' Describe a familiar route. Notice and correct errors in a repeating pattern.	Solve real world mathematical problems up to 5. Talk about and explore 3D shapes using informal and mathematical language. Discuss routes and locations using words such as 'in front of, behind'. Make comparisons between objects relating to weight and capacity. Begin to describe a real or fictional event using words such as 'first', 'then'.
Understanding the World		Use all their senses in hands-on exploration of natural materials.	Begin to make sense of their own life story and history. Explore collections of materials with similar and/or different properties.	Plant seeds and care for growing things. Understand the features of the life cycle of a plant and an animal.	Show interest in different occupations.	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
<p><u>Statements addressed across the whole year</u></p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.</p>						
Expressive Arts and Design	Take part in simple pretend play. Listen with increasing attention to sounds.	Explore different materials freely. Create closed shapes with continuous lines and begins to use these shapes to represent objects.	Develop their own ideas and then decide which materials to use to express them. Respond to what that they have heard expressing thoughts and feelings.	Develop complex stories using small-world equipment. Draw with increasing complexity and detail Sing the pitch of a tone sung by another person.	Join different materials and explore different textures. Show different emotions in their drawings and paintings. Explore colour mixing.	Make imaginative and complex small world with blocks and construction. Use drawings to express ideas like drawing and movement.

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Remember and sing entire songs.

Create their own songs or improvise songs around one they know.

Statements addressed across the whole year

Sing the melodic shape of familiar songs.

Play instruments with increasing control to express their feelings and ideas.

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RECEPTION Progress Model

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	Ourselves	Celebrations	Stories	New Life	Our World	Holidays and Transport
Possible Themes/Interests/Lines of Enquiry	Our body, our senses	Celebrations Food Farm to Fork	Fantasy stories	New Life Chicks	Our world Where we live Places in the world	Modes of travel
<u>RE Topics</u>	God's World	God's Family	Getting to Know Jesus	Sorrow and Joy	New Life	The Church

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<u>PSHE</u>						
<u>Communication and Language</u>	Understand how to listen carefully and why listening is important.	Describe events in some detail	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Begin to engage in non-fiction books and understand some of the different features.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<p>Engage in non-fiction books and can identify between a fiction and non-fiction book.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<i>Statements addressed across the whole year</i>						
<p>Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in story times. Use new vocabulary in different contexts.</p> <p>Use new vocabulary through the day. Learn rhymes, poems, and songs. Listen to and talk about selected stories to build familiarity and understanding. Develop social phrases.</p>						
<u>Personal, Social and Emotional Development</u>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>		<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
<u>Physical Development</u>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene,</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of movement with developing control and grace.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<i>Statements addressed across the whole year</i>						
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p>						

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Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop overall body-strength, balance, co-ordination, and agility

Literacy

<p>Read individual letters by saying the sounds for them.</p> <p>To write own first name</p> <p>To make recognisable attempts at forming letters.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To form some letters correctly</p> <p>To begin to segment and spell CVC words</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to segment and spell cvcc/ccvc words</p> <p>To form more letters correctly</p> <p>To write labels and captions</p> <p>To use finger spaces</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case letters correctly</p> <p>With support, begin to write short sentences.</p> <p>To segment and spell cvcc/ccvc words</p> <p>To begin to use finger spaces and full stops.</p>	<p>Begin to form some capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a full stop.</p> <p>To use some set 2 sounds when spelling</p> <p>To begin to use capital letters and continue to use finger spaces and full stops.</p>	<p>Form some capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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Phonics

<p>To learn to recognise phoneme to grapheme correspondence for set 1 sounds.</p> <p>To use assisted blending to read CVC words.</p>	<p>To confidently recognise most set 1 sounds.</p> <p>To begin to blend CVC words independently.</p> <p>To use assisted blending to read CVCC/CCVC words.</p>	<p>To confidently recognise all set 1 sounds.</p> <p>To be able to read CVC words independently and some CVCC/CCVC words.</p>	<p>To confidently recognise all set 1 sounds and some set 2 sounds.</p> <p>To be able to read CVC, CVCC, CCVC words independently.</p>	<p>To become increasingly confident in reading some words containing set 1 digraph sounds and some set 2 digraph sounds.</p>	<p>To be confident in reading words containing set 1 digraph sounds and some set 2 digraph sounds.</p>
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Mathematics

