



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

Communication & language	Vocabulary	Skills	Knowledge & Concepts
<p>Nursery Autumn</p>	<p>Names of family, staff & classmates.</p> <p>Use vocabulary from stories; which have been modelled by an adult.</p>	<p>Sing songs / rhymes</p> <p>Join in a simple conversation about stories.</p> <p>Take turns in talking about family</p> <p>Follow one-step instructions.</p> <p>Use 4 word sentences.</p>	<p>Know a range of songs/ rhymes.</p> <p>Understand who, what, where?</p> <p>Understand how, why within play & in the moment questions.</p>
<p>Nursery Spring</p>	<p>Use wider vocabulary from longer stories & learnt songs, some of which have been modelled by an adult.</p> <p>Explore prepositions Examples; top, under,</p> <p>Explore plurals & past tenses; Examples; boys /girls children, ran /"ranned"</p>	<p>Listen to longer stories.</p> <p>Follow simple two step instructions.</p> <p>Use sentences with 4 to 6 words or adding connectives; and, because</p> <p>Express a view.</p> <p>Take turns to organise play & conversation.</p>	<p>Understand who, what, when</p> <p>Understand how, why within play & in the moment questions.</p>
<p>Nursery Summer</p>	<p>Start to select some own choices of vocabulary from longer stories & learnt songs</p> <p>Use First then</p> <p>Prepositions; Examples; over under through in front, behind.</p>	<p>Listen to longer stories</p> <p>Follow simple two step instructions.</p> <p>Use sentences with 4 to 6 words or adding connectives; and, because</p> <p>Express a view, take turns to organise play & conversation</p>	<p>Understand two parts & over under through prepositions in instructions, play & in the moment questions.</p> <p>Understand in front, behind.</p>



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<p>Reception Autumn 1</p>	<p>Names of family, staff (Mr. Mrs. Miss) & classmates. Good Morning/ afternoon & other social phrases. Wiggle Waggle mill, yard, haystack, field, hen coop, farmhouse, tractor. Use adjectives Examples; Sly sneaky fox, Curious content hen Use prepositions through story; around over past between under,</p>	<p>Begin to listen & hold simple “back & forth” conversations in play. Talk about own ideas & experiences. Use & answer who, what, when where how, why in play & conversation. Use farm story vocabulary in play, drawing, modelling & storytelling. Use two spoken adjectives together with an adult</p>	<p>Retell part, or the entire story, with exact repetition or own words. Describe choices of play areas & routines. Share ideas & singing of song/rhymes. Understand further prepositions; around over past between under in play. The Tiger Who Came to Tea Peace at last Whatever Next.</p>
<p>Reception Autumn 2</p>	<p>and/because Explore use of past, present & future tenses. Examples; run, running, ran/“ranned” Future tense in the narrative question, “Who will?” Vocabulary of seed to bread;seed, grind, mix, stir, knead dough & bake bread. Not I</p>	<p>Use some exact repetition, key phrases & own words Use conjunctions to organise thoughts. Use & answer Who What When Where How Why? within a story context. Use own negative phrases to explain. Explain directions using prepositions for others to follow.</p>	<p>Retell the entire story Learn farm rhymes & poems. Know some negative phrases. Use known onomatopoeia in story context & in animals noises. Know & understand parts of The Christmas Story.</p>



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	<p>I'm not going... again</p> <p>Long wavy grass, Deep, cold river Thick, oozy mud, Swirling, whirling, snowstorm, narrow, gloomy cave</p> <p>Explore conjunctions Examples; because so but, then</p>	<p>Use two adjectives together on own.</p> <p>Explore using a range of new adjectives & conjunctions.</p> <p>Talk & organise thinking about the story activities.</p>	
<p>Reception Spring 1</p>	<p>Explore sentence openers Examples; First, next, finally</p> <p>Name job roles, buildings & tools. Examples; Dentist Vet, carer/minder Emergency, doctor, police, paramedic, hospital, ambulance</p> <p>Examples: might maybe, could, should would</p>	<p>Follow instructions/ ideas in two or three steps.</p> <p>Use language to imagine & recreate roles & experiences of stories.</p> <p>Talk about own needs, wants & opinions & ask for help.</p> <p>Use talk to solve problems & organise thinking & activities, clarify ideas & feelings.</p>	<p>Ask & answer who, what when where, how, why, in play & story context.</p> <p>Pay attention to & use the sound of alliteration.</p>
<p>Reception Spring 2</p>	<p>Vocabulary; group & name some fruit & vegetables, meat, pasta/ rice, sugar.</p> <p>Examples: might maybe, could, should would</p>	<p>Answer how & why about characters, objects, experiences, stories or events.</p> <p>Introduce own storyline or</p>	<p>Use past knowledge to anticipate key events.</p> <p>Pay attention to & use the sound of rhyme & alliteration</p>



Nursery and Reception progression mapping
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		narrative into play. Use talk to help solve problems & organise thinking & activities	
Reception Summer 1	and because so but then First, next, then finally Past tense correctly – planted, pulled , pushed	Connect ideas using some conjunctions.	Know “ed” may be used in past tense.
Reception Summer 2	Minibeasts names including some specific species names from the rainforest. Examples; red eyed tree frog, Blue Morpho Butterfly	Follow instructions involving several actions or ideas. Ask & answer questions in conversation about finding out facts.	Know main features of a Rainforest .
Physical	Vocabulary	Skills	Knowledge & Concepts
Nursery Autumn	Name tools Examples; pencil, scissors, brush, Describe textures Examples; rough, smooth, hard, soft	Practice one handed use of pencil, scissors, brushes, tools Develop fine motor strength. Developing independent toileting, wash hands & dress for outdoors	Name simple reasons for hygiene practice for health & safety. Name some healthy foods. Safety rules for indoor & outdoor classroom.
Nursery Spring	Teeth Toothbrush Toothpaste Dentist Walk, run, bike, climb, Bath/shower	Develop the use of one -handed tools & including knife & fork. Practice manipulating a	Making healthy choices in snack time Know & talk about tooth brush routines. Begin to talk about & understand healthy - Lifestyle



