



Tregony CP School EYFS skills progression 2023-2024

At Tregony Primary School, we want the very best for our children. We will equip them with the skills, knowledge and experiences they need to be successful in their future choices. Furthermore, we aim to ensure that children are ready for the next stage in their life and that they are aware of the opportunities that are available to them. We recognise and celebrate how special and important Cornwall is yet seek to develop children's understanding of the wider world and their place within it.

Early Years Foundation Stage

- Recognise children's prior knowledge from previous settings and their experiences at home
- Embed positive behaviours for learning through the Characteristics of Effective Learning by providing play and exploration, active learning, creative and critical thinking
- Recognise every child as a unique individual
- Work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential
- Teach and build upon early skills, knowledge, concepts and values
- Provide enhancement opportunities to engage learning and to increase our first-hand experience of school which should be happy and positive
- Provide vibrant continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating, developing and challenging skills and knowledge
- Enable children to achieve the Early Learning Goals at the end of reception and to ensure children are making good progress from their starting point
- Support transition so that children are prepared and ready for Reception and Key Stage 1

| Nursery | Key skill- | Progression | | | | | |
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| | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| C&L | Singing and rhythm | - Enjoy singing and playing music, joining in with actions and sometimes lyrics. - Begin to join in with a range of familiar songs with actions. - Sing a large repertoire of songs. - | | | | | |
| | | Knowledge outcome | | | - To listen to and copy rhythmic patterns. -To know to sing words clearly so that they are audible. | | |
| | Listening and understanding stories. | - Enjoy listening to picture books with props. - Enjoys listening to stories and can use the pictures to understand what is happening. - Enjoy listening to longer stories and can remember much of what happens. | | | | | |
| | | | | | -Describe what has happened in the story - make predictions based on understanding of the story. - Retell a familiar story using key vocabulary. | | |
| | | | | | -Talk about different characters and what they are doing. -Discuss Characters feelings at different parts of the story | | |

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| | | Knowledge outcome | <ul style="list-style-type: none"> - To listen and remember what has happened. - To use pictures or prompts to understand a story. - To understand the story, including character and plot. |
| | Using speech | <ul style="list-style-type: none"> - Make noises, babble, point or gesture to wants and needs. -Use and understand single words in context. - Use and understand two or more words in context, sometimes copying an adult or peer. - Develop a conversation about a topic of interest. - Use multisyllabic words. - Use back and forth dialogue in play. - Speak in sentences of more than 6 words. -Have mostly clear speech that can be understood by others. - Use a wide range of vocabulary. - Use talk to organise themselves. -Use talk to organise their peers in play. -Ask why, where, what and who questions. | |
| | | Knowledge outcome | <ul style="list-style-type: none"> -To communicate needs, wants and interests with adults. -To communicate positively with peers. |
| | Understanding language | <ul style="list-style-type: none"> - Understand familiar words - Understand simple instructions - Listen to, and follow simple instructions. - Respond to simple questions appropriately. - Follow two step instructions, showing understanding - Understand why questions. | |
| | | Knowledge outcome | <ul style="list-style-type: none"> - To understand the spoken language and respond to them with gestures or speech. - To follow instructions accurately. |
| | Focused discussion | <i>Use Aut 1 to establish Speech and understanding skill. Introduce to those who are ready.</i> | <ul style="list-style-type: none"> -Gesture or say key words linked to body parts. -To recognise environmental sounds and animal noises. - Use key words that are familiar to them- Family, pets, friends, favourite items. -Talk about themselves and their family in detail. - Talk about subjects that are special to them, asking questions to clarify understanding. -Answer questions and share opinions using the relevant vocabulary. - Listen to questions and answer using learnt vocabulary and detail. |
| | | Knowledge outcome | <ul style="list-style-type: none"> - To establish conversation through back and forth dialogue. |

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| | | | paying attention to how they sound | | Engage in stories -Develop social phrases | -To use vocabulary in different contexts | | Understand how to listen carefully and why listening is important | 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. |
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| Nursery | Key Skill | Progression | | | | | |
|---------|-----------------|--|-------|-------|-------|-------|-------|
| | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| PSED | Self confidence | <ul style="list-style-type: none"> - Separate from main carer and settle with key worker in the Nursery environment - Look to key worker for comfort when hurt and upset. - Build a relationship with key worker and other adults in the room to feel safe and secure. - Have confidence to have a go at activities within the nursery - Have confidence to communicate with adults and peers | | | | | |

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| | | <ul style="list-style-type: none"> - Manage transitions with support. - Transition from one activity to the next independently. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Thrive as self-assurance is developed. - Enjoy being taken to new environments outside of Nursery with peers and key workers. - Attempt new challenges with support of adults. - Carry out new challenges independently. |
| | Knowledge outcome | <ul style="list-style-type: none"> -To leave my main carer happy and enjoy nursery with confidence. - To feel confident in new situations and environments. |
| Self awareness | | <ul style="list-style-type: none"> - Develop a sense of self and understanding 'who am I.' - Recognise differences in myself, family members and peers. |
| | | <ul style="list-style-type: none"> - Notice differences, such as skin colour, types of hair, gender, special needs and disabilities. - Ask questions about these differences. - Begin to answer questions about these differences. |
| | | <ul style="list-style-type: none"> - Develop their sense of responsibility within the Nursery - Develop membership of a community within the school and local area. |
| | Knowledge outcome | <ul style="list-style-type: none"> - To understand who I am and I am different to others. - To understand that there are differences between countries, cultures and people. - To feel part of a community with responsibilities. |
| Toileting | | <ul style="list-style-type: none"> - Cooperate with nappy changing- e.g. lies still, help to hold legs up. - Signal when nappy is wet or soiled. - Communicate the need of urination and bowel movements before going with gestures and then words. - Shows awareness of what a potty or toilet is used for, having a go during nappy changes. - -Use the toilet with support. - Indicates need for toilet by behaviour and words. - Learn to use toilet independently, but may need support with wiping - Usually able to control bowel with occasional accidents - Take care of toileting needs, including wiping independently. |
| | Knowledge Outcome | <ul style="list-style-type: none"> - To use the toilet independently and understand when I need to use the toilet. |
| Health and hygiene. | | <ul style="list-style-type: none"> - Wash hands after toileting and before eating with support - Wash hands independently. - Understand why it is important to wash hands after toileting and before eating. |
| | | <ul style="list-style-type: none"> -explore healthy foods. -Make healthy food choices. -Understand why eating healthy food is important |
| | | <ul style="list-style-type: none"> -Begin to understand why teeth brushing and oral hygiene is important. |

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| | | | | | | -discuss what we can do to stay healthy. -understand why it is important to keep our bodies healthy. |
| | Knowledge outcome | | | - To be able to make healthy choices. - To understand the importance of hand and oral hygiene. | | |
| Understanding Emotions | <ul style="list-style-type: none"> - Feel strong enough to express and display a range of emotions. - Identify emotions for different situations. - Safely explore emotions beyond their normal range through play and stories. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Explain their own emotions in different situations. - Talk about their feelings in more elaborated ways - Understand how others may be feeling and act accordingly | | | | | |
| | Knowledge outcome | | | - To understand and express my emotions positively. - To understand and respond to others emotions appropriately. | | |
| Independence | <p>Grow in independence, rejecting help. (may lead to frustration and tantrums.) Enjoys doing things themselves and is successful most of the time. Select and use activities and resources, with some support if needed. Learn where to look for resources within the class, with support. Show independence in accessing and exploring the environment. Making choices and selections with Have a go at putting on coats, waterproofs and wellies, using support when needed. Can put coat, waterproofs and wellies on independently.</p> | | | | | |
| | Knowledge outcome | | | - To select resources and make choices in my play, knowing where to go and get them and put them back. - Dress independently. | | |
| Playing with peers | <ul style="list-style-type: none"> - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Play with one or more other children, extending and elaborating play ideas. - Develop friendships with other children. - Join in with play with peers. - Initiate play with peers and keep play going by giving ideas and selecting resources. | | | | | |
| | Knowledge Outcome | | | - To play with peers collaboratively. | | |
| Taking Turns and sharing | <ul style="list-style-type: none"> - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Develop appropriate ways of being assertive. - Take turns whilst playing and waiting patiently to have a go with adult support. - Share resources and play in a group with reminders from adults. - Begin to find solutions to conflicts and rivalries. - Talk with others to solve conflicts. - Share resources indepedently in play. | | | | | |

