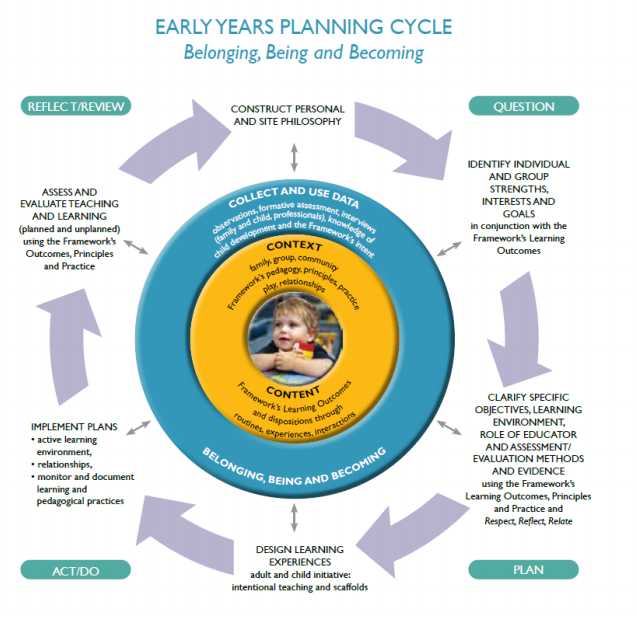
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| **PROGRESSION IN EYFS** | | |
| **Date** | **Review Date** | **Subject Leader** |
| September 2020 | July 2021 | Cherie Moore |
| This document aims to give guidance on the progression of EYFS knowledge, skills and techniques across the nursery and reception.  It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).  Potential GD pupils should also be encouraged to use challenge more widely. | | |



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| **Characteristics of effective learning** | | | | | | |
| **A UNIQUE CHILD**  ***Observing how a child is learning*** | Playing and exploring *engagement* | | Active learning *motivation* | | Critical thinking *thinking* | |
| **Finding out and exploring**  **Engagement** | Show curiosity about objects, events and people  Use senses to explore the world around them  Engage in open-ended activities  Show particular interests | **Being involved and concentrating** | Maintaining focus on their activity for a period of time  Showing high levels of energy and fascination  Not easily distracted  Paying attention to detail | **Having their own ideas** | Thinking of ideas  Finding ways to solve problems  Finding new ways to do things |
| **Using what they know in their play** | Pretending objects are things from their experiences  Representing their experiences in play  Take on a role in their play  Acting out experiences with other people | **Keeping on trying** | Persisting with activity when challenges occur  Showing a belief that more effort or a different approach will pay off  Bouncing back after difficulties | **Making links** | Making links and noticing patterns in their experiences  Making predictions  Testing their ideas  Develop their ideas of grouping, sequencing and cause and effect |
| **Being willing to ‘have a go’** | Initiating activities  Seeking challenge  Taking a risk, engaging in new experiences and learning by trial and error | **Enjoying achieving what they set out to do** | Showing satisfaction in meeting their own goals  Being proud of how they accomplished something – not just the end product  Enjoying meeting challenges for their own sake rather than external rewards or praise | **Choosing ways to do things** | Planning and making decisions about how to approach a task, solve a problem and reach a goal  Checking how well their activity is going  Changing strategy as needed  Reviewing how well the approach went |

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| **Characteristics of effective learning** | | | |
| **POSITIVE RELATIONSHIPS**  ***What adults could do*** | Playing and exploring *engagement* | Active learning *motivation* | Critical thinking *thinking* |
| * Play with children. * Encourage them to explore and show your interest in discovering new things. * Help children when needed to do what they are trying to do without taking over or directing * Join in play sensitively, fitting in with children’s ideas * Model pretending an object is something else, and help develop roles and stories * Encourage children to try new activities and to judge risks for themselves. * Support children’s confidence with words and body language * Pay attention to how children engage in activities * Talk more about the process than products * Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong | * Support children to choose their own activities – what they want to do and how they will do it * Stimulate children’s interests through shared attention, and calm over stimulated children * Help children become aware of their own goals, make plans and review their progress and successes. * Describe what you see them trying to do and encourage children to talk about their own progress and successes * Be specific when you praise – especially effort – how the child concentrates, tries a different approach, solves problems and has new ideas. * Encourage children to learn together and from each other * Children develop their own motivations when you give reasons and talk about learning, rather than just directing (Metacognition) | * Use the language of thinking and knowing: * Think/know/remember/ forget/ idea/ making sense/ learn/ find out/ confused/ figure out/ trying to do * Model being a thinker showing that you don’t always know, are curious and sometimes puzzled and can think and find out * Encourage open-ended thinking by not settling on the first idea – What else is possible? * Always respect children’s ideas and efforts, so they feel safe to take a risk with new ideas * Talk aloud helps children to think and control what they do. * Model self-talk describing your actions in play * Give children time to think and talk * Value questions, talk, and many possible responses, without rushing towards answers too quickly * Support children’s interests over time reminding them of previous approaches and encouraging them to make connections, encourage them to make connections between experiences. * Model the creative process, showing some of the many ways forward * Sustained shared thinking helps children explore ideas and make links. * Follow the children’s lead in conversations and think about things together * Encourage children to describe their problems they encounter and suggest ways to solve problems * Show and talk about strategies – problem solving, thinking and learning * Give feedback and help children to review their own learning * Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time * Model the plan – do – review process yourself |

