Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

	Autumn		Spring		Summer	
Nursery Topic	**Little Hands, Big hearts**	**Leaves, Light and Woodland Wonders**	**Frozen Footprints**	**Wild Adventures**	**From Bean to Bloom**	**Let's Go! Adventures Await**
Reception Topic	**Me, You and New Adventures**	**Woodland Explorers**	**Frozen Seas and Snowy Shores**	**Wild at Heart**	**From Seed to Sky**	**Every journey starts with a step!**
RE						
RED Curriculum	Branch 1 Creation and Covenant	Branch 2 Prophesy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue and Encounter
PSED/PSHE						
PSHE My Life	All about Me	What do people do all day?	My Feelings		Being Healthy	Growing up
PSED Progression in Nursery	Seeks comfort and support from familiar adult. Follows simple routines with visual or verbal prompts. Recognises basic emotions in themselves.	Names a wider range of emotions with support, e.g. worried, excited. Begins to talk about how others feel. Can follow adult-led rules most of the time.	Maintains attention in small group activities. Can wait a short time in familiar routines, e.g. snack time or group games. Uses adult-supported strategies to calm down.	Begins to identify and express feelings more clearly, e.g. "I'm sad because…" Uses visual aids or prompts to talk about feelings. Can suggest simple ways to feel better, e.g. get a hug, take a breath. Show growing awareness of how behaviour affects others.	Can use simple regulation techniques more independently when an adult is close by. Can adapt to small changes in routine with reassurance. Shows pride in following class/group expectations.	Tries to express feelings appropriately, e.g. using words not actions. Begins to manage waiting, turn taking and sharing more independently. Can express needs, feelings and ideas in familiar settings. Shows resilience, e.g. keeps trying and copes with small disappointments.
PSHE My life	My World	Friendship	Staying Safe		Looking After Myself	Celebrations.

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception	Talk about feelings in more elaborate ways, develop their sense of responsibility, be a member of the community and social skills. Follow rules and understand the importance of them, be more confidence in social situations and continue to develop positive attitudes about the difference in people. Be independent in meeting their own care needs and make healthy choice about activity and tooth brushing.		Show interest in different occupations, talk about their immediate family and community, start to solve conflicts with others beginning to understand how others might be feeling. Understand the different factors that can support their overall health and wellbeing; oral hygiene, healthy eating, screen time and being safe outside.		Show understanding of own feelings and begin to regulate their behaviour. Show sensitivity to their own and other's needs. Be confident to try new activities and show independence, resilience and perseverance. Understand the past through settings, characters and events encountered in books. Manage their basic hygiene needs such as going to the toilet and dressing. Continue to develop their sense of responsibility and their membership in the community.	
Personal, Social and Emotional Development **Self Regulation**						
Nursery Self - regulation	Separates confidently from main carer after initial settling in period. Begins to understand daily routines. Expresses basic needs clearly "I need the toilet."	Puts on own coat and shoes independently (may need help with fastenings). Uses toilet with increasing independence. Washes hands without being told.	Talks about how they feel and why. Begins to use calming strategies with adult support. Understands behaviour expectations, e.g. kind hands, listening ears.	Recognises and avoids common dangers. Understands consequences of some actions, e.g. "if I run, I might fall." Tries to solve simple problems independently.	Begins to show more resilience. Accepts help but likes to try first. Takes responsibility for own belongings.	Manages toileting fully independently. Puts on coat and wellies. Understands how to ask for help. Chooses activities and completes them with focus.
Reception Self-regulation	Recognises a range of emotions in self and others. Responds to simple behaviour expectations, e.g. "gentle hands".	Uses words to describe feelings and basic needs, e.g. "I'm tired", "I'm hot." Begins to talk about how behaviour affects others. Waits and takes turns with adult support.	Can stay on task for longer periods, 10-15 minutes in adult-led tasks. Can recover from small setbacks, e.g. a mistake. Uses adult-taught calming strategies, e.g. deep breaths, counting. Shows awareness of group rules and reminders.	Begins to resolve peer conflict with adult support. Identifies more complex emotions, e.g. lonely, frustrated. Can stop and think before acting most of the time. Begins to talk about strategies they can use to feel better.	Manages turn-taking and sharing in play independently. Adapts to small changes in routine with little support. Applies calming/problem-solving strategies without adult prompting.	Maintains focus and effort even when tasks are challenging. Manages feelings with increasing independence. Consistently follows the class rules and supports others to do the same.
Self-Care						
Nursery Self-Care	Separates confidently from main carer after initial settling in period. Begins to understand daily routines. Expresses basic needs clearly "I need the toilet."	Puts on own coat and shoes independently (may need help with fastenings). Uses toilet with increasing independence. Washes hands without being told.	Talks about how they feel and why. Begins to use calming strategies with adult support. Understands behaviour expectations, e.g. kind hands, listening ears.	Recognises and avoids common dangers. Understands consequences of some actions, e.g. "if I run, I might fall." Tries to solve simple problems independently.	Begins to show more resilience. Accepts help but likes to try first. Takes responsibility for own belongings.	Manages toileting fully independently. Puts on coat and wellies. Understands how to ask for help. Chooses activities and completes them with focus.

