

Grange Farm Primary School Progression of Skills and Curriculum Overview F2 2025-2026

Area of Learning	Block 1- Marvellous Me!	Block 2 - Winter wonderland	Block 3 - Traditional tales	Block 4 - Animal Kingdom	Block 5 - Great outdoors	Block 6- Under the Sea & Pirates
Other Possible Themes	Pets/ Superheros/ Looking after ourselves/ People Who Help Us/ Our Local Area/ Our Families/ seasonal changes	Autumn/ Firefighters/ Diwali/ Nursery Rhyme Week/ Christmas/ Remembrance Day/ Bonfire Night	Valentine's Day/ Chinese New Year/ Arctic Animals/ Around the World/ Transport/ Space	Pancake Day/ Easter/ International Women's Day/ David Attenborough	Journeys/ Transport/ Space	Holidays/ Lifeguards/ Mermaids Looking after the ocean/ Recycling
Enrichment Activities	Messy Play Day Walk around our Local Area Superhero Day Visit from a Vet/ Doctor/ police officer etc	Nursery Rhyme Week/ Dress Up Autumn walk Visit from a FireFighter Rainbow Day - dress up as your favourite colour Christmas singing Performance Christmas Jumper/Dinner Day	Science experiments Ice Experiments Number day - dress up as your favourite number Chinese New Year celebration with food and dancing	Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Visit from a dentist Visit from Ian's Farm World Book Day	Barefoot sensory walk Space day/ week Animal Cam/ Virtual Zoo Trip Bird Watching Tiger Tea Party National Storytelling Week	Family Pirate Picnic Beach day Science Day Water Day Butterfly garden World Music Day Festival
Forest school/ pond visits run throughout the year						
 <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Curiosity cube, Drawing Club, Talk for writing, Forest schools, ELKLAN, Kaegan and Tapestry Time.</p>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
 <p>Children develop their personal, social and emotional skills throughout the year through PSHE, forest schools, circle times, social stories, diversity stories, Tapestry Time etc.</p>	<p>Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p> <p>Whole School Focus Mental Health and emotional wellbeing - Self-regulation, self-awareness, identifying our feelings, asking for help and making friends/settling in.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>Whole School Focus Identity, society and equality - What makes us special? What makes me me? Respect and tolerance towards people who are different to you.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p> <p>Whole School Focus Relationship education - Challenging gender stereotypes * pink is for boys* All families are different.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p> <p>Whole School Focus Medicine - What is medicine, who can give us medicine? What things can or cant we eat? How do we stay healthy?</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p> <p>Whole School Focus Keeping safe and managing risk - Stranger danger, safe behaviour, washing hands, healthy eating</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more. Children will be able to recognise their emotions/ feelings and use taught skills to manage them.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p> <p>Whole School Focus Careers and finance - Value of money, saving, how do we get money? Tuck shop.</p>

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), The Message Centre, mark making, construction, drawing, writing, Dough Disco, PE, dance, gymnastics, outdoor play, RWI letter formation, yoga and forest schools

Gross Motor
Children will learn to move safely in a space.

Fine Motor
Children will begin to use a tripod grip when using mark making tools.

Gross Motor
Children will explore different ways to travel using equipment.

Fine Motor
Children will accurately draw lines, circles and shapes to draw pictures.

Gross Motor
Children will be able to control a ball in different ways.

Children will balance on a variety of equipment and climb.
Fine Motor
Children will handle scissors, pencil and glue effectively.

Gross Motor
Children will jump and land safely from a height.

Fine Motor
Children will use cutlery appropriately.

Gross Motor
Children will move safely with confidence and imagination, communicating ideas through movement.

Fine Motor
Children will hold scissors correctly and cut out small shapes.

Children will learn skills in gymnastics PE lessons

Gross Motor
Children will be able to play by the rules and develop coordination.

Children will become more able to sit tummy to the table for writing activities
Fine Motor
Children will form letters correctly using a tripod grip.

