



Disley Primary School - Progression of Skills & Curriculum Overview

| Area of Learning                                                                                                                                                                                                                 | Autumn 1 - All About Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2 - Seasons and Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1 - Journeys out of this World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2 - People Who Help Us                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1 - Animals and Living Things                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2 - Going Green                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Other Possible Themes                                                                                                                                                                                                            | Pets<br>Looking after ourselves<br>Our Families<br>Our community<br>Diversity<br>Harvest<br>Emotions/Feelings                                                                                                                                                                                                                                                                                                                                                                                                                              | Remembrance Day<br>Environmental changes/Science (e.g. evergreen/deciduous trees)<br>Black History Month<br>Anti-bullying week                                                                                                                                                                                                                                                                                                                                                                                      | Transport<br>Countries<br>Journeys<br>Pancake Day<br>Valentines Day<br>Science Week                                                                                                                                                                                                                                                                                                                                                                                                                                        | Fairtrade<br>Easter<br>International Women's Day<br>Empathy Week                                                                                                                                                                                                                                                                                                                                                                                                                                      | Journeys<br>David Attenborough<br>Countries<br>How animals were used in the past                                                                                                                                                                                                                                                                                                                                                                                       | Oceans<br>Past/present/future<br>Journeys<br>Sustainable development goals<br>Habitats<br>Transition to Year 1                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Enrichment Activities                                                                                                                                                                                                            | Secret Readers<br>Letters from family members<br>Making healthy foods e.g. food kebabs<br>Oral hygiene - Dentist visit<br>Diversity Day (different family structures)<br>Languages Day                                                                                                                                                                                                                                                                                                                                                     | Woodland walk to explore seasons<br>Wildlife camera<br>Forest School<br>Temperature/weather recording<br>Nativity Performance<br>Christmas Jumper/Dinner Day<br>Talent Show<br>Christmas Craft Parent Workshop<br>Whole School Pantomime Trip                                                                                                                                                                                                                                                                       | Virtual tour Jodrell Bank<br>Email links to astronauts e.g. Tim Peake<br>'Flying' to the moon<br>'NASA cam'<br>Chinese New Year Day<br>Children's Mental Health Week                                                                                                                                                                                                                                                                                                                                                       | Visits from: Police, Paramedics, Nurses, and Doctors, Firefighters etc.<br>Church Visit<br>Walk to local post office<br>Visit to the local library<br>World Book Day<br>Easter crafts<br>Easter Craft Parent Workshop                                                                                                                                                                                                                                                                                 | Visit from a doctor<br>Visit from the fire service<br>Library Visit<br>School trip -Chatsworth farm<br>Caterpillars/tadpoles<br>Chickens<br>Bean planting<br>National Storytelling Week                                                                                                                                                                                                                                                                                | Science Day<br>Water Day<br>Junk modelling/D&T with recycled and reused materials<br>World Music Day<br>Summer Parent Workshop<br>Transition Activities                                                                                                                                                                                                                                                                                                                                                                              |
| Equality, Diversity and Inclusion (EDI) Opportunities                                                                                                                                                                            | Different family structures<br>Learning about how we are all unique in our views, beliefs and opinions<br>Exploring different choices for appearance, likes and dislikes                                                                                                                                                                                                                                                                                                                                                                   | Different cultural celebrations and special events<br>Exploring different music from different countries and cultures<br>Exploring different tradition creative activities/decorations                                                                                                                                                                                                                                                                                                                              | Learning about the different astronauts that have visited space (Neil Armstrong, Buzz Aldrin) including many women and astronomers from different countries around the world                                                                                                                                                                                                                                                                                                                                               | Exploring different occupational roles and challenging gender stereotyping in different occupations<br>Learning about Mary Seacole and her role as a nurse during the Crimean war                                                                                                                                                                                                                                                                                                                     | Exploring different animals of worship from different religions and cultures around the world                                                                                                                                                                                                                                                                                                                                                                          | Exploring their responsibilities as the new generation to help protect and preserve the planet                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Vocabulary<br>Key Words<br><br>Conceptual language                                                                                                                                                                               | Unique<br>Family<br>Senses<br>Emotions<br>Growth<br>Special<br>Same<br>Different<br>Healthy<br>Hobby<br>respect                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn<br>Winter<br>Celebrate<br>Weather<br>Nature<br>Year<br>Month<br>Change<br>Time<br>Date<br>Order                                                                                                                                                                                                                                                                                                                                                                                                              | Planet<br>Earth<br>Sun<br>Moon<br>Star<br>Rocket<br>Solar System<br>Change<br>Time<br>Astronaut<br>Distance<br>Speed<br>Travel<br>Journey                                                                                                                                                                                                                                                                                                                                                                                  | Job<br>Help<br>Safe<br>Equipment<br>Vehicle<br>England<br>Disley<br>Place<br>Transport<br>Address                                                                                                                                                                                                                                                                                                                                                                                                     | Growth<br>Animal<br>Minibeast<br>Wild<br>Living<br>Habitat<br>Life cycle<br>Environment<br>Plant<br>Explore<br>Spring<br>Pet                                                                                                                                                                                                                                                                                                                                           | Recycle<br>Reuse<br>Earth<br>World<br>Planet<br>Litter<br>Plastic<br>Care<br>Material<br>Pollution<br>Summer<br>Transition<br>Change                                                                                                                                                                                                                                                                                                                                                                                                 |
| Communication and Language<br><br>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions etc. | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Listens to others 1:1 or in small groups when conversation interests them</li><li>Listens to stories with increasing attention and recall</li><li>Focuses attention still listen and do (but can shift own attention)</li></ul> <b>Speaking progress skills</b> <ul style="list-style-type: none"><li>use more complex sentences to link thoughts (e.g. and because)</li><li>Can retell a simple past event in correct order</li></ul> | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Is able to respond and follow instructions (if not intently focused on own choice of activity)</li><li>Shows understanding of prepositions</li><li>Understands the use of objects (eg scissors for cutting)</li><li>Begins to understand how/why questions</li></ul> <b>Speaking progress skills</b> <ul style="list-style-type: none"><li>Uses intonation, rhythm and phrasing to make meaning clear</li></ul> | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Maintains attention, and sits appropriately during an activity</li><li>Listen and do for a short span (two channelled attention)</li><li>Able to follow a story with props or pictures</li><li>Responds to simple instructions</li><li>Understands humour e.g. in stories</li></ul> <b>Speaking progress skills</b> <ul style="list-style-type: none"><li>Extends vocabulary e.g. grouping and exploring the</li></ul> | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Maintains attention, concentrates and sits appropriately during an activity</li><li>Listen and do for a short span, using comments and actions in a small group</li><li>Able to follow a story without props or pictures</li></ul> <b>Speaking progress skills</b> <ul style="list-style-type: none"><li>Participates and uses newly introduced vocabulary in 1:1/ small group contexts</li></ul> | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Responds to instructions involving two part sequence</li><li>Responds and takes turns when communicating</li><li>Begins to ask why or how questions</li></ul> <b>Speaking progress skills</b> <ul style="list-style-type: none"><li>Uses talk to organise, sequence and clarify thinking and ideas</li><li>Expresses their ideas and feelings using full</li></ul> | <b>Listening, Attention and Understanding progress skills</b> <ul style="list-style-type: none"><li>Listen attentively</li><li>Respond to what they hear with relevant questions, comments and actions when being read to</li><li>Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions</li><li>Make comments about what they have heard and ask questions to clarify understanding</li><li>Hold conversation when engaged in back and forth</li></ul> |



