

EYFS Progression of skills – Communication and Language



Listening, Attention and Understanding	Pre-School						
	Autumn		Spring			Summer	
	To enjoy listening to stories		To enjoy listening to longer stories and remember much of what's happened			To pay attention to more than one thing at a time	
	To understand a question or instruction		To understand a wider range of vocabulary			To understand a why question	
	To pay attention to one task		To understand a two-part question or instruction			To understand and use a wide range of vocabulary	
	To understand use of objects (e.g. Which one do we cut with?)		To show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture				
	To begin to understand a wider range of vocabulary						
Reception							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	
To understand how to listen carefully	To begin to understand how and why questions	To ask questions to find out more	To retell a story	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when engaged in back-and-forth exchanges with their teacher and peers	
To understand why listening is important	To respond to instructions with more than one step	To begin to understand humour	To follow a story without pictures or props				
To be able to follow directions		To understand a range of complex sentence structure					

Speaking	Pre-School						
	Autumn		Spring			Summer	
	<p>To start a conversation with an adult or friend</p> <p>To join in with rhymes and songs</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger)</p>		<p>Begin to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>May continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>To use talk to organise themselves and their friends</p> <p>To use talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>			<p>To sing a large repertoire of songs</p> <p>To know many rhymes, be able to talk about familiar books, and be able to tell a longer story</p> <p>To use longer sentences containing four to six words</p> <p>To join sentences using words like, 'because', 'or', 'and'</p> <p>To use future and past tense</p> <p>To develop pronunciation but may have problems saying some sounds: r, j, th, ch, and sh</p>	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>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, nonfiction, 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.</p>	

EYFS Progression of skills - Personal, Social and Emotional Development

Self-Regulation	Pre-School						
	Autumn		Spring			Summer	
	To recognise different feelings like 'happy', 'sad', 'angry'		To begin to understand what makes them feel, 'happy', 'sad', 'angry'			To begin to recognise the impact of their choices, behaviours and actions on others with adult support	
	To use words, like 'happy', 'sad,' 'angry' when talking about how they are feeling		Increasingly follow rules, understanding why they are important			Remember rules without needing an adult to remind them	
						To begin to understand ways to regulate emotions with adult support	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
To recognise their different emotions	To talk about how they are feeling	To focus during longer whole class lessons	To identify and moderate their own feelings socially and emotionally	To control their emotions using a range of techniques, supported by an adult	To maintain focus during extended whole class teaching	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 focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
To understand how people show emotions	To begin to consider the feelings of others	To follow two-step instructions	To consider the feelings and needs of others	To set a target and reflect on progress throughout	To follow instructions of three steps or more		
To focus during short whole class activities	To adapt behaviour to a range of situations				To control their emotions using a range of techniques		
To follow one-step instructions							

Managing Self	Pre-School						
	Autumn		Spring			Summer	
	To be increasingly independent as they get dressed and undressed, e.g. putting on and taking off their coat, pulling their zip up To wash their hands independently using soap		To be increasingly independent in meeting their own needs, e.g. washing their hands and drying them thoroughly To get changed after forest school with little support			To be increasingly independent in meeting their own needs, e.g. using the toilet independently To make healthy choices about food and drink	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To put socks and shoes on independently To change after forest school with minimal support To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing buttons To practise doing up buckles	To be independent when undressing and dressing for activities such as P.E and Forest School	To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	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	Pre-School						
	Autumn		Spring			Summer	
	<p>To enjoy the company of other children</p> <p>To become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p>		<p>To choose to play alongside others or alone</p> <p>To seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>To sometimes manage to share or take turns with adult guidance</p>			<p>To enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> <p>To show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <p>To practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To seek support of new adults when needed</p> <p>To gain to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop new friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>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.</p>

