



# **St Gregory's Catholic Academy**

## **EYFS Progression of Skills document**

*Our EYFS (Early Years Foundation Stage) progression of skills document outlines how children's learning develops over time, ensuring that key knowledge and skills are built in a clear and structured way. It includes the core knowledge and essential building blocks that underpin future learning, supporting children to make progress across all areas of the EYFS. This progression prepares children for school by developing the skills, knowledge and confidence needed for a successful transition into*

*Year 1 and beyond.*

Communication and Language			
	Autumn	Spring	Summer
<b>Nursery</b>	<p><i>Assess for Early Talk Boost</i></p> <p><i>Assess for Oracy skills – Skills Builder</i></p> <ul style="list-style-type: none"> <li>• Oracy skills – Skills Builder</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Pay attention to more than one thing at a time, which can be difficult</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<p><i>Assess for Early Talk Boost</i></p> <ul style="list-style-type: none"> <li>• Oracy skills – Skills Builder</li> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs.</li> </ul>	<p><i>Assess for Early Talk Boost</i></p> <ul style="list-style-type: none"> <li>• Oracy skills – Skills Builder</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
<b>Reception</b>	<p>Assess for Talk Boost</p> <ul style="list-style-type: none"> <li>• NELI Teaching</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary – NELI plus topic</li> <li>• Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk Boost Teaching</li> <li>• Use new vocabulary in different contexts.</li> <li>• Ask questions to find out more and to check they understand what has been said to them – linked to Oracy teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Talk Boost Teaching</li> <li>• Use new vocabulary in different contexts.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe events in some detail – with support</li> <li>• Use talk to help work out problems</li> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences – linked to Oracy teaching</li> <li>• Describe events in some detail – independently</li> <li>• Use talk to help work out problems and organise thinking and activities</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
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## Personal, Social & Emotional Development

	Autumn	Spring	Summer
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen, or one which is suggested to them)</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Talk with others to solve conflicts.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling</li> <li>• Make healthy choices about food &amp; drink</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Make healthy choices about activity</li> <li>• Show more confidence in new social situations.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.                             <ul style="list-style-type: none"> <li>- Personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>➤ toothbrushing</li> <li>➤ being a safe pedestrian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>➤ regular physical activity</li> <li>➤ healthy eating</li> </ul> </li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>➤ sensible amounts of 'screen time'</li> <li>➤ having a good sleep routine</li> </ul>

## Physical Development

	Autumn	Spring	Summer
<b>Nursery</b>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Pre-writing patterns</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Dough Disco</li> <li>❖ See also Fine Motor Long Term, Weekly Planning</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement - balancing – balance stones.</li> <li>• Continue to develop their movement – trikes</li> <li>• Continue to develop their movement – ball skills – PE lessons</li> <li>• Go up steps and stairs using alternate feet.</li> <li>• Climb up apparatus, using alternate feet – PE lessons</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks- Tummy time</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Name writing</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Weaving</li> <li>❖ See also Fine Motor Long Term, Weekly Planning</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement skills - balance bike training – Bikeability</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>• Continue to use large-muscle movements to wave flags and streamers, paint and make marks- Tummy time</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Initial letter writing - RWInc</li> <li>• Screwing</li> <li>❖ See also Fine Motor Long Term, Weekly Planning</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams – PE lessons</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks etc.</li> <li>• Continue to use large-muscle movements to wave flags and streamers, paint and make marks- Tummy time</li> </ul>

