



EYFS Progression of Skills - Reception

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes ***'teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'***

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. It is closely linked to the Curriculum Overview document which identifies projects and learning opportunities throughout Reception. The Reception Teacher will use this document to plan Project Learning Overviews which identify, more specifically, the content of the project learning and what children at the expected standard will know. Curriculum Newsletters are also written to share learning with parents at the beginning of each new project and provide ideas for learning at home.

Communication and Language

ELG Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how	To ask questions to find out more. To begin to understand humour. To understand a range of complex	To retell a story. To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back-and-forth interactions.



		and why questions. To respond to instructions with more than one step.	sentence structures.			
Speaking	To talk in front of a small group. To talk to their teacher and other supporting adults. To listen to and join in with daily conversations – 1:1 or in small groups, developing ability to compose simple sentences orally. To learn new vocabulary linked to the project learning	To answer questions in front of a whole class. To begin to use talk to organise themselves in their play. To use new vocabulary throughout their learning and play.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in nonfiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk to a range of adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.



Personal, Social and Emotional Development

ELG Self - Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	To identify and describe different feelings/emotions To identify ways of helping others or themselves if they are sad, worried or scared To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling. To consider how others are feeling. Know the importance of showing care and kindness towards others. To adapt their behaviour to a	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions. To continue to consider the needs and feelings of others. Identify how they can care for their home, school, planet and special people.	To name and discuss different types of feelings and emotions. To continue to learn how to manage and control their emotions using a range of techniques. To understand the responsibilities they have to	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.



		range of situations. To use speaking and listening skills to learn about the lives of their peers.			people and the planet now, and increasingly as they get older.	
Managing Self	To independently be able to - Use the toilet - Wash hands - Put coat on - Change shoes into Wellington boots	To have confidence to try new activities. To develop ability to follow the rules of the classroom	To talk about how to keep our bodies healthy and clean. To know how to stay safe in their home, classroom and outside. To know age-appropriate ways of staying safe online. To name adults in their lives and those in their community who keep them safe.	To independently manage to fasten a zipper on a coat. To further develop their knowledge of staying safe – (including the NSPCC PANTS message that ‘privates are privates’)	To feel confident in their learning. To show resilience and perseverance when faced with a challenge. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.	Understand that there are changes in nature and humans. To show a ‘can do’ attitude to change and transition. Use the correct vocabulary when naming different parts of the body. Know how to keep themselves safe. To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including



						managing to fasten zippers, buttons and buckles with minimal support
Building Relationships	To gain confidence to speak to others in their class and to adults To talk about special people/objects in their lives To talk about similarities and differences. To play with children who are playing with the same activity. To identify who can help if they are sad, worried or scared To seek support from adults when needed.	To recognise similarities and differences amongst their peers To talk about why differences should be celebrated. Begin to demonstrate skills in building friendships and cooperation. To begin to develop positive relationships with Reception staff.	To work as a group with support from adults. To take turns during group work and when playing games together	To talk about similarities and differences between themselves. To listen to the ideas of others. To find solutions to disagreements, with support from adults. Demonstrate building relationships with friends.	To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To understand that we are all unique. To have developed strong friendships.



SCARF – PERSONAL SOCIAL AND HEALTH EDUCATION TEN TEN - RELATIONSHIP AND HEALTH EDUCATION - CURRICULUM OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCARF	Unit 1 - Me and My Relationships - All about me - What makes me special - Me and my special people - Who can help me? - My feelings 1&2	Unit 2 Valuing Difference - I'm Special, you're special. - Same and different. - Same and different families. - Same and different homes. - I am caring. - I am a friend	Unit 3 – Keeping Safe - What's safe to go onto my body. - What's safe to go into my body. - Safe indoors and outdoors. - Listening to my feelings - Keeping safe online. - People who help to keep me safe.	Unit 4 – Right and Respect - Looking after my special people - Looking after my friends - Being helpful at home and caring for my classroom - Caring for our world - Looking after money 1&2	Unit 5 – Being my Best - Bouncing back when things go wrong - Yes, I can - Healthy eating - My healthy mind - Move your body - A good night's sleep	Growing and changing - Seasons - Life Stages 1 & 2 - Where do babies come from? - Getting bigger - Me and my body.
Ten Ten	Module 1 – Created and Loved by God Unit 1 – Religious Understanding	Module 1 – Created and Loved by God	Module 2 - Created to Love Others Unit 1- Religious Understanding	Module 2 – Created and Loved by Others Unit 4 – Keeping Safe	Module 3 – Created to Live in the Community Unit 1- Religious Understanding	



