

Woodland Primary School
EYFS FS2 Long Term Progression Plan
Curriculum Coverage



Prime Areas FS2	Autumn Term	Spring Term	Summer Term
Communic-ation and Language	Listening and Attention <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Engage in story time Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts Learn rhymes, poems, and songs Speaking <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary through the day Describe events in some detail Develop social phrases e.g. Good morning – how are you? 	Listening and Attention <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books Speaking <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen 	Listening and Attention <ul style="list-style-type: none"> 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 Make comments about what they have heard and ask questions to clarify their understanding Hold a conversation when engaged in back-and-forth exchanges with their peers and teachers Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 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
Personal, Social and Emotional	Self-regulation <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Managing Self <ul style="list-style-type: none"> See themselves as a valuable individual Building Relationships <ul style="list-style-type: none"> Build constructive and respectful relationships 	Self-regulation <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Managing Self <ul style="list-style-type: none"> Manage their own needs Building Relationships <ul style="list-style-type: none"> Express their feelings and consider the feelings of others 	Self-regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly Set and work towards goals, being able to wait for what they want and control their immediate impulses when appropriate 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 and or actions Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendship with peers Show sensitivity to their own and other's needs

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<p style="text-align: center;">Physical Development</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency Further develop and refine a range of ball skills including, throwing, catching, kicking and passing Revise and refine the fundamental movement skills e.g. rolling, crawling, jumping etc <p>Fine Motor</p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Gross Motor</p> <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Progress towards a more fluent style of moving with developing control and grace Develop overall body strength, coordination, balance and agility needed to engage successfully with PE sessions <p>Fine Motor</p> <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor 	<p>Gross Motor</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and co-ordination Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all areas Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing
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Specific Areas FS2	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them (following the RWI programme) Form lower case and upper case letters correctly Teacher creates opportunities to model spelling words e.g. shopping lists, signs for the environment etc 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter/sound correspondences Read some letter groups that each represent one sound and say sounds for them e.g. 'sh' Read a few common exception words matched to the school's phonics programme (RWI) Read simple phrases made up of words with known letter/sound correspondences Spell words by identifying the sounds and then writing the sound with letters Write short phrases with a capital letter and full stop 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 diagraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others
<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> Count objects, actions and sounds to 5 Subitise to 5 Begin to link the number symbol with it's cardinal number value 1 – 5 Count beyond 10 Compare numbers knowing if there are more/fewer objects 	<ul style="list-style-type: none"> Count objects, actions and sounds to 5 Subitise to 5 Begin to link the number symbol with it's cardinal number value 1 – 5 Count to 20 Understand one more/one less than relationship between consecutive numbers Explore compositions of numbers up to 10 Automatically recall number bonds 0 – 5 Continue, copy and create patterns Compare length, weight and capacity 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number Subitise up to 5 Automatically recall number bonds up to 5 including subtraction facts Know some number bonds to 10 Know some double facts Verbally count beyond 20 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

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	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop special reasoning skills 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have another shape within it, just as numbers can 	<ul style="list-style-type: none"> Explore even and odd numbers Explore how quantities can be distributed equally
Understanding the World	<ul style="list-style-type: none"> (DT) Expand their knowledge of different construction kits to what they experienced in FS1 (DT) Develop their knowledge of different materials and begin to think about what they are going to make (G) Name and describe people who are familiar to them in the community (G) Understand that some places are special to members of their community (H) Talk about members of their immediate family and community (C) Use an iPad correctly, video recording, interactive games (S) Know some similarities and differences in relation to objects and materials (S) Talk about features of their own immediate environment (S) Explore the natural world around them 	<ul style="list-style-type: none"> (DT) Create collaboratively with construction kits, sharing ideas, resources and skills (DT) Draw a plan of their product, decide which materials they are going to use and evaluate their success (G) Recognise some environments that are different to the one in which they live (G) Draw information from a simple map (H) Comment on images of familiar situations in the past (H) Compare and Contrast characters from stories, including figures from the past (C) Can use the Internet with adult supervision to find and retrieve information of interest to them (S) Look closely at similarities, differences, patterns and change (S) Make observations of plants and animals and explain why some things occur (S) Know about some similarities and differences between living things 	<ul style="list-style-type: none"> (DT) Return to and build on their previous learning, refining ideas and developing their ability to represent them (DT) Children can share their creations, explaining the process they have used (G) Describe their immediate environment (G) Explain some similarities and differences between life in this country and life in other countries (H) Talk about the lives of the people around them and their roles in society (H) Know some similarities and differences between things in the past and now (H) Recall some important narratives, characters and figures from the past encountered in books (C) Learn to be safe on-line (S) Understand some important processes and changes in the natural world around them, including changing states of matter, seasons (S) Know some similarities and differences between the natural world around them and contrasting environments
Expressive Arts and Design	<ul style="list-style-type: none"> (A) Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing, painting and collage and print (M) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> (A) Return to and build on their previous learning, refining ideas and developing their ability to represent them for drawing, painting and collage and print (A) Create collaboratively sharing ideas, resources and skills for drawing, painting and collage and print (M) Watch and talk about dance and performance art, expressing their feelings and responses (M) Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> (A) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage and print (A) Share their creations, explaining the process they have used for drawing, painting and collage and print (M) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music