EYFS Progression of skills – Physical Development

Gross Motor Skills	Pre-School						
	Autumn		Spring			Summer	
	To transition into different positions (e.g. sitting, all fours, lying on tummy)		To imitate simple bilateral movements of limbs (e.g. arms up together)			To walk on tip toes	
	To walk smoothly and turning corners		Use large-muscle movements to wave flags and streamers			To climb onto/down from equipment without assistance	
	To run with control		Increasingly remember sequences and patterns of movement related to music			To kick a ball	
	Climbing onto equipment without assistance.		To climb on nature, equipment and ladders Climb down from equipment with little assistance			To try to hop on one foot	
	To roll a ball		To pedal a tricycle			To jump over a low object and landing with both feet together	
	To move on a scooter		To change direction with control			Start taking part in some group activities which they make up for themselves, or in teams.	
	Imitating simple bilateral movements of limbs (e.g. arms up together)						
	Reception						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	
Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Follow the rules of a game	Pushing, rolling, throwing, catching, bouncing Using different sized balls Using bean bags	Creating shapes – high and low Jumping and landing safely Different ways of moving - high, low, over and under Building confidence	Moving in sequence Creating own movements Creating simple sequences Watching others perform Listening to music Responding to music in movement	Dribbling, kicking Negotiating space Dribbling against an opponent Control	Taking turns Keeping score Following game rules Strategies to defend Explore principles to prevent attackers from scoring Attacking and defending in games	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 Skills	Pre-School						
	Autumn		Spring			Summer	
	<p>To use both hands at the same time to make the same movements</p> <p>To snip with Loop scissors</p> <p>To use tweezers with increasing control and independence</p> <p>Finger-to-Palm Translation: To Pick up small objects and collecting them into the other palm</p> <p>Palm-to-Finger Translation: To pick out 1 object from a collection in the other palm</p>		<p>To have a dominate hand</p> <p>To snip a straight line using loop scissors</p> <p>To use tweezers with control and independence</p> <p>To draw lines and circles</p> <p>To hold cutlery and show control when using to eat</p> <p>Shift: thread this movement pattern is often described as looking like your fingers are “walking” in a linear fashion from one end of the pencil to the other.</p> <p>Simple Rotation: Turning or rolling an object 90 degrees or less with the fingers moving as a one</p> <p>Twisting the top off a tube, turning a pencil to get a comfortable grip</p> <p>Complex Rotation: Turning an object more than 90 degrees using isolated finger and thumb movements Turning a paper clip, or turning a pencil over to erase</p>			<p>Dexterity- Moving our fingers in isolation and opposition to complete a variety of tasks.</p> <p>Touching Tommy thumb with peter pointer, toby tall, ruby ring and baby small</p> <p>To use a range of small tools competently – pencils, scissors, knives, forks</p> <p>To use a tripod grip</p> <p>To use spring loaded / small scissors</p>	
	Reception						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	
<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	

		<p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To use a knife and fork independently and cut food</p>					
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Progression of skills – Literacy

		Pre-School		
		Autumn	Spring	Summer
Comprehension		To understand print has meaning To engage in conversations about stories	To show an understanding reading from top – bottom and left – right To understand print has different purposes	To know that there are different parts of a book To understand page sequencing To engage in extended conversations about stories and new vocabulary
	Reception			
	Autumn	Spring	Summer	Early Learning Goal
	To ask questions about stories To sequence familiar stories. To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. Identify favourite books and seeks them out, to share with an adult, with another child, or to look at alone	Answer questions about a text that has been read to them Begin to predict what might happen next in a story Seeks familiar texts of stories to reread in the book area. Requests favourite stories and poems for example during ‘Vote for a story.’ To act out stories To follow a story without pictures or props To talk about characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books To answer questions about what they have read To know that information can be retrieved from books	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, nonfiction, rhymes and poems and during role play.

Word Reading	Pre-School				
	Autumn		Spring		Summer
	To identify environmental and instrumental sounds		To spot and suggest rhymes To count and clap syllables in a word		To recognise words with the same initial sound To begin to orally blend and segment
	Reception				
	Autumn	Spring		Summer	Early Learning Goal
	<p>To spot rhymes in familiar stories and poems</p> <p>To Identify initial, middle and end sounds</p> <p>To Recognise words with the same initial sound</p> <p>Begin to read individual letters by saying the sounds for them</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Begin to read CVC words containing known letter-sound correspondences</p>	<p>To use ‘Fred fingers’ to identify how many sounds are in a word</p> <p>To supply words with the same initial sound for Phase 2 single sounds</p> <p>To recognise all taught set 1 sounds including some set 1 digraphs</p> <p>To Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences Some children may read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</p>		<p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences.</p>	<p>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.</p>

Writing	Pre-School					
	Autumn		Spring		Summer	
	To create horizontal and vertical lines using both hands		To create circles		To write some or all of their name Write some letters accurately	
	To create horizontal and vertical lines using one hand		To write the first letter of their name To use some of their print and letter knowledge. For example: writing a pretend shopping list that starts at the top of the page			
	Reception					
Autumn		Spring		Summer	Early Learning Goal	
To write their name To give meanings to the marks they make To write initial sounds To begin to write CVC words using taught sounds		To use the correct letter formation of taught letters To form lowercase letters correctly To write words and labels using taught sounds To begin to write captions using taught sounds To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell some taught tricky words correctly		To form lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense		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.

