



EYFS PROGRESSION AND SKILLS

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

Communication and Language		Nursery	Reception
Listening, Attention and Understanding	Knowledge and Skills	<ul style="list-style-type: none"> • Begin to listen to longer stories and recall some key events • Begin to pay attention to more than one thing at a time • Understand clear 2 step instructions • Understand and answer 'why' questions • Respond appropriately in simple conversation 	<ul style="list-style-type: none"> • Understand the importance of listening and how to do so carefully • Understand who, what, where, when, why and how questions • Explore new vocabulary and show understanding by using it correctly • Develop social phrases – manners, good morning, how are you? Etc • Ask questions to clarify understanding • Hold a sustained conversation with peers and adults
	Vocabulary	rhymes, question, answer, conversation, listen, understand, instruction	question, answer, retell, sentence, listen, understand, vocabulary, conversation
	How it is covered	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Adults modelling and engaging in conversation with children during provision 	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and carpet times - Learning rhymes, poems and stories - Circle time and PSHE activities - Explicit teaching of new vocabulary in whole class reading and termly topics



Communication and Language		Nursery	Reception
Speaking	Knowledge and Skills	<ul style="list-style-type: none"> • Join in with familiar Nursery and Number songs and rhymes • Speak in longer sentences (4 to 6 words) • Start a conversation and take turns speaking and listening • Use talk to organise their play and express their intention • Begin to use a wider vocabulary • Use some simple conjunctions. i.e., because, and, but. 	<ul style="list-style-type: none"> • Speak in well-formed sentences • Ask questions using who, what, where, when, why and how • Use taught vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail (may include use sequencing words) • Retell familiar stories • Use talk to explain their thinking and offer explanations
	Vocabulary	Retell, rhymes, sing, talk/speak, turn-taking, conversations	Retell, story, explain, conjunctions, question, word, sentence, tense
	How it is covered	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> -Rich language environment. -Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Adults modelling and engaging in conversation with children during provision - Wellcomm language interventions 	<p>C&L is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and carpet times - Learning rhymes, poems and stories - Circle time and PSHE activities - Explicit teaching of new vocabulary in whole class reading - Wellcomm language interventions



PSED		Nursery	Reception
Self-Regulation	Knowledge and Skills	<ul style="list-style-type: none"> • Follow 2 step instructions • Begin to manage some conflicts independently • Understand and express their feelings in an appropriate manner using vocabulary of emotions • Show focus on a member of staff for a short period of time 	<ul style="list-style-type: none"> • View themselves as a valuable individual recognising their strengths • Begin to moderate their feelings in social situations • Tolerate delay and show patience for a short period of time • Follow instructions with more than 2 steps • Give focused attention to a staff member managing simple distractions
	Vocabulary	instruction, attention, share, take turns, feelings, emotions	instruction, strengths, qualities, unique, attention, distraction, feelings, emotions, patience
	How it is covered	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>



PSSED		Nursery	Reception
Managing self	Knowledge and Skills	<ul style="list-style-type: none"> • Select and choose resources to help them reach a goal • Increasingly follow rules, cooperating with boundaries and class routines • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe and recognise simple feelings – sad, happy, angry, worried, tired, scared • Begin to make healthy choices related to food and exercise 	<ul style="list-style-type: none"> • Express their feelings and develop respect and awareness of the feeling of others • Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting, making good food choices) • Explain the reason for rules and actively try to meet them
	Vocabulary	rules, voice, feelings/emotions – happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent
	How it is covered	<p>PSSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>	<p>PSSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>



PSED		Nursery	Reception
Building Relationships	Knowledge and Skills	<ul style="list-style-type: none"> • Become more confident with others in social situations • Play with one or more children extending and contributing to the play • Begin to find simple resolutions to problems (take turns being the main character in a role play) • Begin to grasp how someone else might feel • Understand their responsibilities as part of the class community, eg. tidy up time 	<ul style="list-style-type: none"> • Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people • Work and play cooperatively • Show growing sensitivity to the needs of others • Form positive attachments
	Vocabulary	problem, feelings, confidence, share, take turns	Relationships, problem, solution, respect, cooperative, sensitive
	How it is covered	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness - Adults modelling and engaging in positive play with children during provision - Planned opportunities for collaborative learning in Continuous Provision <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>	<p>PSED is interwoven into all elements of the EYFS in each term</p> <ul style="list-style-type: none"> - PSHE sessions linked to Coram - Circle time - Mindfulness - Adults modelling and engaging in positive play with children during provision - Planned opportunities for collaborative learning in Continuous Provision <p>SEE PSHE PROGRESSION MAP FOR MORE INFORMATION</p>



