



Tregony CP School EYFS skills progression 2024-2025

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					
		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		

		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. - To use new or learnt vocabulary to enhance dialogue or answering questions.

Reception	Key skill-	Progression
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		Many areas of Communication and Language will be used throughout our whole curriculum ensuring that at least one area is being taught/encouraged at all times. Many skills/ knowledge will overlap within different learning opportunities and experiences.					
C&L		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	Singing and rhythm	<ul style="list-style-type: none"> - listening and repeating lyrics to songs - confidently use voices to join in with well-known songs focusing on pitch - know and sing a large repertoire of songs 					
	Knowledge outcome	<ul style="list-style-type: none"> -To know that words can be put into rhythmical sentences -To understand what `high` and `low` notes are -To listen to and copy rhythmic patterns at different tempos. 					
	Listening and understanding	<ul style="list-style-type: none"> - Concentrates and answers questions about picture books - listens to stories and can explain what is happening. - listens to longer stories and can remember key aspects -Understand familiar words and phrases -Understand and follow instructions with more than one step. -Respond to questions appropriately 					
		<ul style="list-style-type: none"> -Describe what has happened in the story with great detail using full recognisable sentences - make accurate and in-depth predictions based on understanding of the story. - Confidently retell a familiar story using familiar key phrases 					
						<ul style="list-style-type: none"> -Talk about different characters in depth. -Discuss why characters behave a certain way. -Explain Characters feelings throughout the story and why they feel that way -To name key features of non-fiction books - To name key features of a traditional story 	
						ELG: <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; -Make comments about what they have heard and ask questions to clarify their understanding; -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	
	Knowledge outcome	<ul style="list-style-type: none"> - To listen and know what is happening and why - To know similarities and differences within different genres - To focus on the problem and explain it in great detail - To understand the story, including character and plot and rationale - To know a range of books and facts - 					

	Using speech	<ul style="list-style-type: none"> - To know and explain the difference between different genres (Poems, traditional, etc) -To describe and compare different texts in great detail – linking to similarities and differences - Talk about why things happen using new learnt vocabulary -To express ideas, thoughts and feelings using well-structured sentences - To hold a detailed conversation within peers and adults 	
			<p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
		Knowledge outcome	<ul style="list-style-type: none"> -To communicate thoughts and rationale's in great detail -To use learnt vocabulary throughout conversations -To engage in meaningful conversations with peers and adults -To understand instructions and how to respond to them -To understand spoken sentences
	Focused discussion		<ul style="list-style-type: none"> -To know and explain what themselves and others within their family in great detail - To compare different festivals -To talk about the role of how to keep healthy - To explain how to look after your body - To explain different process within the environment (Life cycles etc) - 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. - To use new or learnt vocabulary to enhance dialogue or answering questions.

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 - Manage transitions with support. 					

		<ul style="list-style-type: none"> - 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.			
				-explore healthy foods. -Make healthy food choices. -Understand why eating healthy food is important	
					-Begin to understand why teeth brushing and oral hygiene is important. -discuss what we can do to stay healthy. -understand why it is important to keep our bodies healthy.
	Knowledge outcome			<ul style="list-style-type: none"> - 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			<ul style="list-style-type: none"> - 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 coats, waterproofs and wellies on independently.</p>				
	Knowledge outcome			<ul style="list-style-type: none"> - 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 independently in play. 	
		Knowledge Outcome	- To share toys with peers and take turns without support.

Reception	Key Skill	Progression					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
PSED	Self confidence	<ul style="list-style-type: none"> -To identify feelings associated with belonging -Identify things they are good at -Identify how to stand up for themselves 					
			-Identify feelings associated with being proud				
			<ul style="list-style-type: none"> -Understand that challenges can be difficult -Recognise some of the feelings linked to perseverance -Talk about a time that they kept on trying and achieved a goal - Know how to feel proud -To be able to celebrate success 				
		Knowledge outcome	<ul style="list-style-type: none"> -To know special things about themselves -Know what being unique means -Know different ways to stand up for myself -know that they don't have to be 'the same as' to be a friend -Know what a challenge is -Know that's it is important to keep on trying -Know what a goal is 				
	Self-Awareness	<ul style="list-style-type: none"> -To develop a sense of how to be responsible in the setting -Know they have the right to learn and play, safely and happily -Know that families can be different -Know that people have different homes and why they are important to them 					
			<ul style="list-style-type: none"> -Be able to vocalise success for themselves and about others successes -Identify some ways they can be different and the same as others -Recognise similarities and differences between their family and other families 				
		-To know how to be ambitious, resilient					