Nursery and Reception progression mapping
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	<p>Shampoo /soap Clean /dirty</p>	<p>range of funky finger materials for strength & control.</p> <p>Develop independent self-care & hygiene needs & skills.</p> <p>Start climbing with alternative feet in the outdoor provision.</p>	<p>Exercise Hygiene routines</p>
<p>Nursery Summer</p>	<p>Private flush rinse wash soap</p> <p>Spoon knife fork</p> <p>Names of tools</p> <p>Walk run hop skip jump stop start freeze</p> <p>space lift carry heavy light</p>	<p>Some independent use of knife & fork.</p> <p>Comfortable pencil control with a dominant hand for tools.</p> <p>Good control of a pencil</p> <p>Continue to develop gross motor movements with increasing control skip, hop, hold a pose</p> <p>Skilfully negotiate open space, & collaborate with others in large moves & items.</p> <p>Mostly independent care needs.</p>	<p>Know hygiene routine for toileting.</p> <p>Know most of own care needs for daily hygiene, eating and dressing.</p>
<p>Reception Autumn 1</p>	<p>Actions</p> <p>Names of tools</p>	<p>Co-ordinated two hand finger actions</p> <p>One handed use of pencil & scissors</p> <p>Develop tripod grip</p>	<p>Finger songs & rhymes</p> <p>Know difference between letters & numbers</p> <p>Circle & half circle</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>thread, tower, balance</p> <p>around, under, over past, between & through</p> <p>Crawl, climb, balance & jump</p>	<p>Copy some letters</p> <p>Threading medium 3D objects. Balance tower of objects</p> <p>Gym obstacle moves</p> <p>Bean Bag Skills balance & ball skills</p>	
<p>Reception Autumn 2</p>	<p><i>Examples;</i> Cut, thread, wind & bend</p> <p>Elastic bands, pipe cleaners Paper chains paper clips</p> <p>Grind Mix Knead</p> <p>Straight, curve</p> <p>Direction, turn run, hop, skip, jog, sprint fast / slow freeze</p> <p><i>Examples;</i> join, combine, repeat, sequence, the same different</p>	<p>Winding, thread, link, slide & bend to join medium objects</p> <p>Pincer grip</p> <p>Control of malleable materials.</p> <p>Continuous straight & circle cut</p> <p>Balance/ roll marbles.</p> <p>Independent toileting, washing hands & dressing for outdoors</p> <p>Use space, adjust speed change direction</p> <p>Stretching Shapes; Making a combination of movements.</p>	<p>Understand concept of winding, threading, sliding along a line.</p> <p>Understand circle & half circle</p>
<p>Reception Spring 1</p>	<p>Fold bend curve</p> <p>Pattern, repeating, what comes next?,</p>	<p>Simple sequenced folding; bends.</p> <p>Construct using kits/ collage with increasing control &</p>	<p>Sequencing & repeating pattern.</p> <p>Understand exercise, eating, sleeping & hygiene can contribute to good health.</p>



Nursery and Reception progression mapping
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	<p><i>Examples;</i> sequence, the same, recurring, different</p> <p>Walk run hop skip jump stop start freeze, crawl, climb, balance & jump</p> <p>aim, throw, target, bat, strike</p> <p>Private Safe person</p>	<p>repeating patterns.</p> <p>Brush control</p> <p>Jump & Balance; Crawl, climb, balance & jump</p> <p>Sequence Bat & Ball Skills – Aiming, throwing, batting & kicking with precision & catching with competence.</p> <p>Mostly independent care needs.</p> <p>Independent toileting/ dressing</p>	<p>School counsellor session – good habits.</p> <p>Dental hygiene & visit</p> <p>NSPCC Underpants Rules</p>
<p>Reception Spring 2</p>	<p>Thread, link & bend</p> <p>Cut hold grip</p> <p>Knife fork spoon <i>Examples;</i> slice cutlery</p> <p>Walk run hop skip jump stop start freeze, crawl, climb, balance & jump</p> <p>aim, throw, target bat, Examples: strike</p> <p>Quoits & Cones:</p>	<p>Thread, link & bend small objects. Cut up foods. Use knife & fork.</p> <p>Pencil accuracy & care & for fluent writing</p> <p>Draw link patterns. Figure of 8</p> <p>Run, jump, aim & throw with , precision & catching with competence.</p> <p>Travel with skill on equipment.</p>	<p>Revisit NSPCC underpants rules.</p> <p>Balancing & floating.</p> <p>Make movement by blowing.</p> <p>Combine moves to travel confidently</p> <p>Combine moves to travel confidently</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>Examples; join, combine, repeat, sequence, the same different</p>	<p>Dance – weather. Demonstrate contrasting dynamics. Body strength, balance co-ordination & agility</p>	<p>Combine moves to travel confidently</p>
<p>Reception Summer 1</p>	<p>Fold & tear</p> <p>Examples; scuttle & float</p> <p>Aim, throw, bat, strike kick & pass</p>	<p>Form paper shapes</p> <p>Cut out range of patterns with a continuous cut</p> <p>Large-scale cutting.</p> <p>Body strength, balance co-ordination & agility</p> <p>Fluency of movement-rhythm</p> <p>Develop & refine a range of ball skills; with precision & catch with competence.</p>	<p>Make changes to material's forms by blowing, mixing.</p> <p>Dance – movements of mini-beasts</p> <p>Team rules.</p>
<p>Reception Summer 2</p>	<p>Small, Treasury tags & Split pins.</p> <p>Castle, build, balance towers, turrets</p> <p>Aim, throw, bat, strike, kick & pass</p>	<p>Linking natural materials. Sequenced folds – paper cones & aeroplanes. Drawing castles with accuracy & care.</p> <p>Large scale castle building</p> <p>Team Games; Develop & refine a range of skills; with precision & catching with competence. Body strength, balance co-ordination & agility</p>	<p>Exploring & recreating the structures of towers, turrets & castles.</p> <p>Sports Day</p>