Physical Development		Nursery	Reception
Gross Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> • Use alternate feet to climb up apparatus or stairs • Change direction on trike • Walk up and down steps using alternate feet • Hold a position (balance) during games such as on one leg • Travel by hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc). Copy the adult eg. copy a clap • Understand what tools to use depending on the task, eg. spade to dig • Make a choice about how to move across an object and manage risk, e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plank • Use large muscle movements to mark make and move streamers 	<ul style="list-style-type: none"> • Become more confident and precise in the following movements and begin to combine them: Walking – travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl Jumping - showing control when landing on two feet. Beginning to swing arms to jump further Skiping – showing coordination to move with increasing speed Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall • Negotiate space and obstacles safely • Demonstrate good balance • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table • Throw and catch the same object • Throw balls/beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball • Begin to attempt to ride a two wheel bike
	Vocabulary	walk, hop, crawl, jump, run, climb, travel, stop, start, balance, turn, direction, move, rhythm, tool	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination

	<p>How it is covered</p> <p>Gross motor skills are constantly focused on and developed in the environment, particularly outdoors</p> <ul style="list-style-type: none"> - Using large equipment/gross motor equipment outdoors such as trikes, balls, easels, scooters, raised wooden planks, A-frames, space hoppers and balance boards - Daily access to digging area/mud kitchen - Moving their body to music - Moving equipment around the outdoor area - Copy the adult, eg. clapping rhythm, actions - Compete in simple races (Sports day in Summer term) 	<p>Gross motor skills are constantly focused on and developed in the environment, particularly outdoors</p> <ul style="list-style-type: none"> - Using large gross motor equipment outdoors such as trikes, balls, easels, scooters, raised wooden planks, A-frames, space hoppers and balance boards - Daily access to digging area/mud kitchen - Moving their body to music - Moving equipment around the outdoor area - Copy the adult, eg. clapping rhythm, actions - Compete in simple races (Sports day in Summer term) <p>Weekly PE lessons with PE provider from Term 2</p> <p>SEE PE LONG TERM PROGRESSION MAP FOR MORE INFORMATION</p>
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Physical Development		Nursery	Reception
Fine Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> • Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control • Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers • Use fine motor movements for a range of skills such as pegging, threading and orientating puzzle pieces • Use a jug to fill a cup and drink from a cup • Attempt to use cutlery such as a knife and fork 	<ul style="list-style-type: none"> • Show growing competence using a range of tool safely and confidently: Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines Cutlery – use both knife and fork simultaneously Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Use the tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	snip, cut, turn, grip, control, zip, pull, push, draw, write, pour, fill	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, cut, cutlery, write
	How it is covered	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in Continuous Provision, including things such as: threading, pincer movements, playdough, peg boards, puzzles, water and sand play, cutting activities</p> <ul style="list-style-type: none"> - Lunch every day - Daily name writing 	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in Continuous Provision, including things such as: threading, pincer movements, playdough, peg boards, puzzles, water and sand play, cutting activities, lunch every day.</p> <ul style="list-style-type: none"> - Fine motor interventions - Name writing/letter formation interventions



Physical Development		Nursery	Reception
Health and Hygiene	Knowledge and Skills	<ul style="list-style-type: none"> • Use the toilet independently • Follow steps and guidance to wash and dry hands • Brush their own teeth • Begin to show and understanding of the need for good hygiene for everyday life • Understand some simple healthy food and drink choices 	<ul style="list-style-type: none"> • Recognise the importance of good dental hygiene. Know how to brush their teeth and for how long • Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you • Understand the importance of sleep • Begin to recognise that there are sensible amounts of 'screen time' • Know simple road safety – stop, look and listen, crossing points • Know that regular exercise can help to keep you healthy
	Vocabulary	Toilet, wash, dry, healthy, teeth, brush, clean, dirty	Hygiene, healthy, unhealthy, toothbrush, toothpaste, energy, safety, exercise
	How it is covered	<ul style="list-style-type: none"> - PSHE lessons linked to Coram - Circle time - Outsider visits about road safety, dental hygiene and hand washing - Adults reminding and modelling how to use the toilet - Healthy living week activities every year - Lessons about being healthy covered in 'People Who Help Us' topic 	<ul style="list-style-type: none"> - PSHE lessons linked to Coram - Circle time - Outsider visits about road safety, dental hygiene and hand washing - Visits from NHS health team to check height, weight, eye sight, hearing and teeth - Healthy living week activities every year - Healthy food/eating lessons and healthy living lessons relating to topics of 'About Me' and 'Plants and Growth'