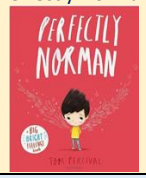
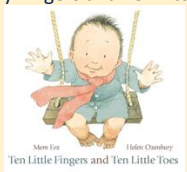
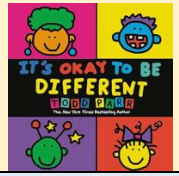
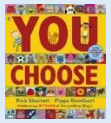
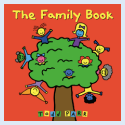
Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception Self-care	Follows routines and classroom expectations with minimal reminders. Understands and follows simple rules. Seeks help when needed.	Dresses/undresses for PE independently Manages toileting and handwashing without reminders. Chooses activities and sticks with them for short periods.	Identified own feelings and can name them. Uses simple strategies to self-regulate. Begins to talk about others feelings.	Understands consequences of behaviour. Chooses safe ways to play. Accepts responsibility when things go wrong.	Tries new activities with less adult re-assurance. Accepts when things are difficult but doesn't give up. Recovers from setbacks, e.g. not winning a game.	Works independently for longer periods. Resolves minor conflict with peers more independently. Understands and follows the classroom/school rules consistently.
Building Relationships						
Nursery Building relationships	Seeks out familiar adults for comfort and support. Begins to form deeper relationship with key person. Watches and sometimes imitates others during play.	Plays alongside others with shared resources. Begins to join in small group play. Show's interest in others' play ideas.	Shares resources more willingly but may still need support. Waits for a turn in familiar games with adults help.	Talks about their own feelings in simple terms. Begins to understand the feelings of others. Responds with comfort or care to upset peers.	Plays cooperatively for longer periods of time. Seeks out specific children to play with according to their interests. Talks about friends by name or role.	Resolves simple disagreements with words, e.g. "I had it first," "Can I have a go?" Suggests ideas for shared play. Understands simple group roles.
Reception Building relationships	Has secure relationships with key adults. Seeks comfort or help when needed. Starts to seek specific peers and join their play	Joins in group play using shared ideas and roles. Takes turns more consistently. Begins to negotiate with others during play.	Uses words to express feelings about relationships, "I don't like it when…" Shows empathy through actions or words. Reflects on how others might feel.	Starts to resolve peer conflicts with words and understanding. Accepts compromise, "you can have it after me." Understands consequences of actions on others.	Participates in group activities cooperatively. Works with new peers confidently. Talks about feelings around change and separation	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
RSE: Journey in Love & Equality and Diversity						
RSE Journey in Love EYFS	**Journey in Love: Physical** To understand that we are unique. To know that God made me and loves me as I am.	**Journey in Love: Social** To understand that we should be treated equally. To know that God made me and loves me as I am.	**Journey in Love: Emotional** To understand our feeling and emotions. To know that God made me and loves me as I am.	**Journey in Love: Intellectual** To understand what a good friend is. To know that God made me and loves me as I am.	**Journey in Love: Spiritual** To know that God made me and loves me as I am.	**Journey in Love: Spiritual** To know that God made me and loves me as I am.

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Equality & Diversity	All are Welcome 	Perfectly Norman 	Mix it up 	Ten Tiny Fingers and Ten Little Toes 	It's Ok to be Different 	
	You Choose 	Blue Chameleon 	Red Rockets and Rainbow Jelly 	My Family 	Mommy, Mama and Me 	
Physical Development						
Revise and define the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop the foundations of handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully.						
Physical Development Nursery Progression	Runs smoothly with improved balance. Walks upstairs independently, one foot per step. Begins to walk downstairs with support. Stands on one foot for a few seconds.	Jumps forward with both feet. Begins to hop on one foot (may switch feet). Starts to jump over small obstacles. Can land on two feet with some control.	Throws ball overhead with direction. Catches large ball with arms and body. Rolls and bounces balls with increasing aim. Begins to thrown with one hand.	Climbs confidently onto play structures. Pedals tricycles or ride-on-toys smoothly. Begins to balance on a scooter or two-wheeled toy. Combines climbing and balancing in play.	Adjusts speed, direction and movement with awareness of others. Can avoid obstacles when running or biking. Moves with control during group games. Begins to coordinate body in time with music or instruction.	Combines multiple movements fluidly (e.g. run-stop-jump) Moves through an obstacle course independently. Shows persistence in physical challenges. Begins to evaluate and adjust own movements.
PE Reception	*Maintains balance while standing still or holding a position. *Stands on one foot for 5+ seconds. *Sits upright at a table without slumping. *Moves with improved posture and coordination.	*Runs with control, avoiding obstacles or peers. *Changes direction quickly and safely. *Stops and starts on command. *Explores different speeds and pathways.	*Jumps over obstacles with both feet together. *Hops confidently on one foot several times. *Begins to skip with rhythm (step-hop-pattern). *Combines hopping, jumping, and running in fluid movement.	*Throws with control using both overhand and underhand. *Catches medium-sized ball with hands (not against body). *Kicks a ball with direction and power. *Begins to show cooperative ball play (e.g. partner throwing/catching).	*Climbs confidently on high play structures. *Travels across beams, stepping stones or uneven surfaces. *Shows upper and lower body coordination (e.g. monkey bars). *Demonstrates safe risk-taking during physical play.	*Follows rules in group games (e.g. waiting, taking turns). *Participates in team movement activities. *Sequences movements with increasing control (e.g. jump-spin-run). *Plans and executes own movement ideas.
Communication & Language						

