



**Holy Trinity Primary School Long Term Planning Progression EYFS - Development Matters and Early Learning Goals**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	What makes me, me?	How do we celebrate?	Wondering about winter	Where does it all begin?	Can you tell me a story?	Where in the world?
<b>Other info</b>	Reception Baseline Assessment Talk Boost Baseline	Nativity Talk Boost	Talk Boost	Church Visit Easter Service Talk Boost / Wellcomm	Farm Visit Wellcomm	Completion EYFSP Wellcomm
<b>Key Texts</b>	Colour Monster Ruby's worry The Lion inside The Perfect fit Super Duper You Non fiction - Growing up Pumpkin Soup Pattan's Pumpkin Dogger	Owl Babies Stickman Dear Santa Kipper's Birthday Nativity Diwali Hanukkah	Non Fiction - Polar animals Ernest Shakleton The Great Explorer 365 Penguins Emperor's Egg	Non fictions - Life cycles Do You Love Bugs Slow Down Hungry Caterpillar Growing Frogs Easter Story The extraordinary gardiner	Non fiction - Farms Amara's Farm Jack and beanstalk Rosie's walk Billy Goats Gruff Three little pigs The Tiger who came to tea What the Ladybird Heard	Non Fiction - Sea life Marvellous Machines This fish who could Wish The Night Pirates Superworm How to Catch a Star
<b>Vocab - see weekly plans for further vocab linked to books and weekly learning</b>	face, hair, leg, human, knee, animal, arm, elbow,, back, head, toes, ear, hands, eye, fingers, mouth, nose, leaves,material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough, day,dark, Autumn, Winter. Past, present, future. Old, new, change, grow Season and weather linked vocab - torrents, storm hurricane		Tree, petals, trunk, fruit,branch, roots, leaves, bulb, flowers, seed, stem, material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough Spring ,dark ,light, Winter Sun, Earth, Globe, Country, Ocean, Arctic, Polar Predict World, globe, explorer, weather linked vocab - blizzard, frozen ice, expedition, adventure Information facts.		herbivore, carnivore, omnivore, fish animal, birds, Range of animals - cow sheep pig goat, shark whale crab lobster branch,wood, rock, plastic, hard, glass, soft, paper, day, Season, Moon, Sun, Earth, Moon, Planet, space, Sun, star,loud, quiet volume, sound Fram, land, town city, countryside, beach cliff rockpool port	
<b>Personal Social Emotional Development (PSED)</b>	See themselves as a valuable individual  Build constructive and respectful relationships Express their feelings and	Express their feelings and consider the feelings of others  Identify and moderate their own feelings socially	Think about the perspective of others	Manage their own needs- personal hygiene	Show resilience and perseverance in the face of challenge PSED Early Learning Goals	PSED Early Learning Goals

	<p>consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p>	<p>and emotionally</p> <p>See themselves as a valuable individual</p>				
<b>PSED Early Learning Goals</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
<b>Communication and Language (CL)</b>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary Use new vocabulary through the day</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen carefully to rhymes and songs, pay attention to how they sound</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <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>	<p>Engage in non-fiction books</p> <p>Connect one idea or action to another using a range of connectives</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Describe events in some detail</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Learn rhymes poems and songs</p>	<p>Use new vocabulary in different contexts</p> <p>CL Early Learning Goals</p>

<b>CL Early Learning Goals</b>	<p>ELG: Listening, Attention and Understanding: Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>					
<b>Physical Development (PD)</b>	<p>Revise and refine the fundamental movement skills they have already acquired: jumping, running, skipping, climbing etc.</p> <p>Use their core muscle strength to achieve a good posture when sitting Combine different movements with ease and fluency</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils, paintbrushes, scissors, cutlery</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes</p>	<p>Develop overall body strength, balance, co-ordination and agility. Develop and refine a range of ball skills including confidence and accuracy</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and disciplines including dance, gymnastics, swimming</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Develop the foundations of a handwriting style which is fast accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, health eating, toothbrushing, screen time, sleep and safe pedestrian</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PD Early Learning Goals</p>
<b>PD Early Learning Goals</b>	<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					