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| | | Knowledge Outcome | - To share toys with peers and take turns without support. |
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| PSED | Reception | Skills | <ul style="list-style-type: none"> -To describe a friend -Demonstrate friendly behaviour -Understanding how to be a good friend -Learn to join in with activities -To understand how it feels to belong and that we are similar and different -To start recognising and managing my feelings -To enjoy working with others to make school a good place to be -To understand why it is good to be kind and use gentle hands -To understand that we all should be allowed to learn and play -To start becoming responsible within the classroom -Choose activities independently | <ul style="list-style-type: none"> -To learn about a range of different festivals -To recognise a range of differences from around the world -Learn about importance dates in their lives - To identify something I am good at and understand everyone is good at different things - Understand that being different makes us all special - to know similarities and differences to others in the classroom - To discuss and explain why i think my home is special to me - To know how to be a kind friend - To know which words and actions i need to do to stand up for myself -To get changed for PE with support | <ul style="list-style-type: none"> -To learn right from wrong -Make the right choices and understand consequences of not making the right one - To understand that if I persevere i can tackle challenges - Retell familiar situations where I did not give up - To set a goal and work towards it - To use kind words to encourage people - To understand the link between what i learn now and the job i might like to do when i'm older - To say how i feel and when I achieve a goal and know what it means to feel proud To get changed for PE independently | <ul style="list-style-type: none"> -Understand that people need help -Identify ways of being helpful -Recognise how being helpful makes peers feel -Talk about the effect my behaviour has on others To identify some of the jobs i do in my family and how i like to feel belong -To know how to make friends -To think of ways to solve problems and stay friends - To understand the impact of unkind words -To know how to be a good friend -Recognise when they go outside they need wellies and overalls -Recognising when they are painting they need an apron -Recognising when they do PE they need their PE kit | <ul style="list-style-type: none"> -To understand that i need to exercise to keep my body healthy -To understand how moving and resting are good for my body - To know which foods are healthy and not so healthy and can make healthy eating choices -To be able to wash my hands thoroughly and understand why this is important especially before I eat and after i go to the toilet - Know what a stranger is and how to stay safe if a stranger approaches me -Learning and exploring different types of food | <ul style="list-style-type: none"> -Learn why we brush our teeth -To understand and participate in the importance of physical activity -Discuss the importance of sleep and `screen time` . - To name parts of the body - To discuss some things i can do and foods i can eat to be healthy - To understand that we all grow from babies to adults - To express how i feel about moving into year 1 | <p><u>Self-Regulation.</u> 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 to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons</p> |
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| | | | -To use the toilet and washing hands independently | | | | | | 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 |
| | Know-ledge | <ul style="list-style-type: none"> -To describe and show friendly behaviour -Begin to take turns with their friends -To know what similar and different means -To know and explain the different feelings -To know and interact with others in a positive way -To know what kind means and what we need to do to be kind To know that playing is learning and we are learning all the time. -To know what responsible means | <ul style="list-style-type: none"> -To be able to talk about different festivals -Understand why different people celebrate different things -To select the correct piece of clothing to dress themselves -To know what I am good at -To know what makes others different and what different means -To know the difference between different and the same. -To know different types of families -To know different features within my own house. To explain/discuss my home -To know what kind means and the things we need to do to be kind - To know who my safe adults are - To learn phrases to use when I hear | <ul style="list-style-type: none"> -Talk about why a character has made a poor choice -Discuss what consequences are -To be able to talk about how a better choice could be made -Know what a challenge is and develop upon strategies to overcome the challenge -To know when I achieved a goal. To explain how this make me feel -To know what I need to improve on -To develop vocabulary to help myself and others not give up -To know when I learn I develop skills that might help me when i'm older -To talk/discuss about what I would like to do in the future -To explain my emotions -To explain my goals and how I achieved them -To select the correct piece of clothing to dress themselves | <ul style="list-style-type: none"> -To talk about my personal experiences - To understand my different emotions - To know what a good friend looks like - To know how to compromise with friends -To know how to be kind to friends - To know the emotion linked to unkind words - To know the difference between unkind words and kind words - To discuss feature of a good friend/knowing the difference between good and bad friend -To develop independence when dressing and undressing for activities such as PE and outdoor play | <ul style="list-style-type: none"> -Talk about the world we live in -Know similarities and differences -To understand the importance of healthy food choices -To understand what being healthy means -To recognise and name lots of different exercises - To know how exercise affect the body and what happens when we don't exercise - Know how to wash my hands using the correct resources - Know the importance of why we wash our hands - To know the definition of what a stranger is - To understand what staying safe means | <ul style="list-style-type: none"> -To be able to talk about the relationships they have at home and with their family and friends -To understand the importance of oral health. -To understand how to look after our bodies. - Know that our body consists of different parts and that each part is for a different reason - To know what healthy is - To know different ways of being healthy - To understand that I have grown and the different stages I have been through - To understand the life cycle of a human - To know my different feelings - To link my feelings about being a year 1 (be able to discuss/identify fears and excitement) | <ul style="list-style-type: none"> -To understand the importance of healthy food choices <u>Building Relationships.</u> 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. | |

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| | | | something I don't like | | | | | |
| | | <i>DM obj</i> | -Build constructive and respectful relationships Express their feeling and consider the feelings of others -Manage their own hygiene needs | -See themselves as a valuable individual - Express their feelings and consider the feelings of others - Moderate their own feelings socially and emotionally | -Identify and moderate their own feelings socially and emotionally - Express their feelings and consider the feelings of others | -See themselves as a valuable individual Express their feelings and consider the feelings of others -To manage their own needs -Show resilience and perseverance in face of challenge -Think about perspective of others Identify and moderate their own feelings socially and emotionally -Build constricton and respectful relationships | -Think about perspectives of others -Know and talk about the different factors that support their overall health and wellbeing -Show resilience and perseverance in the face of challenge | -To know and talk about different factors that support their overall health and wellbeing - show resilience and perseverance in face of challenge -Express their feelings -See themselves as a valuable individual |

| Nursery | Key Skill | Progression | | | | | |
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| | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| PD | Movement control | <ul style="list-style-type: none"> - Walk, run, jump and climb - and start to use the stairs independently. - Move in different ways in order to develop gross motor skills. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Run skilfully and be able to negotiate space. - Spin, roll and independently use ropes and swings. - Copy dance moves and move to different kinds of rhythms. - Using a balancing apparatus. - Climb apparatus safely. - Move equipment safely with peers. | | | | | |
| | | Knowledge outcome | | | - To be able to control movements of my body. | | |
| | Mark making and writing. | <ul style="list-style-type: none"> -Mark make in sensory trays -Mark Make, copying different patterns. | | | | | |

