




North Wolds Federation

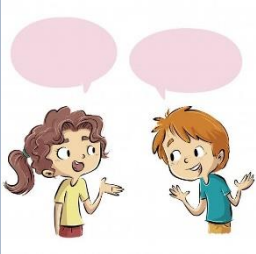
EYFS Progression Document

- [Communication, Language And Literacy](#)
 - Listening, Attention And Understanding
 - Speaking
- [Personal, Social And Emotional Development](#)
 - Self-Regulation
 - Managing Self
 - Building Relationships
- [Physical](#)
 - Gross Motor
 - Fine Motor
 - Pencil Grip
- [Literacy](#)
 - Comprehension
 - Word Reading
 - Writing
- [Maths](#)
- [Understanding The World](#)
 - Past And Present
 - People, Culture And Communities
 - The Natural World
 - Technology & E Safety
- [Expressive Arts And Designs](#)
 - Creating With Materials
 - Art Medium & Artist Themes
 - Cooking In The Curriculum
 - Being Imaginative And Expressive





This progression document, based on [Development Matters](#) but amended for the children who attend the North Wolds Federation, maps the progression for children in each of the Early Years Foundation Stage areas.

The progression will be adapted each year to take into pupil and cohort specific details but outlines the aspirational development we intend to deliver each year.

Progression Of Communication And Language							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
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 and show physical attributes of a good listener.</p>	<p>Demonstrates good listening. 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.</p> <p>To understand a range of complex sentence structures and show an understanding of a broader vocabulary.</p>	<p>Begins to understand more complex questions. To begin to understand humour.</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>Express own opinions and justify them.</p>	<p>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>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>



Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Speaking 	<p>To talk in front of a small group. To talk to class teacher and Tas. To learn new vocabulary</p>	<p>Start to interact with more confidence. To answer questions in front of whole class. To use new vocabulary throughout the day. .</p>	<p>To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class. To use new vocabulary in different contexts. To engage in non-fiction books.</p>	<p>Uses more complex vocabulary. Can link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Articulating their own thoughts and ideas. To talk to different adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 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>