EYFS PROGRESSION AND SKILLS



Literacy		Nursery	Reception
Comprehension	Knowledge and Skills	<ul style="list-style-type: none"> Engage in conversations about stories they have listened to – express simple likes and dislikes Retrieve answers from a story answering what and who questions Learn new vocabulary linked to stories, rhymes, non-fiction and poems Join in with repeated refrains in familiar stories 	<ul style="list-style-type: none"> Retell key events in familiar stories Answer who, what, where, when and why questions about familiar stories Identify the characters in stories – heroes, villains, main characters Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play Make simple predictions about what might happen next in stories Sequence key events in stories
	Vocabulary	stories, opinion, question, answer, conversation, story, refrain	Characters, retell, events, predict, beginning, middle, end, sequence, fiction, non-fiction
	How it is covered	<p>- Daily story sessions in Nursery</p> <p>- Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</p> <p>Autumn: Join in with repeated refrains in shared familiar stories. Express simple likes about a shared story</p> <p>Spring: Answer who and what questions linked to stories shared. Express simple likes and dislikes about a shared story</p> <p>Summer: Answer who and what questions linked to stories shared. Express simple likes and dislikes about a shared story. Use new vocabulary in their play and in conversations</p>	<p>- Comprehension questions linked to the key text are shared during literacy lessons, during daily story time and explicitly in Guided Reading</p> <p>- Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</p> <p>Autumn: Fiction texts in whole-class reading</p> <p>Spring: Fiction and poems in whole-class reading</p> <p>Summer: Fiction and Non-fiction in whole-class reading</p>



Literacy		Nursery	Reception
Word Reading	Knowledge and Skills	<ul style="list-style-type: none"> • Listen carefully and discriminate between sounds • Recognise that print has meaning and that it can be used for different purposes • Distinguish pictures from words • Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as cat and cup • Begin to blend words that have been orally segmented (CVC) 	<ul style="list-style-type: none"> • Know the sounds for individual letters • Blend sounds in words to read short words containing taught GPCs • Recognise taught digraphs and trigraphs from Phases 2 and 3 (Little Wandle). Read simple words containing them • Read common exception words relating to Little Wandle scheme for Reception • Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, some tricky words
	Vocabulary	sounds, loud, quiet, initial sounds, blend,	Letter, sound, blend, grapheme, phoneme, digraph, trigraph, tricky word, words, sentence, full stop, exclamation mark, speech bubble, speech marks
	How it is covered	<p>Autumn: Phase 1 activities – developing listening and attention skills. Focus on sound discrimination Rhymes and stories – discriminate between sounds Develop book handling skills</p> <p>Spring: Rhymes and stories – clap syllables and spot and suggest rhymes</p> <p>Summer: Begin to identify initial sounds and develop oral blending skills</p>	<p>- Daily phonics sessions - Guided Reading in small groups - Catch up phonics interventions</p> <p>Autumn: Phase 2 and begin phase 3 – identify sounds, blend orally and begin to blend CVC words and identify tricky words</p> <p>Spring: Continue Phase 3 – identify sounds including digraphs and trigraphs, begin to read simple sentences and tricky words</p> <p>Summer: Phase 4 – identify all sounds learnt, read simple sentences and tricky words</p> <p>SEE WHOLE SCHOOL PHONICS PROGRESSION MAP FOR MORE INFORMATION</p>