			-Recognise how kind words can encourage other people
			-Can explain what to do if a stranger approaches them
			-Can identify what jobs they do in their family and those carry out by parents/carers and siblings
			-Identify how they have changed from a baby -can say what might change for them as they get older -Can identify positive memories from the past year in school/home
			GLD: -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Knowledge outcome	-To know that some people are different from themselves -Know what being proud means and that people can be proud of different things -Know that people can be good at different things -Know which words are kind -Know some jobs that they might like to do when they are older -Know that they must work hard now in order to be able to achieve the job they want when they are older -know when they have achieved a goal -Know how to say no to strangers -Know what to do if they get lost -know what a family is -Know that different people in a family have different responsibilities (jobs) -Know the name and functions of some parts of the body -Know that we grow from a baby to adult -Know that remembering happy times can help us move on	
Health and hygiene.	-Wash hands after toileting and before eating without support - Understand why it is important to wash hands after toileting and before eating.		
		-Recognise how exercise makes them feel -Recognise how different foods can make them feel -Can explain what they need to do to stay healthy -Can give examples of healthy foods	

			-Can explain how they might feel if they don't get enough sleep
			GLD: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Knowledge outcome	-To understand the importance of hand hygiene. -Know the names of some parts of their body -Know what the word `healthy` means -Know some things that they need to do to keep healthy -Know that they need to exercise to keep healthy -Know how to help themselves go to sleep and that sleep is good for them -Know when and how to wash their hands properly	
	Understanding Emotions	-To identify feelings of happiness and sadness -To consider and explain others' feelings	
		-Recognise emotions when they or someone else is upset frightened or angry	
			-Can recognise what being angry feels like - Can use calm me when angry or upset
			-Recognise that changing class can elicit happy and/or sad emotions -Can say how they feel about changing class/growing up
			GLD: -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.
	Knowledge outcome	-To know how happiness and sadness can be expressed -To know that hands can be used kindly and unkindly -Know the names of some emotions such as happy, sad, frightened, angry -Know which words are kind	

			<ul style="list-style-type: none"> -Know that unkind words can never be taken back and they can hurt -Know how to use jigsaw calm me to help when feeling angry -Know some reasons why others get angry -Know who to talk to when they are feeling worried -Know that haring how they feel can help solve a worry
	Independence		<ul style="list-style-type: none"> -Change for PE with support -Recognise and put on wet weather clothes when needed -Choose activities around the room with sustained concentration
			-To use resources around the room to support my learning without an adult
			Change for PE independently
			<p>GLD: Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <ul style="list-style-type: none"> -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
		Knowledge outcome	<ul style="list-style-type: none"> -Dress independently and efficiently -To know different clothing for specific types of weather -know what they can achieve in the different areas of the classroom - know how to concentrate for longer periods of time without support - To know what resources are around the room in order to support my learning
	Playing with peers		- To know how to play cooperatively with others
			-Identify how to make friends
			<ul style="list-style-type: none"> -Can suggest ways to make a friend or help someone who is lonely -Can use different ways to mend a friendship
		Knowledge Outcome	<ul style="list-style-type: none"> -To play with peers collaboratively. -Know different ways of making friends -Know why having friends is important -Know some qualities of a positive friendship -Know some of the characteristics of healthy and safe friendship -Know that sometimes friends fall out -Know some ways to mend a friendship

Nursery	Key Skill	Progression
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PD	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
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. -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. 					
			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 <ul style="list-style-type: none"> - To use large and small motor skills to do things independently.

