



Billingshurst Primary Academy - Yearly Next Steps in Early Years

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Literacy Word Reading Comprehension Writing | <ul style="list-style-type: none"> -Writing names -Mark making opportunities -Dominate hand -RWI set 1 sounds -Oral blending -Talking about favourite stories | <ul style="list-style-type: none"> -Practise correct letter formation -Name writing - letter formation -Labelling using initial sounds -Blending CVC words rhyming/alliteration -Read a few Red words -Know digraphs -sh/th/ch/ng/nk/qu -Looking at non-fiction books -Writing lists, cards | <ul style="list-style-type: none"> -Writing CVC words and some CCVC words as labels -Labelling pictures or retelling familiar stories -Start to form some capital letters -Read books matched to phonics level -Making phonetically plausible attempts at words -Using introduced vocabulary through role play and stories. -Re - read / visit books and texts that are familiar to them to develop their confidence and vocabulary | <ul style="list-style-type: none"> -Writing short sentences -Encourage correct letter formation -Looking at non-fiction books -Develop own narratives -Using capital letters, finger spaces and full stops -Most letters formed correctly -Start to re read what they have written to ensure that it makes sense | <ul style="list-style-type: none"> -Writing simple sentences independently for different purposes.(cards, books, labels, stories, lists) -Continue to develop sentence structure. -Saying a sound for each letter in the alphabet and 10 digraphs -Know Red words linked to their phonics group -Using new vocabulary in talk and some attempts in writing. | <ul style="list-style-type: none"> -Write simple phrases that can be read by others. -Read words consistently to their phonics groups. -Write phonetically plausible attempts. -Write some words correctly. -Read aloud simple sentences/phrases linked to their phonics group |
| Maths Number Numerical Pattern | <ul style="list-style-type: none"> -Number rhymes -Spotting numbers in the environment -Counting objects that can be moved and some that cannot -Matching amounts -Explore pattern and shape -Subitise to 3 | <ul style="list-style-type: none"> -Subitise to 5 -Counting objects, actions and sounds -Count correctly and confidently to 10 -Compare numbers to 5 -Number bonds to 5 -Repeating patterns - continuing and creating own patterns -Manipulates shapes -Explore length -Past and present events. -Day and night events -Understanding 1 more 1 less to 5 -Explore shape (2D) | <ul style="list-style-type: none"> -Subitise to 8 -Compare numbers to 8 -using mathematical language, more/fewer/equal to -Part part whole -Number formation -Use positional language -Explore weight -Missing number patterns - Exploring parts of the day -Count confidently and correctly to 20 - Understanding 1 more 1 less to 10 | <ul style="list-style-type: none"> -Explore number bonds to 10 -Number composition -Addition and subtraction -Odds and evens -Doubling and halving -Sharing -Count confidently and correctly to beyond 20 - Explore composition of shape, vertices, sides. (properties) | <ul style="list-style-type: none"> -Look at teen and ty numbers -Number formation Using add and takeaway signs -Number problem -Develop problem solving skills -Sequencing events throughout the day. | <ul style="list-style-type: none"> -Automatically recall number bonds to 5 / 10 - Have a deep understanding of numbers to 10 - Can explain things using their knowledge and reasoning. |
| Communication and language Listening attention & understanding Speaking | <ul style="list-style-type: none"> -Joining in with familiar rhymes/songs -settling in activities -Starting to follow class rules, and to use phrases such as 'good morning'. -Start to show active | <ul style="list-style-type: none"> -Develop active listening skills. -Learn songs about festivals. -Use new vocabulary introduced -Talking about shared | <ul style="list-style-type: none"> -Ability to speak in complete sentences, that have been modelled by staff -Asking how and why questions -Starting to hold back and forth conversations. | <ul style="list-style-type: none"> -Sustained listening in groups and whole class sessions -Asking/understanding where/what/who questions. -Holding back and forth conversations with peers | <ul style="list-style-type: none"> -Retelling stories with increasing vocabulary and structure understanding -Make up stories with beginning, middle and end | <ul style="list-style-type: none"> -Listen attentively and respond to what they have heard -Offer explanations about why things might have happened -Sharing experiences from |