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| **Characteristics of effective learning** | | | |
| **ENABLING ENVIRONMENTS**  ***What adults could provide*** | Playing and exploring *engagement* | Active learning *motivation* | Critical thinking *thinking* |
| * Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways * Make sure resources are relevant to children’s interests * Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role-play * Help children concentrate by limiting noise, and making spaces visually calming and orderly * Plan first hand experiences and challenges appropriate to the development of the children * Ensure children have uninterrupted time to play and explore | * Provide things that are new and unusual for them to explore, especially linked to their interests * Notice what arouses children’s curiosity – identify learning that is intrinsically motivated * Ensure children have time and freedom to become deeply involved in activities * Help children to keep ideas in mind by talking over photos of their previous experiences * Keep significant activities out rather than tidying them away * Make space and time for all children to contribute | * Are their opportunities for children to find their own ways to represent and develop their ideas – avoid children just reproducing someone else’s ideas * Build in opportunities for children to play with materials before using them in planned tasks * Establish the enabling conditions for rich play: space/time/flexible resources/ choice/ control/ warm and supportive relationships * Provide recognisable and predictable routines to help children to predict and make connections in their experiences * Routines can be flexible and whilst still orderly * Plan linked experiences that follow the ideas children are really thinking about * Use mind-maps to represent thinking together * Develop a learning community that focuses on how and not just what they are learning |

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| **Subject area** | | **Nursery Development Matters 30-50 mths** | **Nursery key skills and knowledge** | **Reception Development Matters - ELG** | **Reception key skills and knowledge** |
| **Personal,**  **Social,**  **Emotional development** | **Making Relationships** | *Can play in a group, extending and elaborating play ideas,*  *e.g. building up a role-play activity with other children.*  *Initiates play, offering cues to peers to join them.*  *Keeps play going by responding to what others are saying or doing.*  *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.* | * Form good relationships with adults and peers. * Help an adult when asked * Hold hands with an adult around school * Can play a game with an adult * Make new friends | *Children play co-operatively, taking turns with others.*  *They take account of one another’s ideas about how to organise their activity.*  *They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.* | * Awareness of adults within school * Shows preferences with activities and can say why * Organising and cooperating with other children * Shows awareness of others * Enjoys being part of the wider aspect of school e.g. assemblies * Using talk to develop good friendships |
| **Self-confidence and self-awareness** | *Can select and use activities and resources with help.*  *Welcomes and values praise for what they have done.*  *Enjoys responsibility of carrying out small tasks.*  *Is more outgoing towards unfamiliar people and more confident in new social situations.*  *Confident to talk to other children when playing, and will communicate freely about own home and community.*  *Shows confidence in asking adults for help.* | * Come into school happily * Knows daily routines * Will ‘have a go’ at all activities * Hanging belongings in cloakroom and find their own items * Ask to go to the toilet * Enjoys imaginative play * Develop confidence during circle and carpet times * Deal with changes in a positive way * Know how to ask when I need help or when I want a turn | *Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.*  *They say when they do or don’t need help.* | * Comes into school happily * Aware of daily routine * Can organise themselves in the environment – class, cloakroom, lunchtime * Will have a go at challenging activities * Ask to go to the toilet when needed but is able to identify times to use the toilet during the day * Is involved in more complex imaginative play with changing roles * Confident to speak to new people who they meet |
