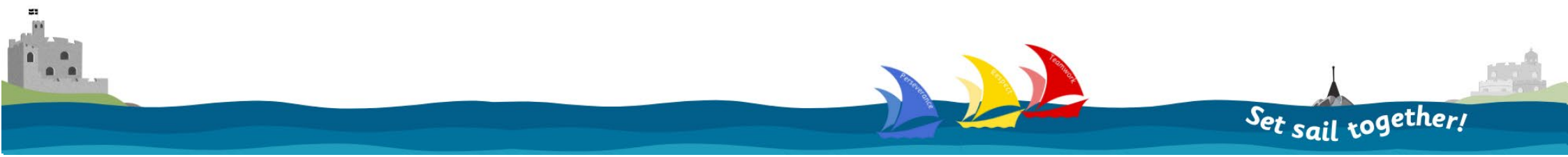




EYFS Curriculum Progression



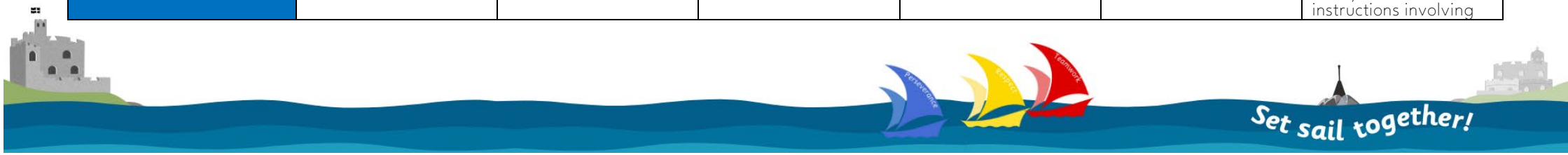
Communication & Language Skill Progression

Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	<p>To understand how to listen carefully.</p> <p>To understand why listening is important</p> <p>To be able to follow directions.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p> <p>ELG 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.</p> <p>ELG Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>ELG Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking	<p>To talk in front of a small group.</p> <p>To learn new vocabulary.</p> <p>To use multisyllabic words.</p> <p>To talk in sentences of 4 to 6 words.</p> <p>To sing a repertoire of songs.</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p>	<p>To describe events in some detail.</p> <p>To talk in sentences using conjunctions e.g. and, because.</p>	<p>To share their work to the class- standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p> <p>ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

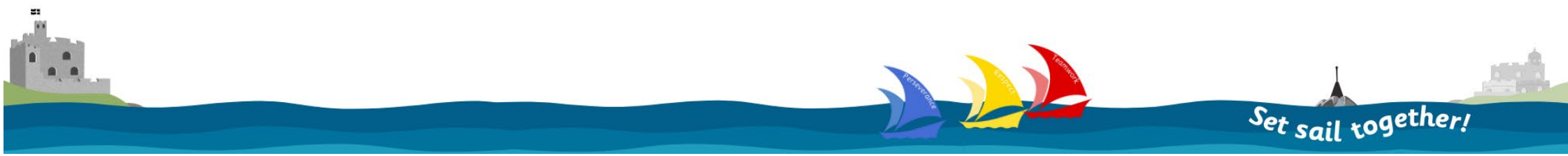


						<p>ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG: Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social & Emotional Development Skill Progression						
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation	<p>To recognise different emotions. (Use Colour Monster Story)</p> <p>To understand how people show emotions.</p> <p>To talk with others to solve conflicts.</p>	<p>To show resilience and perseverance in the face of challenge. (Link to Gerald the giraffe text)</p> <p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To see themselves as a valuable individual.</p> <p>To express their feelings and why they are feeling like this.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout.</p>	<p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>ELG: Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>



Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self	<p>To wash hands independently.</p> <p>To put coat and socks on independently.</p> <p>To explore different areas within the classroom.</p> <p>To use the toilet independently.</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To have confidence to try new activities</p>	<p>To practise doing up a zipper e.g. school coat/ waterproofs</p> <p>To practise doing buttons e.g. when changing for PE.</p> <p>To identify and name healthy foods</p> <p>To manage their own needs, asking for help when needed.</p> <p>To show resilience when they find something tricky (Link to CoL - Giraffes Can't Dance)</p>	<p>To develop independence when dressing and undressing for activities.</p> <p>To manage their own needs independently.</p> <p>To continue with a challenge until they are successful.</p>	<p>To manage own basic needs independently and with confidence.</p> <p>To talk about a challenge they have faced and what they did to overcome it.</p> <p>To explain our 3 Golden rules to others.</p>	<p>several ideas or actions.</p> <p>ELG To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships	<p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all EYFS staff.</p>	<p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p> <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>ELG: Show sensitivity to their own and to others' needs.</p>