Stages of speech and language development

	Listening and attention	Understanding	Speech sounds and talk	Social skills
18 months to 2 years 	<ul style="list-style-type: none"> Focuses on an activity of their own choice but finds it difficult to be directed by an adult Use of child's name beginning to help them to attend to what an adult says, e.g. 'Sarah, eat sandwiches', 'Ali, put coat on' 	<ul style="list-style-type: none"> Understanding of single words develops rapidly during this stage: anything between 200 and 500 words are known Understands more simple instructions, e.g. 'Get mummy's shoes', 'Get your bricks', 'Tell dad tea's ready' 	<ul style="list-style-type: none"> Uses up to 50 words Begins to put two or three words together Frequently asks questions, e.g. the names of people and objects (towards two years of age) Uses speech sounds p,b,m,w 	<ul style="list-style-type: none"> 'Pretend' play developing with toys, such as feeding a doll or driving a car Becomes frustrated when unable to make self understood - this may result in tantrums Follows adult body language including pointing, gesture and facial expressions
2 – 3 years 	<ul style="list-style-type: none"> Beginning to listen to talk with interest, but easily distracted Listens to talk addressed to him/herself, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen' 	<ul style="list-style-type: none"> Developing understanding of simple concepts including in/on/under, big/little Understands phrases like 'put teddy in the box', 'get your book, coat and bag', 'draw a big brown dog' Understands simple 'who' and 'what' and 'where' questions but not why Understands a simple story when supported with pictures 	<ul style="list-style-type: none"> Uses 300 words including descriptive language, time, space, function Links four to five words together May stutter or stammer when thinking what to say Able to use pronouns (me, him, she), plurals and prepositions (in, on, under) Has problems saying speech sounds: /r/w/y, /th, s/sh/ch/dz/ 	<ul style="list-style-type: none"> Holds a conversation but jumps from topic to topic Interested in other's play and will join in Expresses emotions towards adults and peers using words, not just actions
3 – 4 years 	<ul style="list-style-type: none"> Enjoys listening to stories Still finds it difficult to attend to more than one thing at a time, so can't easily listen to a speaker whilst still carrying on an activity; has to switch attention between speaker and task 	<ul style="list-style-type: none"> Understands questions or instructions with two parts: 'get your jumper' and 'stand by the door' Understands 'why' questions Aware of time in relation to past, present and future, e.g. Today is sunny, yesterday was rainy, I wonder what the weather will be like tomorrow? (towards four years) 	<ul style="list-style-type: none"> Uses sentences of four to six words, e.g. 'I want to play with cars', 'What's that thingy called?' Uses future and past tense. May continue to have problems with irregular words, 'runned' for 'ran', 'swimmed' for 'swam' Able to remember and enjoys telling long stories or singing songs Has problems saying r, j, th, ch, and sh 	<ul style="list-style-type: none"> Understands turn-taking as well as sharing with adults and peers Initiates conversations Enjoys playing with peers Able to argue with adults or peers if they disagree - uses words, not just actions
4 – 5 years 	<ul style="list-style-type: none"> Attention is now more flexible - the child can understand spoken instructions related to a task without stopping the activity to look at the speaker 	<ul style="list-style-type: none"> Able to follow simple story without pictures Understands instructions containing sequencing words: 'first... after... last' Understands adjectives: soft, hard, smooth, etc Aware of more complex humour, laughs at jokes that are told 	<ul style="list-style-type: none"> Uses well formed sentences, e.g. 'I played with Ben at lunch time' but there may still be some grammatical errors Easily understood by adults and peers, with only a few immaturities in speech sounds, for example, 'th', 'r' and three consonant combinations 'scribble' Frequently asks the meaning of unfamiliar words and may use them randomly 	<ul style="list-style-type: none"> Chooses own friends Generally co-operative with playmates Able to plan construction and make believe play activities Takes turns in longer conversations Uses language to gain information, negotiate, discuss feelings/ideas and give opinions


Progression Of Personal Social And Emotional Development
















Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Self-Regulation</p> 	<p>To recognise different emotions. Begin to develop confidence and cooperation.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To show good manners and to be able to share.</p> <p>To recognise and talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two-step instructions.</p> <p>To be able to resolve conflicts and follow routines well.</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 and understand how others might be feeling.</p> <p>To set a target and reflect on progress throughout.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Managing Self 	To wash hands independently and manage toilet routines. To put coat on with support. To explore different areas within the environment.	To develop class rules and understand the need to have rules. To have confidence to try new activities.	To begin to show resilience and perseverance in the face of challenge. To practise doing up a zip on a coat. To practise doing buttons. To understand classroom expectations.	To develop independence when dressing and undressing for activities such as P.E and swimming. Understanding of behaviour expectations.	To identify and name healthy foods. To manage own basic needs independently. To understand the importance of dental hygiene.	To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a 'can do' attitude. To be able to talk about the importance of dental hygiene.	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
Building Relationships 	To show friendly behaviour towards peers and other adults. To seek support of adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Reception staff.	To begin to work as a group with support. To use taught strategies to support turn taking. Can identify when they need help with something.	To listen to the ideas of other children and agree on a solution and compromise. To be able to take turns.	To work as a group. To begin to develop relationships with other adults around the school.	To have confidence to communicate with adults around the school. To have strong friendships and understand the needs of others.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Progression Of Physical Development							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross Motor 	<u>Multi skills</u> Revise and refine the fundamental movement skills <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing To move safely in a space. To stop safely. To follow a path and take turns. To work co-operatively with a partner	<u>Dance</u> To balance. To run and stop. To change direction To jump. To hop. To use counting to help to stay in time with the music when copying and creating actions. To move safely with confidence and imagination, communicating ideas through movement. To move with control and co-ordination, expressing ideas through movement. To move with control and co-ordination, copying, linking and repeating actions. To remember and repeat actions, exploring	<u>Gymnastics</u> To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. To jump and land safely from a height. To develop rocking and rolling. To explore traveling around, over and through apparatus. To create short sequences linking actions together and including apparatus.	<u>Multi games</u> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. To roll and track a ball. To develop accuracy when throwing to a target. To dribble using hands. To throw and catch with a partner. To dribble a ball using feet. To kick a ball to a target.	<u>Athletics</u> Develop overall body-strength, balance, co-ordination and agility. Show balance and coordination when running at different speeds. Show balance, coordination and technique when running at different speeds, stopping with control. Demonstrate how and when to speed up and slow down when running. Run at the appropriate speed over longer distances or for longer periods of time. Demonstrate a controlled running technique using	<u>Summer games</u> To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when playing tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work cooperatively as a team.	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.