| **Managing feelings and behaviour** | *Aware of own feelings, and knows that some actions and words can hurt others’ feelings.*  *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*  *Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.*  *Can usually adapt behaviour to different events, social situations and changes in routine.* | * Tidies away toys and clears away things they have used * Say ‘please’ and ‘thankyou’ * Wait for their turn to talk * Take turns when playing * Share toys * Express feelings and interests * Can agree or disagree with an adult using gestures and words * Take turns to talk in larger groups with adult support or with a prop to indicate their turn | *Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.*  *They work as part of a group or class, and understand and follow the rules.*  *They adjust their behaviour to different situations, and take changes of routine in their stride.* | * Will tidy away items safely * Will offer to help others * Say please and thank you and respond to others in conversations * Will wait their turn and put hands up to talk * Walk around schools in single file lines * Play co-operatively and look after toys * Find resolutions without conflict * Can play a game in a small group of peers * Demonstrate early negotiation skills. * Talk about the feelings of others and the impact I have on this. I also think about what I could do to improve the feelings of another. * Talk about things from another person’s point of view in a more complex way including prediction and empathy e.g. “What might they do next?” or “How might they feel?” |
| **Communication and**  **Language** | **Listening and attention** | *Listens to others one to one or in small groups, when conversation interests them.*  *Listens to stories with increasing attention and recall.*  *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*  *Focusing attention – still listen or do, but can shift own attention.*  *Is able to follow directions (if not intently focused on own choice of activity).* | * Listen in larger groups with distractions minimised and with kinaesthetic and/or visual support * Listen attentively in medium-sized groups, offering actions, comments or questions * Listen to my peers’ conversations in one-to-one or small group situations even if the topic is not following my agenda. | *Children listen attentively in a range of situations.*  *They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.*  *They give their attention to what others say and respond appropriately, while engaged in another activity.* | * Aware of listener when speaking and begin to notice and interpret non-verbal signals. * Listen to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * Answer questions when carrying out an activity * Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures, using story language * Listen attentively in larger groups, responding with actions, comments or questions * Participate in games such as ‘When Grandma went to Market and play ‘What am I?’ games without visual support |
| **Understanding** | *Understands use of objects (e.g. “What do we use to cut things?’)*  *Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.*  *Responds to simple instructions, e.g. to get or put away an object.*  *Beginning to understand ‘why’ and ‘how’ questions.* | * Asks lots of questions – why, what, who, where * Answers questions about why something has happened * Follow instructions at four-word-level in a specific order, including colour, size or position concepts and with familiar nouns * There is a need to understand ‘order’ or this will need to be visually supported * Understand and follow sequential instructions containing words such as ‘before,’ ‘after,’ ‘first,’ ‘last’ and ‘later.’ | *Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.* | * Ask relevant questions in response to what they have heard * Follow two then three-word-level instructions even if they complete another, simple task first. * Understand spoken instructions and can listen without stopping what they are doing * Understanding more complex language including prepositions, sequencing, time * Understands past, present and future * Begin to be aware when they haven’t understood something and by able to say ‘I don’t understand’ for example * Understand simple humour and sarcasm even if they don’t use it yet |
| **Speaking** | *Beginning to use more complex sentences to link thoughts (e.g. using and, because).*  *Can retell a simple past event in correct order (e.g. went down slide, hurt finger).*  *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*  *Questions why things happen and gives explanations. Asks e.g. who, what, when, how.*  *Uses a range of tenses (e.g. play, playing, will play, played).*  *Uses intonation, rhythm and phrasing to make the meaning clear to others.*  *Uses vocabulary focused on objects and people that are of particular importance to them.*  *Builds up vocabulary that reflects the breadth of their experiences.*  *Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’* | * Link sentences and generally stick to the topic of the conversation * Have mostly clear speech and can be easily understood * Use talk to organise sequence and clarify my thoughts and ideas * Can communicate basic needs to adults * Describe events that have already happened * Play contains a storyline or narrative | *Children express themselves effectively, showing awareness of listeners’ needs.