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|  | <ul style="list-style-type: none"><li>Uses talk to connect ideas, explain what is happening and anticipates what might happen next, recall and relies experiences</li><li>Questions why things might happen</li><li>Uses a range of tenses</li></ul> <p><b>Focussed activities:</b><br/>Role-play area - home corner. Learning the names of the children/adults in our class a Finding out about our families. Talking about similarities and differences in our families Exploring where we live and who lives in our house Talking about our bodies and learning the names and used for each part. Children share their hobbies and interests. Talking about our favourite foods Talking about our favourite toys Talking about how our body changes over time Looking at timelines to help us understand what we can do now but what we couldn't do in the past when we were babies'.<br/><b>Oracy Activity:</b> Concept Cartoon for who ch think is making positive choices at school,</p> | <ul style="list-style-type: none"><li>Uses vocabulary focused on objects, and people that are of particular importance</li><li>Builds up vocabulary that reflects the breadth of their experiences</li><li>Uses talk to pretend e.g. box is my castle</li></ul> <p><b>Focussed activities:</b><br/>Play 'Guess the Season.' Children to think of a season and give clues so the rest of the class can guess which season they are thinking of. Add enhancements to role-play to reflect the seasons, e.g. Christmas tree, pumpkin<br/>Explore 'seasons' vocabulary. Clap syllables, find rhyming words, explore meaning, similar words etc. Explore rhythm when re-enacting firework display<br/>Exploring prepositions when building firework rockets and snowmen- put the hat on the top of the head, put the buttons underneath the head etc<br/>Exploring onomatopoeic sounds and words when discussing our experiences of being at a bonfire and firework display<br/>Talk about the use of objects such as scissors for cutting, knives for slicing when making pumpkin collages and Diwali lamps<br/><b>Oracy Activity:</b> Opinion line for talking about children's favourite celebrations</p> | <p>meaning and sounds of new words</p> <ul style="list-style-type: none"><li>Uses language to imagine and recreate roles and experiences in play</li><li>Links statements and sticks to main theme/intention</li><li>Uses talk to organise, sequence and clarify ideas, and events</li><li>Introduces a storyline or narrative into their play</li></ul> <p><b>Focussed activities:</b><br/>Hot-seating questions for an astronaut.<br/>Planning questions to ask Baby Bear about his Journey to the moon. Role play building a rocket and packing a picnic to the moon like Baby bear<br/>Role-play area - Rocket/International Space Station Children describe their journey to space/the moon through DEAL activities,<br/>Children will describe a day in space for Bob the Man on the Moon. Children to sequence Bob's day as the man on the moon<br/>Discussing Characters feelings in the story 'The way back home' and relating these feelings to our own real life experiences.<br/>Learning new space themed vocabulary and matching them to their definitions such as sun, star, planet, moon<br/><b>Oracy Activity:</b> Aliens love underpants used as stimulus. Children to role play being an alien from the story and use talk tokens to explain what they know about space</p> | <ul style="list-style-type: none"><li>Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative</li></ul> <p><b>Focussed activities:</b><br/>Describing their own experiences with people who help us. Thinking of questions to ask people who help us when they visit the school. Listening carefully to the visitors when they come to school. Discussing what we would like to be when we grow up and why. Talking about who can help us in our local community and sharing experiences of when we have seen these people. Understanding what to do in an emergency and how to gain help by completing training from the Mini First Aid company. Understanding the uses and purposes of some features of emergency vehicles such as flashing lights and sirens, hoses and ladders etc..<br/><b>Oracy Activity:</b> Concept cartoon' Who is making the healthiest choices</p> | <p>sentences, using past and present tense</p> <ul style="list-style-type: none"><li></li></ul> <p><b>Focussed activities:</b><br/>Role play area - woodland area. Children describe their favourite animal and explain why. Ask children to prepare a question to ask the Vet.<br/>Listening to a collection of stories sequencing and retelling the events. Children to plant beans and follow step by step instructions to successfully plant their beans, understanding and remembering key knowledge and skills on how to take care of them and what they need to survive. Children to make observations and comments about the progress of their bean's growth. When exploring Dear Zoo, children to engage in group oracy skilled discussions expressing their ideas of which animal makes the perfect pet.<br/><b>Oracy Activity-</b> using Talk Tokens to discuss and debate what makes the perfect pet using Dear Zoo as a stimulus.</p> | <p>exchanges with their teacher/peers</p> <p><b>Speaking progress skills</b></p> <ul style="list-style-type: none"><li>Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary</li><li>Offers 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, using past, present and future tenses and making use of conjunctions with support from teacher</li></ul> <p><b>Focussed activities:</b><br/>Setting up recycling centre in role-play area - children work together to decide which objects can be recycled and which can't. Children to describe what they currently do to help the environment, e.g. reusable water bottles, and why they think it is important. Children to use their developed oracy skills to debate and challenge why we need to help to protect our environment and planet. Children to offer explanations for what might happen if we do not recycle through the creation of posters and purposeful writing, Children to participate in activities that involve grouping, sorting and categorising materials Children to show understanding of what can and cannot be recycled and explain why<br/>Transition- <b>Oracy activity-</b> Opinion line for emotions for starting year 1 using the colour monster emotions as a stimulus</p> |
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| <p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, Jigsaw sessions, diversity stories etc.</p> | <p><b>Self-Regulation progression skills</b></p> <ul style="list-style-type: none"><li>Knows that some actions and words can hurt others' feelings</li><li>Begins to accept the need of others, taking turns and shares resources sometime with support</li></ul> <p><b>Managing Self progression skills</b></p> <ul style="list-style-type: none"><li>Understands tools and equipment have to be used safely.</li><li>Dresses with some help</li><li>Attends toileting and handwashing/drying mostly independently</li><li>Observes effects of activity on their body</li></ul> <p><b>Building Relationships progression skills</b></p> <ul style="list-style-type: none"><li>Plays in a group, extending and elaborating play ideas</li><li>Initiates play, offering cues for peers to join in</li></ul> <p><b>Focussed activities:</b><br/>Introduce circle time and class rules. Talk about and reflect on good and bad choices. Explore the different things that make us unique and how we can appreciate others. Discussing our experiences of different emotions using books as a stimulus such as the worry monster, the squirrels that squabbled and the Lion in me, Using visual props and puppets of the colour monster to engage in role play and discussions about our experiences and emotions. Whole class reads and discussions in circle time focusing on regulation of emotions and the importance of suing kind hands in school. Begin using learning partners to develop children's turn taking and sharing and develop tis using learning groups towards the end of half term. Reward children with stickers for independence and resilience such as</p> | <p><b>Self-Regulation progression skills</b></p> <ul style="list-style-type: none"><li>Sometimes tolerates delay when needs are not immediately met</li><li>Usually adopts behaviour to different social situations and changes in routine</li></ul> <p><b>Managing Self progression skills</b></p> <ul style="list-style-type: none"><li>Selects/uses activities and resources with help</li><li>Enjoys small responsibilities and welcome praise for what they have done</li></ul> <p><b>Building progression Relationships</b></p> <ul style="list-style-type: none"><li>Keeps play going by responding to what others are saying or doing</li></ul> <p><b>Focussed activities:</b><br/>Have a class vote for a favourite season. Discuss fairness and having our own choices - reminding children that everyone has their likes and dislikes, there are no wrong answers. Talk about the positives and negatives of each season. For example, sometimes it snows in winter but it is often cold and rainy. Talk about what patience means and how sometimes we have to wait a long time for our favourite time of year. Discuss safety and self-care rules when going trick or treating and attending a fire work display Children to learn how to use tools safely such as scissors for cutting and knives for slicing when completing season themed crafts such as pumpkin carvings and clay model Diwali lamps. Children to be introduced into celebration assemblies and supported to adapt their behaviour and listening skills when in assemblies. Begin Jigsaw Piece 2- Celebrating Differences and discuss how different people from around the</p> | <p><b>Self-Regulation progression skills</b></p> <ul style="list-style-type: none"><li>With guidance, can say simple expressions of feeling.</li><li>Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt</li><li>Aware of boundaries set and behavioural expectations in the setting</li></ul> <p><b>Managing Self progression skills</b></p> <ul style="list-style-type: none"><li>Confident to speak about own needs, wants, opinions and interests</li><li>Describes self in positive terms including abilities</li><li>Usually is dry and clean during the day</li></ul> <p><b>Building Relationships progression skills</b></p> <ul style="list-style-type: none"><li>Demonstrates friendly behaviours, initiating conversation and forms good relationships with peers and familiar adults</li></ul> <p><b>Focussed activities:</b><br/>Children discuss the skills needed to be a good astronaut e.g. resilience, responsibility, listening and being able to follow instructions. Children to discuss how we keep healthy and safe. Discussing which foods provide us with the most vitamins/nutrients to become strong and healthy like Bob the man on the moon. Children to describe Baby Bear positively and to describe how the characters from 'The way back home' were brave and resilient throughout the story. Begin Jigsaw Piece 3- Dreams and Goals -linking to Baby Bear's dreams of visiting the moon, discuss what dreams and goals the children would like to achieve.</p> | <p><b>Self-Regulation progression skills</b></p> <ul style="list-style-type: none"><li>Begins to negotiate and solve problems without a physical impulse or heightened emotion</li><li>Aware of own feelings and can use the appropriate word/description.</li></ul> <p><b>Managing Self progression skills</b></p> <ul style="list-style-type: none"><li>Eats a range of healthy foods and understands the need for variety</li><li>Shows understanding with regards to healthy practices eg sleep, exercise, hygiene and oral health</li><li>Shows some understanding for the need for safety when tackling new challenges</li></ul> <p><b>Building Relationships progression skills</b></p> <ul style="list-style-type: none"><li>Initiates conversations, attends to and takes account of what others say</li><li>Explains own knowledge and asks appropriate questions of others</li></ul> <p><b>Focussed activities:</b><br/>Circle times - ask the children to suggest the names of all the people who help them at school; encourage them to think about the people who clean, who make meals, look after the books, who set out activities and who answers the phone. Children to learn about dental hygiene and how they must take responsibility for brushing their teeth and making healthy food choices. Discussing fire safety and planning questions to ask the fire service when they visit. Children to understand what to do in an emergency and how to gain help by completing training from the Mini First Aid company Children to think about what they would like to be when they grow up, and share why they think they would be good at doing this job. Talking about being positive role models in our community and relating</p> | <p><b>Self-Regulation progression skills</b></p> <ul style="list-style-type: none"><li>Beginning to regulate own behaviours making/suggesting appropriate changes to actions</li><li>Increasingly aware of boundaries set and behavioural expectations in the setting</li><li>Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome.</li></ul> <p><b>Managing Self progression skills</b></p> <ul style="list-style-type: none"><li>Practices some appropriate safety measures independently</li></ul> <p><b>Building Relationships progression skills</b></p> <ul style="list-style-type: none"><li>Takes steps to resolve conflict with other children eg finds a compromise</li></ul> <p><b>Focussed activities:</b><br/>During circle time discuss why animals are important to us and how we can look after them. Discuss who has a pet and bring in a photograph of our pets to share and discuss Discuss why they are special. How do we make sure our pets are healthy and safe? Discuss what we should do if we see someone mistreating people and animals. Begin Jigsaw Piece 5- Relationships- focusing on establishing and sustaining healthy relationships at home and at school.</p> | <p><b>Self-Regulation progression skills</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 an activity, and shows an ability to follow instructions involving several ideas or actions</li></ul> <p><b>Managing Self progression skills</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>Explains the reasons for rules, knows right from wrong and tries to behave accordingly</li><li>Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)</li></ul> <p><b>Building Relationships progression skills</b></p> <ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others</li><li>Forms positive attachments to adults and friendships with peers</li><li>Show sensitivity to their own and others needs</li></ul> <p><b>Focussed activities:</b><br/>Discuss how we as individuals can contribute towards protecting our planet. Children identify and describe what they already do to reduce the waste they use e.g. reusable water bottles, drinking from paper/metal straws.</p> |
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|                                                                                                                                                                                                                                                                                                               | <p>hand washing, toileting, safe walking indoors.</p> <p>Begin Jigsaw Piece 1- Being Me in My world and discuss how to look after our bodies and our emotions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>world may celebrate important and special events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Talk about how we can only help our environment if we play our individual parts, but also by working as a big team.</p> <p>Transition focused activities using books as a stimulus such as 'The worrysaurus and The Koala who Could to support discussions and reflections on moving to year 1.</p> <p>Begin Jigsaw Piece 6- Changing me- learning about how our bodies change and develop overtime and how our independence develops and our ability to look after ourselves and manage our needs both physically and emotionally.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Physical Development</b></p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Penpal handwriting sessions, Fine-motor Fridays etc.</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Moves freely and with pleasure and confidence in a range of ways eg slithering, shuffling, rolling, crawling, walking, balancing, jumping and running</li><li>Mounts stairs, steps or climbing equipment using alternate feet</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Uses one handed tools and equipment eg makes snips in paper with scissors</li><li>Holds pencils between thumb and two fingers, no longer whole hand grasp(static tripod grip)</li></ul> <p><b>Focussed activities:</b></p> <p>Introduce dough gym to develop fine motor skills. Practising name writing.</p> <p>Make healthy fruit salads practising cutting skills using knives</p> <p>Practise scissor skills by modelling how to hold scissors and making snips in paper following patterns.</p> <p>Use plastic knives, rolling pins and other tools to cut and shape play dough to create faces and different emotion faces.</p> <p>Lots of fine motor opportunities such as tracing and following loops,</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Walks downstairs, two feet on each step whilst carrying a small object</li><li>Runs skilfully and negotiates space, adjusting speed or directions to avoid obstacles</li><li>Draws large lines and circles using gross motor movement</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Holds pencil near point between first two fingers and thumb and uses it with good control</li><li>Can copy some letters eg from own name</li></ul> <p><b>Focussed activities:</b></p> <p>Making seasonal scented playdough.</p> <p>Use of natural, seasonal objects, such as leaves and twigs, for children to practise their cutting skills. Can they create a collage with the different shapes they cut?</p> <p>Create obstacle courses outside using the gross motor skills resources</p> <p>Drawing big chalk 'puddles' to jump around or balance around the chalk.</p> <p>Continue with daily name practise</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Stands momentarily on one foot when shown</li><li>Catches a large ball</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Uses simple tools to effect changes to materials</li><li>Handles tools, objects, construction and malleable materials with increasing control</li><li>Shows a preference for a dominant hand</li><li>Begins to use anti clockwise movement and retrace vertical lines</li><li>Begins to form recognisable letters</li></ul> <p><b>Focussed activities:</b></p> <p>Building spaceships from large apparatus and practise moving around the equipment safely.</p> <p>Manipulating play dough to create own space aliens.</p> <p>Rolling and shaping biscuit dough when making moon biscuits.</p> <p>Cutting out planets.</p> <p>Use one handles tools such as pincers to pick up stars from the sand</p> <p>Writing and mark marking in moon dust using fingers and paintbrushes</p> <p>Cutting out 2D shapes with scissors to make rocket pictures.</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Experiments and combine different ways of moving</li><li>Jumps off an object and lands appropriately</li><li>Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li></ul> <p><b>Focussed activities:</b></p> <p>Use trikes, police outfits and other emergency services to role play a typical day on the road. Can they keep in their own space?</p> <p>Cutting out pictures of different equipment, e.g. a hose, stethoscope - can they stick them on the correct person? (Police, paramedics, firefighters).</p> <p>Writing letters to home, putting on a stamp and posting them in the post box.</p> <p>Develop scissor skills and use split pins to create people who help us moving characters</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Travels with confidence and skill, under, over and through balancing and climbing equipment</li><li>Shows increasing control when pushing, patting, throwing, catching or kicking it</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li></ul> <p><b>Focussed activities:</b></p> <p>Moving and travelling in different ways, like animals. Put our movements together to create our own jungle dance.</p> <p>Taking part in write dance to develop fine-motor skills.</p> <p>Using clay to shape and mould our own animal sculptures.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>Continue with daily name practise</p> <p>Pen Pals Handwriting sessions focusing on phonemes taught that week.</p> <p>PE Passport Focus: Dance- Circus</p> | <p><b>Gross Motor progression skills</b></p> <ul style="list-style-type: none"><li>Negotiate space and obstacles safely, with considerations for themselves and others</li><li>Demonstrate strength, balance and coordination when playing</li><li>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing</li></ul> <p><b>Fine Motor progression skills</b></p> <ul style="list-style-type: none"><li>Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases</li><li>Uses a range of tools, including scissors, paint brushes and cutlery</li></ul> <p><b>Focussed activities:</b></p> <p>Practising skills for a sports day, e.g. running, jumping and skipping.</p> <p>Taking part in team games and further developing ball skills by throwing, catching and kicking.</p> <p>Using scissors and glue to assemble junk-modelling materials/things we have recycled from home or school.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>Practise and mastering cutlery skills- prodding with forks and cutting with</p> |