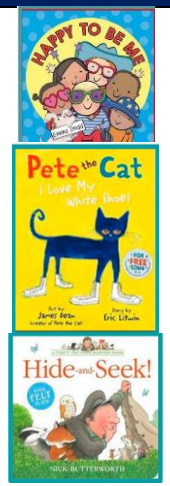
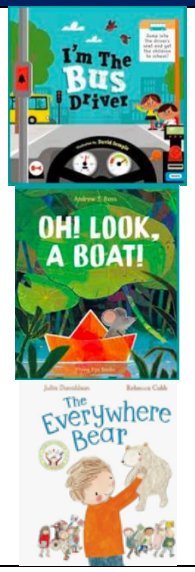
Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Nursery: Listening, Attention & Understanding	Begins to control their own focus and shift attention between play and adult-led moments with less prompting.	Can listen in small group or one on one situations when the content interests them. Begin to anticipate repeated refrains in rhymes and stories.	Begins to follow directions even when not fully focused on their chosen activity, particularly after hearing their name. Begin to respond to why/how questions with more detail.	Listens to longer stories with increasing recall. Begin to actively participate in adult-led group activities, responding with comments or actions.	Continue to focus on one activity but show increasing independence in shifting attention between tasks and the adult speaker. Give full attention to an adult when spoken to, interrupting play momentarily, before returning independently.	Begin to anticipate key events in familiar stories, answer simple "who/what/where" questions about them.
Communication & Language Nursery: Speaking	Uses 3-5 word sentences confidently ("I want the big truck"). Joins in simple conversations with adults and peers *Begins to ask own simple questions, ("Where's mummy?")	Begins to use more descriptive words (colours, size). Labels emotions and explains likes/dislikes ("I don't like loud"). Talks more fluently about recent experiences. Uses more joining words ("and", "because"). Enjoys talking in imaginative play and storytelling.	Retells simple stories using pictures or props. Talks about recent experiences in logical order. Begins to use more complex sentences with multiple ideas ("I went to the park and saw a dog"). Use language to plan play ("I'm the doctor and you're sick").	Uses language to act out roles and scenarios in pretend play. Engages in dialogue with peers during role-play. Uses language to problem-solve and negotiate with others ("let's take turns"). Expresses likes, dislikes, ideas, and opinions clearly.	Asks more complex "why" and "how" questions. Begins to explain thinking and reasoning ("I used this because it's long"). Uses talk to organise thoughts and solve problems. Builds sentences with more detail and descriptive language. Participates in group discussions, listening and responding appropriately.	Speaks confidently in front of a small group. Can share news, tell a story or explain how something works. Uses a wide range of vocabulary across different topics and contexts. Shows awareness of listener, adjusting speech.
Reception - Listening, Attention & Understanding	Listens to familiar and new stories, songs and rhymes, anticipating repeated refrains and key events. Listens in small and large groups and is able to shift attention when called by name. Can answer "who/what/where" questions about familiar contexts.	Sustains attention without support and for gradually increasing periods of time. Responds to positional language (for e.g. under, on top, behind) through action or picture selection.	Demonstrates early two-channelled attention: can listen while engaged in another task such as drawing or play. Begins to follow sequencing language ("first…then…after that").	Listens and contributes to whole-class or small group discussion without reliance on visual cues or adult prompting. Clarifies meaning by asking or commenting; begins to contribute relevant observations and questions in discussions.	Maintains sustained focus during longer story sessions or discussions. Comfortably switches attention while multi-tasking. Engages in extended back-and-forth conversations, uses newly learned vocabulary and asks/answers questions to deepen discussion.	Exhibits flexible, integrated attention- able to follow multi-step verbal instructions while engaged in other activities without visual supports. Listens attentively across contexts, responds thoughtfully, asks and answers questions and initiates conversation with peers and adults