*  *They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.*  *They develop their own narratives and explanations by connecting ideas or events.* | * Using most speech sounds and can be understood easily * Order sequences of information into an order which makes sense to a listener (longer descriptions, stories or recounts can still be ‘jumbled.’) * Begins to use language to express likes and dislikes * Retell key fairy stories and traditional tales verbally * Build their bank of words and asking meaning of new words and trying to use in context * Make up stories with others, making up plays, puppet shows or short films * Use talk to take on different roles during imaginative play * Use talk to work out problems and organise thinking * Answer simple questions about characters, setting and key events in a story * Begin to guess the word from clues, or give others clues using shape, size, function, etc with support * Respond well to questions that need to explain ‘when’ something happened or is going to happen. * Use terms such as ‘last week,’ ‘tomorrow’ and ‘yesterday |
| **Physical Development** | **Moving**  **and**  **Handling** | *Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.*  *Mounts stairs, steps or climbing equipment using alternate feet.*  *Walks downstairs, two feet to each step while carrying a small object.*  *Can catch a large ball.*  *Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles*  *Can stand momentarily on one foot when show*  *Draws lines and circles using gross motor movements.*  *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.*  *Holds pencil between thumb and two fingers, no longer using whole-hand grasp.*  *Holds pencil near point between first two fingers and thumb and uses it with good control.*  *Can copy some letters, e.g. letters from their name* | * Use the stairs handrail * Can sit stable on a chair and cross legs on carpet * Can copy actions of others * Can stand / walk on heels when shown * Can walk, run and stand on tiptoe * Can stand on one leg for 3-5 seconds * Can hop on a preferred foot * Can climb a ladder * Use scissors to cut on a line continuously and hold scissors correctly * Paint with correct strokes * Engages in messy play * Laces a card * Strings 1/2inch beads * Write one or two letters independently, usually ones from my name. * Hold a pencil using a conventional grip. * Copy the letters X, V, T, H and O. * Complete simple jigsaws that contain six to ten pieces. * Draw a person on request with head, legs and body | *Children show good control and co-ordination in large and small movements.*  *They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.* | * Roll, travel and stretch in different ways with control. – leap, hop, skip, run * Can walk up and down stairs one foot per stair * Can walk on a narrow line * Climb a ladder * Can stand on one leg for 8-10 seconds * Can hop on either foot * Can walk on heels * Runs around obstacles * Active and skilful in climbing, swinging, digging, sliding * Jump in a range of ways and land safely * Skips on alternate feet * Bends and touches toes with legs straight * Copy a sequence of actions * Copy, watch and describe dance movement * Plays all variety of ball games – can kick, catch and throw a ball – catch a ball using 2 hands, throw underarm, use equipment to control a ball, kick an object * Play a range of chasing games * Uses scissors competently to cut out shapes * Holds pencil with an effective tripod grip, using dominant hand, and holds paper with other hand * Writes recognisable letters with control * Colours a picture inside the lines * Sew big stitches and make pom-poms. * Complete jigsaws with twenty pieces or more |
| **Health**  **and**  **Self-Care** | *Can tell adults when hungry or tired or when they want to rest or play.*  *Observes the effects of activity on their bodies.*  *Understands that equipment and tools have to be used safely.*  *Gains more bowel and bladder control and can attend to*  *toileting needs most of the time themselves.*  *Can usually manage washing and drying hands.*  *Dresses with help, e.g. puts arms into open-fronted coat or*  *shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.* | * Put on socks and shoes * Put arms into coat * Do up a zip to the top once started * Fasten large buttons * Eat with a fork and spoon and trying to use a knife. * Pour a drink * Try different foods * Wash hands independently * Go to the toilet independently and is able to wipe themselves clean | *Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.* | * Can get changed and unchanged with very little support * Can put coat on independently. * Uses a knife and fork competently * Knows what food they like / dislike * Fastens/ unfastens small buttons * Go to the toilet independently and is able to wipe themselves clean * Recognise how their body feels when still and exercising * Explore more cooking skills * Explore what a balanced meal contains * Learn about emergency numbers * Eats with a knife and fork |