Reception	Key Skill	Progression						
PD		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	
	Movement control	<ul style="list-style-type: none"> -To carry out sufficient arm and shoulder strength by showing they are able to move hands and fingers without moving shoulders -Able to move rotate lower arms and wrists independently -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"> -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"> -Develop the ability to control balls in a range of ways -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 						
							<ul style="list-style-type: none"> -Increase the ability to move around, onto under and through equipment -combine movements together while negotiating different equipment (coordination/balance) 	
							GLD: <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others; -Demonstrate strength, balance and coordination when playing 	

			-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Knowledge outcome	<ul style="list-style-type: none"> -To be able to balance for a short period of time -To be able to run around without bumping into obstacles -To move my body confidently around the room -To know how to make my body move effectively -To know how to jump in different ways -To know how to jump over equipment -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 -create my own ways of moving -put my movements into sequence 	
Mark making and writing.	<ul style="list-style-type: none"> -Develop towards a comfortable pencil grip (Tripod grip) -Use scissors to snip paper -Confidently use one handed tools to create the correct affect -Can copy some shapes and patterns -Can draw with increased control, accuracy and care -Beginning to form some letters -Draw lines and circles both clockwise and anticlockwise 		
		<ul style="list-style-type: none"> -Cut and follow straight lines -use large and smaller paint brushes to add detail -Show more control when forming letters 	
		<ul style="list-style-type: none"> -Cut curved lines and circular shapes using scissors -Can write most letters correctly 	
		<ul style="list-style-type: none"> -Beginning to write in a more fluent and efficient style 	
		<ul style="list-style-type: none"> GLD: -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -Begin to show accuracy and care when drawing. 	
	Knowledge Outcome	<ul style="list-style-type: none"> - To hold a mark making tool correctly (knowing what a tripod grip is) - To know how to hold paper in one hand and tools in another - To know what shapes and patterns look like 	

			<ul style="list-style-type: none"> - To know the importance of handling tools with care and to remember how to be safe - To know the correct letter formation rhymes
	Eating and drinking	<ul style="list-style-type: none"> -To eat and drink independently -Confidently eat using a knife and fork by holding it correctly -Hold and pour water jugs and cups 	
			<ul style="list-style-type: none"> - Can use a knife and fork together to cut up and eat food
		GLD: Use a range of small tools, including scissors, paint brushes and cutlery;	
		Knowledge Outcome	<ul style="list-style-type: none"> -To pour and drink with accuracy. -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
	Fine Motor	<ul style="list-style-type: none"> -Unfasten and fasten buttons on clothes -Open and close containers -Can pull a zip up after an adult has started -thread beads on a string independently 	
		<ul style="list-style-type: none"> - Can sew using a simple stitch - Can shape and mould malleable materials using tools -Can start and fasten a zip with little help 	
		GLD: <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; 	
		Knowledge outcome	<ul style="list-style-type: none"> - To use large and small motor skills to do things independently. - To know the process of zipping up items of clothing - Develop more fine motor control when threading

Nursery	Key skill	Progression					
		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 					
				<ul style="list-style-type: none"> - identify initial sounds in words - recognise words with the same initial sound. 			
						<ul style="list-style-type: none"> - 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		
					<ul style="list-style-type: none"> - 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.			

Reception	Key skill	Progression					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Literacy	Word Reading RWI	-Independently look at books, holding them the correct way and turning pages -To know set 1 sounds m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,w,x,y,z,,th,sh,ch,qu,ng,nk					
		-To enjoy an increasing range of books including fiction, non-fiction, poems an rhymes					
		-To recap and continue with set 1 sounds			-To recap and continue with set 1 sounds		
		-To begin to blend sounds into words orally			-secure blending of words with special friends		
						-To blend words containing 4/5 sounds and consonant blends	