	Unit 2 – Me my body, my health	Unit 3 – Emotional Well Being Unit 4 – Life cycles (UW).	Unit 2 – Personal Relationships Unit 3 – Life Online		Unit 2 – Living in the wider world.	
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Physical Development

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Area	Autumn 1 Multi Skills	Autumn 2 Hands	Spring 1 Gymnastics	Spring 2 Athletics	Summer 1 Feet	Summer 2 Dance
Gross Motor Skills	To move safely within a given space. To stop safely To develop control when using basic equipment	To develop and refine a range of ball skills including: throwing, catching, passing, batting and aiming.	To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing	To jump, hop, balance and move in a variety of ways with increasing control. To run, change direction and stop on a given signal.	To further develop ball skills, including kicking and aiming. To learn to play ball games against an opponent. To follow instructions safely and carefully	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music.



			rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.		when playing team games.	To communicate ideas through movement, demonstrating confidence and imagination.
Fine Motor Skills	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools – crocodile snap. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by	To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. Begin to paint using thinner brushes. To write taught letters using correct letter formation.	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	To hold scissors safely and correctly and cut out various materials To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.



	pinching – disco dough. To write taught letters using correct letter formation.					
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Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the	To join in with repeated phrases and actions in stories. To act out stories they have heard with adult encouragement and support.	To role play and act out stories they have heard in their play. To begin to understand the sequence of a story, identifying	To predict what might happen next in a story. To suggest what might happen at the end of a story/create an alternative ending?	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books.



	correct way and turning pages carefully. To join in with discussions about stories, making predictions - what might happen next? Begin to sequence familiar stories.	To answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.	the beginning, middle and end.	To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading		To use a book to find the answer to a given question.
Word Reading	To recognise their written name. To segment, blend and manipulate sounds in words with the structure CVC – Sounds Write Unit 1, 2, 3 & 4 To understand that sounds can be represented by spellings with one letter. To read high frequency words - is, a, the I, for, of.	To segment, blend and manipulate sounds in words with the structure CVC – Sounds Write Unit 5, 6, & 7 To understand that some spellings are written with a double consonant (2 letters 1 sound) To read high frequency words -	To segment, blend and manipulate sounds in words with the structure: VCC and CVCC 2 consonants in final position 3- & 4- sound words - Unit 8 CCVC – 2 Consonants in initial position – Unit 9 CCVCC, CVCCC and CCCVC 3 adjacent consonants 5-	To understand that some spellings are written with two different letters. <q> and <u> represent sounds /k/ and /w/ Unit 11 To revisit high frequency words taught. Children to take Sounds Write Reading books home (Units 8, 9, 10)	To understand that the same sound can be spelled in more than one way - The Bridging Unit /k/ <c> , <k>, <ck> /w/ <w> and <wh> To revisit high frequency words taught. Children to take Sounds Write Reading books home (Units 10+)	To understand that the same sound can be spelled in more than one way - The Bridging Unit /ch/ <ch> and <tch> /l/ <l> and <ll> To revisit high frequency words taught. Children to take Sounds Write Reading books home (Units 10+)



		is, a, the, I, for, of, are, was, all. Children to take Sounds Write Reading books home (Units 1 - 4).	sound words – Unit 10 To read high frequency words - is, a, the, I, for, of, are, was, all, come, some, to. Children to take Sounds Write Reading books home (Units 5, 6, 7)			
Writing	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught letters. To write CVC words using taught sounds. To write high frequency words that have been taught.	To write their name. To use the correct letter formation of taught letters. To write CVC words using taught sounds. Understands that some spellings are written with a double consonant. Begins to develop ability to write sentences using	To form taught letters correctly, To build on existing knowledge to spell/write VCC, CVC, CCVCC, CVCCC and CCCVC words. To write high frequency words that have been taught. Continue to develop ability to write sentences using capital	To form taught letters correctly To write sentences using finger spaces, capital letters and full stops. Writing is becoming clearer and readable to others. To write high frequency words that have been taught.	To form lower case and capital letters correctly. To write sentences using finger spaces, capital letters and full stops (Introduce Unit 6 sentences for dictation.) Uses phonetic knowledge to write more than one sentence about a picture.	To form lower case and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop (Introduce Unit 7/8 sentences for dictation.) To use phonetic knowledge to write longer sentences independently.