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Personal & Social	Vocabulary	Skills	Knowledge & Concepts
Nursery Autumn	<p>Names of family, staff & classmates.</p> <p>Name play toys or areas</p> <p>Social language; please thank you <i>Examples;</i> Hello, Can I / you, I like/have...let's pretend, this is a...</p> <p>Who what when why</p>	<p>Show some confidence in new social situations</p> <p>Separate happily from carer.</p> <p>Settle to Nursery activities.</p> <p>Use resources with help.</p> <p>Play with one or more adults & peers.</p> <p>Take part in role play.</p>	<p>Transition to new setting</p> <p>Begin to take turns & understand yours & mine.</p>
Nursery Spring	<p>Dogum, Lola, Coffie.</p>	<p>Initiating conversations & forming good relationships within the group.</p> <p>Enjoys small tasks within the provision.</p> <p>Continue to develop turn taking through small group work eg;</p>	<p>Start to negotiate solutions to conflict</p>
Nursery Summer	<p>Share, take turns</p>	<p>Confidence in communicating freely about home & community with peers & adults through small group work.</p> <p>Children to be confident, independent learners across all areas within the school setting.</p>	<p>Negotiate solutions to conflict. Take on other roles.</p> <p>Talking about transition into new classes.</p> <p>Regular visits to new teachers & classrooms.</p>



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<p>Reception Autumn 1</p>	<p><i>Examples;</i> shy nervous curious excited surprised</p> <p>tired happy, sad, Share, take turns Peace</p> <p>Name learning areas</p> <p>Bedtime Teeth brushing Mealtime Screen time Teeth brush & paste Soapy Clean Dry</p> <p>Talk Den</p> <p>Persevere</p> <p>Examples: Happy content safe Sly sneaky funny cheeky</p>	<p>Self-regulation Identify feelings about new social situations & unfamiliar people.</p> <p>Make own interest & play area choices.</p> <p>Talk about families & own routines. interests & family activities.</p> <p>Home role- play theme.</p> <p>Independent Handwashing</p> <p>Perseverance - Make a special friend. Play on a shared theme</p> <p>Perspective of others through story characters</p>	<p>Build resilience to trust in our safe people.</p> <p>Explore a new part of school</p> <p>Respectful Relationships -Describe School Day expectations & routine.</p> <p>Show a sense of being a valuable individual.</p> <p>Describe their healthy body routines: bed, teeth, meal, screen time</p> <p>Be aware of others view</p>
<p>Reception Autumn 2</p>	<p>Buddy/ friend/ helper</p> <p>Mood Monsters feelings Introduce as Examples</p>	<p>Initiate conversations with peers & familiar adults</p> <p>Talk about how we help each other</p> <p>Join in groups & welcome others in play on shared themes</p> <p>Perspective of others through story characters -explore expressions</p>	<p>Value of good relations & helping others.</p> <p>Buddy systems</p> <p>Be aware of others view & how they show feelings.</p> <p>Build co-operation & perseverance</p> <p>Resilience in challenges such as problem solving & completing a task</p> <p>Identfy setting goals, & describe feelings & perseverance within physical & emotional challenges.</p> <p>Pleasure in giving & appreciation of receiving.</p>



Nursery and Reception progression mapping
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		<p>group obstacle courses & paired blindfold games</p> <p>Cultural experience Perspective of others through real characters Talk about & name explorer/s.</p>	
Reception Spring 1	<p><i>Examples;</i> Suggest, another way/ alternative, fair/reasonable, share, apologise, forgive.</p> <p><i>Examples;</i> Expert professional training</p> <p>Name Emergency Services & transport</p> <p>Private Rules</p>	<p>Steps to resolve conflicts e.g. finding a compromise.</p> <p>Manage own needs through learnt routines.</p> <p>Care for living things. Talk about community & emergency services.</p> <p>Feelings of sharing kindness with others.</p> <p>Identify feelings of needing & receiving as well as giving help.</p> <p>Play in other groupings than friendship.</p> <p>Care for living things.</p> <p>Identify & eat a healthy range of foodstuffs & understand & need for variety in food.</p>	<p>Constructive & respectful relationships; Know & explain why others are upset</p> <p>Know about uncomfortable feelings.</p> <p>Importance of exercise, eating, sleeping & hygiene</p> <p>NSPCC Pants Rule</p> <p>Special People to us.</p> <p>Our safe people.</p> <p>Growing older, achieving more</p> <p>Perseverance in making mistakes & evaluating.</p>
Reception Spring 2	taking turns sharing team work.	Eat a healthy range of foodstuffs & understand & need	Personal food choices; Exploring, talking about & trying new vegetables.



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>Competition Win lose</p>	<p>for variety in food.</p> <p>Independence in routines – Simple dressing & changing,</p> <p>Toileting & hygiene including at mealtimes.</p> <p>Taking account of one another's ideas & perspective to organise an activity.</p>	<p>Perseverance in trying repeatedly & evaluating.</p> <p>Manage own needs & understanding of helping each other.</p> <p>Describe self in positive terms & new personal & team skills/goals</p>
<p>Reception Summer 1</p>	<p>Naming provisions for life.</p> <p>Love, care, gentle, patient, understanding, thoughtful</p>	<p>Care & Concern for animals including healthy food stuffs.</p> <p>Identifying & caring for forms of new life.</p> <p>Practical care & concern for animals, including healthy food stuffs.</p> <p>Identifying & caring for forms of new life.</p>	<p>Understanding of needs of all living things; basic needs of animals</p> <p>Show a sense of valuable individual.</p> <p>Curiosity and awareness of Amazon Rainforest.</p>
<p>Reception Summer 2</p>	<p>Name fruits and vegetables, rice, pasta, potato, dairy products, types of meat, fish.</p>	<p>Narrating own personal food choice of healthy range of foodstuffs</p> <p>Is everything we grow healthy?</p> <p>Following linked instructions as a team.</p> <p>Express feelings using</p>	<p>Understand need for variety in food.</p> <p>Understand needs of all living things; basic needs of plants</p> <p>Perspective of other & confidence in own ability, through story characters</p> <p>Explore & describe feelings of overcoming anxiety.</p> <p>Identify feelings about new social situations & unfamiliar people.</p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