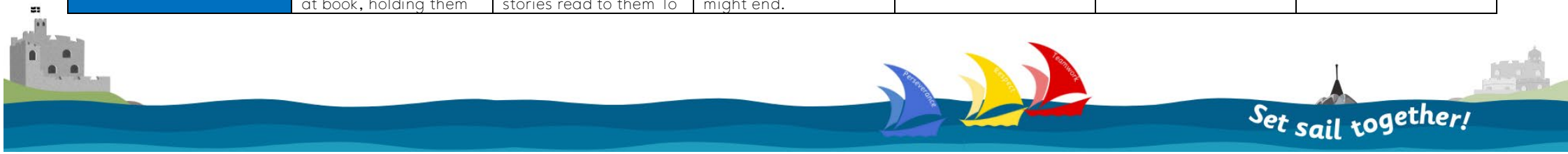
Physical Development Skill Progression

Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work cooperatively with a partner</p>	<p>To move in different ways.</p> <p>To move at different levels.</p> <p>To develop sequences of movements.</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore traveling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To move with control and increasing co-ordination.</p> <p>To roll and track a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To dribble using hands.</p> <p>To throw and catch with a partner.</p>	<p>To dribble a ball using feet.</p> <p>To kick a ball to a target.</p> <p>To throw and retrieve a ball with a partner.</p> <p>To develop control travelling with different size and shape balls.</p> <p>To follow simple instructions to play a game.</p> <p>To play simple invasion games.</p>	<p>ELG 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. cooperatively as a team</p>
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor	<p>To use a dominant hand to mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters</p> <p>To begin to hold a knife</p>	<p>To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, and a screwdriver</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paintbrushes</p> <p>Begin to show accuracy and care when drawing</p> <p>Form letters with control</p>	<p>To hold scissors correctly and cut various materials To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>ELG Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to</p>



	To hold a fork and spoon correctly To use other one handed tools and equipment e.g paintbrush	correctly and use to cut food with support Begin to use a range of tools competently e.g paintbrushes, pencils, knives, forks and spoons.				show accuracy and care when drawing.
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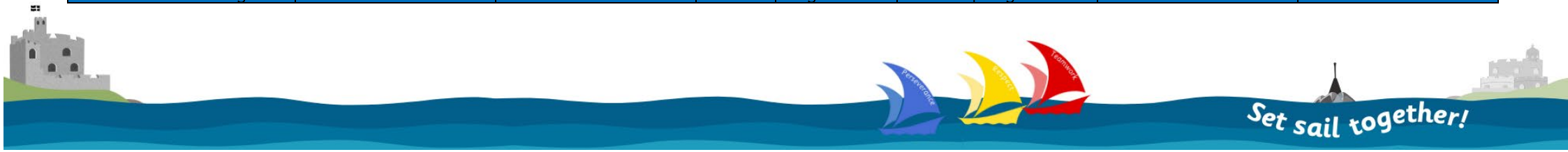
Literacy Skill Progression						
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Add some marks to their drawings, which they give meaning to. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Identify initial sounds in words they are trying to write. Use Fred fingers to begin to segment the sounds in simple CVC words (week 5)	Write some letters accurately. Use fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1, not including digraphs) Write simple CVC labels Begin to write short captions with words with known letter-sound correspondences.	Form lower case letters correctly. Use fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1 not including digraphs) Write short captions with words with known letter-sound correspondences.	Form lower-case and capital letters correctly. Use fred fingers to spell words by identifying the sounds and then writing the sound with letter/s (set 1, including digraphs) Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Begin to spell tricky non-decodable words correctly.	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 (all of set 1, including digraphs) Write simple phrases and sentences that can be read by others. Begin to spell tricky non-decodable words correctly.	Write recognisable letters, most of which are correctly formed. Use capital letters, finger spaces and full stops accurately. Spell words by identifying sounds in them and representing the sounds with a letter or letters (up to set 2) Write simple phrases and sentences that can be read by others. Range of tricky non-decodable words correctly.
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Comprehension	To use pictures to tell stories. To sequence familiar stories. To independently look at book, holding them	To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about the stories read to them To	To act out stories. To begin to predict what may happen in the story. To suggest how a story might end.	To retell a story. To follow a story without pictures or props.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books.	To answer questions about what they have read. To know that information can be retrieved from books.