## Disley Primary School - Progression of Skills & Curriculum Overview

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|                                                                              | <p>line sand patterns to develop pencil control, and pencil grip</p> <p>Exploring different ways of moving on apparatus and focus on why it is important to do exercise.</p> <p>PE lessons, games and activities to promote listening and understanding such as traffic lights, duck duck goose, fruit salad,</p> <p>Introducing outdoor gross motor area and rules of how to use safely.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>PE Passport Focus:<br/>Fundamental Skill 1<br/>Gym Rocking and Rolling (OTIS)</p>                                                                                                                                                                                                                                                                                                                                                                     | <p>Pen Pals Handwriting sessions focusing on phonemes taught that week.</p> <p>Creating large firework displays outside on the playground using chalks, mark making circular shapes, zig zag lines and wavy lines.</p> <p>Using tools such as clay knives to cut and mould shapes in clay when making clay hedgehogs.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>PE Passport Focus:<br/>Locomotion 1<br/>Net and Wall Game Wall Skills (OTIS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Using tools and materials such as scissors, tape and glue to create junk model space crafts</p> <p>Using cotton buds to create own star consolations</p> <p>Continue with daily name practise</p> <p>Pen Pals Handwriting sessions focusing on phonemes taught that week.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>PE Passport Focus:<br/>Invasion Game Skills<br/>Fine Motor Skills (OTIS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Play cars games developing skills from traffic lights using more positional and directional language.</p> <p>Begin practising writing surnames as well as forenames</p> <p>Using tools and materials such as scissors, tape and glue to create junk model emergency vehicles.</p> <p>Continue with daily name practise</p> <p>Pen Pals Handwriting sessions focusing on phonemes taught that week.</p> <p>Weekly cosmic yoga sessions to enhance listening and understanding skills alongside gross motor development.</p> <p>PE Passport Focus:<br/>Gymnastics- Flight, Bouncing, Jumping and Landing<br/>Object Manipulation 1</p>                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Athletics (OTIS)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>knives using playdough- supporting transitions for year 1</p> <p>Continue with daily name practise</p> <p>Pen Pals Handwriting sessions focusing on phonemes taught that week.</p> <p>PE Passport Focus:<br/>Target Games<br/>Striking and Fielding Games (OTIS)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Literacy</b></p> <p><b>Also See Monster Phonics Long Term Plan</b></p> | <p><b>Comprehension progression skills</b></p> <ul style="list-style-type: none"> <li>Listen with interest and recall when being read to during small groups.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Word building: initial sounds, rhyming, alliteration, hearing CVC, recognising graphemes. Beginning to recognise graphemes in books. Recognises some familiar words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sentence Structure: mark making</li> <li>beginning to form some letters</li> <li>have a go at writing own name</li> <li>use tripod pencil grip, confident to 'have a go' Uses appropriate resources to support writing</li> </ul> <p><b>Focussed activities:</b><br/>Recognise their own and other children's names, and practise writing them.<br/>Beginning to recognise and read simple words e.g. Mum, Dad<br/>Labelling objects we have found in the story odd dog out by</p> | <p><b>Comprehension progression skills</b></p> <ul style="list-style-type: none"> <li>Answer simple retrieval questions about a text which has been read to them. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Word building: rhyming, alliteration, hearing and reading CVC, recognising graphemes (inc. some digraphs)</li> <li>Recognise most single graphemes and some digraphs.</li> <li>Tricky words: phase 2</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sentence Structure: form many letters</li> <li>writing initial sounds and beginning to write CVCs</li> <li>use tripod pencil grip, write l-r, t-b</li> <li>Uses appropriate resources to support writing</li> </ul> <p><b>Focussed activities:</b><br/>Provide different mark-making tools which represent each season, such</p> | <p><b>Comprehension progression skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding when talking with others about what they have read. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Word building: reading CVC in sentences, recognising graphemes (inc. most digraphs)</li> <li>Recognise all single graphemes and many digraphs.</li> <li>Tricky words: phase 2/3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sentence Structure: Form most letters.</li> <li>write CVCs and beginning to use digraphs</li> <li>beginning to write a simple sentence</li> <li>use tripod pencil grip, write l-r, t-b,</li> <li>Uses appropriate resources to support writing</li> </ul> <p><b>Focussed activities:</b></p> | <p><b>Comprehension progression skills</b></p> <ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Word building: reading CVCs and words with digraphs in sentences recognising graphemes (inc. most digraphs)</li> <li>Recognise all single graphemes and many digraphs.</li> <li>Tricky words: phase 2/3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sentence structure: form most letters,</li> <li>write CVCs and words with digraphs,</li> <li>write simple sentences with increasing independence building up stamina,</li> <li>use tripod pencil grip, write l-r, tb,</li> <li>Uses appropriate resources to support writing</li> </ul> <p><b>Focussed activities:</b><br/>Label photographs of the people who help us<br/>Explore a large map of Disley of where the people who help us are</p> | <p><b>Comprehension progression skills</b></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, nonfiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Word building: reading CVCs, words with digraphs and CVCC/CCVC words in sentences recognising graphemes (inc. most digraphs)</li> <li>Recognise all single graphemes and at least 10 digraphs.</li> <li>Tricky words: phase 2/3/4</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sentence structure: form most letters</li> </ul> | <p><b>Comprehension progression skills</b></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, nonfiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></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><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> </ul> |