<p><b>Reception</b></p>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style using RWInc letter formation</li> <li>• Develop their small motor skills so that they can use a range of tools competently safely and confidently</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes.</li> </ul> </li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient – word writing</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient – sentence writing</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
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Literacy			
	Autumn	Spring	Summer
Nursery	<p><b>Phonics Skills</b></p> <p>Listening and Attention (Early Sound Awareness):</p> <ul style="list-style-type: none"> <li>• Tuning into and identifying environmental sounds (e.g. everyday sounds in the setting and outdoors)</li> <li>• Exploring and distinguishing instrumental sounds using a variety of percussion instruments</li> <li>• Using body percussion (clapping, stamping, tapping) to explore rhythm and sound patterns</li> </ul> <p>Speaking and Phonological Awareness: Children will begin to develop phonological awareness by:</p> <ul style="list-style-type: none"> <li>• Listening carefully to sounds and identifying differences</li> <li>• Clapping and counting syllables in words</li> <li>• Joining in with rhymes, songs and repeated patterns</li> </ul>	<p><b>Phonics Skills</b></p> <p>Listening and Speaking (Developing Sound Awareness):</p> <ul style="list-style-type: none"> <li>• Joining in with and recognising rhythm and rhyme through songs, stories and repeated patterns</li> <li>• Beginning to hear and identify alliteration (words that start with the same sound)</li> <li>• Exploring and experimenting with voice sounds (e.g. animal noises, environmental sounds, playful vocal sounds)</li> </ul> <p>Early Phonological Skills: Children will begin to:</p> <ul style="list-style-type: none"> <li>• Hear and identify rhymes and begin to suggest their own</li> <li>• Recognise words that start with the same initial sound (e.g. <i>mummy, mouse, milk</i>)</li> <li>• Begin oral blending and segmenting through adult modelling (e.g. <i>c-a-t</i> → <i>cat</i>)</li> </ul>	<p><b>Phonics Skills</b></p> <p>Read Write Inc</p> <ul style="list-style-type: none"> <li>• Picture sounds</li> <li>• Letter sounds</li> <li>• Oral blending</li> <li>• Word Time</li> </ul> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>

	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Explore mark-making using a range of materials (paint, chalk, pencils)</li> <li>• Develop fine motor skills, hand strength and control</li> <li>• Begin to understand that marks can carry meaning</li> <li>• Talk about their drawings and marks</li> <li>• Listen to sounds in the environment and in words</li> </ul>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Make more controlled marks with increasing intention</li> <li>• Begin to give meaning to marks and drawings</li> <li>• Recognise and attempt some letters (often from their name)</li> <li>• Begin to hear sounds in words</li> <li>• Talk about what they have drawn or “written”</li> </ul>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>• Show increased control in mark-making and early writing</li> <li>• Begin to form some recognisable letters</li> <li>• Start to link sounds to letters (emerging phonics)</li> <li>• Attempt to write simple words (e.g. their name)</li> <li>• Use drawing and early writing to express ideas with growing confidence</li> </ul>
<b>Reception</b>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> </ul>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>	<p><b>Phonics Skills</b> Read Write Inc – Differentiated Groups</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
	<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and some capital letters correctly.</li> <li>• Spell cvc words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Handwriting – see Handwriting Planning</li> </ul>	<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Handwriting – see Handwriting Planning</li> </ul>	<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Handwriting – see Handwriting Planning</li> </ul>

Mathematics			
	Autumn	Spring	Summer
Nursery	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total 1-5</li> <li>Show 'finger numbers' up to 3.</li> <li>Link numerals and amounts 1-5 – with pictorial images</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Shape Skills</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D shapes using informal and mathematical language</li> <li>Talk about and identifies the patterns around them.</li> <li>Use informal language to describe patterns</li> </ul> <p><b>Measuring Skills</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to length</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>Link numerals and amounts 1-5</li> <li>Experiment with their own symbols and marks</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Recite numbers past 5 – 10</li> <li>Show 'finger numbers' up to 5.</li> </ul> <p><b>Shape Skills</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language</li> <li>Understand position through words alone with no pointing.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Extend and create ABAB patterns</li> </ul> <p><b>Measuring Skills</b></p> <ul style="list-style-type: none"> <li>Make comparisons between objects relating to weight</li> </ul>	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>Link numerals and amounts 1-5+</li> <li>Develop fast recognition of up to 5 objects, without having to count them individually</li> <li>Recite numbers past 5 – 10+</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Say one number for each item in order: 1 - 10</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total 1-10</li> <li>Solve real world mathematical problems with numbers up to 5+</li> </ul> <p><b>Shape Skills</b></p> <ul style="list-style-type: none"> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul> <p><b>Measuring Skills</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to capacity.</li> </ul>