Progression of skills – Mathematics

Pre-School					
Counting	Comparison	Cardinality	Composition	Shape, space and measure	Patterns
<p>To count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’</p> <p>To begin to say numbers in order, some of which are in the rigpre-school order (ordinality)</p> <p>To recite numbers to 5</p> <p>To begin to recite numbers to 10, with support</p> <p>To touch each item, saying one number for each item, using the stable order of 1,2,3,4,5, independently</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p>	<p>To begin to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ independently</p> <p>To visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support.</p> <p>To compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. That is the same!</p> <p>To compare quantities using language: ‘more than’, ‘fewer than’ independently up to five objects or when shown a picture</p>	<p>To recognise some numbers of personal significance, with support</p> <p>To recognise numerals 1- 5</p> <p>To represent numbers 0-5 using my fingers</p> <p>To can subitise one, two and three objects (without counting) independently and with a range of objects and images</p>	<p>To explore the idea of a single object being split into similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways, with support</p> <p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>To understand positional language such as; on top, under and inside, with prompts</p> <p>To recognise that two objects have the same shape independently</p> <p>To name and find some 2d shapes in the environment independently</p> <p>To have an awareness of shape similarities and differences</p> <p>To say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.</p> <p>To recall a sequence of events in everyday life and stories and use language, such as first, then, next, last</p> <p>To say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.</p>	<p>To copy ABAB patterns when matching one given to me</p> <p>To identify a simple ababab pattern, and I can say what the pattern is. E.g., red, blue, red, blue</p> <p>To add to simple patterns of two repeating items, e.g. stick, leaf (AB)</p> <p>To explore and add to a simple pattern of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p>

Reception					
Counting	Comparison	Cardinality	Composition	Shape, space and measure	Patterns
<p>To count numbers up to 10 using one-to-one correspondence</p> <p>To represent the numbers 6–10 on a ten frame</p> <p>To start to recognise that they can count on using a ten frame, understanding that a full row is 5 count 6–10 objects out from a larger group</p> <p>To count forwards and backwards between 1 and 10 confidently</p> <p>To use a 1–10 number track to count on or count back</p> <p>To add or take away numbers using a first, then, now story structure explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer</p> <p>To start to find the difference between groups by counting on or counting back</p> <p>To confidently count forwards and backwards to 20</p>	<p>To sort up to 5 objects into two groups</p> <p>To describe how they have sorted the objects</p> <p>To know that there is often more than one way to sort a collection understand that a collection can be sorted into more than two groups</p> <p>To identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with support</p> <p>To compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same</p> <p>To use the words more and fewer to compare groups of up to 10 items</p>	<p>To understand that numbers can be shown in different representations</p> <p>To recognise the numerals 1, 2, 3, 4 and 5</p> <p>To match groups of objects to the correct numeral</p>	<p>To use the language of wholes and parts use physical differences and number bonds to 5 to split a whole into two parts.</p> <p>To confidently use the vocabulary of part and whole accurately</p> <p>To identify two parts and their combined whole</p> <p>To add two parts to make a whole up to 10</p> <p>To use a part-whole model to show two parts and the whole, in various orientations</p> <p>To accurately identify pairs of numbers with a total of 10 use a ten frame and a part-whole model</p> <p>To represent bonds to 10 understand that if 8 and 2, for example, make 10, then so must 2 and 8</p>	<p>To order three familiar events from their discuss what is happening in each picture</p> <p>To use the language related to time: before, after, next, then, later</p> <p>To describe the length, height, weight and capacity of objects using everyday language</p> <p>To understand the difference between length or height, weight and capacity</p> <p>To use non-standard units to measure and compare length or height, weight and capacity</p> <p>To solve problems involving length or height, weight and capacity</p> <p>To use positional and directional language to follow and give instructions</p> <p>To build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) match 3D shapes to their 2D prints and name each of these regular 2D shapes</p>	<p>To recognise and describe patterns, for example, yellow, blue, yellow, blue, yellow, blue or big, small, big, small, big, small</p> <p>To continue patterns and make their own patterns</p> <p>To translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern</p> <p>To use concrete manipulatives to double and halve numbers</p> <p>To show why a number is odd or even</p> <p>To identify doubles to double 5</p> <p>To explain that even numbers can be shared into two equal groups and odd numbers cannot halve even numbers to 10 by</p>