	To learn that names and sentences start with a capital letter. To learn that sentences end with a full stop To formulate and say a simple sentence for writing. Introduce Unit 2 sentences for dictation. Attempts to use phonetic knowledge to write simple labels independently.	capital letter, full stop and finger spaces (Introduce Unit 3 sentences for dictation) Begins to use phonetic knowledge to write simple labels and lists independently.	letter, full stop and finger spaces (Introduce Unit 4 sentences for dictation.) Begin to use phonetic knowledge to write short captions, messages and lists independently.	To spell words using taught sounds, developing understanding that some spellings are written with two different letters. Introduce Unit 5 sentences for dictation. Uses phonetic knowledge to write a caption to match a picture,	Writing is clear and can be read by others.	To read their written work back independently to check it makes sense.
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Mathematics

ELG Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure:

- There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Number & Numerical Patterns	To explore different representations of 1, 2 and 3: • Confidently say the number names 'one', 'two' and 'three' out loud. • Match the verbal number names to numerals and quantities. • Count to three using objects in different arrangements by touching each object as they count. Recognise that the final number they say is the quantity in that set. To subitise 1, 2 and 3 To represent 1, 2 and 3 To find 1 more and 1 less – numbers to 3 To explore the composition of 1, 2 and 3 To explore different representations of 4 and 5: • Confidently say the number names 'four' and 'five' out loud. • Match the verbal number names to numerals and quantities. • Count 4 and 5 objects by touching each object as they count to support one-to-one correspondence. • To recognise that the final number they say tells them the total number of objects in the	To learn about the number zero To find amounts - 0 to 5 To subitise 0 to 5 To represent 0 to 5 To find 1 more & 1 less (numbers to 5) To explore the composition of numbers 0-5 To develop the ability to see sets of numbers within other sets - conceptual subitising to 5 To find amounts - 6, 7 and 8 To represent 6, 7 and 8 To find 1 more & 1 less (6 – 8) To explore the composition of 6, 7 and 8 To make pairs – odd and even To double to 8 (find a double and make a double) To combine two groups (addition) To explore conceptual subitising – numbers to 8. To find amounts - 9 and 10 To compare numbers to 10 To represent 9 and 10 To develop the ability to see sets of numbers within other sets - conceptual subitising to 10 To find 1 more & 1 less (numbers to 10) To explore the composition of numbers to 10 Explore number bonds to 10 (2 parts) To explore the number 10 and the different ways 10 can be arranged.	To build numbers beyond 10 (10–13) To continue patterns beyond 10 (10–13) To build numbers beyond 10 (14–20) To continue patterns beyond 10 (14–20) To count verbally beyond 20 To explore verbal counting patterns To explore adding more To learn - how many did I add? To take away To learn - how many did I take away? Explore sharing and grouping including even and odd sharing. To play with and build doubles To represent maps with models To create own maps from familiar places To create own maps and plans from story situations To make connections between all the aspects of maths that have been covered through the year. Deepening understanding through developing children's reasoning and problem-solving strategies. To explore and investigate relationships between numbers, shapes and patterns.
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	set, to develop their understanding of cardinality. To subitise 4 and 5 To represent 4 and 5 To find 1 more and 1 less – numbers to 5 To explore the composition of 4 and 5 To explore the composition of numbers 1–5	To explore number bonds to 10 (3 parts) To double to 10 (find a double) To double to 10 (make a double) To explore even and odd.	
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Shape Space and Measure	To match sort and compare – objects and pictures. To talk about measures and patterns. To Identify and name circles and triangles To compare circles and triangles To explore shapes in the environment To describe position Identify and name shapes with 4 sides To combine shapes with 4 sides To explore time through daily routines - my day and night.	To compare mass To recognise that scales are balanced when the objects on each side have the same mass. To explore capacity To compare capacity. To explore length. To compare length To explore height To compare height To talk about time – seasonal changes, days of the week, today, tomorrow, at the weekend, next week. To order and sequence time – Calendars, counting down to special events, pointing out the time of key events during the day on the clock. To recognise and name 3-D shapes To find 2-D shapes within 3-D shapes To use 3-D shapes for tasks To find 3-D shapes in the environment To Identify more complex patterns To copy and continue patterns To explore patterns in the environment	To Identify units of repeating patterns To create own pattern rules To explore own pattern rules To replicate and build scenes and constructions To visualise from different positions To describe positions To give instructions to build To explore mapping To explore and investigate relationships between numbers, shapes and patterns.
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Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- **People, Culture and Communities**
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- **The Natural World**
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Technology** – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	To be able to identify how they have changed from when they were a baby.	To talk about the lives of the people around us. To know some similarities and differences between thing in the past and now, drawing on experiences and what has been	To know about the past through settings, characters and events encountered in books read in class and storytelling (castles)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (growing food and farming)		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through