Children will take part in PE and street dance lessons

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy



Children improve their reading and writing skills by daily stories, daily RWI phonics, lending library, Talk 4 Writing, innovating, retelling stories, rhymes, poems, songs, The Drawing Club, spelling and handwriting

Comprehension
Children will independently look at a book, hold it the correct way and turn pages.

Word Reading
Children will begin to know their set 1 sounds (RWI) and begin to orally blend

Writing
Children will write their name and give meanings to the marks they make.

Comprehension
Children will engage and enjoy an increasing range of books.

Word Reading
Children will know all their set 1 sounds and blend them to read words.

Writing
Children will write initial and end sounds and begin to form letters correctly.

Comprehension
Children will act out stories using recently introduced vocabulary.

Word Reading
Children will begin to recognise some special friends in words. They will begin to read simple captions.

Writing
Children will write words representing the sounds with a letter/letters.

Comprehension
Children will be able to talk about the characters in the books they are reading.

Word Reading
Children will read words containing red words and special friends.

Writing
Children will write labels/ phrases representing the sounds with a letter/letters.

Comprehension
Children will retell a story using vocabulary influenced by their book.

Word Reading
Children will read longer sentences containing red words.

Writing
Children will write short captions which are spelt phonetically.

Comprehension
Children will be able to answer questions about what they have read.

Word Reading
Children will read books matched to their phonics ability (Red/ green).

Writing
Children will write simple sentences (3-5 words). Children will compose their sentences and begin to use finger spaces. Children will form some letters correctly, using the phonic sounds they have been taught.

Possible Book Focus'

Elmer
Super Duper You

Room on the Broom
Stick man
The Gingerbread Man

The three little pigs
Goldilocks

The Tiger Who Came to Tea
Frogs

The Tiny Seed
Handa's Surprise
We're Going on a Bear Hunt

Barry the Fish with Fingers
Pirate Boy
Michael Recycle
Somebody Swallowed Stanley

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics

Number

Number

Number

Number

Number

Number

(White Rose Maths)



Children improve their skills by exploring the environment, maths mastery, number sense activities, interventions, cooking, forest schools, construction, outdoor play, sand and water play.

Children will have a deep understanding of 1-3 and begin representing number.
Numerical patterns
Children will verbally say which group has more or less.

Children will have a deep understanding of numbers 1-5
Numerical patterns
Children will become aware that numbers are made up of smaller numbers through partitioning. Children will explore 2D shapes and name them.

Children will have a deep understanding of numbers 1-7
Numerical patterns
Children will partition using part part whole and understand and explore the difference between odd and even numbers. Children will explore measures including length, height and time.

Children will have a deep understanding of numbers 1-10
Numerical patterns
Children will add and subtract using number sentences and begin recalling number bonds to 5. Children will explore 3D shapes and begin to discuss the differences between 2D and 3D shapes.

Children will revise number bonds to 5. They will begin to verbally count to 20.
Numerical patterns
Children will share quantities equally and continue a repeating pattern.

Children will know some number bonds to 10, including doubling facts. They will be able to count beyond 20 and higher.
Children will be able to write numerals with the correct formation
Numerical patterns
Children will be able to visualise, build and map. They will be able to manipulate, compose and decompose shape.

Number: Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



History: Past and Present
Children will know about their own life story and how they have changed.
Children bring a baby picture into school to share with their friends.
Geography: People, Culture and Communities
Children will know about features of the immediate environment.
Children learn the name of our school and what our local area is called.
Science: The Natural World
Children will understand the terms 'same' and 'different'.
Children learn the similarities and differences between themselves and their peers. Children begin to understand what makes them unique.
RE: People, Culture and Communities

History: Past and Present
Children will talk about the lives of people around them.
Families and occupations
Geography: People, Culture and Communities
Children will know about people who help us within the community.
Occupations - People who help us Police/Doctor/firefighter visit
Science: The Natural World
Children will explore and ask questions about the natural world around them.
Seasons - Children to learn about Autumn
Children will know some important changes including states of matter.
Children make toast and explore the changes that butter makes.
RE: People, Culture and Communities
*Halloween
Bonfire night
Diwali
Christmas*