	<p>To accurately count an irregular set of up to 20 objects or resources identify</p> <p>To find one more and one less than a given number to 20</p>					
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Progression of skills – Understanding the World

Past and Present	Pre-School						
	Autumn		Spring			Summer	
	To begin to make sense of their own life-story and family To begin to understand there are people who help us		To begin to understand differences between things in the past and now			To know about figures from the past	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To know my own life-story To know how I have changed To know that the emergency services exist and what they do To talk about the lives of the people around us	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To know about figures from the past	To know about the past through settings, characters and events encountered in books read in class and storytelling		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 experience 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 Community	Pre-School					
	Autumn		Spring		Summer	
	To show an interest in different occupations		To show an understanding of celebrations that are important to others		To know about different countries in the world and talk about differences	
	To show an understanding of celebrations that are important to others					
	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how people, celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year</p>	<p>To know that Christians celebrate Easter</p>	<p>To understand similarities and differences between countries and their environments</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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 (where appropriate) maps.</p>

The Natural World	Pre-School						
	Autumn		Spring			Summer	
	To use all their senses in hands-on exploration of natural materials		To use all their senses in hands-on exploration of natural materials			To use all their senses in hands-on exploration of natural materials	
	To use all their senses in hands-on exploration of natural materials		To begin to understand the features of a life cycle			To understand the key features of a life cycle	
	To explore different materials with similar and/or different properties		To begin to understand the need to respect and care for the natural environment				
To talk about changes they notice		To explore and talk about different forces they can feel (floating, sinking, magnetic)					
		To talk about different materials					
Reception							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	
To ask questions about the natural environment	To know about and recognise the signs of Autumn	To know about and recognise the signs of Winter	To know about and recognise the signs of Spring	To know the different between herbivores and carnivores	To know about and recognise the signs of Summer	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 season and changing states of matter.	
To respect and care for the natural environments	To know about features of the world and Earth	To know some important processes and changes in the natural world including states of matter (freezing, melting, liquids-solids)	To know about features of my own immediate environment and how they might vary from another		To know that some things in the world are man-made and some things are natural		
	To name different materials and their properties		To learn about lifecycles of plants and animals		To harvest grown fruit and vegetables		
			To know about different habitats		To understand pollution and how we can look after the environment		
			To learn about lifecycles of plants and animals				

Progression of skills – Expressive Arts and Design

Creating with Materials	Pre-School						
	Autumn		Spring			Summer	
	<p>To name primary colours</p> <p>To experiment with mixing colours</p> <p>To explore different techniques for joining materials (Glue Stick and tape)</p> <p>To use some cooking techniques (spreading, cutting)</p> <p>To explore using junk modelling materials with an adult</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>		<p>To draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits)</p> <p>To use a range of tools to make a piece of Art</p> <p>To choose a resource to join materials</p> <p>To make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</p>			<p>To develop their own ideas and decide which materials to use to express them</p> <p>To show different emotions in drawings and paintings, like happiness, sadness, fear etc.</p> <p>To use junk modelling independently</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p>	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To create simple representations of people and objects</p> <p>To explore different techniques for joining materials (tape and PVA glue)</p> <p>To role play using given costumes and props</p>	<p>To use colours for purpose</p> <p>To share creations</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p>	<p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings (flowers)</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

Being imaginative and expressive	Pre-School						
	Autumn		Spring			Summer	
	To learn and perform short songs To explore making sounds with instruments		To learn and perform a range of longer songs To explore making body percussion To sing the pitch of a tone sung by another person			To remember and sing entire songs To play instruments with increasing control to express their feelings and ideas	
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform songs To learn and perform a poem To begin to build up a repertoire of songs To use costumes and resources to act out narratives	To join in with singing activities To create musical patterns using untuned instruments To begin to create costumes and resources for role play	To associate genres of music with characters and stories To create costumes and resources for role play	To Join in with whole school achievement assembly To move in time to music To learn dance routines To act out well know stories To follow a musical pattern to play tuned instruments	To listen to poems and create their own To create own compositions using tuned instruments To invent their won narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.