		pathways and shapes.			the appropriate speed over longer distances or for longer periods of time.		
--	--	----------------------	--	--	--	--	--


Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Fine Motor 	<p>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 begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To write taught letters using correct formation.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To write taught letters using correct formation.</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To paint using thinner paintbrushes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

Progression Of Pencil Grip Control											
FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
 <p>FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, swinging using their whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old All fingers are holding the writing tool but the wrist is bent so that the palm is facing down towards the page. Movement comes mostly from the elbow. Children should start using this to copy a horizontal, vertical and circular line.</p>	 <p>4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>extended wrist</p>  <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.</p> 
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest

move as a unit. Light scribbles are produced with this pencil grip.	from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.		comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.
---	---	--	--	---

Progression Of Literacy							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Comprehension 	Understands what a letter is. To use pictures to tell stories. To sequence familiar stories. To independently look at book, holding them the correct way and turning pages.	Understand what a word is. To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about the stories read to them. To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.	Understand what a sentence is. Talk about settings, characters and key events in books. To act out stories. To begin to predict what may happen in the story To suggest how a story might end. Answers simple retrieval questions.	Talks about their favourite books. Re reads books to build up their understanding and enjoyment. To follow a story without pictures or props. To talk about the characters in the books they are reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books. To retell a story to demonstrate understanding of what has been read to them. Beginning to answer simple inference questions. Shows an awareness of punctuation (full stops) and when reminded, pause when reading.	To answer questions about what they have read. To know that information can be retrieved from books. Beginning to check the text makes sense and self- correct when a mistake is made. Begin to link what they have read to their own experiences. Answers simple vocabulary questions.	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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Word Reading</p> 	<p>Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r l Week 5 h b f l the</p>	<p>Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng n_ she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p>	<p>Phase 3 graphemes New tricky words Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words.</p>	<p>Phase 3 graphemes No new tricky words Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far. Week 2 review Phase 3: er air Secure spelling words with double letters longer words. Week 3 words with two or more digraphs. Week 4 longer words words ending in -ing compound words. Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p>	<p>Phase 4 New tricky words Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCVC CCCVC CCV CCVCC Secure spelling Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, - ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words.</p>	<p>Phase 4 No new tricky words Week 1 long vowel sounds CVCC CCVC Review all taught so far. Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Secure spelling Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, - ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound- blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Writing 	Children have the confidence to mark make. To copy their name. To give meanings to the marks they make.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds. To write initial sounds. To begin to write CVC words using taught sounds.	To form lower-case letters correctly. To begin to write sentences using fingers spaces. To understand that sentences start with a capital letter and end with a full stop. To spell words using taught sounds To spell some taught tricky words correctly.	To form lower-case letters correctly and begin to form capital letters. To write short sentences using finger spaces and full stops. To spell words using taught sounds. To spell some taught tricky words correctly.	To form lower-case and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use capital letters at the start of a sentence. To use finger spaces and full stops when writing a sentence. To spell some taught tricky words correctly. To begin to read their work back.	To form lower-case and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically. To write sentences using a capital letter, finger spaces and full stop. To spell some taught tricky words correctly. To read their work back and check it makes sense.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Autumn Term Overview




Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		


Spring Term Overview


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)		