Literacy		Nursery	Reception
Writing	Knowledge and Skills	<ul style="list-style-type: none"> • Ascribe meaning to marks • Make marks during play, showing emerging writing • Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements • Begin to form recognisable letters • Write some or all of their name 	<ul style="list-style-type: none"> • Write their name • Form lower-case and capital letters correctly • Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters • Write short sentences with words with known GPCs using a capital letter and full stop. • Write short phrases and sentences that can be read by others • Begin to re-read what they have written to check that it makes sense.
	Vocabulary	straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements, letters,	Lower-case letters, capital letters, formation, finger spaces, segment, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip, ascender, descender
	How it is covered	<ul style="list-style-type: none"> - Mark making activities available daily in Continuous Provision - Letter formation practice - Weekly playdough activities - Name writing practice every morning 	<ul style="list-style-type: none"> - Daily writing as part of Phonics sessions - Adult-led writing activities each week and writing opportunities during Continuous Provision - Handwriting as part of phonics - Fine motor interventions - Name writing/letter formation interventions



Mathematics		Nursery	Reception
Number	Knowledge and Skills	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • Recite numbers accurately to 10 • When counting, use 1:1 correspondence accurately within 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Represent numbers on fingers up to 5 • Links numerals to amounts within 5 • Solve real-world problems with numbers to 5 • Compare quantities using 'more than', 'less than' • Explore representing numbers through marks as well as numerals 	<ul style="list-style-type: none"> • Count objects, actions and sounds • Subitise to 5 and extend to 10 • Link numerals to their cardinal value • Accurately count beyond 10 • Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. • Find one more and one less than a given number within 10 • Explore the composition of numbers to 10 • Recall number bonds to 5 (including subtraction facts) • Recall most number bonds to 10 • Recall doubles to double 5
	Vocabulary	count, number, numeral, more than, less than, total, altogether	Number, numeral, number sentence, more, less, fewer, same, equal, add, plus, total, altogether, take away, subtract, double, half, number bond
	How it is covered	- Weekly maths lessons - Daily maths meetings Autumn: - Develop fast recognition of up to 3 objects - Recognise numbers to 3 in different pictorial representations - Count accurately to 5 and use 1:1 correspondence to count 3 objects accurately including counting out from a larger group - Link numerals to amounts to 3 Spring: - Develop fast recognition of up to 5 objects	- Weekly maths lessons - Daily maths meetings Opportunities to explore number are developed within continuous provision, including things such as: - Subitising when looking at groups of objects within play - Counting explored within different areas of the environment or during routines such as lining up - Addition and subtraction explored within different areas of the environment and during play SEE MATHS MASTERY PROGRESSION MAP FOR MORE INFORMATION

		<ul style="list-style-type: none"> - Recognise numbers to 5 in different pictorial representations - Count accurately to 10 and use 1:1 correspondence to count 5 objects accurately, including counting out from a larger group - Link numerals to amounts to 5 - Represent numbers to 5 with fingers - Compare two quantities within 5 recognising which has more and which has less <p>Summer:</p> <ul style="list-style-type: none"> - Begin to compare two quantities within 10, recognising which has more and which has less - Solve real world problems using numbers to 5 - Begin to represent numbers beyond 5 with pictorial representations and fingers - Explore counting backwards from 5 - Use key language (total, altogether) when combining amounts within 5 	
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Mathematics		Nursery	Reception
Numerical patterns	Knowledge and Skills	<ul style="list-style-type: none"> Count accurately beyond 5 Share up to 5 objects in a variety of ways Compare quantities using more than and less than 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
	Vocabulary	more than, less than, share, equal	pattern, even, odd, less, fewer, more, same, equal
	How it is covered	<ul style="list-style-type: none"> Weekly maths lessons Daily maths meetings <p>Autumn:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects Recognise numbers to 3 in different pictorial representations Count accurately to 5 and use 1:1 correspondence to count 3 objects accurately including counting out from a larger group Link numerals to amounts to 3 <p>Spring:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 5 objects Recognise numbers to 5 in different pictorial representations 	<ul style="list-style-type: none"> Weekly maths lessons Daily maths meetings <p>Opportunities to explore number are developed within continuous provision, including things such as:</p> <ul style="list-style-type: none"> Subitising when looking at groups of objects within play Counting explored within different areas of the environment or during routines such as lining up Addition and subtraction explored within different areas of the environment and during play <p>SEE MATHS MASTERY PROGRESSION MAP FOR MORE INFORMATION</p>