		<p>descriptive language.</p> <p>Build resilience to trust in our safe people.</p> <p>Self care in awareness of Sun safety</p>	Transition visits to Year 1
Literacy	Vocabulary	Skills	Knowledge & Concepts
<p>Nursery Autumn 1</p>	<p>Names of fruits and vegetables</p> <p>Names of animals</p> <p>Character names</p> <p>Wood, forest, park.</p>	<p>Oliver's Vegetables Oliver's Milkshake Incy Wincy Spider Leaf Man Owl Babies Gruffalo Percy the Park Keeper collection Christmas Stories.</p> <p>Five key concepts of print. Meaning & Purpose of story Left-Right, Top-bottom Name parts of book</p> <p>Sensory mark making.</p> <p>Identify personal letters</p>	<p>Oliver's Vegetables Oliver's Milkshake Incy Wincy Spider Leaf Man Owl Babies Gruffalo Percy the Park Keeper collection Christmas Stories.</p> <p>Extend conversations with new vocabulary</p> <p>Initial sound knowledge</p>
<p>Nursery Spring</p>	<p>Name parts of books cover, page</p> <p>Rockets aliens</p> <p>Dinosaur names</p>	<p>To retell & sequence most of what happened</p> <p>Awareness of rhyme & alliteration.</p> <p>Answer why questions.</p> <p>Extend non-fiction understanding of meaning & purpose</p>	<p>Roaring Rockets. Alien tea on planet Zumzee. Chinese new year. Non fiction- Farm. How to grow a dinosaur. Handa's surprise. Jack & the jelly beanstalk.</p> <p>Explore non-fiction dinosaur books</p> <p>Extend conversations with new vocabulary</p> <p>Awareness of personal letters</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

		Mark & write personal letters within play	
Nursery Summer	<p>Name parts of books cover, author page.no word</p> <p>Up down round back</p> <p>first then</p>	<p>Left-Right,Top-bottom</p> <p>Write some, or all, of their name.</p> <p>Suggest rhymes & alliteration.</p> <p>Clap syllables</p> <p>Match some initial sounds.</p> <p>Extend non-fiction understanding of meaning & purpose</p> <p>Sequence first then events in known stories</p>	<p>Remembering known stories. The Very Hungry Caterpillar. Mad about Mini beasts. Seaside (fiction & non- fiction)</p> <p>Recognise their own name & logos etc.,</p>
Reception Autumn 1	<p>Left-Right, Top-bottom Name parts of book; cover title, author, pages</p> <p>Once Upon a time "Run Rabbit Run My Story is Done" the end</p> <p>Fiction & non-fiction</p>	<p>Read & Write s a t p i n, own name & try to write labels</p> <p>Recognise words with the same initial sound</p> <p>Join in adult model to segment & blend sounds into cvc words</p> <p>Meaning & Purpose Listen & recall the sequence of Mr Wiggle & Mr Waggle, Rosie's Walk with actions.</p> <p>Observe/ imitate adult</p>	<p>Care of books Share & recite favourite rhymes.</p> <p>Recognise & write some letters from name and from phonics; s a t p i n m d g o c k ck</p> <p>Join in adult model spelling some cvc words by identifying sounds & writing with letters.</p> <p>Meaning & Purpose-Listen to recall a sequence/ story with phrases.</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	Name characters.	model; reading, actions, repeat phrases & character names in daily stories & songs.	
Autumn 2	Cover Page Title Author Illustration "Bee bo bend it my story has ended"	Read & Write s a t p i n m d g o c k c k e u r h b f f l l s s s , own name & labels Recognise words with the same initial sound Segment & blend sounds into cvc words Meaning & Purpose Listen & recall the sequence of Little Red Hen and Bear Hunt with actions.	Baking recipe books Recognise & write phonics; s a t p i n m d g o c k c k e u r h b f f l l s s s Meaning & Purpose-Listen to recall a sequence/ story with phrases.
Spring 1	Cover Page	Blend & start to segment cvc's.	Recognise & write phonics; s a t p i n m d g o c k c k e u r h b f f l l s s s



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>Title Author Illustration</p> <p>First, next, finally</p>	<p>& ccvc's using first digraphs .</p> <p>Read some Phase 3 common exception words</p> <p>Meaning & Purpose Listen & recall the sequence of Three Billy Goats Gruff with actions.</p>	<p>j v w x y z</p>
<p>Spring 2</p>		<p>Blend & segment cvc's & ccvc's using first digraphs .</p> <p>Meaning & Purpose Anticipate key events.</p> <p>Start to write short sentences with <i>known</i> sound letter correspondence Read Phase 3 common exception words</p> <p>Meaning & Purpose Listen & recall the sequence of The Enormous Turnip with actions.</p> <p>Retell Pirates Love Underpants</p>	<p>Recognise & write phonics individual letters and digraphs qu ch sh th ng ai ee</p> <p>Re-read to sense check sentences</p>
<p>Summer 1</p>	<p>Heading Label Caption</p> <p>and so but because</p>	<p>Read & write phonics; igh oa oo ar or ur</p> <p>Use some Phase 3 common exception words within short sentences,</p>	<p>Recognise & write phonics individual letters and Know sounds for 10 digraphs from ff ll ss qu ch sh th ng ai ee (igh) oa oo</p> <p>Extract facts from Yucky Worms non-fiction/ fiction</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