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| | | <ul style="list-style-type: none"> -Have a go at a variety of mark making activities. - Use mark-making resources with increasing independence, using palmer grip. -Begin to show a preference for a dominant hand. - Mark make using thumb and two fingers when using pencils and pens. - Draw lines and curves to make shapes and pictures. - Confidently hold the pencil, using the tripod grip. | |
| | | | <ul style="list-style-type: none"> Begin to form letters Begin to write their name with support. Independently write their name. |
| | Knowledge Outcome | | <ul style="list-style-type: none"> - To hold a mark making tool correctly. - To mark make to represent my name. |
| Eating and drinking | <ul style="list-style-type: none"> - Begin to gain independence with eating and drinking. - Use pincer grip to pick up finger foods and bring to mouth. - Use a lidded drink cup accurately with two hands. - Eat using a knife and fork - Use an open cup to drink accurately. - Hold jugs and containers - Confidently and pour water or milk. | | |
| | Knowledge Outcome | | -To pour and drink with accuracy. |
| Fine Motor | <ul style="list-style-type: none"> - stack four or more blocks to build a tower. - Pick up small objects using thumb and finger. - Fit small shapes and objects into holes during posting activities. - Turn pages in a book one at a time. - Screws and unscrews toy nuts and bolts. - Use tweezers and scissors to strengthen muscles. - Begin to use hammers and scissors safely. - Use Scissors confidently. - Handle malleable materials with increasing control. | | |
| | Knowledge outcome | | - To use large and small motor skills to do things independently. |

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| PD | Reception | Skills | FM: -Able sufficient arm and shoulder | FM: -Use one-handed tools | FM: | FM:: -Cut curved lines and | FM: | FM: | Gross Motor Skills. *Negotiate space and |
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| | | <p><i>These skills will be adapted/changed according to the children's needs</i></p> | <p>strength by showing they are able to move hands and fingers without moving shoulders</p> <ul style="list-style-type: none"> - Able to move rotate lower arms and wrists independently -Develop and working towards a comfortable pencil grip -Showing good control with pencil grip - Unfasten and fasten buttons on clothes -Hold and pour water jugs and cups - Open and close containers <p>GM:</p> <ul style="list-style-type: none"> -To develop strong coordination skills -To develop good core muscles to balance -To develop moving around the space with control and grace | <ul style="list-style-type: none"> -Able to make snips in paper with scissors -To be able to draw lines and circles both clockwise and anticlockwise -Can copy some simple shapes and patterns - Can use a fork to pick up food and eat it <p>GM:</p> <ul style="list-style-type: none"> -Develop the ability to jump in different ways -Control my body when jumping and balancing -To be able to balance using a range or resources -Sequence jumps -Develop the ability to roll in different ways -Develop coordination | <ul style="list-style-type: none"> -Cut and follow a straight line using scissors -Use large paint brushes to add details to paintings -Use hammers to hit small targets, such as nails into wood -Can draw with increased control, accuracy and care -beginning to form some letters <p>GM:</p> <p>Develop the ability to control balls in a range of ways</p> <ul style="list-style-type: none"> -Develop the ability to throw accurately at a target -Develop my throwing skills -Develop coordination through the use of bats/rackets to move and control an object -Catch and bounce balls -Develop the ability to kick balls | <p>circular shapes using scissors</p> <ul style="list-style-type: none"> -use hammers or mallets to hit larger targets such as tent pegs -Can write most letters correctly - Can use a knife and fork together to cut up and eat food <p>GM:</p> <ul style="list-style-type: none"> -Be able to move in a range of ways -Increase the ability to move around, onto under and through equipment -combine movements together while negotiating different equipment (coordination/balance) | <ul style="list-style-type: none"> -Beginning to write in a more fluent and efficient style - Can pull a zip up after an adult has started -Can balance blocks to build - Can sew using a simple stitch - Can shape and mould malleable materials using tools <p>GM:</p> <ul style="list-style-type: none"> -Learn some basic coordination skills to perform and replicate basic dance moves -To be able to link movements together into short sequences to create short dance routines -To develop the knowledge of rhythm and moving in time with the music -Develop repeated exposures to se sequences and routines | <p>use small paint brushes to add detail to paintings</p> <ul style="list-style-type: none"> -Able to write in a more fluent and efficient style - Can start and fasten a zip independently - Can thread beads on string <p>GM:</p> <ul style="list-style-type: none"> -To develop the ability to throw an object (Coordination) -To develop the ability to move at speed and adapt the body where necessary (agility) -To jump safely and in different ways (Balance) | <p>obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills.</u></p> <ul style="list-style-type: none"> *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. |
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| | | <p>Know- ledge</p> <p>FM: -To know their different body parts to know what to move -Know how to move your body- looking and copying others - Know the method of ` flat, pinch and flip` -Know what a tripod grip looks like - Know what a button is and that it needs to go through the hole - know what a jug looks like and know that pouring can be done in different ways -Know what a lid is and it;s purpose. To know that you can take it off and put it back on GM: -To form a range of dance moves correctly - To negotiate space safely - To form movements or gestures in response to music - To build the core muscles to hold freeze frames</p> | <p>FM: -To know which hand feels the most comfortable -To know which tools to use that need only one hand -To be able to hold the paper in one hand and the tool in the other -To know what a circle and a line looks like -To know how to hold a pencil -To know what a shape and pattern is -To be able to use a range of colours -To know what a fork looks like -To know the importance of using a fork GM: -Jump and hop from one space to another -Balance on one leg -Balance using a range of equipment -Climb on a range of equipment -jump over a range of small equipment -control my body when performing my sequence of movements</p> | <p>FM: -To know that when you cut it can go straight or the way you position the paper/scissors -To know what a paintbrush looks like and how to hold it correctly -To know what a hammer looks like -To know the harder you hit it the more it'll go in -To know the importance of handling tools with care and to remember how to be safe GM: -To travel confidently in a range of ways -Control a ball and move it round my body -Move balls in a range of ways Kick a range of objects towards a target -Control an object into targets -Throw objects in and at targets -Show good control when using equipment in a range of ways</p> | <p>FM: -To know how to turn the paper to make the scissors go a different way -To know how to hold the paper and scissors in each hand correctly -To know the correct letter formation rhymes -To be able to hold the pencil with the correct grip and with good control -To know how to hold the fork and knife in both hands correctly -To know that the knife cuts and you eat with the fork GM: -experiment with different ways of movement -create my own ways of moving -climb on a range of equipment -negotiate space when moving -put my movements into sequence</p> | <p>FM: -To confidently know how letters are formed -To hold my pencil confidently and with good control -To know that you have to pull a zip up or down -To know that you have to be careful and place object with the same sized surface for it to balance -Know what a needle(childrens one) is and that you have to go through material -Can use tools in one hand - To know that you can change materials using tools -To know which tools are suitable to use with certain materials/resources GM: -To be able to move in certain ways in time with others (Copying) - To be able to have good control over the body -To remember and link movements</p> | <p>FM: -To hold the small paintbrush with tripod grip and and with good control -To know that smaller paintbrushes will help add smaller detail -Confidently know my sounds and how to form them(know where to start and finish) -To know that I have to grab both parts of the zip -To know to pull up or down -Can hold my bead and thread in different hands -To know the thread has to go through the hole in the bead GM: -To know how to push objects - To know how to throw and what it looks like - To be able to travel safely - Negotiate space when travelling at speed</p> | |
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| | | | - To look around the room while controlling my body | -Make my body roll in different ways | -Co-ordinate my movements when using small equipment | | together with fluent control -To move towards a beat and in time with others | | |
| | <i>DM</i> <i>OBJ</i> | FM: - To use a range of tools competently, safely and confidently. GM: -Revise and Refine the fundamental movement skills they have already acquired -Progress towards a more fluent style of moving, with developing control and grace -Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | FM: -Further develop skills that need to manage the school day (mealtimes) GM: Revise and refine fundamental skills that have already acquired -Combine movements with ease and fluency -Develop overall body strength, coordination, balance and agility | FM: -Revise and Refine the fundamental movement skills they have already acquired -Progress towards a more fluent style of moving, with developing control and grace -Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions -Develop their small motor skills so that they can use a range of tools competently, safely and confidently GM: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball -Further develop and refine a range of balls skills including throwing, catching, kicking, passing, batting and aiming | FM: -To use a range of tools competently, safely and confidently -Develop the foundation of a handwriting style which is fast, accurate and efficient --Further develop skills that need to manage the school day (mealtimes) GM: Revise and refine the fundamental movement skills they have already acquired -Confidently and safely use and range of large and small apparatus -Combine different movements with ease and fluency | FM: -Develop the foundation of a handwriting style which is fast, accurate and efficient -To use a range of tools competently, safely and confidently GM: -Revise and refine fundamental skills that have already acquired -Combine movements with ease and fluency -Develop overall body strength, coordination, balance and agility | FM: Develop the foundation of a handwriting style which is fast, accurate and efficient -To use a range of tools competently, safely and confidently GM: -Revise and refine fundamental skills that have already acquired -Develop confidence, competence, precision and accuracy when engaging in activities that involve balls -Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE -Develop overall body strength, coordination, balance and agility | | |