		-To be exposed to some common exception words
		-To begin to know set 2 sounds ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy -To begin to blend words containing set 2 sounds -To build speed of reading words containing set 1 sounds
		GLD: -Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Knowledge outcome	<ul style="list-style-type: none"> -To read all single letter set 1 sounds -Blend sounds into words orally Blend sounds to read words -Read short ditty stories -Read red story books Read green story books -Read some set 2 sounds - Develop speed when reading -To know that each letter makes a sound -To know the difference between red words and phonemes -To use my phonics knowledge to help me identify mistakes 	
Comprehension	<ul style="list-style-type: none"> -To follow instructions -To use learnt vocabulary -To answer questions through verbal guided questioning. -To use pictures to retell stories -To sequence familiar stories -To answer question questions about what has been read -To know all characters can have different appearances and personalities 	
		<ul style="list-style-type: none"> -To use vocabulary in appropriate context -To verbally give simple predictions/suggest how a story might end -Recall simple definition for given vocabulary -To act out familiar stories -Talk about characters in the books they are reading

			<ul style="list-style-type: none"> -To retell stories and narratives using my own words and recently introduced vocabulary -To know information can be retrieved from books
			<p>GLD:</p> <ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	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. -To know and enjoy the core books -To know the difference between different genres -To learn and use new vocabulary to describe or retell stories -To know that a story has a beginning, middle and end 	
Writing	<ul style="list-style-type: none"> -To confidently make recognisable marks -To copy/write my name using the correct letter formation -To begin to write CVC words 		
		<ul style="list-style-type: none"> -To engage in story times, joining in with repeated phrases and actions -To use the correct letter formation of taught letters -To write words and labels using taught sounds -Begin to write captions using taught letters 	
		<ul style="list-style-type: none"> -Begin to write sentences using finger spaces -To understand that sentences start with a capital letter and ends with a full stop -Spell words using taught sounds -Spell some tricky words correctly 	
		<ul style="list-style-type: none"> -To begin to form capital letters -To use finger spaces and full stops when writing a sentence -Begin to read their words back 	
		<p>GLD:</p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed; 	

			-Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.
	Knowledge Outcome:	-To write letters correctly, including those used in my name -To recognise my name and the letters in it -To know that many words can be put together to make a sentence -Know the writing formation rhymes -To know that capital letters are formed differently and why -To know sentences need finger spaces so you can read it -To know what a full stop looks like and why we use it -To know how to make changes to work	

Nursery	Key Skill	Progression					
Maths		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	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.' 					

		<ul style="list-style-type: none"> - 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'.
	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. 	
				- Explore different tools for measuring

					<ul style="list-style-type: none"> - 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.	

Reception	Key Skill	Progression					
Maths		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	This term will focus on getting to know the children and completing the Baseline Assessment						
	Sorting	-Recognise when objects match and why -Sort objects with more than two groups					
			-To recognise the difference between 1,2 and 3 and sort accordingly -To sort and match real life objects linked to shapes				
			-To match container sizes to the amount that it can hold when full -To match quantities of numbers up to 8				
					-To sort numbers (9 and 10) -To match and sort 3D shapes		

			-To match pictures to the correct numerals up to 20
	Knowledge Outcome	<ul style="list-style-type: none"> -To identify similarities and differences between colours and shape -To know the difference between 1,2 and 3 -To recognise and know the similarities and differences within real life shapes -To know what numbers up to 10/20 looks like -To know the difference between 2D and 3D -To use mathematical vocabulary to explain shapes – sides/corner etc 	
Identifying shapes	<ul style="list-style-type: none"> - To Know similarities and differences between objects using the correct mathematical language - -To know the names and properties of 2D shapes 		
		<ul style="list-style-type: none"> - To know the names and properties of some 3D shapes - To recognise 3D shapes within the real-life environment 	
	Knowledge Outcome	<ul style="list-style-type: none"> -To recognise basic shapes and understand their properties. -To understand that shapes are everywhere within our environment and how to identify them -To know the difference between 2D and 3D 	
Number		<ul style="list-style-type: none"> -To recognise, count and match the quantities of numbers up to 3 -To represent numbers up to 5 using different resources (such as Five Frames) -To make numbers up to 5 in different ways -To subitise numbers up to 5 -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 representing 	
			<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
			<ul style="list-style-type: none"> -To understand and explain the concept of zero and identify -To compare numbers to 5 -To identify equal and unequal groups -To use scenarios to find out how many are left- Counting -To identify how many are altogether -To identify numbers up to 5 using 3 groups -To represent, compare numbers up to 8 -To combine two groups together to find a total