		<p>spoken & written.</p> <p>Start to use capital letters & full stops.</p> <p>Meaning & Purpose; Write simple fact files</p> <p>Listen, recall & sequence the story of Billy's Beetle.</p>	<p>Listen to & respond with relevant comments, questions & actions to a range of daily stories.</p>
Summer 2	and so because but	<p>Consolidate read & write 10 of digraph phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi</p> <p>Read some Phase 4 tricky words</p> <p>Retell Jack & the Beanstalk and Sharing a Shell.</p> <p>Use capital letters & full stops.</p> <p>Sequence & make own books.</p>	<p>Recognise & write phonics individual letters and Know sounds for 10 digraphs from ff ll ss qu ch sh th ng ai ee (igh) oa oo ar or ur ow oi</p> <p>Understand what has been read to them Anticipate key events in stories.</p>
Maths	Vocabulary	Skills	Knowledge & Concepts
Nursery Autumn	<p>Number One, two, three, four, five</p> <p>Same more</p>	<p>Start to count objects, saying one number for each item to 5 with numbers in order</p> <p>Match the numeral with a group of items to show how many there are (up to 3).</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Recognise numbers 1 2 (up to 3)</p> <p>Use own ways of recording such as placement of objects.</p> <p>Identify real world mathematical problems</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>Examples: pointy', 'spotty', 'blobs sides', 'corners'; '</p> <p>Examples: sides', 'corners'; 'straight', 'flat', 'round'</p> <p>circle, rectangle, triangle & Example; cube</p>	<p>Use numbers in finger & number rhymes</p> <p>Subitising 1 & 2.</p> <p>Solve problems with numbers up to 3.</p> <p>Represent number- marks, symbols and numerals.</p> <p>Extend & create ABAB patterns –</p> <p>Select shapes appropriately: flat surfaces for building,</p> <p>Combine shapes to make new ones - an arch, a bigger triangle</p>	<p>Talk about & identify the patterns around them.</p> <p>Indian textile patterns.</p> <p>Talk about & explore 2D & 3D shapes</p>
Nursery Spring	<p>Number One, two, three, four, five ... six seven eight nine ten</p> <p>same more</p> <p>Fewer</p>	<p>Start to count objects objects, saying one number for each item to 5 with numbers in order</p> <p>Recite numbers from 0-5 (& beyond)</p> <p>One more to count to 5</p> <p>Match the numeral with a group of items to show how many there are (up to 3).</p> <p>Use numbers in finger & number rhymes</p> <p>Represent number with</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Recognise numbers to 3</p> <p>Use own ways of recording such as objects</p> <p>African patterns in materials & art</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>Repeat</p> <p><i>Examples;</i> sides', 'corners'; 'straight', 'flat', 'round' circle, rectangle, triangle & cuboid</p> <p>in', 'on', 'under', 'up', 'down', 'besides' & 'between' in front of & 'behind'</p>	<p>marks, symbols and numerals.</p> <p>Solve real world mathematical problems with numbers up to 4.</p> <p>Subitising 1 & 2</p> <p>Repeating 2 part patterns Select shapes appropriately: flat surfaces for building,</p> <p>Combine shapes to make new ones - an arch, a bigger triangle</p> <p>Directional language</p> <p>Compare size weight length, capacity.</p>	
<p>Nursery Summer</p>	<p>Number One, two, three, four, five six seven eight nine ten</p> <p>same more more than fewer than</p>	<p>Start to count objects, saying one number for each item to 5 with numbers in order</p> <p>Recite numbers from 0-10</p> <p>Match the numeral with a group of items to show how many there are (up to 5).</p> <p>Use and show finger numbers in finger & number rhymes up to 5</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Recognise numbers to 5</p> <p>Use own ways of recording such as objects</p> <p>Understand a sequence of two events</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>First then</p> <p>in', 'on', 'under', 'up', 'down', 'besides' & 'between' in front of & 'behind'</p>	<p>Subitising to 3.</p> <p>Represent number with marks, symbols and numerals.</p> <p>Discuss routes & locations, ‘.</p>	
<p>Reception Autumn 1</p> <p>Numbers 1 -10</p>	<p>Number One, two, three, four, five six seven eight nine ten</p> <p>Adding, taking away, equals, total, same, different,</p> <p>Examples; plus, subtract, more, odd, even, double, half, how many? Fair/unfair, share</p> <p>Examples; Long, short, longer, shorter, bigger, smaller, more, less, same, different, ruler, cube, jug, cup, bowl, bucket, full, empty, half full/empty</p>	<p>Count objects, actions & sounds</p> <p>Count out up to 10 objects from a larger group.</p> <p>Match the numeral with a group of items to show how many there are (up to 10).</p> <p>Explore the composition of numbers 2 & 3</p> <p>Begins to explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate)</p> <p>Start to use number names & symbols comparing number, show interest in large numbers. Estimates of numbers of things, showing understanding of relative size.</p> <p>Use measuring tools in everyday experiences & play</p>	<p>Recognise numbers of personal significance & numbers 1-5</p> <p>Recite numbers from 0-10 (& beyond) & back from 10-0</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects.</p> <p>standard numerals, tallies & “+” or “-”.</p> <p>Understand & compare length, weight & capacity</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

<p>Spring 1</p> <p>Numbers 1-10</p>	<p>One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen</p> <p>One more/less, bigger smaller,</p> <p>Add, take away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share</p> <p>Pattern, repeating, what comes next?, the same, , different</p> <p><i>Examples:</i> sequence, recurring</p> <p>2D & 3D shapes</p> <p>Square, circle, triangle, rectangle</p> <p>Examples;</p>	<p>Add 1 & subtracts 1 with numbers to 10.</p> <p>Use number lines & staircase patterns</p> <p>Explore the composition of numbers 6 & 7</p> <p>Explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard numerals, tallies & "+" or "-".</p> <p>Odd or Even? Doubles</p> <p>Continue, copy & create repeating patterns Spots patterns in the environment Compose & decompose shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems, & visualising what they will build.</p>	<p>Subitise larger numbers by subitising smaller groups within the number (10 frame).</p> <p>one more than/one less than' relationship between consecutive numbers</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects</p> <p>Recognise a shape can have other shapes <i>within</i> it.</p> <p>Investigates turning & flipping objects in order to make shapes fit & create models; predicting & visualising how they will look (spatial reasoning)</p>
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Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