| Nursery | Key skill | Progression | | | | | |
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| | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Literacy | Identifying and recognising sounds. | <ul style="list-style-type: none"> - Join in with a range of nursery rhymes. - Spot rhythm and rhymes - count or clap syllables in a word | | | | | |
| | | | | - identify initial sounds in words | | | |
| | | | | - recognise words with the same initial sound. | | | |
| | | | | | | - identify and recognise some phonemes. | |
| | | | | | | -blend phonemes together to make words | |
| | | Knowledge outcome | | To recognise and identify sounds | | | |
| | | | | To recognise phonemes to introduce the start of phonics and reading. | | | |
| | Understanding Text | <ul style="list-style-type: none"> - Enjoy sharing books with an adult. - Pay attention to the pictures and the words. - Seek favourite books out, share with adults and peers, or look at alone. - Repeat words and phrases from familiar stories. - Talk about a range of familiar stories. - Talk about what's happened in a story. - Identify and recognise the difference between text and pictures - Retell a range of familiar stories. | | | | | |
| | | | | - Recognise familiar logos and labels within the environment | | | |
| | | | | | | - Find and identify familiar letters. | |
| | | | | | | - We read text from left to right. | |
| | | | | | | - Identify the features of a book | |
| | | Knowledge outcome | | <ul style="list-style-type: none"> - To understand words are made up of letters and sounds. - To know that text has meaning and different purposes. | | | |
| | Writing | <ul style="list-style-type: none"> - Mark make and identify their marks. - Mark make and give meaning to their marks. - Mark make for a purpose and be able to talk about the marks. | | | | | |
| | | | | Begin to form some letters correctly, e.g. letters in their name. | | | |
| | | Knowledge outcome: | | To write letters correctly, including those used in my name. | | | |

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| Reception | Skills | RWI - See separate skills progression grid (word reading) due to children being in different groups for Phonics Reception will also take part in the English part of phonics therefore any other Literacy will be extra learning/opportunities through class decisions, adult led groups and CP | Comprehension *Demonstrate understanding of |
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| | | <ul style="list-style-type: none"> -To use pictures to tell stories - To sequence familiar stories - Independently look at books, holding them the correct way and turning pages -To copy their name -To give meanings to the marks they make -To copy taught letters -To begging to write cvc words using taught sounds | <ul style="list-style-type: none"> -Engage in story times, joining in with repeated phrases and actions -To begin to answer questions about the stories read to them -Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes -Write their name -Use the correct letter formation of taught letters -To write words and labels using taught sounds -Begin to write captions using taught sounds | <ul style="list-style-type: none"> -Act out stories -Begin to predict what may happen in the story -suggest how a story might end -form lower case letters correctly -Begin to write sentences using finger spaces -Understand that sentences start with a capital letter and end with a full stop -Spell words using taught sounds -Spell some taught tricky words correctly | <ul style="list-style-type: none"> -Retell stories -Follow a story without pictures or props -Talk about the characters in the books they are reading -To form lower case letters correctly and begin to form capital letters -To write sentences using finger spaces and full stops -To spell words using taught sounds -To spell some high frequency (red words) words correctly | <ul style="list-style-type: none"> -Begin to answer questions about what they have read -To use vocabulary that is influenced by their experiences of books -To form lower case and capital letters correctly -To begin to copy letters using the correct rhyme -To begin to write longer words which are spelt phonetically correct -Being to use capital letters at the start of a sentence -To use finger spaces and full stops when writing a sentence -To spell some high frequency (Red words) words correctly -Begin to read their words back | <ul style="list-style-type: none"> -To answer questions about what they have read -To know that information can be retrieved from books -To form lower cases and capital letters correctly -Begin to write longer words which are spelt phonetically correct -form most letters correctly -Write sentences using capital letters, finger spaces and full stops -Spell some high frequency words (Red words) correctly -Read their work back and check it makes sense - make changes if needed | <p>what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate - where appropriate - key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading.</u></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> |
| | Know ledge | <ul style="list-style-type: none"> -To comprehend what is happening in pictures -use learnt vocabulary to describe pictures and events - Know how to care for books and their importance | <ul style="list-style-type: none"> -Know and enjoy the core books -To develop curiosity about books - Know the difference between different genres and why they are different | <ul style="list-style-type: none"> -Develop confidence and knowledge to retell a story -Use familiar vocabulary heard within familiar stories -To use previous learnt vocabulary to explain their thoughts and ideas | <ul style="list-style-type: none"> -To know core books and key texts very well - Obtained previous vocabulary used when reading stories and other genres -To know all fiction books have different types of characters | <ul style="list-style-type: none"> -To be able to string sentences together in order to explain my thoughts and ideas - To know and use different vocabulary and the importance of discussing the meaning of different words | <ul style="list-style-type: none"> -To have good and high quality vocabulary in order to explain thoughts and ideas -To know that every book has a purpose or meaning | |

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| | | | <ul style="list-style-type: none"> -To recognise their name and some letters that is in it -To have an idea in their mind before drawing/writing -To know the different drawing/writing resources they can use - To know how to draw straight lines and circles (clockwise and anti clockwise) -Know that each letter makes a sound | <ul style="list-style-type: none"> -To know the letters within their name -To recognise the letters within their name -To listen for each sounds and write it down before moving into the next one - Know that many words can be put together to make a sentence | <ul style="list-style-type: none"> - To know that a story has a beginning, middle and end -Know the writing formation rhymes -To know that we start and finish without lifting our pencils up -To know the different between red words and phonemes etc | <ul style="list-style-type: none"> -To know all characters can have different appearances and personalities - To know that capital letters are formed differently and why -To know sentences needs fingers spaces so you can read it -To know what a full stop looks like and why we use it | <ul style="list-style-type: none"> - To know the correct writing rhymes of the sounds I have learnt so far -To know what the different capital letters look like or where to get resources to help me -To know why we use capital letters at the beginning of sentences -To know that words are separated to make a sentence | <ul style="list-style-type: none"> -To use my phonics knowledge to help spell larger words -To know to sound my words out before writing it -To recognise and know high frequency words (Red words) -To know the importance of reading my work -To know how to make changes to work -To use my phonics knowledge to help identify mistakes | <ul style="list-style-type: none"> *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. |
| | | <i>DM</i> <i>OBJ</i> | <ul style="list-style-type: none"> -Re read books to build confidence in word reading, fluency, understanding and enjoyment -Form lower case letters correctly | <ul style="list-style-type: none"> -Form lower case letters correctly -Re read books to build confidence in word reading, fluency, understanding and enjoyment | <ul style="list-style-type: none"> -form lowercase and capital letters correctly -Re read books to build confidence in word reading, fluency, understanding and enjoyment | <ul style="list-style-type: none"> -form lowercase and capital letters correctly - spell words by identifying the sounds and then writing the sound with letter/s -Write short sentences with words with know letter-sound correspondences using a capital letter and full stop | <ul style="list-style-type: none"> -form lowercase and capital letters correctly -spell words by identifying the sounds and then writing the sound with letter/s -Write short sentences with words with know letter-sound correspondences using a capital letter and full stop | <ul style="list-style-type: none"> -form lowercase and capital letters correctly -spell words by identifying the sounds and then writing the sound with letter/s -Write short sentences with words with know letter-sound correspondences using a capital letter and full stop -Re-read what they have written to check that it makes sense | |