| **Literacy** | **Reading** | *Enjoys rhyming and rhythmic activities.*  *Shows awareness of rhyme and alliteration.*  *Recognises rhythm in spoken words.*  *Listens to and joins in with stories and poems, one-to-one*  *and also, in small groups.*  *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*  *Beginning to be aware of the way stories are structured.*  *Suggests how the story might end.*  *Listens to stories with increasing attention and recall.*  *Describes main story settings, events and principal characters.*  *Shows interest in illustrations and print in books and print in the environment.*  *Recognises familiar words and signs such as own name and advertising logos.*  *Looks at books independently.*  *Handles books carefully.*  *Knows information can be relayed in the form of print.*  *Holds books the correct way up and turns pages.*  *Knows that print carries meaning and, in English, is read from left to right and top to bottom.* | * Knows the A, B, C song * Recognise name and initial letter * Participate in familiar, simple, story-level mantras in repetitive, supported stories e.g. ‘Talk for Writing’ or using puppets. * Can give a favourite story and talk about it * Can hold a book the correct way up * Understand that print has meaning. * Pretend to read and write.Orally blend and segment long and short words * Clap syllables of words * Discriminate and name the phonemes at the beginnings of words. * Know some phoneme-grapheme links, visual skills permitting * Sort by initial phoneme following successful discrimination. | *Children read and understand simple sentences.*  *They use phonic knowledge to decode regular words and read*  *them aloud accurately.*  *They also read some common*  *irregular words.*  *They demonstrate understanding when talking with others about what they have read.* | * Able to blend and segment all sounds in Set 1 and 2 (RWI) * Are on a school reading book – expected Purple level (RWI) * Read the first six Set 2 Sounds (ay, ee, igh,ow, oo, oo) speedily * Read these sounds in Phonics Green and nonsense words with Fred Talk * Decode at syllable level blend and read longer words * Read familiar, phonetic words and key sight vocabulary at word-level * Read Word Time 1.6 and 1.7 speedily * Sequence pictures for the beginning, middle and end of a story read * Identify and discuss the setting and names of the characters in a story * Predict whether a book will be story or non- fiction based upon the cover and title * Predict what might happen based on what has been read so far * Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions * Explain clearly what is read to them * Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line * Identify the title, blurb and author of a story or non-fiction book and discuss the significance of the title * Recognise and join in with predictable phrases * Understand the difference between fiction and non-fiction * Generate a word that rhymes and also gives appropriate meaning when making up stories,   songs or poems to tell or sing and, later, to write |
| **Writing** | *Sometimes gives meaning to marks as they draw and paint.*  *Ascribes meanings to marks that they see in different places.* | * Copy name * Write one or two letters independently, usually ones from my name. * Hold a pencil using a conventional grip. * Copy the letters X, V, T, H and O. | *Children use their phonic knowledge to write words*  *in ways which match their spoken sounds.*  *They also write some irregular common words.*  *They write simple sentences which can be read by themselves and others.*  *Some words are spelt correctly and others are phonetically plausible.* | * Write name independently * Copy a picture from instructions * Can colour in within the lines * Write on a line * Write a sentence that can be read back with some HFW spelt correctly * Write a sentence in the right order, holding words and phonemes. * Know what a capital letter, finger spaces and a full stop are. |
| **Maths** | **Number** | *Uses some number names and number language spontaneously.*  *Uses some number names accurately in play.*  *Recites numbers in order to 10.*  *Knows that numbers identify how many objects are in a set.*  *Beginning to represent numbers using fingers, marks on paper or pictures.*  *Sometimes matches numeral and quantity correctly.*  *Shows curiosity about numbers by offering comments or*  *asking questions.*  *Compares two groups of objects, saying when they have the same number.*  *Shows an interest in number problems.*  *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.* | * Count to 10 * Recognise numbers to 10 * Place 1 to 5 in order * Write 1 – 5 in order * Interest in counting objects, movements, claps * Interest in numbers in the environment | *Children count reliably with numbers from one to 20,*  *place them in order and say which number is one more*  *or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.*  *They solve problems, including doubling, halving and sharing.* | * Count forwards and backwards to 20 from any given numbers * Counting 1:1 correspondence to 10 * Number sequences to 10 forwards and backwards * Know when adding is counting on – number getting bigger * Know subtraction is counting back – number is getting smaller * Recognise numbers to 20 * Order numbers to 20 * One more or one less to 20 * Write digits 0-9 accurately * Count forwards and backwards in 10s to 100 * Count forwards and backwards in 2s to 20 |