		<ul style="list-style-type: none">- Count accurately to 10 and use 1:1 correspondence to count 5 objects accurately, including counting out from a larger group- Link numerals to amounts to 5- Represent numbers to 5 with fingers- Compare two quantities within 5 recognising which has more and which has less <p>Summer:</p> <ul style="list-style-type: none">- Begin to compare two quantities within 10, recognising which has more and which has less- Solve real world problems using numbers to 5- Begin to represent numbers beyond 5 with pictorial representations and fingers- Explore counting backwards from 5- Use key language (total, altogether) when combining amounts within 5	
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Mathematics		Nursery	Reception
Shape, space and measure	Knowledge and Skills	<ul style="list-style-type: none"> • Understand key words that can describe their position –off, on, in, up, down, under, next to • Describe a short, familiar route using positional language • Extend and create ABAB patterns • Use some sequencing language to describe an event ‘first, ‘next’, ‘last’ • Combine shapes to create new ones – a rectangle and a semicircle to create an arch • Select 2D and 3D shapes appropriately when making a model/picture during construction • Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items • Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. 	<ul style="list-style-type: none"> • Understand key words that can describe their position –off, on, in, up, down, under, besides, in front of, behind, in between • Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined • Discuss the properties of common 2D shapes – circle, oval, triangle, square, rectangle, pentagon, hexagon, rhombus, semi circle • Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder, cone • Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC) • Compare length, weight and capacity using key language • Order 4 or more objects by length, weight or capacity
	Vocabulary	On, in, off, up, down, under, next to, direction, pattern, first, next, last, 2D shapes, 3D shapes, long/est, short/est, heavy/est, light/est, empty, full, big/est, small/est	Length, long(er/est), short(er/est), weight, heavy(er/est), light(er/est), capacity, full, empty, half full, half empty, nearly empty, nearly full, pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertex, vertices
	How it is covered	- Weekly maths lessons - Daily maths meetings Autumn: - Explore shapes through play and combine shapes to make new shapes - Explore length and compare two objects using key language - Explore repeating patterns Spring: - Explore 2D shapes and their properties	- Weekly maths lessons - Daily maths meetings Opportunities to explore shape, space and measure are developed within continuous provision, including things such as: - Exploring length, weight and capacity within sensory/messy/construction play - Shapes explored within different areas of the environment SEE MATHS MASTERY PROGRESSION MAP FOR MORE INFORMATION

		<ul style="list-style-type: none">- Explore combining shapes to make new shapes and describe <p>Summer:</p> <ul style="list-style-type: none">- Capacity – empty and full- Weight – heaviest and lightest- Using positional language and describing a familiar route	
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Understanding the World		Nursery	Reception
Past and Present	Knowledge and Skills	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family history 	<ul style="list-style-type: none"> • 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.
	Vocabulary	family, change, growth, baby, toddler, child, adult	past, present, change, time, timeline
	How it is covered	<p>Autumn: All About Me – discuss the notion of growing up. Discuss their immediate family</p> <p>Spring: Traditional Tales – Relate to family stories. Share past experiences. Make links with other cultures</p> <p>Summer: People Who Help Us – learn about different professions and how they have changed over time</p>	<p>Autumn: All About Me – Discuss how people change over time. Explore people in their family and their community and their roles. Explore a simple timeline from birth to now</p> <p>Spring: Traditional tales/fairy tales – discuss change over time, eg. castles. Comment on familiar situations in the past, such as banquets. Compare and contrast characters from stories, including figures from the past, such as the royal family</p> <p>Summer: At the Zoo – discuss change over time, eg. dinosaurs, extinct animals such as dodos. Journeys and Transport – explore changes that have happened over time within transport</p>



Understanding the World		Nursery	Reception
People, Culture and Communities	Knowledge and Skills	<ul style="list-style-type: none"> • Recognise people who are important to them • Show an interest in different occupations and recognise people who can help them – emergency services etc. • Continue to develop positive attitudes about the differences between people • Talk about the place they live in, eg. Kilburn, London, England • Develop an understanding of different community groups eg. family, school, wider community. • Know that there are different countries in the world and talk about differences they have seen or experienced 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Draw information from a simple map. Use a simple key and add features to a map • Understand that some places are special to members of the community • Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	jobs, differences, similarities, countries, world, land, sea, important, emergency	Similar, different, country, world, map, religion, belief, community, celebration, family, map, key
	How it is covered	<p>Autumn: All About Me – who is important to me, where do I live. Family celebrations and events celebrated by different groups of people – Christmas, Diwali, Bonfire Night, Remembrance Day, Black History Month</p> <p>Spring: Traditional Tales – make links with other cultures around the world. Easter – who celebrates Easter and why</p> <p>Summer: Real life superheroes – people who help us.</p>	<p>Autumn: All About Me - Talk about members of their immediate family and describe them. Look at our local environment and draw information on/from a simple map following a key. Light and Dark - Explore famous astronauts such as Neil Armstrong. Family celebrations and events celebrated by different groups of people – Christmas, Diwali, Bonfire Night, Remembrance Day, Black History Month</p> <p>Spring: Traditional Tales/Fairy tales - Explore stories from around the globe and discuss similarities and differences - Explore Chinese New Year and how it is celebrated and by who</p> <p>Summer: Journeys and Transport - Explore famous inventors and explorers such as Leonardo da Vinci and Amelia Earhart</p>