			<ul style="list-style-type: none"> -Develop subitising 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' 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 represent 9 and 10 in different ways -Comparing numbers within 10 -To represent 10 in different ways -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 match representations of numbers 11-15 to the correct numeral - To represent numbers on tens frames up to 20 -To recall number bond facts up to 10 -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>GLD</p> <ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number -Subitise (recognise quantities without counting) up to 5 -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)

			and some number bonds to 10, including double facts.
	Knowledge Outcome	<ul style="list-style-type: none"> -To know what resources to use to represent numbers -To know what numbers up to 20 looks like -To know when to count to find a total -To know number songs -To know the total, count and how many they can see and work out how many are hidden -To know when to count to find a total -To know when to use number bonds to find a total -To know the difference between numeral and pictorial -To know how and when to subitise -To use mathematical language to compare and explain findings -To know how to use different resources to explain mathematical problems/questions (rekenrek) 	
	Numerical Patterns	-To identify more and less within two groups	
		<ul style="list-style-type: none"> -To represent one more and one less of numbers up to 3 using sentence stems to explain -To add on more of a given number up to 5- explaining reasoning using the correct learnt vocabulary 	
		-To use stem sentences to explain one more and one less of a number	
		<ul style="list-style-type: none"> -To order numbers to 10 -To count back from 10 	
			GLD <ul style="list-style-type: none"> -Solve real world mathematical problems with numbers up to 10/20 -To estimate and explore findings -To identify odd and even within groups up to 10
	Knowledge Outcome	<ul style="list-style-type: none"> -Know what more and less means and how to compare -To know how to represent one more and one less of a given number -To know what zero means -To use resources to identify and make different combinations of numbers up to 10/20 -To know different number stems in order to explain explanations -To know the difference between counting forwards and backwards -To know what steps to take within word problems -To know the difference between even and odd numbers 	
	Understanding Positional language	-To Instruct others using the correct positional language- more than one step	

			To know and explain scenarios using the correct positional language
	Knowledge Outcome	<ul style="list-style-type: none"> -To understand and use positional language accurately -To know when to use optional language -To know the difference between different positional language 	
Understanding measure.	<ul style="list-style-type: none"> -To compare height within different objects -To compare different capacity 		
		<ul style="list-style-type: none"> -To explore balance scales and represent heavier and lighter – creating own balance scales -To recognise and show/create full, nearly full, nearly empty an empty -To show different amounts -To compare height using the correct vocabulary -To compare length using the correct vocabulary -To measure time effectively 	
	Knowledge Outcome	<ul style="list-style-type: none"> - To compare sizes of objects in regards to weight, capacity or length. - To order objects based on their measure - To how to measure time 	
Recognising and making patterns	<ul style="list-style-type: none"> -To recognise and create different AB patterns and explain the rule (not just colour) -To identify and correct mistakes within patterns 		
		<ul style="list-style-type: none"> -To sequence events and explain reasoning -To sequence my own event in the correct order 	
		-To know the days of the week	
	Knowledge Outcome	<ul style="list-style-type: none"> -To know what a pattern is and how to create one -To know a pattern doesn't always have to be colour -To know that events happen in a specific order and recognise my own events 	

Nursery	Key Skill	Progression					
		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. 					

		<ul style="list-style-type: none"> - 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	<p>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.</p>				
	Knowledge Outcome	<ul style="list-style-type: none"> - To understand how forces effect their actions in play. 				
	Exploring Materials.	<p>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.</p>				
	Knowledge Outcome	To understand materials are made of different properties.				
	Exploring the seasons	<p>Explore changes in the natural environment. Begin to understand the weather and temperature changes during the year, due to seasons.</p>				
		<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	<p>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.</p>				
						<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		<ul style="list-style-type: none"> - 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. 				
						<ul style="list-style-type: none"> - Explore, discuss and ask questions about my own family and others.
		Knowledge Outcome		<ul style="list-style-type: none"> To understand I am part of a family To begin to understand that my family has a history. 		