Disley Primary School - Progression of Skills & Curriculum Overview

attempting to write initial sounds for objects,  
Identify initial sounds from the things in Elmer.  
Creating a 'family tree' and drawing/writing the members of our family.  
Drawing and labelling healthy foods and our favourite foods  
Draw and label emotions in colour monster jars  
Thinking of and writing the initial sounds of words that describe us and what make us unique.  
Writing labels and words to mark make weekly news in writing books  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVC words in whole class phonics reading sessions

Reading Spine Guided Reading  
Focus:  
Whatever Happened to You  
Fly Boy  
See What I Can Do!  
The Body Book  
Elmer  
Blue Monster Wants It All  
Owl Babies  
Big

as a carrot for spring, sticks for autumn, ice cubes for winter and shells for summer.  
Write graphemes on seasonal objects, such as conkers, leaves, snowflakes or petals.  
Create a story-map of the seasons, showing a path through the year.  
Children illustrate the map with drawings and words representing each season.  
Writing onomatopoeic words that represent firework sounds  
Creating, reading and writing words that rhyme with hog  
Sequencing and labelling the events in Percy the park keeper, After the Storm.  
Writing for a purpose/personal experiences- write about what children enjoy about Christmas  
Writing labels and words to mark make weekly news in writing books  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVC words in whole class phonics reading sessions  
Phase 2 Tricky word reading games and Bingo

Reading Spine Guided Reading Focus:  
The Gruffalo  
The Shark in The Park  
Bears Don't Eat Egg Sandwiches

Writing a letter/email to a famous astronaut.  
Using non-fiction books to find out information about space.  
Writing facts about space  
Sequencing and labelling 'a day in the life of an astronaut' using the book Bob on the moon as a stimulus  
Write about a magical journey -out of this world.  
Writing a list of what the children would like to take to space.  
Writing about their own imaginary planet.  
Writing words and phrases to begin constructing sentences for weekly news in writing books  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVCC words in whole class phonics reading sessions  
Whole Class Guided Reads focusing on identifying key vocabulary  
Phase 2 and 3 Tricky word reading games and Bingo

Reading Spine Guided Reading  
Focus:  
Whatever Next  
We're Going on a Bear Hunt  
Zim Zam Zoom  
Alien's Love Underpants  
How To Catch a Star

situated. Can the children talk about the different local services in Disley and other places of significance like the church and train station?  
Label vehicles they have made  
Label a timeline of old and new emergency vehicles comparing the similarities and differences  
Write about what they would like to be when they grow up.  
Writing about the roles of Police, paramedics and firefighters, and writing lists of the equipment they would need.  
Reading labels of equipment and matching them to the correct objects.  
Reading descriptions of roles, can the children match the descriptive sentences to the correct job role?  
Writing thank you cards to visitors and volunteers  
Writing words and phrases to begin constructing sentences for weekly news in writing books  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVCC words in whole class phonics reading sessions

Reading Spine Guided Reading Focus:  
Supertato  
Nibbles The Book Monster  
Pete The Cat and his Four Groovy Buttons

- write CVCs, words with digraphs and CVCC/CCVC words.
- write sentences with independence and stamina,
- use tripod pencil grip, write l-r, tb,
- Uses appropriate resources to support writing

**Focussed activities:**  
Writing sentences to describe favourite animals using Dear Zoo book as a stimulus.  
Make a list of adjectives to describe their animal.  
Writing for a purpose/personal experiences -about their visit to Chatsworth farmyard.  
Writing about/labelling the life cycle of a butterfly and frog  
Writing a list/instructions of all the things we need to do to look after our pets.  
Writing observations in bean diaries.  
Finding facts in non-fiction books about different animals.  
Describing wild animals using descriptive adjectives  
Writing sentences for weekly news in writing books beginning to use capital letters, finger spaces and full stops more consistently.  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVCC words in whole class phonics reading sessions.

Reading Spine Guided Reading  
Focus:  
Farmer Duck  
Six Dinner Sid  
Handa's Surprise  
Very Important Animals

- 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

**Focussed activities:**  
Children write a letter to Greenpeace, asking questions about how to look after the world  
Exploring the difference between fiction and non-fiction books. Looking at non-fiction books based around our planet and what we can do to help it.  
Creating a poster about how we can protect our environment.  
Design and write about a musical instrument (rain makers) they have made from reused materials.  
Labelling and grouping materials that can be recycled or not.  
Writing sentences for weekly news in writing books using capital letters, finger spaces and full stops consistently.  
Pen Pals handwriting practising the writing and letter formations of the phonemes of the week.  
Beginning to read simple CVCC words in whole class phonics reading sessions  
**Transition to Year 1:**  
Writing a letter to new class and class teacher with key information about self.  
Writing about dreams and goals for the future  
Creating a memory book where each child creates a page with a drawing and descriptive sentence about their favourite memory in Reception  
Reading books about change and starting in a new class/school.

Reading Spine Guided Reading Focus:  
Marvellous Machines  
The Big Book of Why  
Goldilocks and The Three Bears  
The Three Little Pigs