	the correct way and turning pages. Engage in extended conversations about stories, learning new vocabulary.	enjoy and increasing range of books including fiction, non-fiction and poems.		To talk about the characters in the books they are reading		<p>ELG Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>ELG 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.</p>
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Read individual letters by saying the sounds for them. (m a s d t i n p g o c k u b f e l h r j v y w z x)</p>	<p>Read individual letters by saying the sounds for them. (m a s d t i n p g o c k u b f e l h r j v y w z x)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>(m a s d t i n p g o c k u b f e l h r j v y w z x s h t h c h q u n g n k)</p> <p>Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>(m a s d t i n p g o c k u b f e l h r j v y w z x s h t h c h q u n g n k c k s s l l f f)</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>(m a s d t i n p g o c k u b f e l h r j v y w z x s h t h c h q u n g n k c k s s l l f f a y e e i g h o w o o o o)</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>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>(m a s d t i n p g o c k u b f e l h r j v y w z x s h t h c h q u n g n k c k s s l l f f a y e e i g h o w o o o o a r o r a i r i r o u o y)</p> <p>- 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 (Up to Purple RWI).</p>

Maths Skills Progression

Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Number	Fast recognition of up to 3 objects, without having to count them individually ('subitising')	Subitise	Identify smaller numbers within a number (conceptual subitising)	Begin to identify missing number bonds to 5 moving on to 10	Have a deep understanding of number to 10, including the composition of each number.	Have a deep understanding of number to 10, including the composition of each number.
	Compare collections and talk about which group has more or less things	Count objects, actions and sounds		Build numbers using 5 and a bit partitioning	Counting larger sets of objects	Counting larger sets of objects
	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Explore the composition of numbers up to 5	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)	Say number words in sequence 1-10	Comparison of numbers and quantities	Comparison of numbers and quantities
	Show 'finger numbers' up to 5	Say number words in sequence 1-5	Partition a number in a range of ways and identify that the pairs of numbers make the same total.	Counts objects from a larger group	Subitise (recognise quantities without counting) up to 5.	Subitise (recognise quantities without counting) up to 5.
	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Check that groups are equal by matching on a one to one basis	Say number words in sequence 1-10	Match numeral to quantity	Say number words in sequence (beyond 10)	Say number words in sequence beyond 10
	Say number words in sequence (1-5)	Counts objects in an irregular arrangement	Check that groups are equal by matching on a one to one basis	Say when a number does not match a quantity	Compare numbers which are far apart, near to and next to each other	Compare numbers which are far apart, near to and next to each other
		Link the number symbol to it's cardinal number value	Counts objects from a larger group	Recognise that if they add one they will get the next number and if they subtract one they will get the previous number.	Understand how many things are hidden from a known quantity	
			Match numeral to quantity	Understand that a number can be partitioned in to more than two groups		
			Recognise amounts that have been rearranged remain the same if nothing has been added or taken away (conservation)			
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numerical Patterns	Recite numbers past 5 Say one number for each item in order	Understand the 'one more than/one less than' relationship between consecutive numbers	ELG Explore and represent patterns within numbers up to 5 including evens and odds, double facts and how quantities can be distributed equally.	ELG Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.	Verbally count beyond 20, recognising the pattern of the counting system. ELG Explore and represent patterns within numbers up to 10, including evens and	Verbally count beyond 20, recognising the pattern of the counting system. ELG Explore and represent patterns within numbers up to 10, including evens and