	<p>Cone, sphere, cuboid, cube, pyramid, cylinder, triangular prism,</p> <p>Big, bigger, small smaller, round, point, 'pointy', straight, corner</p> <p>Edges, faces, curved</p>		
Spring 2	<p>Pattern, repeating, what comes next?, sequence, the same, different, the same again</p> <p>Examples: recurring, recurring</p> <p>Examples; think that ..., long, short, longer, shorter, longest, shortest, tall, tallest, small, smallest, low, lowest, high, highest, medium, in the middle, the same, different, heavy, heavier, heaviest, light, lighter, lightest, fair, unfair, full,</p>	<p>Numbers 8 & 9 portioning in different ways with wide a range of objects</p> <p>Explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard numerals, tallies & "+" or "-".</p> <p>Solve problems with prediction & discussion of comparisons of length, weight or capacity, paying attention to fairness & accuracy.</p> <p>Make simple maps of familiar & imaginative environments, with marks</p>	<p>Show awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects</p> <p>Chooses familiar objects to create & recreate repeating patterns, beyond AB patterns & begins to identify the unit of repeat.</p>
Summer 1 Pattern	Number bonds,	Automatically recall (without reference to	



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

<p>Shapes</p>	<p>adding, taking away, plus, minus, double, half</p> <p>share, fair, unfair, equal, between, each, same again</p> <p>Adding, taking away, plus, subtract, equals, total, same, different, more,</p> <p>tally</p> <p>odd, even, double, half, how many? Fair/unfair, share</p>	<p>rhymes, counting or other aids) number bonds up to 5 (including subtractions facts).</p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with wide a range of objects.</p> <p>Begins to explore & work out mathematical problems, using signs & strategies of their own choice including (when appropriate) standard numerals, tallies & "+" or "-".</p> <p>Odd & even numbers Doubles</p>	
<p>Summer 2</p>	<p>Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many?</p>	<p>Automatically recall (without reference to aids) number bonds up to 5 (including subtractions facts) & some number bonds to 10, including double facts.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	Fair/unfair, share	<p>Subitise recognise quantities without counting) up to 5.</p> <p>Verbally count beyond 20,</p> <p>Compare quantities up to 10 in different contexts,</p> <p>Explore & represent patterns within numbers up to 10 including evens & odds, double facts & how quantities can be disturbed equally.</p>	<p>Recognise the pattern of the counting system.</p> <p>Recognise when 1 quantity is greater than, less than, or the same as the other quantity.</p>
Understanding the World	Vocabulary	Skills	Knowledge & Concepts
Nursery Autumn 1	<p>Name family characters</p> <p>Name vegetables and fruits</p> <p>Tree trunk bark leaf <i>Examples:</i> Conker acorn</p>	<p>Talk of own family & of significant events.</p> <p>Make fruit and Vegetable collections</p> <p>Observe seasonal change and make Autumn collections</p> <p>Compare photos to differences in people & countries.</p> <p>Experience special events, birthdays, Halloween & Christmas.</p>	<p>Own life story – Uniqueness.</p> <p>Know key features of trees and its life cycle</p> <p>Feel & use how things work & <u>forces</u> outdoors.*</p> <p>Know about Diwali & India & develop positive attitudes.</p>
Nursery Spring	Name family members by	Talk about own family and	Own life story – Uniqueness.



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

	<p>generation and relation Examples: Mum Dad Grandad Grandpa Granma Nana Brother Sister Auntie Uncle cousin</p> <p>Name job roles</p> <p>Name dinosaurs</p> <p>Name animals</p> <p>Name fruits Skin seed juice tree bush</p> <p>Examples; Juicy sweet, sharp, bumpy, smooth</p>	<p>identify generations.</p> <p>Observe and talk about different job roles.</p> <p>Make animal collections & comparisons of properties.</p> <p>Observing fruit & different properties.</p>	<p>Make sense of human life cycle –</p> <p>Show interest in different families & occupations.</p> <p>Dinosaurs & facts, using wider vocabulary.</p> <p>Develop positive attitudes & know about a different country – Chinese New Year</p> <p>Develop positive attitudes through Mother's day Valentine's day</p>
Nursery Summer	<p>Name family members by generation and relation Examples: Mum Dad Grandad Grandpa Granma Nana Brother Sister Auntie Uncle cousin</p> <p>Name minibeasts</p> <p>soil leaf rock seed plant</p> <p>Examples: Shoot stem roots</p>		<p>– Father's Day Human life cycle – family generations</p> <p>Develop positive attitudes & know about a different country – Africa</p> <p>Explore mini beasts & local habitats.</p> <p>Begin to understand the need to respect & care for the natural environment & all living things</p> <p>Plant seeds & care for growing plants</p> <p>Off site trip linked to topic.</p> <p>Explore shell collections.</p> <p>Sand containers</p>
Reception Autumn 1	<p>Name signs of Autumn. tree, trunk, leaves, sticks, conkers, acorns, Examples; oak tree horse</p>	<p>Walk outdoors, exploring a variety of terrain</p>	<p>Harris Park Woodland walk</p> <p>What is Autumn?</p> <p>What is Harvest?</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>chestnut, sycamore seeds & tree.</p> <p>Name features of a farm.</p> <p>Name features in the locality; Hill, river, lake, wood <i>Examples</i> fell, mountain, forest</p>	<p>Explore about animals and crops on farms</p>	<p>Purpose of a farm Awareness of Cockermouth farming community & rural location.</p> <p>Cockermouth Auction Mart Robson Mitchell statue Wainwright Whinlatter</p>
Autumn 2	<p>plant, seed, corn cut, carry, mill grind, knead, bake, mix stir</p> <p>Name signs of winter Rain, snow, frost, ice cold, freezing/frozen</p> <p>Habitat, cave, forest, wood. den,</p> <p>Name arctic & Antarctic animals</p>	<p>Sequence seasons</p> <p>Explore & make spider web patterns</p> <p>Explore sources of Light & Dark.</p> <p>Explore images and film of arctic & Antarctic</p> <p>See differences in images of past & present toys.</p>	<p>What is dough?</p> <p>Seed to bread sequence</p> <p>What is Winter?</p> <p>Compare animal footprints.</p> <p>Name bears' habitats</p> <p>Bears & Antarctica David Attenborough</p> <p>Hindu Festival - Diwali Story</p> <p>Christmas traditions</p>
Reception Spring 1	<p>Wood stone metal</p> <p>Arch, Pillar,</p> <p>Local river & bridge names River, lake, pond sea</p> <p><i>Examples:</i> Jennings Brewery Police Station Fire station</p>	<p>Notice & replicate features of bridges.</p> <p>Recognise, observe & describe buildings of Cockermouth</p>	<p>Tower Bridge Millenium Bridge Golden Gate The Nile The Amazon</p> <p>River Cocker Cocker Bridge River Derwent Gote Bridge</p> <p>Roles / jobs in society Building use.</p> <p>Valentine's Day</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	<p>St Helens & Kirkgate dentist Castlegate Surgery Hospital Mountain Rescue Cockermouth School Primary Schools Churches, registry Shops & pubs.</p>	<p>Weddings –see differences in images & artefacts of past & present.</p>	<p>Mother's Day</p>
<p>Reception Spring 2</p>	<p>Root, stem, petal, leaf</p> <p>Name edible crops we grow, <i>Examples:</i> Fresh, rot, decay mould</p> <p>Buds, shoots Sun warmth rain</p> <p>Float sink</p> <p><i>Examples;</i> Spill overflow tip capsize</p>	<p>Observe, draw snowdrop, daffodil</p> <p>Make vegetable soup</p> <p>Plant flowers and edible crops.</p> <p>Talk about effects of Spring, describing what they see, hear & feel</p>	<p>Name parts of flowers</p> <p>Know about purpose of gardening.</p> <p>Changing state of matter through cooking (hard/soft/ solid/ liquid).</p> <p>Observe & describe Parts of boats; Floating materials & moving sails.</p> <p>Mr Archimedes Bath story & experiment. A21 Archimedes' Bath EN01 - Bing video</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