| **Space, Shape and**  **Measures** | *Shows an interest in shape and space by playing with shapes or making arrangements with objects.*  *Shows awareness of similarities of shapes in the environment.*  *Uses positional language.*  *Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.*  *Shows interest in shapes in the environment.*  *Uses shapes appropriately for tasks.*  *Beginning to talk about the shapes of everyday objects,*  *e.g. ‘round’ and ‘tall’.* | * Solves a simple jigsaw * Can stack 5 or more objects on a post in order * Can match shapes in a game * Can play snap games | *Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.*  *They recognise, create and describe patterns.*  *They explore characteristics of everyday objects and shapes*  *and use mathematical language to describe them.* | * Create a repeated pattern using 2 or 3 different variables e.g. colour, shape, size * Children use everyday language to talk about length and heights: -big/small/bigger/smaller/   long/short/longer/shorter/  tall/short/taller/shorter/  Weight: heavy/light/heavier/lighter  Capacity:  full/empty/half full/more than/less than/side  Compare quantities and objects and solve problems.  Recognise and know the value of different denominations of coins and notes   * Children use everyday language to talk about time   -morning, afternoon, night/ o’clock/today, yesterday, tomorrow/days of the week/seasons/before/after   * Solve problems related to time – sequencing the day * Recognise and name: Circle /square/triangle/Rectangle/pentagon/Hexagon/sphere/cube/cuboid/cone/pyramid/cylinder * Know their properties – sides, corners, straight, curved, face, edge, * Compare and sort common 2-D /3-D shapes and everyday objects. * Use positional language correctly: Forwards/   backwards/Underneath/  over/turn/Behind/in front/side |
| **Understanding the**  **World** | **People**  **and Communities** | *Shows interest in the lives of people who are familiar to them.*  *Remembers and talks about significant events in their own experience* | **History**   * Understand language of today, tomorrow and yesterday. * Speak about an event which has happened in the past and discuss a future event. * Order a sequence of up to 3 events. * Know that some objects are old and new. * Talk about events in school or at home that interest me * Identify artefacts (objects) associated with the events that they enjoy celebrating | *Children talk about past and present events in their own lives and in the lives of family members.*  *They know that other children don’t always enjoy the same things, and are sensitive to this.*  *They know about similarities and differences between themselves and others, and among families, communities and traditions.* | **History:**   * Use language associated with time – today, tomorrow, yesterday, week, month, year * Understand and speak about events in past, present, future. * Order a sequence of up to 5 events. * Order images into chronological order * Discuss why some objects are old and new. * Talk about historical artefacts and sort artefacts into old and new * Learn and talk about the lives of the Royal family * Talk about past and present events in their own lives and in the lives of family members * Know and recount stories about the past * Begin to use historical terms |
| **RE**   * Talk about home, other people in my world and characters in familiar stories * Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. * Think about the wonders of the natural world, expressing ideas and feelings * Express ideas about how to look after animals and plants. * Say what makes their family and friends special to them. | **RE:**   * Recall simple stories connected with Christmas/Easter and a festival from another faith. * Recognise some religious words. * Recall simply what happens at traditional Christian events e.g. baptism * Recall simply what happens at different religious events and compare * Identify the qualities of a good friend. * Recall a story about a special person in another religion and talk about what can be learnt from it. * Give examples of special occasions and suggest features of a good celebration * Be aware that some religious people have places which have special meaning. * Recognise a place of worship * Talk about what people do to mess up the world and what they do to look after it. |