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| Nursery | Key Skill | Progression |
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| Maths | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
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| Identifying Colours | <ul style="list-style-type: none"> - Match coloured objects to specific colour - Spot the correct colour from a group of objects - Sort and group coloured objects into categories - Selecting correct colour when asked. - Identifying an object by its colour when asked. | | | | | |
| | Knowledge Outcome | | | To identify colours. | | |
| Identifying shapes | | | <ul style="list-style-type: none"> - Combine objects like stacking blocks and cups, understanding that objects need to fit inside others. - Complete inset puzzles. - Match objects to the correct shape (for example on a shape sorter toy) - Sort objects into groups of the correct shape - Spot familiar shapes within familiar environments - Identify familiar shapes such as circle, star, heart. - Explore 2D and 3D shapes in play (for example block play) - Combine shapes to make new ones. - Identify 2D shapes (Circle, square, triangle, rectangle) - Begin to describe a shape's properties (sides and corners) | | | |
| | Knowledge Outcome | | | To recognise basic shapes and understand their properties. | | |
| Counting | <ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Count objects in play - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). | | | | | |
| | Knowledge Outcome | | | - To accurately count to 5 and beyond., | | |
| Understanding number | <ul style="list-style-type: none"> - Shows an awareness of number e.g. they are 4 - Show 'finger numbers' up to 5. - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). | | | | | |
| | | <ul style="list-style-type: none"> - Compare amounts of objects - Order amounts of objects from smallest to biggest. | | | | |
| | | | <ul style="list-style-type: none"> - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Order numerals from 1-5 | | | |
| | | | | | <ul style="list-style-type: none"> - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. | |

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| | | Knowledge Outcome | To have a strong understanding of numbers to 5, using this to solve real life problems. To recognise numerals and match them to amounts. | | | |
| Understanding Positional language | Understand position through words alone - for example, "The bag is under the table," - with no pointing. -Talk about what happened today, yesterday and tomorrow. | | | | | |
| | | | | | <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. | |
| | Knowledge Outcome | | | | To understand and use positional language accurately . | |
| Understanding measure. | Explore different sized containers for filling and pouring. Notice how different sized and shaped containers carry different amounts | | | | | |
| | | | <ul style="list-style-type: none"> - Explore weights of different objects. - Compare, weights etc. using gestures and visuals - Explain differences using mathematical vocabulary. | | | |
| | | | | <ul style="list-style-type: none"> - Explore different tools for measuring - Noticed differences in sized of objects. - make comparisons between objects relating to size, length, weight and capacity. - Order objects according to their size. | | |
| | Knowledge Outcome | | <ul style="list-style-type: none"> - To compare sizes of objects in regards to weigh, capacity or length. - To order objects based on their measure. | | | |
| Recognising and making patterns | <ul style="list-style-type: none"> - Notice patterns. - Arrange objects into patterns. - Talk about and identifies the patterns around them. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | | | | | |
| | | | | <ul style="list-style-type: none"> - Extend and create ABAB patterns - stick, leaf, stick, leaf. - • Notice and correct an error in a repeating pattern. | | |
| | Knowledge Outcome | | | To spot a pattern and be able to continue it or correct it. | | |

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| | Reception | Skills | (Baseline Assessments) | -To recognise and make 4 and 5 in different ways | -To identify one less of a given number up to 5 | -To count forwards and backwards from 10 | -To represent numbers 11-15 (recognising the number patterns) | -To be able to double numbers up to 10 -To know how to represent doubles | Number *Have a deep understanding of number to 10, |
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| | | <ul style="list-style-type: none"> -To match and sort different objects -Compare groups using the correct vocabulary -Compare different objects -To make and correct AB patterns using different resources <p>Mastery numbers</p> <p>Term 1:</p> <ul style="list-style-type: none"> -To identify when a set can be subitise and when counting is needed -Subitise different arrangements, both unstructured and structured, including using a number frames -To make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills -Spot smaller numbers `hiding` inside larger numbers -connect quantities and numbers to finger patterns and explore different ways of | <ul style="list-style-type: none"> -To find one more and one less of a given number upto 5 -sorting and recognising simple 2D shapes -To sequence events <p>Mastery numbers</p> <p>Term 1:</p> <ul style="list-style-type: none"> -Hear and join in with the counting sequences, and connect this to the `staircase` pattern of the counting numbers -Develop counting skills and knowledge; that the last number tells us `how many` -To understand than anything can be counted -Compare sets of objects by matching -begin to develop the language of `whole` when talking about objects which have parts -To compare and measure height,length and time | <ul style="list-style-type: none"> -To understand different combinations of 5 -To compare numbers up to 5 -To identify equal and unequal amounts within groups -To know how to explain how many altogether -To begin to use a 5 frame to explain answers -To use balance scales to identify heavier and lighter -To recognise and crate full, nearly full, nearly empty and empty -To measure capacity -To recognise,make, sort and compare the number 6 -To explore, match the numbers 6,7 and 8 -To recognise one more and one less of numbers up to 6 -To combine two groups to make numbers -To know that adding two groups together is makes a bigger number -recognising, making, sorting, ordering numbers 9 and 10 | <ul style="list-style-type: none"> -To compare numbers from 0-10 -To represent 10 in different ways -To use resources to help explain explanations <p>Consolidations for 2 weeks</p> <p>Maths mastery</p> <p>Term 1:</p> <ul style="list-style-type: none"> -Focus on equal and unequal groups when comparing numbers -To understand that two equal groups can be called a `double` - connecting this to finger patterns - Sort odd and even numbers according to their shape -order numbers -join in with verbal counting beyond 20, hearing the repeated pattern within the counting numbers | <ul style="list-style-type: none"> -To use 10's frame to represent numbers -To estimate the amounts -To identify missing numbers -To order numerals to 20 -To name, explore and match different 2D and 3D shapes -To start recognising addition (adding 1 and 2 more) -To take away using difference resources -To make different shapes out of shapes <p>Mastery numbers</p> <p>Term 3:</p> <ul style="list-style-type: none"> -To develop their counting skills, counting larger sets -Explore a range of representations of numbers -To know doubles can be arranged in a 10's frame | <ul style="list-style-type: none"> -To know how to share objects -To know how to group objects -To know even and odd numbers and their patterns - To problem solve at a deeper level -To compare differences within different scenarios - To recall and explain number bonds to 5/10 -To use my positional skills to help create other resources/creations -To know and explain scenarios using the correct positional language <p>Mastery numbers:</p> <p>Term 3:</p> <ul style="list-style-type: none"> -Develop a sense of magnitude -Know one more and one less than numbers within 10 -To identify when sets can be subitised and when counting is needed -To develop upon my subitising skills including when using a rekenrek | <p>including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
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| | | | representing numbers on their fingers | | Mastery numbers Term 2: -Develop sikitising skills for numbers within and beyond 5 -Identifying missing parts for numbers within 5 -Explore the structure of the numbers 6,7 and 8 as '5 and a bit' | | | |
| | | Knowledge | <ul style="list-style-type: none"> -Know and recognise similarities and differences between objects -have comparison vocabulary to help explain my thinking -Know what sorting means -Recognise you can sort in more than one way -To use learnt vocabulary to explain my thoughts and ideas -Know that compare means talk about why they are the same/different -Know what a pattern is -Know that a repeating patterns needs to keep going using the same objects/colours etc | <ul style="list-style-type: none"> -know numbers 1-5 in the correct order -To be able to compare which numbers are bigger/smaller -Know shapes look different to numbers and features -know that you can put pictures in order -To be able to talk about their morning routines -To know what a stem sentence is and is beginning to use it in order to explain their answers -To know the difference between height, length and time -To know which resources to use to measure height, length and time | <ul style="list-style-type: none"> -To know numbers in sequence up to 5 -To know one less means smaller/down -To know what 5 objects look like -To that you can make 5 in different ways -To know similarities and differences between numbers up to 5 -To know what compare means -To know what equal and unequal means -To know that altogether means the total amount/the whole thing -To know what a five frame looks like and how to use it -To use a 5 frame to justify my answers -To know the purpose of a balance scales | <ul style="list-style-type: none"> -To know forwards goes up and backwards goes down -To know similarities and differences of numbers from previous learning -To know what compare means -To know what resources are available in order to help me justify my answers | <ul style="list-style-type: none"> -To recognise numbers from 11-15 (pictorial and numeral) -To know the difference between a 5's frame and 10's frame -To be able to subitise and guess amounts before checking -To know subtraction means going down (getting less) -To know my one more and one less strategies -To know my numbers to 20 -To know ordering means they have to go in order -To count in order to double check my answers -To know my 2D shapes | <ul style="list-style-type: none"> -To know doubles means two of a number -To recognise the pattern/rule with doubling - To know what equal means in order to share -To know what sharing means and the methods of how to do it -To know that grouping means there's more than 1 -To know groups can be counted - To know even means there are an equal amount -To know odd means the group is not equal -To know the difference between even and odd |