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception - Speaking	Uses full sentences to express, wants and ideas ("I need help with my zip"). Speaks clearly to familiar adults and peers during play. Responds to simple instructions and questions. Re-tells personal experiences with support ("I went to the zoo").	Uses new vocabulary introduced during activities, stories or experiences. Begins to describe events and or objects using detail. Engages in more sustained conversations with adults and peers. Explains likes/dislikes using reason ("I like the story because it's funny").	Retells familiar stories using story language. Uses time connectives ("first", "then", "next") to organise thoughts. Begins to invent their own stories during play or carpet sessions. Uses increasingly complex sentences with conjunctions ("because", "so", "but").	Listens and responds appropriately to what others say. Waits for their turn to speak in group discussions. Begins to add to others' ideas in conversation. Expresses opinions respectfully and with reasons ("I think we should use blocks because…"). Uses speaking to reason, argue, and negotiate in play.	Takes on roles in imaginative play with consistent character language. Uses varied tone, pitch, and vocabulary to bring characters and ideas to life. Creates detailed narratives during storytelling and small-world play. Uses language to plan, predict and reflect during play and learning. Begins to self-correct and clarify speech to be understood by others.	Speaks confidently in front of larger groups. Can explain ideas, events or processes (how they made a model). Uses awareness of listener, adapting language or detail as needed. Demonstrates fluent, clear and grammatically correct speech.
Literacy						
Our Texts Nursery						

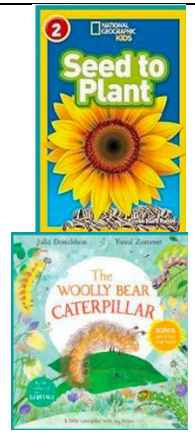
Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Nursery: Comprehension	Listens to longer stories and recalls key parts. Understands and follows longer instructions, e.g., "put the doll in bed and close the door." Begins to ask questions when they don't understand.	Answers a range of "what", "where", and "who" questions confidently. Beginning to understand and respond to "why" and "how" questions with support. Uses short phrases or sentences to explain ideas or responses.	Retells key events in stories in the correct sequence (with support). Recognises and talks about story characters and settings. Predicts what might happen next in a familiar story.	Begins to infer meaning from actions or pictures, e.g. "She's sad because…" Understands simple emotions and cause effect in stories. Can answer "why did…?" questions using reasoning.	Follows two-to-three step instructions without visual cues. Understands time related language, e.g., "before", "after", "later". Begins to understand conditional language, "if you out your coat on, we can go outside".	Retells a story with beginning, middle and end using own words. Talks about character actions, motivations, and consequences. Expresses opinions about stories or information, e.g. "I liked it when…"
Word reading & early phonics Nursery	Recognises own name in print. Understands that print has meaning, e.g. menus, signs, books. Shows interest in the print in books and the environment.	Joins in with rhyming and rhythmic activities. Completes familiar rhymes and identifies rhyming pairs. Starts to generate their own rhyming words in play (even if nonsensical).	Identifies symbols/logos with meaning, e.g. supermarket signs, fast food. Understands that symbols and print provide information. Begins to "read" familiar books using pictures and memory.	Identifies initial sounds in familiar words, e.g. "M for mummy." Recognises and enjoys alliterative phrases, e.g. "big blue ball." Begins to sort or match objects by initial sound.	Responds to oral blending or simple words, e.g. adult says "c-a-t", child says "cat". Begins to orally segment simple CVC words when supported, e.g. "dog = d-o-g." Joins in with sound games and silly sound talk.	Begins to recognise letters in their own name and name of peers. Understands that letters represent sounds in words. May recognise a few high-frequency words or familiar logos.
Nursery: Writing	Uses thumb and finger with more control (developing pincer grip). Enjoys mark making with a range of tools. Experiments with pressure, direction, and movements when drawing.	Makes marks with meaning and begins to assign names or explanations, e.g. "That's my daddy". Imitates simple shapes and lines (vertical, horizontal, circular). Begins to understand that print and writing have a purpose.	Attempts to write own name with some recognisable letters or shapes. Imitates writing in role-play, e.g. making a shopping list. Begins to distinguish between drawing and writing.	Uses writing tools during imaginative play, e.g. vets, notes, birthday cards. Strings letters or marks together to represent words or ideas. Begins to show directionality (left to right, top to bottom).	Begins to form some recognisable letters, especially from own name. Attempts to copy letters from models or name cards. Distinguishes between different latter shapes and marks.	Begins to write initial sounds for words, e.g. "d" for "dog". (Attempts to label drawings or write short words with support. Uses letter strings or known letters to "have a go" at writing.