Reception	Key Skill	Progression					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Understanding the world	People, culture and communities	<ul style="list-style-type: none"> - To discuss different family traditions - Talk about the differences between people from different countries. - To understand people from the same country may be different (skin colour, different cultures, clothing etc) - Talk and compare what makes ourselves and friends special - Talk about my family traditions in detail - Listen and make connections between the features of their family and other families within my peers - To explore and discuss our role models and how they affect us 					

		<ul style="list-style-type: none"> - To explore and compare different rules of different religions, making connection to our school - To listen and retell different stories from different religions - To sequence different religious stories - To compare different role models in religious stories- making connections on how their actions might make them and others feel - To discuss lessons and facts about different religious stories 			
		<ul style="list-style-type: none"> -To understand different types of traditions within different festivals/celebrations -To understand why Christians celebrate Christmas -To know and retell different Christian stories linked in with Christmas -To compare similarities and differences between my traditions and Christians 	<ul style="list-style-type: none"> -To explore and make connections with a different religion (Chinese New Year) -To listen and make connections with different stories linked to different beliefs (linking with Chinese religions) 	<ul style="list-style-type: none"> -To explore, discuss and make connections linked to Easter -To understand and explain why Christians celebrate Easter -To retell, sequence and discuss different stories linked to Easter 	
				<ul style="list-style-type: none"> -To compare similarities between different homes around the world -To make connections with different building around the world- linking to their religions -To make connections with different buildings. Places around the world -To explore and investigate different Churches linked to the Christian religion- linking it to my own environment -To explore and compare other religious places where different people prayer/visit 	
		<p>GLD Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p>			

							-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
		Knowledge Outcome	-To recognise the differences between people <ul style="list-style-type: none"> - To understand there are different countries with different cultures. - To know and understand different role models in religious stories - To understand that some counties/religions have different rules compare to us - To know and explain different family traditions including my own - To know differences and similarities between different celebrations - To know and discuss different religious stories- linking to my own opinion and experiences - To recognise myself as an individual and that some people can believe the same/different 				
	Working Scientifically	-Make simple statement about what they see -Begin to ask questions and to answer these - Perform a simple test -Put objects and living things into groups		-Make observations and describe what they see happening - Collect information to answer simple questions			
		Knowledge Outcome	-To use my learnt knowledge to explain findings -To know how to answer questions to find out more information -To know what a test is and how to carry them out – know what resource I might need -To explain my findings by groping/To know how to group -To using scientific vocabulary to explain findings -To know how to observe and collect data to find an answer				
	Exploring the Seasons	-To know the signs of Autumn -To recognise and explain Autumn changes in great detail (changes of light/temperature)		-To know signs of Winter -To recognise how animals keep warm in the winter -To understand changes in the environment when winter occurs and why (Freezing)		- Explore signs of spring, comparing the difference to what it has looked like in Autumn -To know different animals and why they happen mainly in Spring	
						-To know signs of summer -To recognise and explain the changes of Summer in great detail (changes of light/temp)	
							GLD -Explore the natural world around them, making observations and drawing pictures of animals and plants