	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Children at the expected level of development will:</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>					
<p><b>Literacy (L)</b></p> <p><b>Please see phonic bug progression for full overview of phonics</b></p>	<p>Read individual letters by saying sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read a few common exception words matched to the schools phonic programme</p>	<p>Read some letter groups that each represent one sound and say sounds for them</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>Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with the letter/s</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter</p> <p>Re-read what they have written to check that it makes sense</p> <p>L Early Learning Goals</p>
<p><b>L Early Learning Goals</b></p>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
<p><b>Mathematical Development (MD)</b></p> <p><b>White Rose Maths</b></p> <p><i>Mastering Early</i></p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Compare numbers</p> <p><b>Getting to know you</b></p>	<p>Link the number symbol with its cardinal number value</p> <p>Explore the composition of numbers to 5</p> <p>Understand the ‘one more</p>	<p>Compare length, weight and capacity</p> <p>Explore the composition of numbers to 10</p> <p><b>Alive in 5 Mass and Capacity Growing 6,7,8</b></p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Explore the composition of numbers to 5</p> <p>Continue, copy and create repeating patterns</p>	<p>Count beyond 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compare and decompose</p>	<p><b>Visualise, build and map</b></p> <p><b>Make connections</b></p> <p><b>consolidation</b></p>

<p><i>number for prior knowledge</i></p>	<p><b>Match, sort and compare</b> <b>Talk about measure and patterns</b></p>	<p>than/one less than' relationship between consecutive numbers</p> <p><i>It's me 1,2,3</i> <i>Circles and Triangles 1,2,3,4,5</i> <i>Shapes with 4 sides</i></p>	<p><b>Length, height and time</b></p>	<p><b>Length, height and time</b> <b>Building 9 and 10</b> <b>Explore 3D shapes</b></p>	<p>shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p><b>To 20 and beyond</b> <b>How many now?</b> <b>Manipulate, compose and decompose</b> <b>Sharing and grouping</b></p>	
<p><b>MD</b> <b>Early Learning Goals</b></p>	<p>Number</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<p><b>Understanding The Worlds (UWT)</b></p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Understand that some places are special to members of the 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 other countries</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Recognise some environments that are different from the one in which they live</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Draw information from a simple map</p>
<p><b>UTW</b> <b>Early Learning Goals</b></p>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul>					

	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Expressive Arts and Design</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Charanga - Me!</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following melody</p> <p>Develop story lines in their pretend play</p> <p>Nativity</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Charanga - Everyone</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Charanga - Big Bear Funk</p>	<p>Watch and talk about dance and performance art, expressing their feelings and response</p> <p>Charanga - My Stories Billy Goats Gruff</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Charanga - Our World</p>
<b>EAD Early Learning Goals</b>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>					
<b>RE</b>	<p>Naming Ceremonies Visit Holy Trinity to look at the Font Harvest Festival (UC) Why is the word God so important to Christians?</p>	<p>How do we celebrate? Hindu, Jewish, Christian Why do Christians perform Nativity plays at Christmas?</p>	<p>What might people use this artefact for?</p>	<p>Why do Christians put a cross in an Easter Garden?</p>	<p>Which places are special and why?</p>	<p>Which stories are special and why?</p>
<ul style="list-style-type: none"> <li>• God is the name Christians use for who they believe created the earth and universe.</li> <li>• God is the creator of all things whether good or bad, he is a life giver.</li> <li>• The ten commandments are an important part of Christian living and remind Christians they should honour God's name.</li> </ul>						

- The birth of Jesus is known as the nativity and it was an important event for Christians.
- Christmas is a celebration festival for Christians as it is Jesus's birthday.
- Jesus shows what God is like and all humans are made in 'God's image'.
- Every human is precious to God, known and loved by God.
  
- The events of Jesus last week on earth (Holy week).
- Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him.
- Easter is a period of time longer than one day.
- Easter is the most important event in the Christian calendar.
- Easter is linked to forgiveness, love and sacrifice.