ST NEOT PRIMARY SCHOOL EYFS ROLLING PROGRAMME

Please Note: The Characteristics of Effective Teaching and Learning will be embedded throughout the Continuous Provision opportunities offered daily.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Once upon a time.	Pumpkins, Pops and Presents	Homes	Gardens	Space	Dinosaurs
Focus Books	Jack and the Beanstalk, Rapunzel	Room on the Broom		Oliver's Vegetables		
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when) to find out more and to check they understand what has been said to them. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when) to find out more and to check they understand what has been said to them. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why) to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why) to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why, how do you know) to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary. Use new vocabulary through the day. Ask questions (who, where, when, why, how do you know) to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of
	Manage their own needs.	Manage their own needs.	own feelings socially and	own feelings socially and	challenge.	challenge.

			emotionally.	emotionally.	Identify and moderate their	Identify and moderate their
			Think about the perspectives	Think about the perspectives	own feelings socially and	own feelings socially and
			of others.	of others.	emotionally.	emotionally.
			Manage their own needs.	Manage their own needs.	Think about the perspectives	Think about the perspectives
					of others.	of others.
					Manage their own needs.	Manage their own needs.
Physical Development	Revise and refine the	Revise and refine the	Progress towards a more	Progress towards a more	Progress towards a more	Progress towards a more
	fundamental movement skills	fundamental movement skills	fluent style of moving, with	fluent style of moving, with	fluent style of moving, with	fluent style of moving, with
	they have already acquired: -	they have already acquired: -	developing control and grace.	developing control and grace.	developing control and grace.	developing control and grace.
	rolling - crawling - walking -	rolling - crawling - walking -	Develop the overall body	Develop the overall body	Develop the overall body	Develop the overall body
	jumping - running - hopping -	jumping - running - hopping -	strength, co-ordination,	strength, co-ordination,	strength, co-ordination,	strength, co-ordination,
	skipping – climbing	skipping – climbing	balance and agility needed to	balance and agility needed to	balance and agility needed to	balance and agility needed to
	Develop the overall body	Develop the overall body	engage successfully with	engage successfully with	engage successfully with future	engage successfully with future
	strength, co-ordination,	strength, co-ordination,	future physical education	future physical education	physical education sessions	physical education sessions
	balance and agility needed to	balance and agility needed to	sessions and other physical	sessions and other physical	and other physical disciplines	and other physical disciplines
	engage successfully with	engage successfully with	disciplines including dance,	disciplines including dance,	including dance, gymnastics,	including dance, gymnastics,
	future physical education	future physical education	gymnastics, sport and	gymnastics, sport and	sport and swimming.	sport and swimming.
	sessions and other physical	sessions and other physical	swimming.	swimming.	Develop their small motor	Develop their small motor
	disciplines including dance,	disciplines including dance,	Develop their small motor	Develop their small motor	skills so that they can use a	skills so that they can use a
	gymnastics, sport and	gymnastics, sport and	skills so that they can use a	skills so that they can use a	range of tools competently,	range of tools competently,
	swimming.	swimming.	range of tools competently,	range of tools competently,	safely and confidently.	safely and confidently.
	Develop their small motor	Develop their small motor	safely and confidently.	safely and confidently.	Suggested tools: pencils for	Suggested tools: pencils for
	skills so that they can use a	skills so that they can use a	Suggested tools: pencils for	Suggested tools: pencils for	drawing and writing,	drawing and writing,
	range of tools competently,	range of tools competently,	drawing and writing,	drawing and writing,	paintbrushes, scissors, knives,	paintbrushes, scissors, knives,
	safely and confidently.	safely and confidently.	paintbrushes, scissors, knives,	paintbrushes, scissors, knives,	forks and spoons	forks and spoons
	Suggested tools: pencils for	Suggested tools: pencils for	forks and spoons	forks and spoons	Use their core muscle strength	Use their core muscle strength
	drawing and writing,	drawing and writing,	Use their core muscle strength	Use their core muscle strength	to achieve a good posture	to achieve a good posture
	paintbrushes, scissors, knives,	paintbrushes, scissors, knives,	to achieve a good posture	to achieve a good posture	when sitting at a table or	when sitting at a table or
	forks and spoons	forks and spoons	when sitting at a table or	when sitting at a table or	sitting on the floor.	sitting on the floor.
	Use their core muscle strength	Use their core muscle strength	sitting on the floor.	sitting on the floor.	Combine different movements	Combine different movements
	to achieve a good posture	to achieve a good posture	Combine different movements	Combine different movements	with ease and fluency.	with ease and fluency.
	when sitting at a table or	when sitting at a table or	with ease and fluency.	with ease and fluency.	Confidently and safely use a	Confidently and safely use a