<p>Reception Summer 1</p>	<p>Naming natural ground materials; soil gravel soil recycling Worm; Saddle Insect; wing leg shell</p> <p><i>Examples:</i> armour antennae stinger predator prey chrysalis including some specific species names from the rainforest</p> <p>egg tadpole froglet Explore names of rocks parts of plants.</p>	<p>Building wormeries Digging for worms. S Parts of a worm</p> <p>Explore Jelly worms in liquids & Bubble worms</p>	<p>Building a wormery.</p> <p>Change of form; experiments in vinegar, baking soda Soapy water, air.</p> <p>Minibeast features & habitats, including Amazon Rainforest.</p> <p>Understand a life cycle of a frog & /or caterpillar</p>
<p>Reception Summer 2</p>	<p>Tower turret moat battlements portcullis arrow slits</p> <p><i>Examples;</i> spread, soak suck,</p> <p>river, beach, sea, sun, shade & shadow Describe beach scenes; cliff, sea, rock pools, shells, pebbles, sea weed</p> <p>Name sea creatures; <i>Examples:</i> hermit crab anemone, limpet. starfish, jellyfish bristleworm,</p>	<p>Sorting natural materials, beans, seeds.</p> <p>Explore plants drinking water (dye).</p> <p>Identify features of a seaside.</p> <p>Types of sea creature & habitats</p> <p>Beach visit Seaside/ summer day traditions; picnics, water play.</p>	<p>Castle features. Life in the castle.</p> <p>Plant Care & Concern for plants with awareness of needs for growth</p> <p>Explore climbing plants</p> <p>Awareness of different forms of water, terrain & weather</p> <p>Sea creatures</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

Creative	Vocabulary	Skills	Knowledge & Concepts
<p>Nursery Autumn</p>	<p>Happy sad</p> <p>Name colours</p> <p>roll, squash, pinch, cut.</p> <p>Light dark shadow</p> <p><i>Examples:</i> Cosy bright spooky</p> <p>Happy sad</p> <p>Fast loud slow whisper</p>	<p>Simple emotion & detail in pictures & painting</p> <p>Explore colour & materials freely on workbench & malleable items –</p> <p>Pretend play-house/home/Shop</p> <p>Dark den/ post office/ Christmas workshop.</p> <p>Respond, express thoughts & feelings. Move to the pulse independently and as part of a group; compare, evaluate and understand sounds.</p> <p>Improvise a song around one they know.</p>	<p>Paper plate portrait</p> <p>Remember & sing some of/ entire songs.</p> <p>Recognise the structure of the song;</p> <p>Explore tonality, tempo and dynamics</p> <p>Christmas songs</p>
<p>Spring 1</p>	<p>Name colours</p> <p><i>Examples;</i> Straight, wavy, wide thin</p> <p>Name tools</p> <p>stick, cut, paint draw</p> <p><i>Examples;</i> shake, tap, bang</p>	<p>Explore colour mixing</p> <p>Notice detail colour line & movement in constructing.</p> <p>Choose workbench materials, tools & joining technique to develop own ideas.</p> <p>Pretend play-Build stories around resources. Small world &</p>	<p>African sunsets.</p> <p>Animal dens & African huts/ clay & art</p> <p>Respond to what they hear in music from other cultures.</p> <p>Simple melodic pattern & match voice pitch</p> <p>Manmade v natural instruments</p> <p>Identifying the origins of sounds; Representing sound visually through images</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

	sparkly twinkly smooth, crisp, clear, long short bounce	enclosing spaces.	
Summer 1	Stick / glue /cut Staple Construct Make <i>Examples;</i> Hold, mark, pattern, decorate position slide, push, pull line , attach, fix	Draw in detail Independently constructing boats, dens for mini beasts. Using workbench tools & joining technique to add texture, closed space & continual lines. Pretend play- – Ice cream shop. Under the sea. Create & play instruments with control Create their own songs	Observational drawings sea/mini beasts. Collage textures, sea themes. Showing emotion in music
Reception Autumn 1	Name creative tools & materials roll, ball, sausage rough, mark, straight, curve cut, stick, tear mark, draw, paint Explore vocabulary for pulse rhythm,	2D & 3D basic joins Roll a dough ball & sausage Scissor cut line & curve Tear & stick masking tape Draw familiar people in detail Draw trees and autumn collection items in detail Draw and build homes, school, familiar places in Cockermouth	Draw representations of people & objects. Start to develop awareness of structure of trees and buildings. David Hockney Wainwright