## Disley Primary School - Progression of Skills & Curriculum Overview

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| <b>Possible Book Focus'</b> | <p>At School<br/>Only One You<br/>Elmer<br/>Odd Dog Out<br/>The Rainbow Fish<br/>The Colour Monster<br/>Five Minutes Peace<br/>Together we can<br/>The Squirrels who squabbled<br/>The Lion Inside</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Bear Snores On<br/>The Stick Man<br/>After the Storm<br/>One Snowy Night<br/>It was a Cold, Dark Night<br/>Pumpkin Soup<br/>Seasons (non-fiction)<br/>What Do You Celebrate?<br/>Celebrations Around the World</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>How to Catch a Star<br/>Whatever Next<br/>The First Hippo on the Moon<br/>Loon on the Moon<br/>What Are Stars<br/>The Way Back Home<br/>Aliens Love Underpants</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Juniper Jupiter<br/>busy people book -Doctors<br/>The Jolly Postman<br/>Postman Pete<br/>Doctor Daisy<br/>PC Polly<br/>Fireman Fergus<br/>Going to the Dentist<br/>Topsy and Tim series<br/>When I Grow Up</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Hooray for Fish<br/>Oi Frog<br/>Percy the Park Keeper- The Rescue<br/>Party<br/>Non-Fiction book -Pets<br/>Dear Zoo<br/>The Very Hungry Caterpillar<br/>Non Fiction book- Frogs<br/>Jasper's Beanstalk<br/>Non Fiction book-Insects</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Recycling - nonfiction<br/>The Life of a Plastic Bottle<br/>The Life of a Cardboard Box<br/>What a Waste<br/>Our Planet<br/>Dear Earth<br/>A Letter to Greenpeace<br/>Somebody Swallowed Stanley</p> <p><b>Transition themed</b><br/>The Koala who Could<br/>The Worrysaurus</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Mathematics</b>          | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 1-3.</li> <li>To begin to subitise to 3.</li> <li>To find one more of numbers to 3.</li> <li>To find one less of numbers to 3.</li> <li>To explore the composition of numbers to 3.</li> <li>To match the written numeral to a quantity to 3.</li> <li>To know addition facts to make 3</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To identify which group of objects has more.</li> <li>To identify which group of objects has less.</li> <li>To compare quantities up to 3.</li> <li>To compare equal and unequal groups.</li> <li>To count forward to 3 and then to 5.</li> <li>To count backward from 3 to 0 and then 5 to 0. To order numbers to 3.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend colour and size patterns.</li> <li>Estimate, order compare, discuss and explore.</li> <li>Describe, and sort 2-D shapes. Days of the week</li> </ul> <p><b>Focussed activities:</b></p> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Introduce part/whole</li> <li>Introduce numicon</li> <li>Vocabulary: numeral, subitise, part/whole,</li> <li>To recognise numbers 1-5.</li> <li>To begin to subitise to 5.</li> <li>To find one more of numbers to 5.</li> <li>To find one less of numbers to 5.</li> <li>To explore the composition of numbers to 5.</li> <li>To match the written numeral to a quantity to 5.</li> <li>To know addition facts to make 5</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To identify which group of objects has more.</li> <li>To identify which group of objects has less.</li> <li>To compare quantities up to 5.</li> <li>To compare equal and unequal groups.</li> <li>To count forward to 5 and then to 10.</li> <li>To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Shape and sorting Describe, and sort 2 -D &amp; 3 -D shapes.</li> <li>Describe position accurately</li> <li>Days of the week, seasons. Sequence daily events</li> </ul> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 6-10.</li> <li>To begin to subitise to 8.</li> <li>To find one more of numbers to 8.</li> <li>To find one less of numbers to 8.</li> <li>To explore the composition of numbers to 8.</li> <li>To match the written numeral to a quantity to 8.</li> <li>To continue to recall addition facts that make 5 and identify the subtraction facts.</li> <li>To estimate a number of objects.</li> <li>To practise pairs of numbers that make 10.</li> <li>To begin to learn double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To count to 15.</li> <li>To count given objects up to 10.</li> <li>To order numbers to 10.</li> <li>To compare quantities to 10.</li> <li>To find the missing number from a number line.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Estimate, order compare, discuss and explore capacity, weight and lengths.</li> <li>3D shapes</li> </ul> <p><b>Focussed activities:</b></p> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers 8-10.</li> <li>To begin to subitise to 10.</li> <li>To find one more of numbers to 10.</li> <li>To find one less of numbers to 10.</li> <li>To explore the composition of numbers to 10.</li> <li>To match the written numeral to a quantity to 10.</li> <li>To continue to recall addition facts that make 5 and identify the subtraction facts.</li> <li>To estimate a number of objects.</li> <li>To practise pairs of numbers that make 10.</li> <li>To continue to learn double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To understand the difference between odd and even numbers to 10.</li> <li>Odds and evens</li> <li>To combine two groups of objects by counting all of them together.</li> <li>To take objects away and count how many are left.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Shape arrangements and rotation</li> </ul> <p><b>Focussed activities:</b></p> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>To recognise numbers to 20.</li> <li>To revise pairs of numbers which equal 5.</li> <li>To continue to practise recalling pairs of numbers that make 10</li> <li>To continue to embed double facts</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To add two given quantities to find the total.</li> <li>To subtract a one digit from another one digit number.</li> <li>To count to 20.</li> <li>To continue to embed odds and evens.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Describing positions and patterns</li> </ul> <p><b>Focussed activities:</b></p> <p>Consolidating children's knowledge of numbers 1-10 and number bonds within 5 and 10.</p> <p>Begin to learn about numbers 11-20 and how to represent them in different ways, e.g. ten frames, numicon, multilink.</p> <p>Sharing into equal groups using real objects and toy animals.</p> <p>Sorting and measuring with different animals e.g. largest-smallest, tallest-shortest</p> <p>Identify numbers missing to 10.</p> <p>Children to read the number lines</p> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>To have a deep understanding of numbers to 10, including the composition of each number.</li> <li>To subitise (recognise quantities without counting) up to 5.</li> <li>To 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><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>To verbally count beyond 20, recognising the pattern of the counting system.</li> <li>To 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>To 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>Measures</b></p> <ul style="list-style-type: none"> <li>Devising Instructions and maps</li> </ul> <p><b>Focussed activities:</b></p> <p>Children learn how to double and take part in games using dice and dominos.</p> |



## Disley Primary School - Progression of Skills & Curriculum Overview

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| <p>Meet number blocks 1, 2 and 3 and begin exploring different compositions of these numbers using counters and manipulatives. Children to begin learning to subitise with numbers 1-3 using dot arrangements.</p> <p>Ch to use trays and egg boxes to arrange objects in groups of 3 and 4 (subitising).</p> <p>Loom bands and boards to make different shapes and numbers. Children to discuss how many children are allowed in each area to explore numbers up to 5. Discussing our house numbers and which are the smallest/largest. Using shapes to make a collage of our house.</p> <p>Feeding the dogs (cardboard dog heads with mouths open) bones by rolling the subitising die to see how many bones to put in their mouth.</p> <p>Explore positional language - where do things belong?</p> <p>Explore the resources in our classroom by matching and sorting into groups.</p> <p>Children are to create a repeated pattern on the elephants using the multilink.</p> <p>Beginning to discuss the times of the day, class routines, and days of the week.</p> | <p><b>Focussed activities:</b></p> <p>Meet number blocks 4, 5 and begin exploring different compositions of these numbers using counters and manipulatives.</p> <p>Play 'How many 4s?' Place different autumnal objects in a play tray. Ask the chn to match the objects to the holes in number plates representing 4.</p> <p>Stir up a storm - there will be blue shiny pebbles for rain, white pom poms for cloud, felt lightning bolts, rainbow pom poms and weather cards with numbers next to the weather symbols for the chn to put in their pot and stir with a spoon once they have put the correct amount in.</p> <p>Hiding bears in the caves. Paper plates cut to look like caves with numbers 4 and 5 on and bears in the middle to match the amount with the numeral.</p> <p>Create stampolines using the cut up squares and match with the correct numeral.</p> <p>The chn will be matching numeral cards to different quantities (fingers, pictures, subitising cards).</p> <p>Using multi-link to build number block representatives and order them from smallest to largest</p> <p>Order natural/seasonal objects by size e.g. leaves, conkers, sticks</p> <p>Making repeating patterns with natural objects.</p> <p>Developing spatial awareness through obstacle courses, bear hunt, woodland walks.</p> <p>Have a class discussion about birthdays and create a pictogram showing the months of the year. Which month has the most birthdays?</p> | <p>Consolidating children's knowledge of 1-5, allowing them to practice their skills of addition, subtraction, more than, less than.</p> <p>Meet number blocks 6, 7 and begin exploring different compositions of these numbers using counters and manipulatives.</p> <p>Using die frames to create different arrangements of 4,5 6 and 7</p> <p>Can chn use 2 different coloured beads to create a shooting star to show the number bonds to [5] [6] [7] and then write the number bonds on the board.</p> <p>Chn to order the comets to create a number line and then correctly write numbers on whiteboard.</p> <p>Bowl of multilink in middle of table. Chn to build Numberblock 7. Split in half- can chn find 2 numeral cards (stars- week 2) to show the number bonds to 7?</p> <p>Space subitising cards and star numerals. Chn to match the numeral to its arrangement.</p> <p>Begin to teach numbers from 5-10. Learn about the compositions of different numbers above 5 using the phrases '5 and a bit'. Learning to recognise, write and order these numbers and begin to apply them in different number sentences.</p> <p>Continuing to give the children different visualisations of number problems such as part-part whole models, tens frames, numicon and multilink.</p> | <p>Use numbered ambulances/fire engines/post vans etc. for number recognition and ordering activities. Ask children to make houses with windows from construction toys, to compare their heights and to make ladders to rescue play people.</p> <p>Using ten frames, fingers and bead strings to subitise groups of 1-10.</p> <p>Exploring number bonds to 5/10 using real objects in different contexts.</p> <p>Numicon city - chn to use numicon to complete/build the different towers (how many ways can they make 8?)</p> <p>Odd or Even sorting - children to sort the teeth onto either 'Even Steven' or 'Odd Todd'</p> <p>Exploring the composition of 7 - chn subitise the amount of dots on the paper plates. Chn then add pegs to make 7</p> <p>Making equal numbers - chn to decorate the butterfly using loose parts - can they make both sides equal?</p> <p>Making double - chn use mirrors to make an arrangement of compare bears in front of the mirror to work out their double - write number sentences on WBs</p> <p>Provide Number block image cards, towers of multilink cubes and numicon for the children to match.</p> | <p>and identify the missing numbers. Can they add the correct missing numbers?</p> <p>Build and identify numbers to 20 using the numicon shapes. Children to put numicon shapes on top of each number card and then find matching numeral</p> <p>All about teen numbers activity mats. Can the children trace the numeral, put the correct amount of counters into the ten frames and build the teen numbers with Numicon pieces and multi-link cubes?</p> <p>Teen number jigsaws. Can the children connect the correct jigsaw pieces to make all of the teen numbers?</p> <p>Building multi-link towers using the teen numbers. Can the children read the numeral card and build a tower to represent the numeral?</p> <p>First, then and now (white Rose) children to complete the number sentence cards by identifying the missing numbers to the addition problems</p> <p>Sea creatures count and colour to 20 activity. Children to read the numeral and colour the correct amount if sea creatures to represent that numeral.</p> | <p>In practical activities they share and half amounts using objects.</p> <p>Consolidating key skills such as: subitising, counting, sorting, matching, ordering and comparing.</p> <p>Exploring even and odd numbers. Using maps and plans to represent places and where they are in relation to others things.</p> <p>Making different compositions of 10 using numicon pieces and the numicon frames. Children to place their numicon pieces on top of the frames and write the correct addition number sentences underneath.</p> <p>Egg boxes, pom-poms, tweezers and number cards to 10. Children to fill boxes with the correct amount of pom-poms and decide if the number is odd or even.</p> <p>Part-whole models. Children use 2 numicon pieces to find 2 smaller numbers that make the EVEN number.</p> <p>Taking away from 10- Children to use Numicon 10 pieces and marbles. Children to place a number of marbles in the holes of their Numicon piece and record on a white board how many are left.</p> <p>Ice cream matching number bonds to 10 activity. Can the children find all the different combinations of making 10 using the ice cream game?</p> <p>Sharing activity. Can the children read the number at the top of the challenge card and share that number of leaves equally between the 2 compost bins?</p> <p>Whiteboards, objects, mirrors for doubling. Children to place a number of objects in their bowl. Children to then use the mirror to look for the double reflection and count how many altogether. Children to record their double by writing an addition number sentence.</p> <p>Children draw a map of their journey to school and what they pass on the way.</p> |
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## Disley Primary School - Progression of Skills & Curriculum Overview