<p><b>Reception</b></p>	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Subitise 1-5</li> <li>• Link the number symbol (numeral) with its cardinal number value 1- 5</li> <li>• Count beyond ten.</li> </ul> <p><b>Shape Skills</b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul> <p><b>Measuring Skills</b></p> <ul style="list-style-type: none"> <li>• Compare length</li> </ul>	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>• Subitise 1-10</li> <li>• Link the number symbol (numeral) with its cardinal number value 1-10</li> <li>• Compare numbers</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5</li> </ul> <p><b>Shape Skills Measuring Skills</b></p> <ul style="list-style-type: none"> <li>• Compare weight</li> </ul>	<p><b>Number Skills</b></p> <ul style="list-style-type: none"> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul> <p><b>Shape Skills</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> <p><b>Measuring Skills</b></p> <ul style="list-style-type: none"> <li>• Compare capacity</li> </ul>
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## Understanding the World

	Autumn	Spring	Summer
<b>Nursery</b>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – outside walk – autumn/winter changes and stick insect care</li> <li>Make healthy choices about food</li> <li>Make healthy choices about toothbrushing</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Chronology - Use words like yesterday</li> <li>Investigating the past -Begin to make sense of their own life-story and family's history.</li> <li>Investigating the past- Talk about the lives of the people around them and their roles in society – Fire Fighter Visit</li> <li>Communicating History - Show interest in different occupations – Fire Fighter Visit</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Location and Place Knowledge- Know that there are different countries in the world and talk about the</li> </ul>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant – bean growing</li> <li>Understand the key features of the life cycle of an animal – Ducklings</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – outside walk – spring changes and stick insect/fish care</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Communicating History - Show interest in different occupations – Police Visit</li> <li>Investigating the past - Talk about the lives of the people around them and their roles in society – Police Visit                             <ul style="list-style-type: none"> <li>Chronology - Use words like last week</li> </ul> </li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Location and Place Knowledge- Know that there are different countries in the world and talk about the</li> </ul>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Care for growing plants.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things – outside walk – summer changes and stick insect/fish care</li> <li>Explore and talk about different forces they can feel.</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>Chronology - Use words like old and new</li> <li>Communicating History - Show interest in different occupations – Dentist Visit</li> <li>Communicating History - Talk, draw and write to show ideas/communicate understanding.</li> <li>Communicating History - Begin to sequence pictures to show time order</li> <li>Investigating the past - Talk about the lives of the people around them and their roles in society – Dentist Visit                             <ul style="list-style-type: none"> <li>Thinking like a historian - Recognise that the past is different from today.</li> </ul> </li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Location and Place Knowledge- Know that there are different countries in the world and talk about the differences they have experienced, seen in photos – warm climates</li> </ul>