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| | | | <ul style="list-style-type: none"> -know shapes have different names | | <ul style="list-style-type: none"> -To know that when on side is down the it's the heaviest -To know how to make full and empty using different resources -To know what full and empty mean -To know what resources help you to measure capacity -To know capacity can change -To know the different representations of numbers up to 6 -To know the process of making different numbers -To arrange objects to justify my answer -To know make 6,7 and 8 will be different (adding more) -To know the difference between sorting, order and making | | <ul style="list-style-type: none"> -To know the difference between 2D and 3D shapes -To know adding means more -To know the stem sentences to help explain addition -To know take away means less - To know different shapes are composed of shapes | <ul style="list-style-type: none"> -To spot problem and use my learnt skills to solve it -To explore using different resources to help solve problems - To know my numbers to 5/10 -To know positional language and the difference between each one -To know different maps etc | |
| | | <i>Developmental Mats B-3 and 3-4</i> | <ul style="list-style-type: none"> -Count objects, actions and sounds -subitise -link the number symbol with it's cardinal number value -Compare numbers -Understand the `one more than/one | <ul style="list-style-type: none"> -Subitise -Explore the composition of numbers -Automatically recall number bonds for number 0-5 -Select, rotate and manipulate shapes to | <ul style="list-style-type: none"> -Understand the `one more than/one less than` relationship between consecutive numbers -Compare numbers -Subitise -Compare length, weight and capacity | <ul style="list-style-type: none"> -Compare numbers -subitise -automatically recall number bonds for numbers (0-5/10) -Explore the composition of numbers to 10 -Counting beyond 20 | <ul style="list-style-type: none"> -Subitise -Compare numbers -Link the number symbol with it's cardinal number value -Understand the `one more than/one less than` relationship between consecutive numbers | <ul style="list-style-type: none"> -Subitise -Compare numbers -Link the number symbol with it's cardinal number value -Understand the `one more than/one less than` relationship between consecutive numbers | |

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| | | less than` relationship between numbers -Compose and decompose shapes -investigate shapes and discuss their features, compare length, weight and capacity -Subitise -Continue, copy and create repeating patterns | develop spatial reasoning skills -Compare numbers -link the number symbol with it's cardinal number valu -compare length, weight and capacity | | | -Explore the composition of numbers -Recall number bonds, some to 10 -Select, rotate and manipulate shapes to develop spatial reasoning skills -Compose and decompose shapes | -Explore the composition of numbers -Recall number bonds, some to 10 -Select, rotate and manipulate shapes to develop spatial reasoning skills -Compose and decompose shape | |
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| Nursery | Key Skill | Progression | | | | | |
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| | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Understanding the world | Understanding Diversity | <ul style="list-style-type: none"> - Notice differences between myself and others - Notice the differences between other people. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world. - Know that different countries may speak different languages. - Learn about other cultures and festivals. - Talk about the differences between countries they have experienced or seen in photos. - Talk about the differences between people from different countries. - Begin to understand people from the same country may be different (skin colour, different cultures, clothing etc) | | | | | |
| | | Knowledge Outcome | | <ul style="list-style-type: none"> - To recognise the differences between people - To understand there are different countries with different cultures. | | | |
| | Exploring Forces | Explore the movement of materials such as water to observe gravity. Understand that wheeled toys will move when pushed Manipulate forces such as push a car harder to make it go faster or move a pipe to make water travel slower. Talk about why forces may change with their actions. Explore and talk about different forces they can see or feel. | | | | | |
| | Exploring Materials. | Explore materials with different properties using all my senses, including natural materials in and out of the setting. Make observations, sometimes through talk about the properties. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. | | | | | |
| | Exploring the seasons | Explore changes in the natural environment. Begin to understand the weather and temperature changes during the year, due to seasons. | | | | | |
| | | Knowledge Outcome | | To understand materials are made of different properties. | | | |

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| | | <ul style="list-style-type: none"> - Explore the changes of Autumn. - Recognise the signs of Autumn | | <ul style="list-style-type: none"> - Explore ice and signs winter. - Notice how the season is changing and discuss what is observed. | <ul style="list-style-type: none"> - Explore signs of spring, noticing buds, plants and wildlife. - Discuss changes and understand what is happening. | | <ul style="list-style-type: none"> - Explore signs of summer. - Discuss sun safety. - Notice the changes within the season. |
| | | Knowledge Outcome | | Too notice the changes within the seasons and begin to understand why it is happening. | | | |
| Understanding living things | Observe living things in their habitats. Identify living things by name. Begin to understand the need to respect and care for the natural environment and all living things. | | | | | | |
| | | | | <ul style="list-style-type: none"> - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Understand what living things may need to survive. | | | |
| | Knowledge outcome | | | <ul style="list-style-type: none"> - To identify living things within their environment. - To understand that we need to take care of living things - To begin to recognise living things need air, food, drink and shelter to survive. | | | |
| Using Technology | <ul style="list-style-type: none"> - show an interest in toys that light up or make noises, has knobs, pulleys and buttons. - Explore the interactive resources such as IWB or ipad - Show an interest in technological toys - Use the iPad to take pictures - Mark make on IWB. - Draw pictures on IWB, changing colour and pen size. - Carry out simple tasks on IWB or IPad - Explore how Beebots work. | | | | | | |
| | Knowledge Outcome | | | | | | |
| Exploring Occupations | | | <ul style="list-style-type: none"> - Show interest in different occupations. - Identify people with different occupations - Role play different occupations | | | | |
| | Knowledge Outcome | | | - To understand different people do different jobs. | | | |
| Exploring families | <ul style="list-style-type: none"> - Talk about my family - Listen and make connections between the features of their family and other families within my peers. | | | | | | |
| | | | | | - Explore, discuss and ask questions about my own family's history. | | |
| Knowledge Outcome | | | To understand I am part of a family To begin to understand that my family has a history. | | | | |