History: Past and Present
Children will know some similarities and differences between things in the past and now.
Now and then
Geography: People, Culture and Communities
Similarities and differences between religious and cultural communities in this country, Children will know that people in other countries may speak different languages.
Science: The Natural World
Children will talk about features of the environment they are in and learn about different environments.
*Ice experiments
Seasons - Winter - Arctic*
RE: People, Culture and Communities
*Chinese New year
Shrove Tuesday*

History: Past and Present
Children will talk about past and present events in their lives and what has been read to them.
Ordering life milestones
Geography: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and map
Seacroft and Leeds
Science: The Natural World
Children will make observations about animals discussing similarities and differences. Children will know some important processes and changes in the natural world, including states of matter.
*Life cycle of a frog
Seasons - Spring*
RE: People, Culture and Communities
*Holi
Easter
Ramadan*

History: Past and Present
Children will know about the past through settings and characters.
Lost in the toy museum
Geography: People, Culture and Communities Children will know that there are many countries around the world. drawing on knowledge from stories and nonfiction texts.
Class world map, map where children were born, adults, fictional characters from BAME books we have read.
Science: The Natural World
Children will make observations about plants discussing similarities and differences.
*The tiny seed - Growing
Rocket experiment
Herb experiment*
RE: People, Culture and Communities
Eid

History: Past and Present
Children will know about the past through settings, characters and events.
What can I do now? Floor books.
Geography: People, Culture and Communities
Children will know that simple symbols are used to identify features on a map.
Pirate map
Human effects on the world.
*Somebody swallowed stanley
The whale tale.*
Science: The Natural World
Understand some important processes and changes in the natural world around them, including the seasons
Seasons - Summer
RE: People, Culture and Communities
Festival extravaganza

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



Music/Artforms: Being Imaginative
 Children will sing and perform nursery rhymes.
Art & Design: Creating with Materials
 Children will experiment mixing with colours.
 Little blue and little yellow story
 Mixing colours - Drawing and painting myself
 Skin colour mixing
DT and Cooking
 Fantastic fruit / exploring fruit/ tasting/ importance of healthy eating/ fruit salad

Music/Artforms: Being Imaginative
 Children will experiment with different instruments and their sounds.
Art & Design: Creating with Materials
 Children will experiment with different textures.
 Firework pictures
 Remembrance day poppy painting outside
 Artist study - Jackson Pollock
 Christmas cards
DT and Cooking
 Clay diva lamps

Music/Artforms: Being Imaginative
 Children will create narratives based around stories.
Art & Design: Creating with Materials
 Children will safely explore different techniques for joining materials.
 Cultural artist study - Ai Wei Wei
DT and Cooking
 Chinese New Year stir fry - Vegetable preparation
 Chairs for the three bears DT on a page unit

Music/Artforms: Being Imaginative
 Children will move in time to the music.
Art & Design: Creating with Materials
 Children will make props and costumes for different role play scenarios.
 Artist study - Joash Woodrow
DT and Cooking
 Spring salad - Vegetable preparation

Music/Artforms: Being Imaginative
 Children will play an instrument following a musical pattern.
Art & Design: Creating with Materials
 Children will explore and use a variety of artistic effects to express their ideas and feelings.
 Artist study - Kandinsky
DT and Cooking
 Hinges and latches DT on a page unit

Music/Artforms: Being Imaginative
 Children will invent their own narratives, stories and poems.
Art & Design: Creating with Materials
 Children will share creations, talk about process and evaluate their work.
 Artist study - Veronica Richterova
 - Plastic in the ocean link
 - reusing waste plastic
 - recycling
 - plastic bag collage
DT and Cooking
 Hinges and latches continued
 Starfish/fish shape biscuits on sand (crushed biscuits)

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. Make use of props and materials when role playing characters in narratives and stories.

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.