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| Understanding the World | <p><b>History: Past and Present</b></p> <ul style="list-style-type: none"><li>To be able to identify how they have changed from when they were a baby.</li></ul>                                                                                                                                                                                                                                                                                                                                                       | <p><b>History: Past and Present</b></p> <ul style="list-style-type: none"><li>To talk about the lives of the people around us. To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class (origination of celebrations)</li></ul>                         | <p><b>History: Past and Present</b></p> <ul style="list-style-type: none"><li>To know about the past through settings, characters and events encountered in books read in class and storytelling (visit to the moon)</li></ul>                                                                                                                                                                               | <p><b>History: Past and Present</b></p> <ul style="list-style-type: none"><li>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Emergency services then and now)</li></ul>                                                                       | <p><b>History: Past and Present</b></p> <ul style="list-style-type: none"><li>To know about the past through settings, characters and events encountered in books read in class and storytelling (growing and life cycles)</li></ul>                                                                                                                                                                                             | <p><b>History: Past and Present</b></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><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>To be able to talk about their own lives - my family, my school, my world.</li><li>To recognise similarities and differences between themselves and their peers.</li><li>To know the name of the town where they live.</li></ul>                                                                                                                                                                                        | <p><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>To identify different celebrations and how people celebrate.</li><li>To talk about how Hindus celebrate Diwali.</li><li>To know the Christmas story and how it is celebrated</li></ul>                                              | <p><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>To talk about Chinese New Year.</li><li>To know that people in other countries may speak different languages</li><li>To know what country we live in on planet earth</li></ul>                                                                                                                                | <p><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>To know about people who help us within the local community.</li><li>To use a local map to describe local environment</li><li>To know that Christians celebrate Easter.</li></ul>                                                      | <p><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>To know that simple symbols are used to identify features on a map.</li><li>To talk about the different countries on a map when exploring animals around the world</li></ul>                                                                                                                                                      | <p><b>Geography: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><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></ul>                          |
|                         | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Sensory walk of school environment</li><li>Investigating popular Summer holiday destinations</li><li>Drawing walk to school and drawing features observed on the route.</li></ul>                                                                                                                                                                                                                                                                | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Observing, describing and recording how a tree changes over the 4 seasons</li></ul>                                                                                                                                                                          | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Using Google Earth and satellite images to predict and explore what Earth is like.</li></ul>                                                                                                                                                                                                                                           | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Exploring the different places in Disley village that help to support our community.</li></ul>                                                                                                                                                                  | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Predicting and collecting data about what animals are the most popular at Chatsworth Farm.</li></ul>                                                                                                                                                                                                                                                       | <p>Fieldwork Opportunities:</p> <ul style="list-style-type: none"><li>Exploring how 'green' our school is and recording this on a map.</li></ul>                                                                                                                                                                                                                                                                                             |
|                         | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>To describe what they can see, hear, smell and feel when exploring senses</li><li>To name and understand use of body parts</li></ul>                                                                                                                                                                                                                                                                                                    | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>To identify and recognise the features of autumn.</li><li>To describe and explore the seasonal changes from Autumn to winter</li><li>To identify nocturnal animals and understand hibernation</li></ul>                                             | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>To know features of their own immediate environment.</li><li>To discuss differences in our environment on earth to that of other planets</li><li>To talk about a simple map and diagram of the solar system and talk about it</li></ul>                                                                                       | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>To identify and recognise the features of spring.</li><li>To know there are many countries around the world.</li><li>To learn how to keep our bodies healthy and the influence of a healthy diet, good oral health and physical exercise.</li></ul>    | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>To identify the features of a woodland and identify the animals that live there.</li><li>To know and compare habitats.</li><li>To identify and recognise the features of summer</li><li>To know there are many countries around the world. To know about the features of the world - forests, rainforests, jungles, deserts and oceans.</li></ul> | <p><b>Science: The Natural World</b></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></ul>                                                             |
|                         | <p><b>RE: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Talk about a special ceremony that welcomes babies in a Christian church</li></ul>                                                                                                                                                                                                                                                                                                                                             | <p><b>RE: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Retell most of the Christmas story.</li><li>Explain nativity plays help Christians remember and celebrate the birth of Jesus</li></ul>                                                                                                     | <p><b>RE: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Say what God is like for Christians. Retell the main parts of a story I have heard about God.</li></ul>                                                                                                                                                                                                              | <p><b>RE: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Talk about a special time called Easter that Christian people celebrate in church and identify several features.</li></ul>                                                                                                                    | <p><b>RE: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Talk about what Christian people might do in a church and identify several features. Talk about how other religious people use a special building</li></ul>                                                                                                                                                                              | <p><b>Science: The Natural World</b></p> <ul style="list-style-type: none"><li>Understand some important processes and changes in the</li></ul>                                                                                                                                                                                                                                                                                              |
|                         | <p><b>Focussed activities:</b></p> <p>Children create their own 'face' to explore their different facial features and to discuss/label their body parts.</p> <p>Learn about Harvest and who helps us to produce food.</p> <p>Circle times to discuss our families and where we live.</p> <p>Now and then - what can we do now that we could not do when we were babies?</p> <p>Read 'The Great Big Book of Families' and talk about how all families are different. Ask children to share with the class who is in</p> | <p><b>Focussed activities:</b></p> <p>Make a 'seasons' timeline. Add pictures, objects and month names.</p> <p>Make a daily calendar for children to update, including the season.</p> <p>Talk about appropriate clothing for each season.</p> <p>Talk about different seasons around the world and how they differ to the UK.</p> | <p><b>Focussed activities:</b></p> <p>Learning about our solar system/order of the planets.</p> <p>Learning about what stars, the sun, the moon and planets are made of</p> <p>Exploring historical space events- the moon landing.</p> <p>'European Day of Languages' to the children. Explain that languages are special to us as they are unique to the different places we live all around the world</p> | <p><b>Focussed activities:</b></p> <p>Identify the schools address and the fact that we live in Disley. Look at a local picture map of Disley and identify where the school is. What roads are named? Do any of the children know where they live?</p> <p>Children to visit the local post office and post letters home, learning</p> | <p><b>Focussed activities:</b></p> <p>Locate where different animals live around the world on a map. Cut and stick pictures of animals onto a map e.g. lion in Africa.</p> <p>Children will learn to sort animals into wild animals and pets and will</p>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |



Disley Primary School - Progression of Skills & Curriculum Overview

their family (using family pictures from Tapestry).

Discuss the 5 senses, AFL (do the children know what they are? Can they name any of them?) Watch I Have Five Senses Jack Hartmann Senses Song - YouTube. Talk about which part of the body we use for these senses.

RE- Bringing in baby photographs to discuss welcoming a baby and their personal history

Discuss nocturnal animals/hibernation.

Share India on a world map so that children identify where India is and what other countries are close by. Share video about Diwali

Talk through the PPT 'All about bonfire night.' How do people celebrate bonfire night and watch firework display videoAll about Autumn PPT exploring how the weather is changing

Share video all about hibernation and use the books Bear Snores On and Don't Hog the Hedge to support teaching and learning of hibernation. Explore the 4 different seasons and the weather we experience in all different seasons.

Share 'All about Winter' PPT to support teaching of winter.

Ch to listen to Robin's winter song to learn about how animals behave during the winter,

Halloween PPT to support learning regarding All Hallows Eve and how it originated.

Christmas story/Nativity in RE

RE- Bringing in personal special books to introduce concept of holy books.

RE- Creating a collaborative Advent Calendar. Children individually decorate a 'door' inspired by the Christmas Story.

RE- Collaging Advent candles using different colours to represent hope, faith, joy and peace.