Understanding the World		Nursery	Reception
The Natural World	Knowledge and Skills	<ul style="list-style-type: none"> • Use their senses to practically explore natural materials • Notice and comment about changes in the weather • Explore collections of materials with similar or different properties • Show care and concern for living creatures and plants • Talk about changes to materials • Understand the key features in the life cycle of a plant and an animal • Recognise the need to care for the natural world • Explore and talk about different forces 	<ul style="list-style-type: none"> • Explore and learn about space and planets • Plant a range of seeds and grow plants such as herbs and vegetables, understanding what a plant needs to grow • Understand life cycles and life processes of wild and ocean animals • Explore the natural world around them • Use their senses to describe the natural world around them • <p>Recognise some environments that are different to the one we live in</p> <ul style="list-style-type: none"> • Understand the effect of the changing seasons on the world around them • Explore and talk about different forces
	Vocabulary	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull	Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, ocean, seas, shadow, light, freeze, melt
	How it is covered	<p>Autumn: Explore changes in autumn Explore what happens on cold winter days – ice, frost</p> <p>Spring: New life in spring – taking care of the world around us. Farm animal life cycles</p> <p>Summer: Explore growing seeds such as cress and vegetables such as tomatoes. Taking care of plants Explore different forces and name simple forces – push, pull</p>	<p>Autumn: Autumn nature walk using their senses, leaf rubbings etc Explore melting and freezing Make shadows using shadow puppets Space – explore the names of the planets and develop an understanding of the solar system – the sun, moon and stars</p> <p>Spring: Winter nature walk, signs of spring Explore stories from around the world and recognise similarities and differences with where we live Plant beans, herbs and vegetables and explore how to take care of them to help them to grow as tall as can be</p> <p>Summer:</p>

		Termly cooking – exploring changes in texture, changes when heat is applied	Wild animal and ocean animal life cycles and life processes such as movement, reproduction and nutrition Termly cooking – exploring changes in texture, changes when heat is applied
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Expressive Arts and Design		Nursery	Reception
Creating with Materials	Knowledge and Skills	<ul style="list-style-type: none"> • Join different materials together using tape and glue • Make choices about which materials to use when creating • Create closed shapes with continuous lines when drawing to represent objects • Begin to include details on their drawings – eg an enclosed circle for a face with an attempt at features • Represent feelings, noises, movements through drawing • Explore colour mixing with paint 	<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 creation and explain the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Begin to refine techniques to express their ideas and feelings • Create collaboratively to share ideas and skills
	Vocabulary	Join, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark	Colour, mix, blend, lighter, darker, shade, texture, combine, materials, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat
	How it is covered	<p>Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials.</p> <p>Autumn: Paint: Firework paintings Sculpture: Clay Diwali pots and Christmas ornaments Drawing: Self-portraits and family portraits Mixed Media – Creating rangoli patterns Artist: Kandinsky</p> <p>Spring: Sculpture: Junk modelling – joining different materials to make farm animals Paint: symmetrical butterflies, explore colour mixing Collage: Easter eggs</p>	<p>Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem.</p> <p>Autumn: Drawing: Follow guided drawings – owls, polar bears. Explore line and colour creating firework pictures Paint: Colour mixing – making lighter and darker shades of colours. Painting self portraits Mixed media: Create pictures of space and planets for space station role play area Artists: Jackson Pollock/Van Gogh KAPOW – Marvellous Marks & Seasonal Crafts</p>