			<ul style="list-style-type: none"> - 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.
		Knowledge Outcome	<ul style="list-style-type: none"> -To notice the changes within the seasons and begin to understand why it is happening. -To recognise different features of seasons
	Exploring Materials	<ul style="list-style-type: none"> -Name different materials and their different properties using all my senses, including natural materials in and out of the setting. - Look closely at similarities, differences, patterns and change within different materials -Explore and group collections of materials with similar and/or different properties, explaining my reasons using scientific vocabulary -Talk about the differences between materials and changes they notice in great detail using sentence stems 	
			GLD <ul style="list-style-type: none"> -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
		Knowledge Outcome	<ul style="list-style-type: none"> -To know simple materials such as; wood, metal, plastic etc -To understand different materials are made from different properties -To learn and use scientific vocabulary to explain findings and reasons
	The Natural World	<ul style="list-style-type: none"> -Observe living things in their habitats. -To understand the need to respect and care for the natural environment and all living things and explain how to care for some animals -Describe what I see, hear and feel whilst outside -To recognise some environments are different to the one in which I live 	
			<ul style="list-style-type: none"> - Independently plant seeds and care for growing plants, explaining the process - Understand the key features of the life cycle of a plant and several animals - 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 and how -To begin to recognise living things need air, food, drink and shelter to survive. -To recognise some animals and plants will prefer different things in order to survive/live
			GLD <ul style="list-style-type: none"> -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.
Using Technology	-To be able to recognise how technology is used at home and to understand how to use it responsibly		
	-To understand that information can be taken from ICT sources such as looking at photographs of their family on Tapestry		
		-Know how to paint a simple picture using ICT	
		-To know how to programme the bee-bots to follow a route -To know different technology to be able to take photos and film videos -To know how to use the whiteboard to complete learning games	
	Knowledge Outcome	-To know different types of technology and their purpose -To explain how useful Technology can be -To operate some simple technology independently	
Past and Present	-Recount activities that's happened in my past using photos as prompts -Begin to recognise similarities and differences between the past and today -Using photographs and stories to compare the past with the present day -Recognise that different members of the class may notice different things in photographs from the past -Ask questions about the differences they can see in photographs or images (in stories) that represent the past -Being aware of changes that happen throughout the year -Using photographs and images to make simple observations about the past -Communicate findings by pointing to images and using simple language to explain my thoughts -Deciding whether photographs or images (e.g. from stories) depict the past -Recognising significant dates (Birthdays) -Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g yesterday, today, tomorrow, last when, "when I was in nursery...") -To make simple observations about the past from photographs and images		
		GLD -Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling;	
		Knowledge Outcome	-To know that some photographs and drawings represent the past -To know some language for talking about the passing of time and events that have already happened, even if used inaccurately -To know that they started as a baby but have since grown and changed -To know that someone's age is the time since they were born
Exploring the World	-To make observations about the characteristics of places (in stories, photographs or in the school grounds/local area)		

		<ul style="list-style-type: none"> -Discussing how environments in stories and images are different to the environment they live in -Making observations about the features of places (in stories, photographs or in the school grounds/local area) -Ask questions about the world around them -Commenting on the features they see in their school grounds -Answering simple questions, guided by the teacher -Representing some of the features they notice in their school and school grounds -Beginning to look at and talk about maps) real or imaginary) in stories, non-fiction books, atlases and on globes -Expressing my likes and dislikes about a specific place and its features, beginning to explain my reasoning -Recognising features on maps (real or imaginary) -To identify land and water on maps or globes 		
		<ul style="list-style-type: none"> -Creating real or imaginary maps even if features are indistinguishable -Beginning to use modelled directional vocabulary when describing features in the surrounding environment 	<ul style="list-style-type: none"> -To observe weather across the seasons -Observing and discussing the effect the changing seasons have on the world around them -Beginning to use the names of the seasons in the correct context 	<ul style="list-style-type: none"> -To recognise features on maps (real or imaginary)
				<p>GLD</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <ul style="list-style-type: none"> -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
		<p>Knowledge Outcome</p>	<ul style="list-style-type: none"> -To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river pond) -To know that a map is a picture of a place -To know that usually water is represented in blue on a map or globe -To know the name of my school and the place where I live -To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old) -To know that a place and its features can be represented in a picture -To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next, to, close, behind) -To know that the terms Spring, Summer, Autumn and Winter are used to describe the season -To know some of the key characteristics of each season -To know that there are four seasons in a year marked by certain weather conditions -To know that places within this country can differ from each other 	

			-To know that there are differences between places in this country and places in other counties
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Nursery	Key Skill	Progression					
		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Expressive Art and design	Making music	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.					
		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		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.					
		Knowledge Outcome			To draw, paint and create with meaning. To explore and select colours with thought.		
Being imaginative in play		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.					
		Knowledge Outcome			To independently select resources to create imaginative play.		