Summer Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		


Progression Of Understanding The World							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Past and Present 	Can talk about their own family and people around them. Can talk about how they have changed and features about them.	To know that the emergency services exist and what they do. (Emergency Services) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Christmas/seasons)	To talk about the lives of the people around us. To know about figures from the past (Neil Armstrong and Tim Peake, Guy Fawkes) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling.	To know about the past through settings, characters and events encountered in books. (Farming) To be able to sequence events using time specific vocabulary.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside) To be able to sequence events using time specific vocabulary.	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


Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
People, Culture And Communities 	<p>To talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p>	<p>To know some features of a different environment and what makes it different.</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 people around the world have different religions.</p>	<p>To know there are different locations in our country. To talk about Chinese New Year.</p> <p>To know about people who help us within the local community.</p>	<p>To know there are different countries around the World. To know that there are different and significant celebrations.</p> <p>To know that Christians celebrate Easter.</p>	<p>To be able to identify different countries around the World. To know that people in other countries may speak different languages.</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. To be able to identify features of personal significance and features others find significant.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</p> <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.</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 (where appropriate) maps.</p>

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>The Natural World</p> 	<p>To ask questions about the natural environment. To respect and care for the natural environments.</p>	<p>To know about and recognise the signs of Autumn. Start to talk about changes like the weather.</p>	<p>Start to show curiosity. To know about and recognise the signs of Winter. To know some important processes and changes in the natural world including states of matter. (freezing)</p>	<p>To know about and recognise the signs of Spring. To know about features of my own immediate environment and how they might vary from another. To plant seeds.</p>	<p>To observe the growth of seeds and talk about changes. To know how to care for growing plants. To learn about lifecycles of plants and animals. To know that some animals are nocturnal.</p>	<p>To know about and recognise the signs of Summer. To know that some things in the world are man-made and some things are natural. To harvest grown fruit and vegetables.</p>	<p>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>

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Technology 	<p>To show an interest in technological toys such as laptops, IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety.</p>	<p>To know how to operate simple equipment.</p> <p>To draw pictures on IWB and begin to change colours.</p> <p>To use the laptop and iPad to take pictures.</p>	<p>To access, understand and interact with a range of technology within the EYFS environment.</p> <p>To draw pictures on IWB, changing colour and pen size.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>To use an iPad to take pictures, add text and save.</p> <p>To use the internet with adult supervision to find and retrieve information.</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To type their name using a laptop.</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>
E-Safety	<p>Introduce the children to Smartie the penguin.</p> <p>Understand how to help Smartie the penguin make the best decisions whilst on the internet.</p> <p>Learn a simple safety message in the form of a song.</p>		<p>Recall the children to Smartie the penguin.</p> <p>Understand how to help Smartie the penguin make the best decisions whilst on the internet.</p> <p>Learn a simple safety message in the form of a song</p> <p>EYFS Children understand that their password belongs to them.</p>		<p>Recall the children to Smartie the penguin.</p> <p>Understand how to help Smartie the penguin make the best decisions whilst on the internet.</p> <p>Learn a simple safety message in the form of a song</p> <p>Children recognise the impact of good choices and consequences of wrong.</p>		<p>There are no early learning goals that directly relate to e-safety objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>

Progression Of Expressive Arts And Design							
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating With Materials 	To begin to understand colour. To experiment with mixing colours. To create simple representations of people and objects. To draw and colour with pencils and crayons. Know how to put things together in a basic way.	To name colours. To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically.	To use a variety of different colours for a purpose. Children's work has a clearer identifiable purpose. To know some similarities and differences between materials. To learn about and compare artists.	To know which primary colours, you mix together to make secondary colours. To plan what they are going to make (construction, junk modelling) To draw more detailed pictures of people and objects. To manipulate materials. To create observational drawings. To know how to work safely and hygienically.	To use natural objects to make a piece of art. To share creations and talk about the process. To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins) To make props and costumes for different role play scenarios. To know how to work safely and hygienically To know the names of tools.	To use colours for a particular purpose. To use shapes for a particular purpose as a part of their artwork – focusing on form. To explore different techniques for joining materials (Glue Stick, PVA) To share creations, talk about process and evaluate their work. To adapt work where necessary. To explore, use and refine a variety of artistic effects.	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Artists for each term	William Johnson Henri Matisse	Shika Sharma	Deborah Roberts Gustav Klimt	Yayoi Kasuma Guiseppe Arcimboldo	Andy Goldsworthy Michelle Reading	Paul Klee Wassily Kandinsky	