		read in class.				settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	To be able to talk about their own lives – my family, my school, my world. To recognise similarities and differences between themselves and their peers. To know the name of the town where they live.	To know about people who help us within the local community. To identify different celebrations and how people celebrate. To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated	To talk about Chinese New Year.	To know that Christians celebrate Easter.	To know that simple symbols are used to identify features on a map.	
The Natural World	To talk about a simple map and draw information from it. To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Autumn. To learn about Nighttime and what happens when we fall asleep.		To identify and recognise the features of Winter. Blubber experiment	To identify and recognise the features of Spring. To develop understanding of growth, decay and changes over time – life cycles	To recognise the features of Summer. To know there are many countries around the world. To learn about life cycles – mini beasts, farm animals, humans. To know about and compare habitats of different creatures.	



	To learn about Nocturnal Animals and what Nocturnal means. What jobs do people do at night? Darkness and the absence of light. Star constellations.					
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.	To draw pictures on the IWB and be able to select colours. To use the iPad to take pictures.	To learn about e-safety. To draw pictures on the IWB and be able to select colours and change pen size.	To give reasons why we need to stay safe online.	To explore how the Beebots work.	To use the IWB/Ipads changing games and programmes.



Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move i

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	To name colours. To create simple representations of people and objects. To explore different techniques for joining materials. To design and make an Autumn Wreath To draw and colour with pencils, chalk and crayons. To paint with a thick brush. To use colours for a particular purpose. To introduce children to natural art – place and arrange. Introduce children to printing – Autumn leaves/harvest fruits and vegetables. To explore the work by the artists Vincent Van Gough (Starry Night), and Kandinsky (circles and triangles) To explore sculpture – Hedgehogs. Design and make Remembrance poppies.		To experiment with different mark making tools such as art pencils, pastels, felt pens. To paint with thick and thin paint brushes. To experiment with colouring mixing using primary colours. Draw/paint things from memory. Draw/paint buildings and landscapes (castles and dragons) Explore printing with blocks and sponge. To explore a range of materials. To continue to explore joining techniques for a range of materials. To create with a purpose in mind – Egg competition, Chinese lanterns, art animals, igloo, inuksuk. To explore the work of artist Vincent Van Gough (Sunflowers) To use some cooking techniques – Easter nests and pancakes.		To build on and refine existing knowledge. To share ideas, resources and skills. Use tools and equipment independently. To independently join using a variety of resources and materials – string, ribbon, staplers, hole punches, tape etc. To use different materials to explore sculpture. To explore the work by the artist Andy Goldsworthy (natural art) To be able to identify texture, shape and colour. To have extended vocabulary in describing materials/textures. To paint with detail. To experiment with printing techniques. To share creations, talk about process, evaluate and improve their work. To adapt work where necessary.	



	Star Constellations using black card, stars and chalk. Paint firework pictures. Make rockets and paper aeroplanes. To use some cooking techniques – Harvest Soup.		To design and make models with a purpose.
	To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To sing familiar nursery rhymes. To learn new songs and rhymes – hymns and seasonal songs. To use costumes, songs and resources to act out the Nativity	To join in with class and whole school singing - assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.	To sing confidently as part of a group – class. To join in with whole school singing assemblies. To develop the confidence to perform songs/dances solo or as part of a group. To create own compositions using xylophones.