Use google earth to explore the features of our planet and environment. Use the website to find children's local places of importance such as village, school, library, park, church,

RE- Creating crowns to symbolise how people of faith view god/s/goddesses.

about how the postal services help us in our local community.

Begin to look at where the nearest fire station is, police station, doctors, church, post office etc. and create a large visual map of where the people who help us are situated. Explore the 'what do the Police do?' PPT to learn about the role of the police and how they help us in Disley Visit from a paramedic to help us learn more about how doctors, paramedics and nurses help us at school, home and our local hospital. Exploring ambulances from the past- what did an ambulance look like in the first world war when vehicles and engines had not been invented- children to make comparisons between an ambulance from the past and ambulances at present.

Comparing the fire service today to the time of the great fire of London. Children to explore how the great fire of London was put out and how the fire brigade used leather buckets and fire hooks to create fire breaks in-between houses. Children to explore today's modern fire engine and equipment and talk about how they have changed and improved.

Children to explore the importance of oral hygiene and how to look after their teeth and bodies through healthy eating, good hygiene and exercise.

RE- Baking Easter nests to represent the tomb that Jesus was placed in during the Easter Story.

RE- Creating daffodils to learn about the Christian symbol of new life.

RE- Going on an 'Easter Hunt' to search for lots of different Easter symbols around our classroom and outdoor area.

think about what habitats different animals need.

Children will explore animals that like colder temperatures and animals that like hotter temperatures.

Children will visit Chatsworth Farm and will take part in a young farmer workshop learning about how to take of animals and their young.

Learning about and observing the life cycles of butterflies and frogs. Children go on a mini beast hunt around school and learn about each animal. Look at a mini beast under a microscope and learn about the body parts of an insect.

Discuss carnivores/omnivores /herbivores.

Learn about the different animal groups.

Look at what plants need to survive and how they grow.

Children will plant their own broad beans and will make observations and recordings of its changes over time.

RE- Comparing contrasting places of worship (mosques/churches).

RE- Making religious symbols to celebrate all faiths.

natural world around them, including the seasons and changing states of matter.

RE: *People, Culture and Communities*

- 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.
- 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.
- Retell the creation story and understand that the world is being spoilt and it is our responsibility to look after it

**Focussed activities:**

Show the children the PPT all about recycling and discuss how we recycle and what happens to the materials that we recycle.

Children to work in groups to recycle a selection of different materials.

Talk about what things can be reused and what things cannot be reused.

Watch the episode of reusing a plastic bottle:

Children to explore the Reduce PPT to learn about ways of reducing the use of plastic.

Children to learn about how to repair resources instead of throwing them away and buying new. Children to have a repair workshop in the classroom.

Children learn about the weather around the world and focus on extreme climates e.g. deserts and the polar regions. Discuss the effect that climate change is having on these areas and the rest of the world.

Focus on how the ice is melting in the North pole which is threatening the habitat of the animals that live there. Learn about different materials and their properties - links to past.

Magnets.

RE- Going on a 'treasure hunt' in the outdoor area to search for items that



## Disley Primary School - Progression of Skills & Curriculum Overview

could have been created by a god/s/goddesses.  
RE- Look at images of how people are spoiling our natural world and discuss our role in protecting the planet.

### Expressive Arts and Design

#### **Music: *Being Imaginative***

- To create musical patterns using body percussion.
- To experiment with different instruments and their sounds.

#### **Art & Design: *Creating with Materials***

- To name colours.
- To create simple representations of people and objects
- To use colours for a particular purpose.

Famous artist: Pablo Picasso

#### **Skill: Drawing**

#### **Focussed activities:**

Introduce morning song and the days of the week song.  
Sing familiar songs i.e. 'Farmers in the Den.'  
Sing 'My Body is Special to Me' and 'The Body Parts' song.  
Painting and printing vegetables for the Harvest assembly.  
Creating self-portraits using a variety of media, e.g. wax crayons, felt-tips, paints.  
Masking tape skeletons  
Chalk skeletons  
sticking different coloured tissue squares with prit stick to create an Elmer

#### **Music: *Being Imaginative***

- To talk about whether they like/dislike a piece of music.
- To use costumes, songs and resources to act out the Nativity.

#### **Art & Design: *Creating with Materials***

- To explore different techniques for joining materials.
- To use materials to explore sculpture (clay hedgehogs)
- To experiment with colour mixing.

Famous artist: Georgia O'Keeffe - colour mixing & printing inspired firework painting.

#### **Skill: Printing and sculpting**

#### **Focussed activities:**

Weekly 'colour of the week'. Table set up with different secondary colour each week such as orange, pink, purple, brown. Children to have access to mixing colour of the week during CP.  
Creating our own seasons dance with actions representing each season, e.g. twirl like an autumn leaf, crunch the snow, or grow like a seed.  
Collect conkers, pine cones and acorns. Create patterns using paint by printing the objects.

#### **Music: *Being Imaginative***

- To act out well-known stories and poems
- To join in with whole school singing assemblies.
- To move in time to music and learn dance routines.

#### **Art & Design: *Creating with Materials***

- To use some cooking techniques -playdough and biscuits
- To experiment with different mark making tools such as art pencils, pastels, chalk.
- To be able to identify texture, shape and colour (moon surface rubbings)

Famous artist: Andy Goldsworthy - creating sculptures of galaxies using natural resources (eg. Stones and pebbles) by creating their own clay tile.

#### **Skill: Sculpting**

#### **Focussed activities:**

Creating Papier-mâché planets and exploring wax resist patterns.  
Cooking moon and star biscuits.  
Experimenting with crayon rubbings to match the surface of the moon.  
Listen to space sound effects and use instruments to mimic these sounds.  
Design and build a moon buggy.

#### **Music: *Being Imaginative***

- To create musical patterns using un-tuned instruments.
- To learn and recite poems

#### **Art & Design: *Creating with Materials***

- To continue to explore joining techniques for a range of materials (making junk model fire engines)
- To continue to experiment with colour mixing.

Famous artist: Wassily Kandinsky - using shapes

#### **Skill: Textiles**

#### **Focussed activities:**

Junk modelling - make a range of vehicles for the people who help us.  
Use images as a stimulus for building using construction toys and reclaimed materials. Working in all role play areas; police station, fire station, post office, doctor's surgery, café and library.  
Police car templates, blue and yellow tissue paper squares, black card circles & small red squares.  
Have fingerprint templates & a range of paints. Chn to use the colours to print their fingers and compare the shape of their fingerprint with a friend.  
X-ray images by drawing round hands

#### **Music: *Being Imaginative***

- To join in with whole school singing assemblies.
- To perform well-known poems with actions

#### **Art & Design: *Creating with Materials***

- To explore a range of materials.
- To share creations, talk about process and evaluate their work.
- To adapt work where necessary. To design and make models with a purpose.

Famous artist: Van Gogh - sunflowers  
Henri Rousseau- Jungle pictures  
**Skill: Painting**

#### **Focussed activities:**

Create a water colour flower painting  
Children design and make an animal mask of their choosing. They use collage to add texture to their masks to look like fur.  
Perform a dramatic dance to show how each animal moves in the different environments whilst wearing their masks.  
Making a sculpture of their favourite mini beast using clay and painting them.  
Using different animal parts to create and draw their own creature

#### **Music: *Being Imaginative***

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

#### **Art & Design: *Creating with Materials***

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. 16
- Make use of props and materials when role playing characters in narratives and stories.

Famous artist: Alma Thomas - collaging using recycled materials.

#### **Skill: Collage**

#### **Focussed activities:**

The class contribute towards a shared picture of the World using paint and other media.  
Children design and make a useful object using recycled materials e.g. a