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Our Texts Reception						
Reception Comprehension	Listens and joins in with longer stories and discussions. Answers simple questions about what they've heard, e.g. "What happened?" Stays on topic when talking about a familiar story or experience.	Predicts what might happen next in a story using clues. Answers "why" and "how" questions with more independence. Begins to ask own questions about events, characters or pictures.	Retells a familiar story using story language and sequence (first, then, next, finally). Includes characters, settings, and key events in re-telling's. Begins to invent simple alternative endings or additions.	Infers how characters feel and why they act a certain way. Uses language to describe feelings and reactions, e.g. "He's scared because…" Connects story events to personal experiences, "That happened to me when…"	Understands time connectives and positional language (before, after, inside, behind). Follows and explains multi-step instructions or story events. Begins to understand more abstract concepts in stories, e.g. friendship, fairness.	Retells stories or information using their own words and recently introduced vocabulary. Offers opinions about stories or events, e.g. "I liked it because…" Answers open-ended questions using evidence from the story, e.g. "I think he was kind because he helped."

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception Word Reading	Recognises and names some letters of the alphabet. Begins to link sounds to letters. Begins to blend simple VC and CVC words orally.	Reads CVC words by blending sounds, e.g. "t-a-p" =tap. Segments CVC words orally to spell or match them. Matches spoken words to written words using sound knowledge.	Recognises some tricky words, "I", "the", "no", "go". Begins to read simple captions and phrases containing both decodable and tricky words. Understands that some words cannot be sounded out and must be learned by sight.	Reads simple sentences using decoding and memory of tricky words. Understands what they have read and responds to it (comprehension begins to integrate). Begins to use expression or self-correct if it doesn't make sense.	Reads with growing fluency and expression. Recognises a wider range of high-frequency words on sight. Begins to pause at full stops notice punctuation.	Reads short books matched to their phonics ability with increasing independence. Talks about what they have read (characters, events, favourite parts). Begins to self-correct and monitor for meaning.
RWI Phonics	Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Ditty: Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Red: Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Green: Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	
Reception - writing	Holds pencil using a comfortable effective grip. Can form some recognisable letters, particularly from own name. Continues to experiment with mark-making in different contexts.	Hears and writes initial sounds in words. Segments and writes CVC words, e.g. cat, dog, sun, using a sound mat or adult support. Writes simple labels and captions using known sounds.	Writes short, simple sentences, e.g. "The cat is big" with support. Writes simple CVC words more independently.	Writes for a range of purposes, e.g. messages, stories, instructions through play. Applies taught phonics to unknown words (phonetically plausible attempts). Sequences ideas into sentences with some logical order.	Begins to use descriptive language in writing, e.g. "The big red bus." May start to use 'and' to join ideas. Is confident to 'have a go' at writing. Can write CVC words independently. Can write simple sentences using a sounds mat.	Begins to edit or improve with adult support. Writes simple sentences independently which can be read by others
Mathematics						

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Nursery - Mathematics	**Colours** Red Blue Yellow Green Purple Mix of colours **Matching** Buttons and colours Matching towers Matching shoes Matching number shapes Matching Shapes Matching handprints **Sorting** Colour Size Shape What do you notice? Guess the rule	**Number 1** Subitising Counting Numeral **Number 2** Subitising – dice pattern Subitising – random pattern Subitising – different sizes Counting Numeral **Patterns** Extend AB colour patters Extend AB outdoor patterns AB movement patterns Fixing patterns Extend ABC colour patterns Extend ABC outdoor patterns	**Number 3** Subitising 3 Little Pigs 1:1 counting Numerals Triangles **Number 4** 1:1 counting Numerals Squares/Rectangles Composition of 4 **Number 5** 1:1 counting Numerals Pentagons Composition of 5	**Number 6** Introduce 10 frame **Height & Length** Tall and short Long and short Tall/Long and short **Mass** Relate to books – 3 Little Pigs & Goldilocks **Capacity**	**Number 1, 2 & 3 Revisited** Subitising Counting Numeral **Sequencing** **Position** **More/fewer than**	**Numbers 4, 5 & 6 Revisited** Subitising Counting Numeral **Shape 2D** **Shape 3D** **What comes before/after**

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception - Mathematics	**Early mathematical experiences** Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets **Early number** Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting **Numbers within 6** Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six **Addition and subtraction within 6** Explore zero Explore addition and subtraction **Measures** Estimate, order compare, discuss and explore capacity, weight and lengths **Shape and sorting** Describe, and sort 3- D shapes Describe position accurately	**Numbers within 10** Count up to ten objects Represent, order and explore numbers to ten (all orientations of the part/whole model) One more or fewer, one greater or less **Calendar and time** Days of the week, seasons Sequence daily events **Addition and subtraction within 10** Explore addition as counting on and subtraction as taking away **Grouping and sharing** Grouping into fives and tens Relationship between grouping and sharing **Number patterns within 15** Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer **(all pupils will have mastered counting and representing numbers to 10 before moving on)** **Doubling and halving** Doubling and halving Relationship between doubling and halving **Shape and pattern** Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns ABC ABB etc	**Securing addition and subtraction facts** Commutativity Explore addition and subtraction Compare two amounts **Number patterns within 20** Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer **Number patterns beyond 20** One more one less Estimate and count Grouping and sharing **Money** Coin recognition and values Combinations to total 20p (to 10 if attainment states) Change from 10p **Measures** Describe capacities Compare volumes Compare weights Estimate, compare and order lengths **Exploration of patterns within number** Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge
Understanding of the World			
Past and Present			