	sitting on the floor.	sitting on the floor.	Confidently and safely use a	Confidently and safely use a	range of large and small	range of large and small
	Further develop and refine a	Further develop and refine a	range of large and small apparatus indoors and	range of large and small	apparatus indoors and outside,	apparatus indoors and outside,
	range of ball skills including: throwing, catching, kicking,	range of ball skills including: throwing, catching, kicking,	outside, alone and in a group.	apparatus indoors and outside, alone and in a group.	alone and in a group. Develop overall body-strength,	alone and in a group. Develop overall body-strength,
	passing, batting, and aiming.	passing, batting, and aiming.	Develop overall body-strength,	Develop overall body-strength,	balance, co-ordination and	balance, co-ordination and
	Develop the foundations of a	Develop the foundations of a	balance, co-ordination and	balance, co-ordination and	agility.	agility.
	handwriting style which is fast,	handwriting style which is fast,	agility.	agility.	Further develop and refine a	Further develop and refine a
	accurate and efficient.	accurate and efficient.	Further develop and refine a	Further develop and refine a	range of ball skills including:	range of ball skills including:
	Know and talk about the	Know and talk about the	range of ball skills including:	range of ball skills including:	throwing, catching, kicking,	throwing, catching, kicking,
	different factors that support	different factors that support	throwing, catching, kicking,	throwing, catching, kicking,	passing, batting, and aiming.	passing, batting, and aiming.
	their overall health and	their overall health and	passing, batting, and aiming.	passing, batting, and aiming.	Develop confidence,	Develop confidence,
	wellbeing: - regular physical	wellbeing: - regular physical	Develop the foundations of a	Develop the foundations of a	competence, precision and	competence, precision and
	activity - healthy eating -	activity - healthy eating -	handwriting style which is fast,	handwriting style which is fast,	accuracy when engaging in	accuracy when engaging in
	toothbrushing - sensible	toothbrushing - sensible	accurate and efficient.	accurate and efficient.	activities that involve a ball.	activities that involve a ball.
	amounts of 'screen time' -	amounts of 'screen time' -	Know and talk about the	Know and talk about the	Develop the foundations of a	Develop the foundations of a
	having a good sleep routine -	having a good sleep routine -	different factors that support	different factors that support	handwriting style which is fast,	handwriting style which is fast,
	being a safe pedestrian	being a safe pedestrian	their overall health and	their overall health and	accurate and efficient.	accurate and efficient.
	Further develop the skills they	Further develop the skills they	wellbeing: - regular physical	wellbeing: - regular physical	Know and talk about the	Know and talk about the
	need to manage the school	need to manage the school	activity - healthy eating -	activity - healthy eating -	different factors that support	different factors that support
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	day successfully: - lining up and queuing - mealtimes - personal hygiene	day successfully: - lining up and queuing - mealtimes - personal hygiene	toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Literacy	Reading and Phonics Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read a few common exception words matched to the school's phonic programme. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Reading and Phonics Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Reading and Phonics Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.	Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound- letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Reading and Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound- letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics	Abacus Active Learn Progression Map	Abacus Active Learn Progression Map	Abacus Active Learn Progression Map	Abacus Active Learn Progression Map	Abacus Active Learn Progression Map	Abacus Active Learn Progression Map
Understanding the World	Talk about members of their	Talk about members of their	Name and describe people	Name and describe people	Name and describe people	Name and describe people
	immediate family and community.	immediate family and community.	who are familiar to them. Comment on images of	who are familiar to them. Comment on images of	who are familiar to them. Comment on images of	who are familiar to them. Comment on images of
	Name and describe people	Name and describe people	familiar situations in the past.	familiar situations in the past.	familiar situations in the past.	familiar situations in the past.
	who are familiar to them.	who are familiar to them.	Compare and contrast	Compare and contrast	Compare and contrast	Compare and contrast
	Compare and contrast characters from stories,	Compare and contrast characters from stories,	characters from stories, including figures from the	characters from stories, including figures from the	characters from stories, including figures from the past.	characters from stories, including figures from the past.
	including figures from the past.	including figures from the past.	past.	past.	Draw information from a	Draw information from a
	Draw information from a	Draw information from a	Draw information from a	Draw information from a	simple map.	simple map.
	simple map.	simple map.	simple map.	simple map.	Understand that some places	Explore the natural world

	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.