	<p>differences they have experienced, seen in photos – cold climates</p> <ul style="list-style-type: none"> <li>• Location and Place Knowledge- Begins to ask questions about different environments – cold climates</li> <li>• Location and Place Knowledge- Observe, name and compare features in the environment by pointing/ looking closely- autumn/winter walk</li> <li>• Physical Features and Processes - Understand that the weather changes with the seasons – autumn and winter</li> <li>• Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes- autumn and winter</li> <li>• Physical Features and Processes -Design and build small world areas.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – Cold climates</li> <li>• Continue developing positive attitudes about the differences between people – linked to Judaism</li> <li>• Geographical Techniques - Use road mats for small world play.</li> <li>• Geographical Techniques - Use a simple map with a programmable toy</li> </ul>	<p>differences they have experienced, seen in photos – moderate climates</p> <ul style="list-style-type: none"> <li>• Location and Place Knowledge- Begins to ask questions about different environments – moderate climates</li> <li>• Location and Place Knowledge- Observe and compare features in the environment by pointing/ looking closely-spring walk</li> <li>• Location and Place Knowledge- Naming simple features - spring walk</li> <li>• Physical Features and Processes - Understand that the weather changes with the seasons - spring</li> <li>• Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes – spring</li> <li>• Geographical Techniques - Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – Mixed climates</li> <li>• Continue developing positive attitudes about the differences between people – linked to Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Location and Place Knowledge- Begins to ask questions about different environments – warm climates</li> <li>• Location and Place Knowledge- Observe and compare features in the environment by pointing/ looking closely-summer walk</li> <li>• Location and Place Knowledge- Naming simple features - summer walk</li> <li>• Physical Features and Processes - Understand that the weather changes with the seasons - summer</li> <li>• Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes – summer</li> <li>• Human Interaction with The Environment -Begin to make marks to represent buildings, roads and trees.</li> <li>• Human Interaction with The Environment -Show an awareness of the different shapes of buildings when drawing.</li> <li>• Geographical Techniques - Show an interest in maps eg. treasure maps, road maps</li> <li>• Geographical Techniques- Use positional language through stories e.g. Rosie’s Walk</li> <li>• Geographical Techniques- Describe their relative position e.g. next to, behind.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – Hot climates – Africa</li> <li>• Continue developing positive attitudes about the differences between people – linked to Africa</li> </ul>
<b>Reception</b>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them – Seasonal change</li> <li>• Describe what they see, hear and feel whilst outside – seasonal change</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Know the difference between old and new.</li> <li>• Know the difference between long ago and now.</li> <li>• Look at or touch objects from the past and comment on appearance</li> </ul>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them – Seasonal change</li> <li>• Describe what they see, hear and feel whilst outside – seasonal change</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Appreciate the difference between old and dirty or worn.</li> <li>• Begin to appreciate that their life is different to the lives of people in the past.</li> <li>• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</li> </ul>	<p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them – Seasonal change</li> <li>• Describe what they see, hear and feel whilst outside – seasonal change</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Compare old and new objects/artefacts and be able to put up two artefacts or events in order.</li> <li>• Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</li> <li>• Sequence pictures to show time order.</li> <li>• Give a reason for why something has changed between now and the past.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways - link to Judaism</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Begins to ask questions and compare features of different environments.</li> <li>• Know there are different types of housing.</li> <li>• Describe their immediate environment using knowledge from observation and discussion.</li> <li>• Understand that some places are special to members of their community – link to Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Recognise that the past is different from today.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Develop an understanding of the position of other countries in the world.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Make observations about their local environment e.g. park, school, home.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</li> <li>• Use some descriptive vocabulary to describe features e.g. tall trees.</li> <li>• Show an interest in maps.</li> <li>• Use a camera or ipad to take still and moving images of the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community – link to Islam</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways - link to Islam</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Add detail to a map of a familiar place – bedroom, classroom, local area.</li> <li>• Use stories as a basis to draw simple maps to show journey taken.</li> </ul>
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## Expressive Arts & Design

	Autumn	Spring	Summer
<b>Nursery</b>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Explore colour and colour-mixing.</li> </ul> <p><b>Design Skills</b></p> <ul style="list-style-type: none"> <li>Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes</li> <li>Cooking and Nutrition - Taste different food and give opinions.</li> <li>Textiles -Design a specific product linked to the termly topic</li> <li>Textiles - Choose from available materials.</li> <li>Textiles-Explore different materials, such as card, fabric, wool.</li> <li>Structures- Make verbal plans and material choices - ongoing</li> <li>Structures- Designing through construction materials such as Duplo</li> <li>Structures- Develop a junk model – modelled and supported</li> </ul>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Duckling portrait</li> <li>Use drawing to represent ideas like movement – Ducklings swimming</li> <li>Show different emotions in their drawings and paintings – self- portrait painted – how are you feeling today?</li> </ul> <p><b>Design Skills</b></p> <ul style="list-style-type: none"> <li>Cooking and Nutrition - Design a recipe as a class.</li> <li>Cooking and Nutrition - Taste different food and give opinions.</li> <li>Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes</li> <li>Textiles -Design a specific product linked to the termly topic.</li> <li>Textiles-Explore different materials, such as card, fabric, wool</li> <li>Structures - Designing through construction materials such as Sticklebricks</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex ‘small worlds’ with blocks and construction</li> </ul>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait – paint</li> <li>Show different emotions in their paintings, like happiness, sadness, fear etc</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul> <p><b>Design Skills</b></p> <ul style="list-style-type: none"> <li>Cooking and Nutrition - Taste different food and give opinions.</li> <li>Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes</li> <li>Mechanisms- Design a character prop for a play/story with a simple moving part.</li> <li>Textiles -Design a specific product linked to the termly topic.</li> <li>Textiles - Choose from available materials.</li> <li>Structures - Designing through construction materials such as Mobilio</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>Mechanisms- Reflect on a finished product and assess if it works and moves.</li> </ul>