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Nursery - Past & Present	Talk about themselves and their families in more detail, "I live with with…". Recognise that family members are different ages and roles. Recall events that have happened to them recently. "we went to the park yesterday". Recognise that they were once babies and are growing older. Begin to show interest in family stories or photo albums.	Describe changes in themselves and others, "I'm taller now", "The baby can't walk yet". Begin to use simple language like "before", "after", "yesterday", "tomorrow". Compare old and new photographs, noticing differences. Understand that people and animals grow and change at different rates. Shows curiosity about how things change, e.g. plants, weather, people.	Recognise that people lived "a long time ago." Compare past and present ways of living. Engage with stories and images from the past. Show an emerging curiosity about how life used to be different.	Observe and talk about seasonal changes, e.g. leaves, weather. Recall past experiences linked to seasons, "we wore coats in winter". Begin to predict what will happen next, "soon it will be warm again". Compare photographs of outdoor environments across seasons. Express curiosity about how time changes the world around them.	Recall personal experiences from special occasions, e.g. birthdays, celebrations. Recognise that events happen every year, e.g. "It's nearly my birthday again." Sequence familiar events, e.g. morning routine. Retell experiences using time order, e.g. "First we…", "then we".	Talk about things that have happened and what might happen next. Use more accurate time language. Recall experiences from earlier in the year and link them to now, prompted by photographs. Recognise that people, objects and places change over time. Show understanding of simple timelines through story or photographs.
Reception Past & Present	Talk confidently about themselves and their family, "When I was little…", "My baby brother can't walk yet". Recall events from their own past with increasing detail and sequence. Understand that they are growing and changing over time. Recognise that everyone has their own family history and experiences. Begin to ask questions about their own past, e.g. "What did I do when I was a baby?"	Identify people who help them, e.g. nurse, firefighter. Learn about how these roles have changed over time. Notice differences in uniforms, equipment or transport. Talk about community roles in the past through photos and stories.	Compare artifacts from the past with modern ones. Recognise that materials and technology have changed. Use descriptive vocabulary: "older", "newer", "different", "the same". Sequence how objects and play have changed over time.	Engage with traditional tales and historical stories. Retell familiar stories in time order using phrases like "first", "next", "then", "after that". Recognise differences between real and fictional pasts. Begin to connect story events to their own experiences.	Recall events that are celebrated each year, e.g. bonfire night. Understand that some events happened long ago and are remembered by many people, e.g. Remembrance Day. Compare past and present celebrations. Use time-related vocabulary, e.g. "every year", "a long time ago", "now". Express emotions and empathy when talking about historical events.	Recall and sequence key events from across the year. Discuss how they and their environment have changed, e.g. classroom display. Begin to predict what will happen in the future, "Next year, I'll be in year one". Use language of time consistently and meaningfully. Show confidence in talking about the past and making connections to the present.
People, Community and Culture						

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Nursery – People, Community & Cultures	Understand that they are part of a family and community. Know that families can be different shapes and sizes. Talk about themselves and their family. Use language to describe relationships.	Recognise feelings in themselves and others. Show empathy and concern. Use language to express feelings. Cooperate with peers more consistently.	Recognises places in their community. Know about people who help us in greater detail. Talks about the local environment.	Understand jobs and the reason why people work. Recognise diversity in jobs and roles. Names a range of jobs and describes what people do. Show interest in different roles.	Understand that people celebrate in different ways. Understands that traditions and festivals are part of culture. Joins in cultural celebrations with enthusiasm. Talks about festivals that they know.	Understand and talk about how people are different unique. Shows respect for differences. Talks about what makes them and others special. Joins in with group activities.
Reception – People, Community & Cultures	Understand themselves as part of a family, community and wider world. Recognise and talks about similarities and differences between people. Uses descriptive language to talk about themselves and others. Talks about themselves, their family, likes and dislikes.	Understands that friendships are built on kindness, respect and understanding. Knows that people have feelings and emotions and is sensitive to them. Talks about their feelings and those of others. Shows empathy and care for friends. Cooperates in group activities.	Identifies places and people in their local community and enjoys talking about them. Uses maps and simple directions effectively. Understands that communities have shared place, e.g. a church or communal garden.	Talks about how helpers support communities in different ways. Understands that jobs are varied and important. Can name a range of jobs and describe responsibilities. Show's curiosity about peoples work and asks questions.	Understands that people celebrate different across cultures and that traditions connect people. Talks about cultural celebrations that they know. Recognises similarities and differences in traditions. Participates in celebrations respectfully.	Understands that people belong to different communities. Knows that respect for difference is important. Shows respect for differences in appearance such as language or beliefs. Works collaboratively in group projects. Express an understanding of belonging
The Natural World						
Nursery – The Natural World	Begins to name and describe features of the natural environment. Understand that different places have different natural features. Use talk to describe what they see, hear and feel outside. Show curiosity by asking simple "what", and "why" questions.	Notices seasonal changes in plants, trees and weather. Know that some animals change or hide in winder. Talk about weather using descriptive language, "cold", "windy", "snowy". Begin to make connections between the weather and what people/wildlife do.	Understand that plants grow from seeds and need water, light and soil. Notices change over time, buds, flowers, leaves. Begin to predict and describe changes, "it's growing taller!" Care for plants and talk about what they observe.	Recognise that animals live in different places and have different needs. Begin to group animals by where they live, e.g. farm, sea, jungle. Show care and concern for living creatures. Use observation to notice similarities and differences.	Notice how materials behave, float/sink, melt/freeze. Begin to understand simple natural processes like rain and wind. Use exploratory play to test ideas, "What happens if…?" Use tools and senses to explore natural materials.	Understand that people can help or harm the environment. Begin to understand recycling and looking after living things. Begin to make simple choices that care for the world, watering plants, not wasting water. Talk about how to look after animals and nature.