					odds, double facts and how quantities can be distributed equally Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	odds, double facts and how quantities can be distributed equally Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shape Space and Measure	<p>Select shapes appropriately</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Make constructions, patterns and pictures which will fit when rotated or flipped in insert boards, shape sorters and jigsaws.</p>	<p>Move themselves and objects around so that they see things from different perspectives</p> <p>Visualise how things will appear when turned around and imagining how things might fit together.</p> <p>Say number words in sequence 1-5</p> <p>Make constructions, patterns and pictures and select shapes which will fit when rotated or flipped in insert boards, shape sorters and jigsaws.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Construct and create things that represent</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Spot an error in an AB pattern</p> <p>Identify the unit of repeat in a pattern</p> <p>Continue, copy and create repeating patterns including an ABC and ABB pattern</p> <p>Notice the results of rotating and reflecting images and visualising them.</p> <p>Use the language of position and direction</p>	<p>Compare length, weight and capacity using related vocabulary.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Explore shapes, the attributes of particular shapes and select shapes to fulfil a particular need</p> <p>Continue an ABBC pattern</p> <p>Continue a pattern which ends mid unit of repeat</p> <p>Use the language of position and direction</p> <p>Represent spatial relationships in small world play</p>	<p>Compare length, weight and capacity using related vocabulary.</p> <p>Show an awareness of comparison in estimating and predicting.</p> <p>Recognise the relationship between the size and number of units</p> <p>Use units to compare things</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Create their own ABBC pattern</p> <p>Use symbols to represent a pattern</p>	<p>Compare length, weight and capacity using related vocabulary.</p> <p>Show an awareness of comparison in estimating and predicting.</p> <p>Recognise the relationship between the size and number of units</p> <p>Use units to compare things</p> <p>Use time to sequence events</p> <p>Experience specific time spans in order to start to develop an overall sense of time</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>



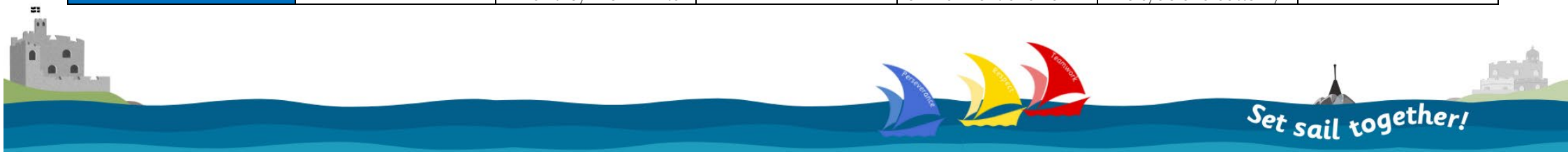
		<p>objects in their environment</p> <p>Discuss items built in terms of how towers are built and why certain shapes are chosen to make a tower and the space that has been created within an enclosure.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Represent spatial relationships in small world play</p> <p>Construct and create things that represent objects in their environment.</p> <p>Notice shape properties of objects that they want to represent and think about the appropriateness of the shapes they choose</p>	<p>Notice shape properties of the objects that they want to represent and think about the appropriateness of the shapes they choose</p>		<p>Create a pattern which works as a circle</p> <p>Create a cyclical pattern which works with a fixed number of spaces.</p>
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Understanding the World Skills Progression

Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>To know about my own life-story To know how I have changed (personal past/ passing of time)</p> <p>To name and describe people who are familiar to them</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>(Christmas story)</p> <p>Key Figure: Guy Fawkes (Bonfire Night)</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>(Library/ Art Gallery visits)</p> <p>Past and Present Hospitals</p> <p>Key figure: Florence Nightingale</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>(Easter Story)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