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| | Reception | Skills | <ul style="list-style-type: none"> -To know about my own life-story -To know how I have changed | <ul style="list-style-type: none"> -To talk about how hindus celebrate Diwali | <ul style="list-style-type: none"> -To talk about chinese New Year -To know about features of my own immediate | <ul style="list-style-type: none"> -To know features of the world and earth -To know some important processes | <ul style="list-style-type: none"> -To learn life cycles of plants and animals -To observe the growth of seeds and | <ul style="list-style-type: none"> -To know about and recognise the signs of summer -To know that some things in the world | <p>Past and Present. Talk about the lives of the people around them and their roles in society.</p> |
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| | | | <ul style="list-style-type: none"> -To know about family structures and talk about who is part of their family -To know the name of the village the school is in -To know about features of the immediate environment -To harvest grown fruit and vegetables -To show interest in technology -To ask questions about the natural environment -To respect and care for the natural environment | <ul style="list-style-type: none"> -To talk about the Christmas story and how it is celebrated -To know that people around the world have different religions -To know that magnets create a magic force that allows you to pull and push objects -To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas/Remembrance day) -To know about and recognise the signs of Autumn -To know how to operate simple equipment -To use the ipad efficiently and for a purpose | <ul style="list-style-type: none"> environments and how they might vary from another -To plant seeds -To know some animals are nocturnal -To know about different habitats -To know that there are many countries around the world -to access, understand and interact with a range of technology within the year R environment -To know the similarities and differences between homes from the past and present, drawing upon their own experiences -To know that simple symbols are used to identify features on a map | <ul style="list-style-type: none"> and changes in the natural world -To recognise the signs of spring -To use IT to record their findings appropriately -To know how I have changed -To know the differences between herbivores and carnivores -To know that people have special places they go relating to their religion | <ul style="list-style-type: none"> animals and talk about their changes - To recognise signs of winter -To know how to care for growing plants -To know that Christians celebrate Easter -To explore how a Bee-Bot works -to use the internet with adult supervision to find and retrieve information -To continue to respect and care for the natural environment and explain/justify the importance of it | <ul style="list-style-type: none"> are man-made and some things are natural -To know about features of my own immediate environment and how they might vary from others (materials) -To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (seaside and emergency services) -To know about people who help us within the local community -To use the ipas to take pictures -To type their name using a laptop -To use the Bee-Bots and program them to go forwards and backwards | <ul style="list-style-type: none"> *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. <u>People, Culture and Communities.</u> 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 |
| | Knowledge | <ul style="list-style-type: none"> -To know what change looks like -To be able to express my own life experiences | <ul style="list-style-type: none"> -To know what Hindus do within their festivals -To use their life experiences in order to compare different religions | <ul style="list-style-type: none"> -To know why the chinese celebrate new year -To know the difference between Chinese and their | <ul style="list-style-type: none"> -To know that there are world outside Earth -To know the history of space and the journey Nasa has taken | <ul style="list-style-type: none"> -To know animals, plants and people change throughout their lives -To know some animals only grow not change shape/size | <ul style="list-style-type: none"> -To know Summer is the hot season -To know affects the sun can have on human/animals if you do not take precautions | <ul style="list-style-type: none"> | |

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| | | <ul style="list-style-type: none"> -To know the different member within my family -To know the difference between friends and family -To know that the school is in the village -To know the name of the school -To know a village is a small area where people live -To be observant and ask questions -To know why we have to pick grown fruit and vegetables -To know what happens to the fruit and vegetables once we picked them -To know that we have to look after things for it to stay nice | <ul style="list-style-type: none"> -To know the purpose of the Christmas story and why christians believe it -To recognise there are many people and religions around the world that believe different things (no brief or view is wrong) -To know that we have to consider each religion with respect -To know that different materials will affect the magnets differently -To know the difference between some simple materials -to know the difference between past and present events -To know that the Christmas story is an event in the past -To know that Autumn affects features of the environment -To know what an ipad looks like -To know that technology is always | <ul style="list-style-type: none"> beliefs compared to themselves -To know the importance of growing plants -To know and understand how to plant seeds correctly -To know the different types of animals -To know the world consists of many countries and what country they live in -To know different types of technology -To know the importance of technology -To know the purpose of maps and the different types | <ul style="list-style-type: none"> -To be able to compare past and present vehicles and know the importance of change - To know that night and day is a process that everybody has to experience -To understand shadows are affected by the sun and the importance of the sun -To understand and describe different plants -To know some technology is not just cameras but electrical machines -To know that all humans change as they grow up -To know all humans go through a life cycle too -To know that some animals has special diets -To know that humans can be linked to herbivores/carnivores too -To know some people go to different places to pray | <ul style="list-style-type: none"> -To know Spring is a sign of new life -To know Easter links to the season spring -To know some technology can be used to present new findings -To know the importance of plants and why we need to look after them | <ul style="list-style-type: none"> -To that if plants don't get care like humans then they will die -To know lots of people have important roles in the world to help it become a better place -To know not all human jobs are the same and some need different skills/qualifications than others -To know what letters are within my name -To begin to recognise letters on a keyboard - To know positional language and directions to support making programmes -To know different features on a map help people know where they are going | <ul style="list-style-type: none"> life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. <u>The Natural World.</u> 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. |
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| | | | | used to achieve something | | -To know different religions have to go to certain places to respect their religion | | | |
| | | DM OBJ | <ul style="list-style-type: none"> -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live -Compare and contrast characters from stories, including figures from the past. -Comment on images of familiar situations in the past -Talk about members of their immediate family and community | <ul style="list-style-type: none"> -Understand that some places are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways -Recognise some similarities and differences between life in this country and life in other countries -Recognise some environments that are different to the one in which they live -Understand the effect of changing seasons on the natural world around them -Understand the effect of changing seasons on the natural world around them. | <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside -Recognise some environments that are different to the one in which they live. -Draw information from a simple map. | <ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside -Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community | <ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside -Recognise that people have different beliefs and celebrate special times in different ways -Comment on images of familiar situations in the past - | <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. -Draw information from a simple map. -Compare and contrast characters from stories, including figures from the past. | |

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| | | | -Name and describe people who are familiar to them. | | | | | | |
| Nursery | Key Skill | Progression | | | | | | | |
| Expressive Art and design | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | |
| | Making music | <p>Show enjoyment of music. Respond emotionally and physically to music Move and dance to music. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways. Remember and sing entire songs.</p> | | | | | | | |
| | | Sing the pitch of a tone sung by another person ('pitch match'). Perform songs with movements | | | | | | | |
| | | | | | | <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. - Create their own songs or improvise a song around one they know. | | | |
| | | Knowledge Outcome | | | | To sing with confidence and perform to others To understand rhythm, tempo and volume. | | | |
| | Drawing and Painting | <p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Give meaning to marks. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. Draw or paint what I see, selecting shapes and colours with thought.</p> | | | | | | | |
| | | Knowledge Outcome | | | | To draw, paint and create with meaning. To explore and select colours with thought. | | | |
| | Being imaginative in play | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to create worlds and stories using small world Select resources with support Create imaginative 'small worlds' with construction and loose parts. Recreate real life situations in play.</p> | | | | | | | |
| | | Knowledge Outcome | | | | To independently select resources to create imaginative play. | | | |