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Reception – The Natural World	Recognise key features of the local natural environment, trees, rivers, hills, parks. Understand that natural features differ in other place, beach vs countryside. Uses observation to talk about similarities and differences between environments. Ask questions to find out more about what they see.	Identify and describe how the natural world changes through seasons. Understand that animals adapt or migrate during winter. Observe and record changes over time, weather, leaves, light. Use vocabulary: "frozen", "melt", "decay", "hibernate".	Understand that all living things grow and change over time. Know that plants need water, sunlight and care to grow healthily. Observe, compare and record growth, e.g. a bean diary. Use early scientific vocabulary like "root", "stem", "leaf".	Know that animals have different habitats and diets. Understand simple life cycles: butterfly or frog. Classify animals by type: insect, bird, mammal. Observe carefully using magnifiers and make simple recordings.	Explore natural phenomena: rain, wind, sun, shadow, clouds. Begin to understand simple cause and effect in nature. Investigate through play and observation. Use simple tools to test and record findings.	Understand how humans can protect the environment: reduce, reuse, recycle. Recognise that all living things depend on the natural world. Show responsibility and care for living things. Make suggestions about how to look after the planet.
Computing Nursery	In Nursery, we introduce children to the foundations of the computing curriculum by focusing on computational thinking. Computational thinking is about problem-solving, logical reasoning, and sequencing steps to achieve a goal. We help children develop these skills through age-appropriate activities like sorting, pattern-making, sequencing stories, and simple coding games. By encouraging children to break problems into smaller steps, predict outcomes, and test solutions, we lay the groundwork for later programming and digital literacy. These early experiences not only prepare children for formal computing lessons but also support critical thinking, creativity, and resilience in everyday learning.					
Computing Reception	**Barefoot Computing** Computing in EY is about developing computational thinking in a hands-on practical way that starts with simple concepts that will lay the foundations for their Computing Journey. Our curriculum allows the children to develop their understanding of certain concepts in a fun and imaginative way, using our topics as a driver.					
	People who help us Three activities based on our everyday superheroes, which have been designed to help pupils develop their computational thinking skills. Create patterns on a police car, guide a delivery person to their destination and design a uniform for a firefighter! Using bee bots and drawing apps.	**People who help us** Three activities based on our everyday superheroes, which have been designed to help pupils develop their computational thinking skills. Create patterns on a police car, guide a delivery person to their destination and design a uniform for a firefighter! Using bee bots and drawing apps.	**People who help us** Three activities based on our everyday superheroes, which have been designed to help pupils develop their computational thinking skills. Create patterns on a police car, guide a delivery person to their destination and design a uniform for a firefighter! Using bee bots and drawing apps.			
Expressive Art & Design						
Art & Design						
	In Nursery, we introduce children to **Art and Design** through hands-on, creative activities like **drawing, painting, collage, and exploring different materials**. These experiences help children develop **fine motor skills, hand-eye coordination, and self-expression**. We encourage children to **experiment with colour, texture, and shape**, ask questions about their creations, and share ideas with others. This playful exploration lays the foundation for the formal art curriculum, supporting skills such as **creativity, observation, problem-solving, and confidence in making choices**.					

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

<table>
<tr><td>Nursery – Art & Design</td><td>Explore a range of textures and media, e.g. paint, clay, fabric, natural materials.

Begin to make marks and patterns.

Use hands and tools to manipulate materials with purpose, e.g. rolling, pressing, patting.</td><td>Experiment with joining materials, e.g. glue, tape, slotting, stacking.

Begin to select materials for a purpose, e.g. “I need sticky tape for this”.

Explore construction to build and balance.</td><td>Mix colours and notice changes.