| **The World** | *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.*  *Can talk about some of the things they have observed such as plants, animals, natural and found objects.*  *Talks about why things happen and how things work.*  *Developing an understanding of growth, decay and changes over time.*  *Shows care and concern for living things and the environment.*  *Recognises and describes special times or events for family or friends.*  *Shows interest in different occupations and ways of life.*  *Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.* | **GEOGRAPHY**   * Understand the concept of the world * Know where they live – Kinsley * Know who they live with * Talk about the daily weather and link to seasons * Understand modes of transport * Follow simple directions – backwards, forwards | *Children know about similarities and differences in relation to places, objects, materials and living things.*  *They talk about the features of their own immediate environment and how environments might vary from one another.*  *They make observations of animals and plants and explain why some things occur, and talk about changes.* | **GEOGRAPHY**   * Understand the concept of the world and that different people live in different places * Identify similarities and differences in different environment * Develop understanding of transport and make links – e.g. cars –road, train – track * Know where they live – first line of address, house number, town * Develop understanding of locational knowledge – beach, city, river, country |
| **SCIENCE**   * Ask questions about objects, events and animals observed in their environment. * Considers and offers explanations of how things might work * Shows interests in different animals and sound they make * Know names of different fruits and vegetables * Understand light and dark * Know parts of the body – face, head, elbow, arms, legs, knees, foot, hand * Beginning to understand the seasons * Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) * Use descriptive terms, such as ‘fast’, ‘slow’, ‘hot’ and ‘cold’ * Look closely at similarities, differences, patterns and changes. * Understand the importance of washing hands, brushing teeth and eating a healthy snack. * Sort objects into groups by size, colour | **SCIENCE**   * Make observations about objects, events and animals and answer questions * Find out how things work by observations and experimentation * Understand that animals live in different habitats * Identify and name categories of animals e.g. pets,farm,arctic * Identify, name, draw and label the basic parts of the human body * Know and name the 5 senses * Know names of different fruits and vegetable * Know parts of a plant (leaf, flower. stalk, root) and what is needed for a plant to grow (sun, water, soil,) * Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc * Know what happens within each season and how the weather changes * Know parts of the body and the senses * Sort a variety of objects into groups – size, colour, texture, function * Know how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep * Know about similarities and differences in relation to places, objects, materials and living things * Use descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’ |
| **Technology** | *Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.*  *Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.*  *Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.*  *Knows that information can be retrieved from computers.* | * Use and operate simple equipment – camera, CD player * Play with technological toys * Use on/off switches, press buttons for sound and movement. * Play back captured still or moving images, to become familiar with the control buttons * Collect and save information | *Children recognise that a range of technology is used in places such as homes and schools*  *They select and use technology for particular purposes.* | * Complete a simple program on a computer. * Use the mouse to click and drag * Use keyboard to be familiar with letters, numbers, back space and space bar * Use technological toys to move in various directions * Sort, classify, group and sequences objects on screen/interactive * whiteboard using a computer program, or app, * Explore programs/apps on the computer/tablet to produce simple charts * Use ICT to record a special event * Explore different ICT sources to find things out * Explore changing text size, style and colour with appropriate simple * Software * Use ICT Investigate different kinds of design, construction and food |
| **Expressive Arts and**  **Design** | **Exploring**  **and using media**  **and**  **materials** | *Enjoys joining in with dancing and ring games.*  *Sings a few familiar songs.*  *Beginning to move rhythmically.*  *Imitates movement in response to music.*  *Taps out simple repeated rhythms.*  *Explores and learns how sounds can be changed.*  *Explores colour and how colours can be changed.*  *Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.*  *Beginning to be interested in and describe the texture of*  *things.*  *Uses various construction materials.*  *Beginning to construct, stacking blocks vertically and*  *horizontally, making enclosures and creating spaces.*  *Joins construction pieces together to build and balance.*  *Realises tools can be used for a purpose* | **ART**   * Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes * Knows same colour words – primary colours * Drawings have some resemblance to people, objects * Choose colour for a purpose * Draw around the outline of a shape * Talk about what they are drawing * Make simple marks based on own experiences * Form prints with simple objects – leaf, hand * Use paints and brushes to make simple marks * Use fingers, hands, cardboard in paint to make marks * Choose and stick different papers to layer * Draw a face | *Children sing songs, make music and dance, and*  *experiment with ways of changing them.