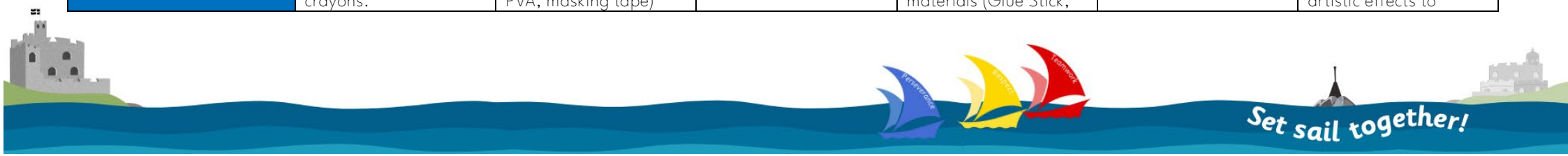
						Past and Present Seaside Key figure: Lady Killigrew (Pirate)
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People Culture and Communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To develop positive attitudes about the differences between themselves and others.</p> <p>To know the name of the Town the school is in.</p> <p>To know about features of the immediate environment.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that there are many countries around the world. (Introduce maps to find where countries are in the world e.g India - Diwali)</p> <p>To know that people around the world have different religions.</p> <p>To know about people who help us within the local community. (Visit from All Saints)</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Begin to attend whole school assemblies</p>	<p>To know that Christians celebrate Easter.</p> <p>To understand that some places are special to members of their Community (Link with All Saints Church – visit to the Church)</p>	<p>To know that people in other countries may speak different languages.</p> <p>To know that simple symbols are used to identify features on a map -</p>	<p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Summer visit to Maritime Museum)</p> <p>To know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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>
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Natural World	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn.</p> <p>To recognise some environments that are different to the one in which they live – link to</p>	<p>To know about and recognise the signs of Winter.</p> <p>To understand the effect of the changing seasons on the natural world around them.</p>	<p>To know about and recognise the signs of Spring. (Farming Topic – visit to Tregullas Farm)</p> <p>To know about features of my own immediate environment and how</p>	<p>To observe the growth of seeds and talk about changes.</p> <p>To know how to care for growing plants.</p> <p>To learn about lifecycles of plants and animals.</p> <p>Life cycle of a butterfly</p>	<p>To know about and recognise the signs of Summer.</p> <p>To know that some things in the world are man-made and some things are natural.</p>



	<p>Talk about what they see using a wide range of vocabulary</p> <p>To explore how things work</p>	<p>Diwali/ stories from other cultures</p> <p>To know some important processes and changes in the natural world Including changing states of matter (Christmas cooking activities)</p> <p>To explore and talk about different forces they can feel (magnet investigations)</p>	<p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>they might vary from another.</p> <p>To learn about the life cycle of a duckling (Living eggs)</p>	<p>To plant seeds</p>	<p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking).</p> <p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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Expressive Art & Design Skill Progression

Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with Materials</p>	<p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>Self portraits: Key artist: Picasso, Leonardo Da Vinci</p> <p>To draw and colour with pencils and crayons.</p>	<p>To experiment with mixing colours.</p> <p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, masking tape)</p>	<p>To experiment with different mark making tools such as art pencils, oil pastels, chalk.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Tape).</p>	<p>To experiment with different mark making tools such as art pencils, oil pastels, chalk, charcoal, paints.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick,</p>	<p>To experiment with different mark making tools such as art pencils, oil pastels, chalk, water colours, graphite sticks.</p> <p>To plan what they are going to make (cooking, creative, construction, junk modelling).</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>To know some similarities and differences between materials.</p> <p>To explore, use and refine a variety of artistic effects to</p>



	<p>To explore different techniques for joining materials (Glue Stick).</p> <p>To use some cooking techniques (spreading – ice face biscuits)</p> <p>To use different construction materials</p>	<p>To use some cooking techniques (mixing – Fudge Christmas treats)</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy link). Transient firework art – key artist Andy Goldsworthy</p>	<p>To use some cooking techniques (spreading, cutting, threading)</p>	<p>PVA, Masking Tape, Tape, Split Pins).</p> <p>To use some cooking techniques (melting, mixing – Easter Nests)</p>	<p>To draw more detailed pictures of people and objects.</p> <p>To create observational drawings e.g. Observational paintings of flowers/ Key artist: Van Gogh Sunflowers</p>	<p>express their ideas and feeling.</p> <p>Seascapes: John Dyer/Monet</p> <p>To share creations, talk about process and evaluate their work To adapt work where necessary.</p>
Area of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive	<p>To sing and perform nursery rhymes.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>To perform a song in the Christmas Play.</p> <p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p> <p>To sing the pitch of a tone sung by another person (*pitch match*).</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>To create musical patterns using untuned instruments.</p> <p>To use costumes and resources to act out simple narratives.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To begin to create costumes and resources for role play.</p> <p>To act out well know stories.</p>	<p>To move in time to music.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To create narratives based around stories.</p>	<p>To perform in the EYFS Graduation (songs, stories, dance).</p> <p>To join in with whole school singing assemblies.</p> <p>To invent their own narratives, making costumes and resources.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