## Disley Primary School - Progression of Skills & Curriculum Overview

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|  | <p>The children to use wax crayons to create an elephant for the parade. Have an arrangement of patterns on the table for the children to magpie.</p> <p>Children are to draw the family of elephants inside the outline of the house. Then draw their family inside another house and talk about the similarities and differences between the two families</p> <p>Design coats for the sausage dogs using a variety of materials i.e. oil pastels, wax crayons and coloured crayons.</p> <p>Sponge print Combine Harvester Headbands</p> <p>Scarecrow pictures using paint and forks to create the effect of hay.</p> <p>Playing instruments found in Old Bear's suitcase in different ways, e.g. quietly, loudly.</p> <p>Poetry basket</p> <p>Harvest songs</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Exploring sound</p> <p><b>Access Art:</b><br/><u>Pathway</u><br/>What can we see?</p> <p><u>Activity</u><br/><b>Collecting, arranging and drawing</b><br/><b>LO. I can make an observational drawing.</b></p> <p>The chn bring in a favourite object/something special to them from home. The chn should think of their favourite colours, things they like/have a story about/remind them of. They will arrange them in a box and make an observational drawing. Then they will use a selection of pencil crayons, wax crayons, felt tips, poster paints, chalks, graphite sticks to colour their observational drawing. The chn will end up with a drawing that says something about who they are and what they like.</p> | <p>Talk about the sounds we might hear each season and recreate with instruments.</p> <p>Make trees in the junk-modelling area using cardboard tubes.</p> <p>Decorate them to represent different seasons.</p> <p>Making Christmas decorations.</p> <p>Creating firework display artwork.</p> <p>Hands for the chn to create mehndi patterns using felt tips.</p> <p>Autumn leaves, strips of white card and sticky tape for the chn to make autumn crowns.</p> <p>Finger printing leaves onto 4 bare trees showing the 4 seasons.</p> <p>Yellow, red, orange, green, pink and purple paint in the middle.</p> <p>Using clay to mould and sculpt hedgehogs.</p> <p>Twisting coloured twine around sticks to create snowflake decorations.</p> <p>Observational drawing using oil pastels.</p> <p>Handprint robins (hand/finger painting).</p> <p>Designing and decorating wellies.</p> <p>Christmas cards - Snowman handprints 'I love you snow much!'</p> <p>Boxes wrapped up in white paper (a variety of different sizes) for the children to decorate to create Christmassy wrapping paper.</p> <p>There will be a variety of different colouring materials for the children to use i.e. wax crayons, felt tips, pencil crayons.</p> <p>Decorating jumpers using sequins, pom poms and pens.</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Celebration Music</p> <p><b>Access Art:</b><br/><u>Pathway</u><br/>How can we use our bodies to explore art?</p> <p><u>Activity</u><br/><b>Movement maps</b><br/><b>LO. I can experiment with different drawing materials and move to the music to create different lines.</b></p> | <p>Sing songs about space.</p> <p>Children to design rocket and colour.</p> <p>Stick on wings and then use cello tape to attach 'handle' and 'flames'.</p> <p>Black card and oil pastels. Children to create space pictures of what Baby Bear would have seen on his journey to space.</p> <p>Black paper, star stencils, white chalk, white &amp; yellow paint &amp; q-tips.</p> <p>Children to create a 'night-sky'-picture by drawing around the stencil and spotting the paint using the q-tip.</p> <p>Children to use balloons, foil and sponges to stamp a planet onto A5 paper template and write a 'made up name' underneath. Plates on table with different coloured paints &amp; felt pens.</p> <p>Strips of white paper and a range of different coloured paints. Children to recreate our solar system by finger painting.</p> <p>'Full moon', 'half-moon', 'crescent moon' cut outs in sandpaper.</p> <p>Children to choose a moon and rub over using crayons to match the surface of the moon.</p> <p>Range of cardboard, bottle lids, felt pens for children to build their own moon buggy.</p> <p>Creating Chinese lanterns using red, yellow and orange tissue paper.</p> <p>Children to creates galaxy sculptures using natural resources inspired by Andy Goldsworthy.</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Music &amp; Movement</p> <p><b>Access Art:</b><br/><u>Pathway</u><br/>How can we use our imaginations?</p> <p><u>Activity</u><br/><b>Galaxy paintings</b><br/><b>LO. I can</b></p> <p>The chn will be using pipettes with water and food colouring in. They will be using primary colours to experiment mixing different colours. They will use paint brushes to create different patterns and drop colour with the pipets in</p> | <p>on black card using white crayon &amp; sticking ear buds for bones.</p> <p>Self-portrait- what do I want to be when I grow up. Drawing with mirrors.</p> <p>Making people who help us puppets /stick puppets.</p> <p>Using tools and materials such as scissors, tape and glue to create junk model emergency vehicles.</p> <p>Creating 5 little fire fighters hand paintings.</p> <p>Painting with cotton balls attached to pegs</p> <p>People Who Help Us 'cone people' - chn to colour, cut and stick the cone people together</p> <p>Chn to design their own superhero masks using different media and inspiration from the story 'Juniper Jupiter'</p> <p>Easter egg wreath - chn to colour and cut out their own wreaths</p> <p>Weaving fabrics to create to create a Mother's Day heart.</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Musical Stories</p> <p><b>Access Art:</b><br/><u>Pathway</u><br/>How can we explore colour?</p> <p><u>Activity</u><br/><b>Collaging with wax crayon rubbings</b><br/><b>LO. I can create a collage with my leaf rubbings.</b></p> <p>Chn explore finding a range of different marks outside i.e. bark, leaves, walls, wood. They will be going over the same objects with wax crayons. Then layering the different crayons to make new colours. The chn will explore other surfaces inside too i.e. coins, keys, soles of shoes, The rubbings will be cut up and made into a collage. The chn will experiment to make neat edges, contrasting marks from ripped bits and texture through scrunched up rubbings.</p> | <p>to colour or collage using different materials.</p> <p>Copy and create own footprint designs using pencils and black marker pens for favourite animal</p> <p>Create fur/animal skin patterns using paint</p> <p>Making 3D daffodil models using cut out petals, cake cases and lollypop sticks.</p> <p>Using coloured 2D shapes, can the children create their own symmetrical butterfly pictures?</p> <p>Children to use paper plates, yellow, orange and red strips of paper and glue to create their own lion head.</p> <p>Using green and yellow strips of paper. Children to make their own paper chain snakes. Can the children make a repeating pattern?</p> <p>Decorating peacock feathers using metallic pens and glitter to create a colourful class peacock?</p> <p>Making dangling jellyfish. Children to choose a coloured semi circle to decorate for their jelly fish head.</p> <p>They are then to thread different materials through the holes to create dangling tentacles.</p> <p>Children to decorate the sea creature outlines in a pop art style using ear buds and colourful paints.</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Transport</p> <p><b>Access Art:</b><br/><u>Pathway</u><br/>How can we build, explore materials and marks?</p> <p><u>Activity</u><br/><b>Imaginary Landscapes</b><br/><b>LO. I can</b></p> <p>This activity begins by inviting pupils to make marks directly into paint using their fingers and other mark-making tools. They then use these painted sheets to create an imagined landscape, by cutting and ripping the paper into different shapes, resulting in individual and creative collages.</p> | <p>bird feeder out of a plastic milk bottle.</p> <p>Making musical instruments from recycled materials and using them to create our own musical performance.</p> <p>Paper plates, bubble wrap, blue and green paint- Children to paint blue sea and green land on the bubble wrap and then print their bubble wrap painting onto a paper plate to create a planet earth painting</p> <p>Making and constructing marble runs out of cereal boxes and toilet roll tubes. Can the children create their own unique marble run using the recycled resources and materials?</p> <p>Using recycled toilet rolls cut into strips. Children to create a flower and use the toilet rolls as paint stencils.</p> <p>Make the earth colourful activity.</p> <p>Children to glue small blue and green shapes to create their own colourful Earth.</p> <p>Junk modelling- Make your own recycling robot out of recycled tubs, bottles and containers</p> <p>Egg box flower challenge. Can the children reuse the recycled egg boxes to create their own flowers? Children to use the instruction poster for support</p> <p>Drawing a portrait of self to send to new teacher. Children to use the drawing portrait guide to draw a picture of themselves and colour is neatly using crayons</p> <p>Making photo frames for self-portraits. Children to decorate the pre-cut cardboard frames with sequins and pom poms</p> <p>Paint Mixing to create an emotion painting about how they feel about moving up to y1 - Children to choose a monster and a colour to represent their feelings (yellow- happy, orange- excited, Green- relaxed and calm/okay Blue- unsure /anxious</p> <p>Music: KAPOW</p> <p><u>Unit:</u><br/>Big Band</p> <p><b>Access Art:</b><br/><u>Pathway</u></p> |
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Disley Primary School - Progression of Skills & Curriculum Overview

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|  |  | The chn will be moving to a range of different festival music. They will be making lines/patterns using pencil and charcoal according to real time movement. Then the chn will be building on the lines using a variety of other drawing materials i.e. oil pastels to experiment with colour and texture. They will be interweaving and overlapping marks to create feelings on a page and to express themselves through movement. | between. After a background of merging patterns is created the chn will have the opportunity to draw space themed shapes i.e. talking about the shapes they have used to create their rocket. |  |  | How can we build worlds?<br><u>Activity</u><br><b>Top tips for cardboard creations.</b><br>The chn will be making minibox cardboard creations using different materials, sticking and cutting holes and flaps and mark making to construct their own inventions i.e. pianos, computers. |
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Possible Diversity Texts to be read throughout the year during story time sessions

| BAME Main Characters                                                                                                                                                                                            | Cultural Diversity                                                                                                        | Neurodiversity                                                                                                                                                                                    | Physical Disabilities                                                                                                                    | Different Families                                                                                                                                                                |
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| So Much<br>Astro Girl<br>Lulu's First Day<br>Baby Goes to Market<br>Mommy Saying<br>Full, Full Full of Love<br>15 Things Not to Do With a Puppy<br>Jabari Jumps<br>Izzy Gizmo<br>Little People Big Dreams Books | The Big Book of Families<br>Maisie's Scrapbook<br>Hats of Faith<br>The Jasmine Sneeze<br>Golden Domes and Silver Lanterns | We're All Wonders<br>Perfectly Norman<br>Incredible You<br>I See Things Differently<br>Mr Gorski I think I have the Wiggle Fidgets<br>Because<br>What Makes Me a Me?<br>The Unbudgable Curmudgeon | Its Ok to Me Different<br>When Charlie Met Emma<br>Only One You<br>Don't Call Me Special<br>Happy to Be Me<br>Millie Gets Her Super Ears | My Pirate Mums<br>My Two Grandads<br>The Girl With Two Dads<br>We Are Family<br>More People to Love Me<br>Our Class is a Family<br>Love Makes a Family<br>Heather Has Two Mummies |