		<p>Textiles: Making puppets to represent traditional tales characters</p> <p>Mixed Media: Making the three little pig houses/making bridges</p> <p>Drawing: Create a mask to represent the troll or the billy goats</p> <p>Artist: Andy Goldsworthy</p> <p>Summer:</p> <p>Sculpture: Junk modelling – joining different materials to make minibeasts/emergency vehicles</p> <p>Drawing: People who help us</p> <p>Paint: Painting characters from key texts such as ‘The Very Hungry Caterpillar’</p> <p>Artist: Matisse</p>	<p>Spring:</p> <p>Paint: Explore printing to create texture – castle buildings for fairy tale castle role play area</p> <p>Mixed Media – make crowns and shields for the king and queen. Creating healthy plates linked to Oliver’s vegetables/Oliver’s fruit salad</p> <p>Drawing: Create a mask to represent Jack or the giant. Observational drawings of plants/flowers</p> <p>Textiles: Making sock puppets of traditional tale characters</p> <p>Artist: Giuseppe Arcimboldo</p> <p>KAPOW – Painting and Mixed Media: Paint my World & Seasonal Crafts</p> <p>Summer:</p> <p>Mixed media: Jungle scenes – creating a small world jungle play combining materials and exploring attaching materials in different way – collage</p> <p>Sculpture: Junk modelling – joining different materials to make wild animals/moving vehicles</p> <p>Drawing – observational drawings of shells</p> <p>Paint – paint animals from pictures</p> <p>Mixed media – make a boat that will float.</p> <p>Artist: Leonardo Da Vinci</p> <p>KAPOW – Sculpture and 3D: Creation station and Let’s get Crafty</p>
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EYFS PROGRESSION AND SKILLS



Expressive Arts and Design		Nursery	Reception
Being Imaginative	Knowledge and Skills	<ul style="list-style-type: none"> • Take part in pretend play imagining objects are other things from their experiences • Begin to make their own small worlds to act out storylines • Listen with increasing attention to sounds • Express their thoughts and feelings through/in response to creative media • Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. • Develop a repertoire of songs and rhymes showing an awareness of pitch, eg. loud, quiet • Play instruments to express their feelings and ideas 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in play • Compose music and dance both alone and in a group
	Vocabulary	Instrument, music, song, tune, pitch, loud, quiet, quick, fast, retell, imagination, story, characters, songs, rhyme, feelings	retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds
	How it is covered	<p>During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out.</p> <p>Autumn:</p> <ul style="list-style-type: none"> - Join in with simple repetitive rhymes and songs - Perform songs and dances relating to Christmas - Sing to match the pitch and tone of an adult - Take part in simple pretend play relating to role play area 	<p>During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out.</p> <p>Autumn:</p> <ul style="list-style-type: none"> - Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences - Recount narratives through small world representations of the focus story for the week - Sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands

		<p>Spring:</p> <ul style="list-style-type: none"> - Copy simple rhythmic patterns - Explore the sounds that can be made from percussion instruments - Know how to use instruments safely - Practise playing and stopping following teacher signals - Make simple percussion instruments - Take part in simple pretend play relating to role play area <p>Summer:</p> <ul style="list-style-type: none"> - To begin exploring some musical elements - singing or playing loudly / quietly and quickly / slowly. - Explore creating their own songs using musical accompaniments - Move streamers to music - Express simple likes and dislikes about a piece of music and how it makes them feel - Take part in simple pretend play relating to role play area 	<ul style="list-style-type: none"> - Prepare a Christmas performance for an audience - Copy rhythmic patterns and then experiment with creating own for others to copy (call and response) - Take part in pretend play relating to role play area <p>Spring:</p> <ul style="list-style-type: none"> - Listen carefully to a variety of rhymes, songs and instrumentals and express their preferences, and be able to explain their preferences using simple musical terminology/description words eg. loud, fast, exciting - Learn to sing a selection of songs and rhymes - Explore the timbres (different sounds) that can be made by classroom percussion instruments - Select an instrument to represent a character or event from a story e.g. claves as horse's hooves - Create a dance to music - Move their bodies to represent the tempo of the music - Take part in pretend play relating to role play area <p>Summer:</p> <ul style="list-style-type: none"> - Move in response to music, create art work, talking about how it makes you feel, eg 'Carnival of the Animals' by Camille Saint-Saens - Use voice, body and classroom percussion instruments to accompany a song or instrumental - - Select an instrument to represent a character or event from a story, playing an active role in deciding the type of sounds needed - Take part in pretend play relating to role play area
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