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

	<p>melody, pitch volume</p> <p>fast slow, loud, high low, quiet, beat,</p>	<p>Matching the pitch and following the melody. Listen & give view,</p> <p>Develop storylines in their play.</p>	<p>Sing known songs (with and without words) in a group or on their own, increasingly.</p> <p>Play back and forth songs.</p> <p>http://teach.files.bbci.co.uk/bringthenoise/lesson_plans/KS1_Hands_in_the_Air_Lesson_1.pdf</p>
<p>Reception Autumn 2</p>	<p>Mould, pinch, dig, pile up, scrunch, damp, soggy, smooth, rough, mark,</p> <p>stretch, balance</p> <p>Loop join link</p> <p>Examples: Fast slow high low loud quiet beat</p>	<p>Grind with variety of tools mix, stir, knead dough</p> <p>Stretch elastic bands, balance sticks, pegs, bricks, marbles.</p> <p>Printing using footprints/ toys Patterns in sand Link paper join</p> <p>Draw representations of people & objects.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sensory modelling using natural materials.</p> <p>Rangoli patterns</p> <p>Paper chains decorations</p> <p>Diwali music and dance; different kinds of music from across the globe</p> <p>Diwali: Learn some traditional Indian dance steps - CBBC Newsround</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-woodland/zk68382</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-polar-party/zn9fmfr/</p> <p>Christmas Nativity performance and songs</p> <p>Song repertoire; create class disco playlists.</p>



Nursery and Reception progression mapping
Vocabulary, Skills Concepts and Knowledge.

<p>Spring 1</p>	<p>Pattern, wave, straight, curve, zig zag</p> <p>Examples: Bend join build stack layer</p> <p>Fingerprint colour Repeating pattern Repeating fan fold</p> <p>Chinese New Year Long short Slow fast</p> <p>Buddhism Zen</p>	<p>Paint water patterns.</p> <p>Use flexible and solid materials to build bridges.</p> <p>Make a zig zag fold</p> <p>Role play characters in narratives and stories including a troll.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Match the pitch and following the melody.</p>	<p><i>Monet's Bridge over a Pond of Water Lilies & Water Lilies Series</i></p> <p>Walls construction patterns.</p> <p>Make use of props and materials.</p> <p>Festivals of New Year Dragon dances</p> <p>Meditation response</p> <p>https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-weather/zvrcf4j</p> <p>http://teach.files.bbc.co.uk/bringthenoise/lesson_plans/EYFS_when_the_cold_wind_blow_lesson_1.pdf</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs--and-seasons/zhhcgwx</p> <p>Rowing songs .</p>
<p>Spring 2</p>	<p>Shape, pattern, straight, curve, circle, wave, shade, dab, balance fringe, curl</p> <p>Sail Balance Shape</p> <p>Practice Perform</p>	<p>Observational draw of fruits & vegetables, including insides. Use different drawing tools.</p> <p>Printing with vegetables</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>The dot. Creating pattern.</p> <p>3D flowers</p> <p>Monet boats</p> <p>Sing The Enormous Turnip song https://www.youtube.com/watch?v=l5Wob-H-5uY</p> <p>Visitors/ older school children to perform song and dance.</p> <p>http://teach.files.bbc.co.uk/bringthenoise/lesson_plans/SEND_Sonic_Explorers_Bedroom_activities.pdf</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-pirates/zrcgscw</p>
<p>Summer 1</p>	<p>Colour shape pattern</p> <p>Examples; Symmetry</p>	<p>Symmetry painting Large-scale 2D group cut out art.</p>	<p><i>Matisse' Cut out Art. The Snail</i></p> <p><i>Matisse' Large-scale cut-outs</i></p>



Nursery and Reception progression mapping Vocabulary, Skills Concepts and Knowledge.

	<p>Speed fast slow Volume loud quiet</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about performance expressing their feelings and responses.</p>	<p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-minibeasts/zhh6jlv</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-in-my-little-garden/z72q92p</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/eyfs-music-sonic-explorers-garden-jungle/zhvmkmm</p> <p>http://teach.files.bbci.co.uk/bringthenoise/lesson_plans/SEND_Thunder%20Jam%20Rainforest_activities.pdf</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-rainforest/zghjlv</p>
Summer 2	<p>Teamwork, solo,</p> <p><i>Examples:</i> Shape cone, cylinder, cube, cuboid, turret, tower Design, review, adapt</p> <p>Practice Perform Relax Rest</p> <p>Loud soft high low</p>	<p>Building large box/crate structures sharing ideas, resources & skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about performance expressing their feelings and responses.</p>	<p>Notice features in castles.</p> <p>Music making & dance performance</p> <p>Complex Performance <i>Jack and the Beanstalk extended songs & performance.</i></p> <p>https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-index/z7jq8xs</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-under-the-sea/z4hwgwx/</p> <p>https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwty</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/eyfs-music-sonic-explorers-under-the-sea/zvrpqp3</p> <p>Guided Meditation for Children BEACH RELAXATION Kids Sleep Meditation - Bing video</p> <p><i>I do like to be beside the Seaside</i></p> <p>Invent, adapt and recount narratives and stories</p>