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| | <p>listening skills -Use familiar phrases, and start to extend with new ones taught at school</p> | <p>experiences, links to holidays. -Start connecting ideas and thoughts using a range of connectives</p> | <p>-Articulate their ideas into sentences which make sense.</p> | <p>and adults</p> | | <p>their lives, using full sentences.</p> |
| <p>PSED Self regulation Managing self Building relationships</p> | <p>-Starting to understand class rules and expectations -Start to see themselves as an individual -start to build relationships with peers/staff -Start to know/recognise feeling of happiness</p> | <p>-Working through emotions of anger /sadness -Understand that they are a valued individual -Starting to understand the emotions of others -Developing self confidence -What makes a good friend? -Introduction of self regulation techniques -Developing understanding of school rules/expectations.</p> | <p>-Learning about similarities and differences -Learning how to moderate their feelings -Able to concentrate on a task -Identify and start to moderate their feelings both socially and emotionally</p> | <p>-Looking after plants and the environment -Taking turns, waiting politely -Healthy me - know about and talk about the different factors that attribute to a person's health (exercise, food, diet, oral hygiene, sleep) - tries new activities with some support</p> | <p>-Showing resilience and perseverance in a face of a challenge -Continue to develop friendships -How can we look after others -Give focused attention to what the teacher has said</p> | <p>-Show an understanding of their emotions and the emotions of others -works and plays collaboratively with others -Shows sensitivity to others -Confident to try new activities -Understands the reasons for rules</p> |
| <p>Physical Development Fine Motor Gross Motor</p> | <p>-Funky finger activities - developing pinching/squeezing/rolling -Holding pencil/brushes using at least whole hand, encourage tripod -Using large outdoor equipment -Developing good personal hygiene - washing hands before lunch -PE - finding a space, listening to instructions, developing crawling, walking, running.</p> | <p>-Introduction of daily handwriting -Develop letter formation - especially within name -Introduce skills with tools, fringing, cutting along a line -Using core muscle skills to develop good sitting skills -Ball skills - throwing and catching -Develop doing fastening independently -PE - listening to instructions, developing travelling/skipping/rolling/climbing and jumping skills</p> | <p>-Looking at capital letters and forming their shapes -Button clothing -Develop twisting skills, cutting, tweezer skills -Ball skills - dribbling, pushing, aiming -Moving to music -PE - moving to music, moving for a purpose - hopping, swaying, stepping, twirling, dancing</p> | <p>-Forming recognisable letters -Holding a pencil in a comfortable grip -Playground game focus - whats the time mr wolf, duck duck goose -Developing team skills -Continue to develop correct letter formation - PE - ball skills, catching, throwing, aiming. Working in teams -Combine different moves with easy and fluency</p> | <p>-Teaching correct sentence structure, capital letters, finger spaces and full stops -Using one hand consistently for fine motor activities -Continue to develop handwriting style and start to develop fluency in writing -Obstacle course - under over through between -Sports day -PE - sports day practises, obstacle courses, fun run, under over, relay, jumping</p> | <p>-Holding a pencil effectively in preparation for fluid writing using the tripod grip -Use a range of small tools effectively - scissors, tweezers, cutlery, rollers, pencils, paint brushes. -Negotiating spaces -Taking part in team games -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
| <p>Expressive Arts and Design Creating Materials Being imaginative and expressive</p> | <p>-Self portraits -exploring mark making, painting, chalk, pencils, playdough -Using talk in play -Think about how to use tools with care -Singing familiar rhymes -Scissor safety</p> | <p>-Using tools for different purposes, on different materials. -Use of glue sticks -Cutting up materials for collage -Listen to and respond to different music -Learn new songs -Start to work</p> | <p>-Using different mark making effects, printing, line drawing, paint, playdough, cutting skills -Glue sticks, tape - exploring different events, chinese new year, valentines day -confidently using new vocabulary taught in role</p> | <p>-Developing joining skills - using a range of things, glue stick, PVA, string, tape, sellotape, split pins - Talking to children about how they can make things better. -Introducing observational drawing - looking at shape and textures</p> | <p>-Use of malleable materials, move from playdough to clay or plasticine -Junk modelling - thinking about how to join things, choosing a specific way to join -Returning to previous learning and using those ideas to enhance models</p> | <p>-Safely use and explore a range of different materials and tools -Thinking about function, form, texture -Make and use props for their play -Invent, adapt and recount narratives -Sing a range of songs and</p> |



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| | | collaboratively with others | play and provision | - Thinking about designing something before we make it. | and art work -In role play- creating roles for everyone, and allowing others into the game -Using language that has been taught | rhymes |
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| <p><u>Understanding the world</u> Past and Present People, culture and communities The Natural world</p> | <ul style="list-style-type: none"> -Who is my family? Name people who are familiar using their family title -Talk about what they do with their family. -Talking about the different environments around them -Looking at the seasons we are in - Autumn, changes / harvest -Listening skills - big ears, what do you hear outside. | <ul style="list-style-type: none"> -Looking at different festivals and celebrations, bonfire night, harvest, christmas, diwali -Roles of different people in our society, people who are important to them -Exploring light and dark, day and night, nocturnal and diurnal | <ul style="list-style-type: none"> -Talk about celebrations and what we did that was the same and what was different -Recognise that different people celebrate at different times - chinese new year and Eid -Care and concern for living things -Talking about the seasonal changes -Looking at different habitats - in England and abroad. -Comparing animal homes -Looking at maps, using directional language. | <ul style="list-style-type: none"> -Nature walks around school - looking at seasonal changes -comparing countries and places -looking at recycling - how to protect the planet - Caring for our school grounds - planting / weeding -Scientific language linked to plants/growing -Science week explorations | <ul style="list-style-type: none"> -Making observations about animals, talking about things that are similar/different -Past and present comparisons - peter rabbit - comment and contrast characters - looking at farms and how animals grow -Using vocabulary that has been introduced within their learning -Understanding the changing environment and seasons -Using more scientific language and words in their independent learning. | <ul style="list-style-type: none"> -Talk about the lives of people around them -know about similarities and differences in the past and present -recognise and talk about things in the immediate environment -Similarities and differences between countries, habitats, religions and people. - Make observations and connections about the natural world. |