Area							
Progression For Art Medium Used. Mediums to be used throughout the year. Not fixed to a term.	Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines Explore different Textures. Encourage accurate drawings of people.	Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Experimenting with and using primary colours. Naming mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper	Texture (textiles, clay, sand, plaster, stone) Handling, manipulating and enjoying using materials. Sensory experience. Simple collages. simple weaving	Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Rubbings Print with variety of Objects. Print with block Colours.	Form (3D work, clay, dough, boxes, wire, paper, sculpture, mod roc. Handling, feeling, enjoying and manipulating materials. Constructing Building and destroying Shape and model.	Pattern (paint, pencil, textiles, clay, printing) repeating patterns irregular painting patterns. Simple symmetry.	
Area		Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
Cooking In The Curriculum 	To use some cooking techniques (spreading, cutting) To know how to work safely and hygienically		To use some cooking techniques (Cutting, threading, coring, mixing) To know how to work safely and hygienically		To use some cooking techniques (Cutting, threading, coring, mixing, grating, adding flavours) To know how to work safely and hygienically		
	Banana sandwiches		Secret garden salad		Broccoli and basil soup		

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Being Imaginative And Expressive</p> 	<p>To listen to familiar nursery rhymes.</p> <p>To join in with whole school Collective worship.</p> <p>To learn and perform a song at the harvest festival at the church.</p> <p>To experiment with different instruments and their sounds.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To be able to join in with familiar nursery rhymes.</p> <p>To perform songs in the Christmas, Play.</p> <p>To learn and perform a line to say in the Christmas Nativity.</p> <p>To join in with whole school Collective worship.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To join in with trickier nursery rhymes. join in with whole school Collective Worship.</p> <p>To create musical patterns using instruments.</p> <p>To begin to create costumes and resources for role play.</p>	<p>To recall nursery rhymes and join in with a whole repertoire. Join in with whole school Collective worship.</p> <p>To associate genres of music with characters and stories.</p> <p>To create costumes and resources for role play.</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To join in with whole school Collective worship.</p> <p>To act out well know stories.</p> <p>To follow a musical pattern to play instruments.</p> <p>To create narratives based around stores.</p>	<p>To listen to poems and create their own.</p> <p>To join in with whole school singing collective workshops.</p> <p>To create own compositions using instruments</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>



Nursery Rhyme Progression Document

Nursery rhyme of the week.					
Session 1 – Introduce the nursery rhyme to the children.					
Session 2 - Can you join in?					
Session 3 – Lets add some actions now to our nursery rhyme					
The nursery rhyme of the week will go onto the Homework each week for parents to practice with their child.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I'm a little tea pot	Hot cross buns	This little piggy went to market	Miss Polly had a dolly	London Bridge	Five little men in a flying saucer
Mary had a little lamb	Humpty Dumpty	Old Macdonald had a farm	Little Jack Horner	Doctor Foster	Dingle dangle scarecrow
Incy wincy spider	Autumn leaves are falling down	One two buckle my shoe	Hickory Dickory Dock	One, two three four five	Sing a song of sixpence
1,2,3,4,5 once I caught a fish alive	The Grand old duke of York	Little miss Muffet	If you're happy and you know it	Here is the beehive	Queen of hearts
Twinkle Twinkle little star	Two little Dickie birds	Ten Green bottles	Mary Mary quite contrary	Pussy cat pussy cat	Mondays child
Five little ducks	The wheels on the bus	Are you sleeping?	Pat a cake	Jack and Jill	I am the music man