	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Cooking and Nutrition – Chop fruit and vegetables with support.</li> <li>• Textiles- Develop fine motor/cutting skills with scissors.</li> <li>• Textiles- Explore threading with a variety of materials</li> <li>• Structures – Joining materials in a variety of ways temporary</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings - Christmas songs</li> <li>• Remember and sing entire songs - Nursery rhymes/songs and Nativity</li> <li>• Sing the pitch of a tone sung by another person - Nativity</li> <li>• Play instruments with increasing control - Phonics</li> </ul>	<p>kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Mechanisms- Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Mechanisms- Reflect on a finished product and assess if it works and moves.</li> <li>• Structures- Joining different materials together</li> <li>• Explore different textures.</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Remember and sing entire songs- Traditional Tale Songs – Goldilocks etc</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Sing the melodic shape of familiar songs.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms- To know how to make objects move through wheels and simple sliders</li> <li>• Textiles - Exploring fine motor weaving (under, over technique) with a variety of materials.</li> <li>• Structures – Joining materials in a variety of ways permanent</li> <li>• Structures - Giving a verbal evaluation of their own and others’ junk models with adult support.</li> <li>• Structures-Describing their favourite and least favourite part of their model.</li> <li>• Structures - Making simple suggestions to fix their junk model.</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings – African music</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<b>Reception</b>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>• Explore famous artists and artworks.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Design Skills</b></p>	<p><b>Art Skills</b></p> <ul style="list-style-type: none"> <li>• Explore famous artists and artworks, taking inspiration from them into their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore ways to mark make using a range of techniques including painting, drawing, printmaking.</li> </ul> <p><b>Design Skills</b></p> <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play-ongoing</li> <li>• To know that a design is a way of planning our ideas before we start</li> <li>• To know that threading is putting one material through an object</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> <li>• Explore different materials such as card, fabric, wool</li> <li>• Design a simple pattern with paper</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Taste different food and give opinions</li> <li>• Describe some of the following when tasting food: look, feel, smell and taste</li> <li>• Develop rolling, scooping, kneading through preparing simple dishes</li> <li>• To know that food can be made of different ingredients</li> <li>• To know that vegetables are grown</li> <li>• To recognize and name some common fruits and vegetables</li> <li>• Explore fine motor/threading and weaving with a variety of materials</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music.</li> <li>• Sing in a group or on their own</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Designing a recipe as a class</li> <li>• To discuss why different packages might be used for different foods</li> <li>• Design a specific product linked to the termly topic</li> <li>• Choose from available materials</li> <li>• Design a character prop for a play/story with a simple moving part</li> <li>• Design a model with moving parts using a range of construction materials</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Share their creations.</li> <li>• Develop cutting, slicing, spreading, through preparing simple dishes</li> <li>• Chopping fruit and vegetables with support</li> <li>• Construct models with moving parts, such as lego vehicles</li> <li>• Develop a junk model</li> <li>• Improve fine motor/scissor skills with a variety of materials.</li> <li>• Join different materials together</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses -linked to dance in PE</li> <li>• Sing by increasingly matching the pitch and following the melody</li> </ul>	<p><b>Design Skills</b></p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Designing packaging</li> <li>• Begin to use vocabulary linked to formal elements.</li> <li>• Choose their favourite packaging design and explain why</li> <li>• Describe their junk model and how they intend to put it together</li> </ul> <p><b>Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Reflect on a finished product and compare to their design</li> <li>• Use a prepared needle and wool to practice threading</li> <li>• Join materials in a variety of ways</li> <li>• Give a verbal evaluation of their own and others' junk models with adult support</li> </ul> <p><b>Music Skills</b></p> <ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups</li> <li>• Check to see if their model matches their plan</li> <li>• Consider what they would do differently if they were to do it again</li> <li>• Describe their favourite and least favourite part of their model</li> </ul>
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