Explore different painting tools.

Create representations with paint.</td><td>Explore shape through collage, printing and drawing.

Begin to arrange and repeat shapes to make patterns.

Experiment with simple symmetry.</td><td>Plan simple creations, “I’m making a rocket”.

Select and combine materials for an idea.

Talk about what they are making and why.

Begin to adapt if something doesn’t work.</td><td>Combine learned skills to create imaginative artwork or models.

Represent stories, experiences and emotions in art.

Begin to talk about the strengths of an idea or what might be changed.</td></tr>
<tr><td rowspan="2">Reception – Art & Design</td><td colspan="6">Our Art Curriculum is divided into 7 areas of exploration which are not taught in a linear model, but where children can utilise the skills they need when they need them. Throughout the year each area will be explored through a variety of activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begins to build the child’s confidence in their ability to make a personal, creative response to a stimulus.
Together these opportunities provide a foundation for pupils to further develop their skills throughout Key stage 1 and Key stage 2.</td></tr>
<tr><td>What can we see?
Enabling children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own. Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way.</td><td>How can we explore colour? Exploring colour gives us a great opportunity to interact with the world through our senses. In addition to develop our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel.</td><td>How can we build worlds?
Manipulating the materials of the world and transforming them into something new is an empowering process.

Imagination is the stimulus for much making, and through enabling children to build and expand the worlds around them, we empower children to affect their own environments for the better.</td><td>How can we explore materials and marks?
We don’t just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork!

How can we transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality?</td><td>How can we explore 3D materials?
The world is full of materials, waiting to be transformed by our hands, hearts and heads.

Giving children plenty of opportunity to explore materials through free exploration, ungoverned by our expectations of “outcome”, is vital if we are to help build experience of what it is possible to create.</td><td>How can we use our body to make art?
We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration.

R encourage pupils to explore how they can engage with the world and explore materials through their bodies and their senses.</td><td>How can we use our imaginations?
Most very young children find it easy to use their imagination to help invent a world around them.

Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas.</td></tr>
</table>

Design & Technology

In Early Years we want to develop and nurture our concept of design technology. We do this through continuous provision and explicit teaching a skill using our topic as a driver. Children are encouraged to think about what they would like to make and how they are going to do this enabling them to develop a specific language skill set.

Our Lady of Walsingham Catholic Primary School

Early Years Long Term Progression Plan

Design: Understanding contexts, users and purposes • Connect one idea or action to another using a range of connectives • Think about the perspectives of others.	**Make: Practical skills and techniques** • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently, such as pencils, paint brushes	**Evaluate: Planning and Making** • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**Generating, developing, modelling and communicating ideas** • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences.	**Own ideas and products** • Create collaboratively sharing ideas, resources and skills.	**Cooking and Nutrition** • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently when using cutlery.

Nursery – D&T	In nursery, Design & Technology (D&T) helps children explore, create, and solve problems using hands-on experiences. They experiment with different materials and tools, use their imagination to plan and make things, and learn to join, build, and improve their creations. D&T also helps develop important skills like fine motor control, problem-solving, and communication, while linking to other learning areas such as maths, science, and storytelling. Through play and guided activities, children learn to think creatively, try new ideas, and enjoy the process of making and discovering.					
Reception - D&T	**Junk Modelling (Kapow)** Pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.		**Boats (Kapow)** Children explore what is meant by 'waterproof,' 'floating,' and 'sinking,' then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own.		**Bookmarks (Kapow)** Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	
Music						
Music Nursery	In Nursery, we introduce children to the foundations of the music curriculum through **rhymes, songs, and exploring instruments**. Singing rhymes helps children develop **pitch, rhythm, and memory**, while experimenting with instruments encourages **listening skills, coordination, and creativity**. We also focus on **exploring sounds**, such as tapping, shaking, or strumming, which builds an early understanding of **musical elements** like tempo, dynamics, and melody. These playful experiences prepare children for more structured music learning later, including learning instruments like the **charango**, by fostering confidence, a sense of rhythm, and a love of music.					
Music Reception	**Charanga** Listen attentively, move to and talk about music expressing their feelings and responses. Watch and talk about dance and performance art expressing their feelings and responses. Sing in a group or on their own increasingly matching the pitch and following the melody. Explore and engage in music making a dance, performing solo or in groups.					
	Me! Learn a range of nursery rhymes and action songs to explore growing colour and how I look.	**My Stories** Explore Christmas, festival, superheroes and more through a range of nursery rhymes.	**Everyone** Explore family, friends, people and music from around the world.	**Our World** Exploration of minibeasts, jungle the seasons to respond to different types of music.	**Big Bear Funk** Children are exposed to Funk music as a transitional unit to help prepare the children for Year 1.	**Reflect, Rewind and Replay** Consolidate learning this year by revisiting chosen nursery rhymes and looking at the history and language of music.