*  *They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and*  *function.* | **ART**   * Give simple opinions about the work of a chosen artist, craft maker or designer * Use variety of art tools with greater accuracy * Talk about what they have made   **Drawing**   * Draw enclosed lines to create objects with control * Articulate what they are drawing to an adult * Produce recognisable drawings of people and objects * Draw with precision around the outline of shapes * Make marks using shape and pattern on a range of surfaces * Children hold and use pencils to mark make recognisable objects   **Painting**   * Develop language of colour (secondary colours) and mix colours to make new colours * Use paints and brush   **Printing**   * Develop simple patterns by printing with objects using range of materials * Explore printing with clay – pressing objects in to create different textures * Use parts of the body, fruits, materials to print * Use natural materials to experiment with pressing and leaving patterns.es to make a range of marks – dots, dabs, zig zags, wavy * Combine different printing materials and explore printing in the same colour of different shades, contrasting colours, mono tones etc   **Textiles**   * Know words to describe textures * Create a simple collage * Use fabrics to weave * Use the process of going under and over to create a weaving pattern * Use a variety of materials and textures to combine to create a piece of art by cutting, tearing and gluing   **3D sculptures**   * Begin to manipulate clay in a variety of ways, e.g. rolling, pressing, pinching, flattening * Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; |
| **DESIGN**   * Can cut snips of paper * Build and stack objects and join objects together * Build with a purpose in mind * Experiments with colour and texture * Use simple tools to shape, assemble and join materials – glue, paste, scissors, tape * Carve and make shapes into modelling materials * Sort materials by colour | **DESIGN**   * Draw a simple picture of their product and add some words, e.g. its parts/materials * Choose the materials/ ingredients/ tools they will use, from a limited selection * Use scissors along straight and curved shape * Build and join 3D structures using a range of materials for a specific purpose * Experiment with joining paper and other materials using a variety of methods: * Gluing, taping, clipping, tying Sort materials by colour and texture * Test their product as they work * Use a knife and chopping board safely. * Discuss how their product went well and the changes they would make to improve it. |
| **Being Imaginative** | *Developing preferences for forms of expression.*  *Uses movement to express feelings.*  *Creates movement in response to music.*  *Sings to self and makes up simple songs.*  *Makes up rhythms.*  *Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.*  *Engages in imaginative role-play based on own first-hand*  *Experiences.*  *Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.*  *Uses available resources to create props to support role-play.*  *Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.* | **MUSIC**   * Be aware and listen to sounds in the environment * Describe the sounds they hear * Name instruments being played * Remember and repeat a simple rhythm * Sing simple rhymes and clap to a song * Tap a beat * Move to music * Play instruments to make a sound. * Understand the pattern of syllables * Explore moving to music | *Children use what they have learnt about media and*  *materials in original ways, thinking about uses and*  *purposes.*  *They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.* | **MUSIC**   * Know 5 songs of by heart * Know what the songs are about * Join in when singing a song as a group. * Recall and remember short songs with prompting from an adult. * Identify known instrument timbres by ear * Make different sounds by experimenting with ways of changing them. * Play instruments with increasing control to make a sound. * Remember and repeat rhythms * Choose sounds and sequence them to illustrate a Nursery Rhyme, poem and picture * Use a picture symbol to represent a sound e.g. tadpole and frog * Start and stop playing and singing at the appropriate time * Explore making different sounds with voice and with instruments * Express a feeling, with a reason, in response to a piece of music * Express an opinion about music they have listened to * Clap to the repeated pulse in a song/piece of music |
| **DRAMA**   * Uses realistic toys in pretend play * Engages in dramatic play with others | **DRAMA**   * Uses a range of objects (real, pretend, abstract) to imitate play * Make up stories with others, making up plays, puppet shows or short films. * Act out a drama to an audience. * Use their imagination to take on a different character/role * Explore characters from stories when in role * Collaborate with others in order to create or recreate roles and experiences in play. |