<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Compare numbers (more than, less than, fewer, same)</p> <p>Continue and copy repeating patterns (AB patterns)</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the one more than relationship between consecutive numbers.</p>	<p>Count beyond 10</p> <p>Understand the one less than relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.</p> <p>Continue, copy and create repeating patterns (AB and ABB patterns)</p>	<p>Compare length, weight and capacity</p>	<p>Continue, copy and create repeating patterns (AB and ABB and ABBC patterns)</p>	<p>Compare numbers (sharing, equal)</p> <p>To automatically recall number bonds 0-5 and some to 10.</p>
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Statements addressed across the whole year

Explore the composition of numbers to 10.

Become aware of number bonds 0-10

<p>Golden rules of counting</p> <p>Subitising</p> <p>Most and least</p> <p>Pattern</p> <p>2D shapes</p> <p>Beginning of addition</p>	<p>One more</p> <p>Ness of a number</p> <p>Addition (touch on doubling)</p> <p>The importance of ten (Addition)</p>	<p>Teen numbers</p> <p>Order by length (ordering then non-standard measurements)</p> <p>Subtraction number stories (one less)</p> <p>Subtraction</p> <p>Pattern</p> <p>2D shapes</p> <p>3D shapes</p>	<p>Weight</p> <p>Capacity</p> <p>Time- days of the week/ day/ oclock (very hungry caterpillar) (ducks e.g. on Monday...On Tuesday...)</p> <p>Money</p>	<p>Money (snack shop)</p> <p>Addition</p> <p>Subtraction</p> <p>Number facts</p> <p>Pattern</p>	<p>Halving</p> <p>Measuring link to Olympics)</p> <p>Number facts</p> <p>Early Algebra (3 weeks)</p>
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Understanding the World

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Understand the effect of changing seasons on the natural world around them</p>	<p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Draw information from a simple map.</p>
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Statements addressed across the whole year

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

Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.

<u>Expressive Arts and Design</u>	<u>Drawing skills</u>	Use shapes to depict an idea or image and talk about what they have drawn.	With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.	To draw a detailed picture which is recognisable by an adult selecting appropriate colours.
	<u>Colour mixing</u>	Naming, sorting and comparing colours. Identifying primary colours.	With support, use poster paints to mix colours. Identify and compare light and dark colours.	Independently mix colours and explore shades and tones.
	<u>Collage and texture</u>	Use pre-cut materials Use glue sticks Use a given outline	Use a range of cut and uncut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.	Use a range of uncut materials Use a range of glue Have a free choice of outcome
	<u>Painting</u>	Use fat brushes Use lidded pots for paint Use ready mixed paint	Introduce thinner brushes Use water pots to clean brush Begin to explore mixing colours Use colour pallets and blocks	Use water pots to clean brush and change water when needed To choose appropriate brush size To know how to make some secondary colours To mix their own colours
	<u>Equipment</u>	Masking tape Glue sticks Scissors Fat brushes Lidded pots	Cellotape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders	Split pins String Hole punch A variety of brush sizes Paint pumps
	<u>Cutting</u>	Make snips on paper With support, begin to hold scissors correctly	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support	Cut around objects with care and some precision Hold scissors correctly
	<u>Music</u>	Listen attentively to music Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments	Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group	To have a knowledge of some different instruments and how they're played Watch and listen to musicians play and talk about what they see and feel

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		<p>Perform in front of an audience</p>	<p>Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence</p>	<p>Perform in front of an audience with confidence and a clear and loud voice Begin to create their own music and dances</p>
		<p><u>Statements addressed across the whole year</u></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>		