

**Woodland Primary School**  
**EYFS FS1 Long Term Progression Plan**  
**Curriculum Coverage**



Prime Areas FS1	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Communication and Language</b>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>Start to build a repertoire of rhymes and songs</li> <li>Enjoy listening to longer stories</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Develop communication but may continue to have problems with irregular tenses and plurals</li> <li>Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh and multi-syllabic words such as 'hippopotamus'</li> </ul>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary</li> <li>Remember much of what happens in a longer story</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Use longer sentences of four to six words</li> <li>Talk about familiar books</li> <li>Start a conversation with an adult or a friend</li> <li>Use talk to organise themselves and their play</li> </ul>	<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>Understand 'why' questions, like "Why did the caterpillar get so fat?"</li> <li>Pay attention to more than one thing at a time, which can be difficult</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Know many rhymes</li> <li>To be able to tell a long story</li> <li>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</li> <li>Continue a conversation for many turns</li> </ul>
<b>Personal, Social and Emotional</b>	<b>Self-regulation</b> <ul style="list-style-type: none"> <li>Becoming more outgoing with unfamiliar people, in the safe context of their setting</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Begin to understand how other's might be feeling</li> </ul>	<b>Self-regulation</b> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas</li> </ul>	<b>Self-regulation</b> <ul style="list-style-type: none"> <li>Show more confidence in new social situations</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Do not always need an adult to remind them of a rule</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in the game and suggest other ideas</li> </ul>
<b>Physical Development</b>	<b>Gross Motor</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, bikes and trikes)</li> <li>Use large muscle movements to wave flags, streamers, paint and make marks</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Start to eat independently and learning how to use a knife and fork</li> <li>Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips</li> </ul>	<b>Gross Motor</b> <ul style="list-style-type: none"> <li>(Team Games) Collaborate with others to manage large items, such as moving large blocks out of the shed</li> <li>Start taking part in group activities which they make up for themselves, or in teams</li> <li>Choose the right resources to carry out their plan safely</li> <li>(Dance) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Use one-handed tools and equipment, e.g., making snips in paper with scissors.</li> <li>Be increasingly independent in meeting their own care needs</li> </ul>	<b>Gross Motor</b> <ul style="list-style-type: none"> <li>Ball Skills</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>(Gymnastics) Match their developing physical skills to tasks and activities in the setting e.g. crawl, walk or run across a plank, depending on it's</li> <li>Climb up apparatus, using alternate feet</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Show preference for a dominant hand</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul>

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Specific Areas FS1	Autumn Term	Spring Term	Summer Term
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Name the different parts of a book</li> <li>Page sequencing</li> <li>Count syllables</li> <li>Use some print/mark making to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Print has meaning (name recognition)</li> <li>Delete last/first syllable</li> <li>Spot and suggest rhymes</li> <li>Write some letters accurately in their name</li> </ul>	<ul style="list-style-type: none"> <li>Print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>Recognise words with the same initial sound</li> <li>Introduce RWI</li> <li>Write their first name with increasing accuracy (order of letters)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Recite numbers past five</li> <li>Say one number for each item in order (1 – 5)</li> <li>Fast recognition of up to 3 objects (without the need to count them)</li> <li>Talk about and explore 2d shapes</li> <li>Compare quantities</li> <li>Understand position through words</li> <li>Talk about patterns around them, spots, stripes on clothing etc</li> </ul>	<ul style="list-style-type: none"> <li>Know the last number reached when counting a small set of objects tells you how many there are in total</li> <li>Show fingers up to five</li> <li>Talk about and explore 3d shapes</li> <li>Compare quantities and use language 'more than', 'fewer than'</li> <li>Describe a familiar route</li> <li>Extend and create ABAB patterns (stick/leaf/stick/leaf)</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts, showing the right number of objects to match the numeral (up to 5)</li> <li>Talk about the properties of 2d and 3d shapes using informal and mathematical language</li> <li>Solve real world problems up to five</li> <li>Experiment with own symbols and marks as well as numerals</li> <li>Discuss routes and locations, using words like behind and 'in-front'</li> <li>Notice and correct an error in a repeating pattern</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>(DT) Explore how things work</li> <li>(DT) Explore different textures &amp; materials</li> <li>(DT) Be independent in meeting their own care needs – washing/drying hands</li> <li>(C) Explore technical devices e.g.mouse/keyboard</li> <li>(G) Explore their immediate natural environment</li> <li>(H) Look at photographs and in books of things from the past and compare to present day (use traditional tales)</li> <li>(S) Use all their senses in hands-on exploration of natural materials</li> <li>(S) Explore and talk about the different forces they can feel</li> </ul>	<ul style="list-style-type: none"> <li>(DT) Develop their own ideas and decide which materials to use</li> <li>(DT) Join different materials together</li> <li>(DT) Make healthy choices about food and drink</li> <li>(C) Can take pictures using the Ipad</li> <li>(G) Know there are different countries in the World</li> <li>(G) Talk about the differences they have experienced or seen</li> <li>(H) Children talk about significant people in their lives</li> <li>(S) Talk about what they see, using wide vocabulary</li> <li>(S) Talk about why things happen and how things work</li> <li>Explore collections of materials with similar and/or different properties</li> </ul>	<ul style="list-style-type: none"> <li>(DT) Make imaginative and complex 'small worlds' with blocks/construction kits</li> <li>(DT) Use drawing to represent ideas</li> <li>(DT) Talk about what they have made</li> <li>(DT) Talk about the differences between materials and changes they notice in cooking</li> <li>(C) Knows that information can be retrieved from technical devices and the internet</li> <li>(G) Show interests in different occupations</li> <li>(G) Continue to develop positive attitudes about the differences between people</li> <li>(H) Begin to make sense of their own life story and family history</li> <li>(S) Talk about the differences between materials and changes they notice</li> <li>(S) Plant seeds and care for growing plants, developing an understanding of growth, decay and changes over time</li> <li>(S) Understand and talk about the key features of the life cycle of a plant and animal</li> <li>(S) Begin to understand the need to respect and care for the natural environment and all living things</li> </ul>

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<p style="text-align: center;"><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• (Painting) Name &amp; Explore colour</li> <li>• Artist (Kadinsky)</li> <li>• (Sketching) Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• (Printing) Explore objects to print with</li> <li>• (Music) Listen with increased attention to sounds</li> <li>• (Music) Sing entire nursery rhymes</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• (Painting) Explore colour mixing</li> <li>• (Sketching) Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Artist (David Litchfield)</li> <li>• Use drawing to represent ideas like movement</li> <li>• (Collage) Join different materials and explore different textures</li> <li>• (Music) Respond to what they have heard, expressing their thoughts and feelings</li> <li>• (Music) Sing the pitch of a tone sung by another person</li> <li>• (Music) Sing the melodic shape of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>• (Collage) Develop their own ideas and then decide on the materials used to express them.</li> <li>• Artist: Eric Carle</li> <li>• (Sketching) Show different emotions in their drawings and/or paintings</li> <li>• (Music) Create their own songs, or improvise a song around one they already know</li> <li>• (Music) Play instruments with increasing control to express their feelings and ideas</li> </ul>
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