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| EAD | Reception | Skills | <ul style="list-style-type: none"> -To know what marks and patterns are made by different textures -To follow patterns or marks with some level of accuracy -To identify similarities and differences between the drawing tools used -To observe, using pencils to draw and reflect -To use observational skills to draw faces carefully -To compare colours used by artists -To experiment mixing colours -To role play using given props and costumes -To explore different techniques for joining materials (glue stick) -To use different construction materials -To be able to explore sounds using my voice | <ul style="list-style-type: none"> -To describe colours, textures and discuss their creations -To use natural resources to create abstract and figurative art -To use paint to record emotion responses - Create unique collages and transient art through different resources -To create collages inspired by other artists -To work collaboratively to create group paintings -To use particular colours for a purpose -To share creations -To explore different techniques for joining materials (PVA) -To be able to respond to music used within festivals of Diwali -To be able to learn dances and instruments from different festivals -To be able to take part in traditions | <ul style="list-style-type: none"> -To experiment with different mark making tools such as art pencils, pastels and chalk -To explore different techniques for joining materials (Masking tape,tape) -To use tools to cut and join wood -To know the name of tools -To know songs can have actions -To find beats within songs -To recognise and react to different tempos within music -To express different pitch and tempo in music through movement -To perform movement songs confidently | <ul style="list-style-type: none"> -To use natural objects to make artwork -To share creations and talk about the process -To explore different techniques for joining materials (Split pins) -To make props and costumes for different role play scenarios - To use tools to cut and join wood using different nails and screws -To know the name of tools -To be able to follow instructions to move to the music -To change tempo, pitch and dynamics to songs/stories -To recall characters from stories by listening to the classical piece -To be able to use actions to tell stories -To sing and perform a group-song based on stories -To be able to use musical instruments to play background music | <ul style="list-style-type: none"> -To know which prime colours you mix together to make secondary colours -To plan what they are going to make -To draw more detailed pictures of people and objects -To manipulate materials -To create observational drawing - To use my junk modelling skills to make familiar musical instruments -To know the four different groups of musical instruments -To follow a beat using a range of different instruments -To play tuned and untuned instruments -To select appropriate instruments to represent different parts of a song -To perform to an audience with confidence | <ul style="list-style-type: none"> -To know some similarities and differences between materials -To learn about and compare artists -To explore, use and refine a variety of artistic effects to express their ideas and feelings -To share creations, talk about their process and evaluate their work -To adapt work where necessary -To mould materials in order to create artwork -To know your body percussion can be using your voice or body -To put simple body movements to the sound to help focus on the pulse -To recognise when to go faster and slower -To be able to hold a steady beat | <p><u>Creating with Materials.</u></p> <ul style="list-style-type: none"> *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 and Expressive *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. |
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| | | | <ul style="list-style-type: none"> -To be able to use my body to make different movements -To be able to use instruments to make sounds -To be able to listen to sounds and recreate them | <p>where dance, songs and drums are used</p> <ul style="list-style-type: none"> -To be able to sing and play to a range of songs -To be able to create actions to represent songs | | <ul style="list-style-type: none"> -To be able to write, compose and practise my performance based on real life experiences -To use familiar routine, movement to express moods and actions | | | |
| | | <p>Know ledge</p> | <ul style="list-style-type: none"> -To know the different textures and how it affect their marks -To know the difference between marks and patterns -To know a pattern has to continue using the same rule -To know the different drawing tools and what marks they make -To know that if i concentrate and look at objects I can attempt to draw it -To know which colours are the same (matching) -Know familiar stories/events in order to retell and role play -To know that you can join materials together | <ul style="list-style-type: none"> -To know the difference between colours and textures -To know that different textures make marks when used with paint -To use my imagination and past experience to recreate pictures -To know how to take and listen to others ideas and advice -To know how to share and work together with others -To know that you can join different materials using a range of resources -To know PVA glue is a liquid that also turns transparent when dry -To know what the festival of Diwali | <ul style="list-style-type: none"> -To know that different pencil tools can make different marks and shades -To know how to treat the equipment with care -To know which tools will cut materials -To know and explain the difference between simple tools used -To know different actions to familiar songs -To be able to copy and retain new actions and movements -To know what a beat sounds like -To recognise that if the tempo is fast the beat will be too and the other way around -To know that you get different kinds of | <ul style="list-style-type: none"> -To know I can use a range of object and natural resources to create artwork -To know good vocabulary to express my thoughts and feelings -To know you can use different materials to join materials together (not just glue) -To use my previous experiences and joining techniques to make my own props -To know that I can use props to help act out my experiences -To know each tool has different names and each tool is used for different purposes -To know different tools have different outcomes | <ul style="list-style-type: none"> -To know that you can't make prime colours -To know the importance of what i'm going to make -To know how to pick my resources accordingly to match what I want to make -To know the feature that is needed to draw people -To know the shapes of the features needed to draw portraits -To know that I can draw things just by looking at them -To know that my senses will help me to draw more accurately -To know each musical instruments makes different sounds | <ul style="list-style-type: none"> -To know different materials have different textures/purpose -To know different artists that have inspired me -To know different artists use different styles and techniques -To know how I made something and what materials I used -To be able to discuss what went wrong and to think what I can add to make it even better -To know how to make different textures and lines etc to enhance my printing -To know that you body and mouth can be used as a musical instrument too | |

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| | | <ul style="list-style-type: none"> -To know that different construction materials can be put/use together to create a model etc -To know how to adjust my voice to make different sounds -To know the importance of our voice -To know which body parts we can use to make sound -To know which instruments would be the loudest/quietest -To know the names of some musical instruments -To know different sounds within the environment and be able to link it to something that is familiar to them -To know the importance of listening in order to create our own sounds/movements | <ul style="list-style-type: none"> looks like and how they use music -To know that different festivals may use different musical instruments -To know that some festivals have traditions where they might chant -To know how to adjust my vocals pitch -To know actions that I could use to go with familiar songs | <ul style="list-style-type: none"> music that support different temps | <ul style="list-style-type: none"> -To know the differences between fast,slow, high and low -To know emotions are within different types of music -To know actions can help retell stories and songs -To know musical instruments and how to make them go faster/slower/high/low -To know the morning routine well -To know how to put sentences together to make a song -To know how to move and express my moods within songs | <ul style="list-style-type: none"> -To know features of some familiar instruments -To know what the beat sounds like -To use my body to help me follow my beat -To know the difference between tuned and untuned music -To know basic musical vocabulary (tempo, pitch) -To know which instruments make high or low pitch noises | <ul style="list-style-type: none"> -To know how to stay in time with other member of the class -To know the tempo change within different pieces of music -To know and find beats within songs -To know if the beats are faster and slower according to music | |
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| | | <p><i>Dev</i> <i>OBJ</i></p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Listen attentively, move to and talk about music, expressing their feelings and responses -Sing in a group or on their own, increasingly matching the pitch and following the melody -Develop storylines in their pretend play.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Listen attentively, move to and talk about music, expressing their feelings and responses -Watch and talk about dance and performance art, expressing their feelings and responses</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Listen attentively, move to and talk about music, expressing their feelings and responses -Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Listen attentively, move to and talk about music, expressing their feelings and responses -Develop storylines in their pretend play.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Create collaboratively, sharing ideas, resources and skills -Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings -Return to and build on their previous learning, refining ideas and developing their ability to represent them -Create collaboratively, sharing ideas, resources and skills -Listen attentively, move to and talk about music, expressing their feelings and responses -Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | |
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