Reception	Key Skill	Progression
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Expressive Art and design		AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	
	Exploring Music	<ul style="list-style-type: none"> -Respond to music with movement, altering it to reflect tempo, dynamics or pitch of the music -Listen to and follow a beat using body percussion and instruments -Considering whether a piece of music has a fast, moderate or slow tempo -Listening to sounds and matching to the object or instrument -Listening to sounds and identifying high and low pitch -Listening to and repeating a simple rhythm -Understanding that different instruments make different sounds and grouping them accordingly -experimenting with body percussion and vocal sounds to respond to music -Experiment with playing instruments in different ways -To remember and maintain my role within a group performance -To stop and start playing at the right time 						
		<ul style="list-style-type: none"> -Explore lyrics by suggesting appropriate actions -Explore stories behind the lyrics or music -Listening to and repeating simple lyrics -Playing unturned percussion `in time` with a piece of music -Select classroom objects to use as instruments -Select appropriate instruments to represent action and mood -To use my voice to join in with well-known songs from memory -To move to music with instruction to perform actions -To participate in performances to a small audience 						
							GLD <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; 	
	Knowledge Outcome	<ul style="list-style-type: none"> -To understand how to listen carefully and talk about what I hear -To know that sounds can be copied by my voice, body percussion and instruments -To understand that instruments can be played loudly or softly -To know that music often has more than one instrument being played at a time -To know that there are special songs we can sing to celebrate events -To understand that my voice or an instrument can match an action in a song -To know that moving to music can be part of a celebration -To recognise that different sounds can be long or short -To recognise music that is `fast` or `slow` -To know that the beat is the steady pulse of a song -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music -To know that signals can tell us when to start or stop playing -To understand that a piece of music can tell a story with sounds -To know that different instruments can sound like a particular character -To understand what `high` and `low` notes are -To recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles) 						

			<ul style="list-style-type: none"> -To know that the beat is the steady pulse of a song -To know that an orchestra is a big group of people playing a variety of instruments together -To understand that performing means playing a finished piece of music for an audience
	Drawing, painting and sculpture		<ul style="list-style-type: none"> -To explore mark making using a range of drawing materials -To investigate marks and patterns when drawing -To identify similarities and difference between drawing tools -To investigate how to make large and small movements with control when drawing -To practise looking carefully when drawing -To combine materials when drawing -Enjoy looking at and talking about art -Recognise that artists create varying types of art and use lots of different types of materials -Recognise that artists can be inspired by many things -Talk about my artwork stating what I feel and how I did well -To discuss if I like an artwork or not and begin to form opinions by explaining why
			<ul style="list-style-type: none"> -To explore paint, using hands as a tool -Describe colours and textures as I paint - To explore what happens when plain colours mix -To make natural painting tools -Investigate natural materials e.g. paint, water for painting -Explore paint textures, for example mixing in other materials or adding water -To respond to a range of stimuli when painting -Use paint to express ideas and feelings -Explore colours, patterns and compositions when combining materials in collage
			<ul style="list-style-type: none"> -Explore the properties of clay -Use modelling tools to cut and shape soft materials e.g. playdough clay -To select and arrange natural materials to make 3D artworks -To talk about colour, shape and texture and explain my choices -o plan ideas for what I would like to make -To problem-solve and try out solutions when using modelling materials -To develop 3D models by adding colour
			<p>GLD</p> <ul style="list-style-type: none"> -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.
		Knowledge Outcome	<ul style="list-style-type: none"> -To use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome -Begin to develop observational skills (for example, by using mirrors to include the main features of faces) -To Cut, thread, join and manipulate safely, focussing on process over outcome -To being to develop observational skills (for example, by using mirrors to include the main features of faces)

			<ul style="list-style-type: none"> -To enjoy looking at and talking about art -Recognise that artists create varying types of art and use lots of different types of materials -Recognise that artist can be inspired by many things
	Being imaginative in play	<ul style="list-style-type: none"> -Confidently take part in pretend play, using several objects to represent something else even though they are not similar. -To create worlds and stories using small world resources and extend play through dialogue -Confidently select resources to enhance play -Confidently create imaginative 'small worlds' with construction and loose parts, explaining my reasoning in detail -Recreate real life situations in play -To extend play by making props using different materials 	
			<p>GLD</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher -Make use of props and materials when role playing characters in narratives and stories.
		Knowledge Outcome	<ul style="list-style-type: none"> To independently select resources to create imaginative play. To extend play by adding more or different resources