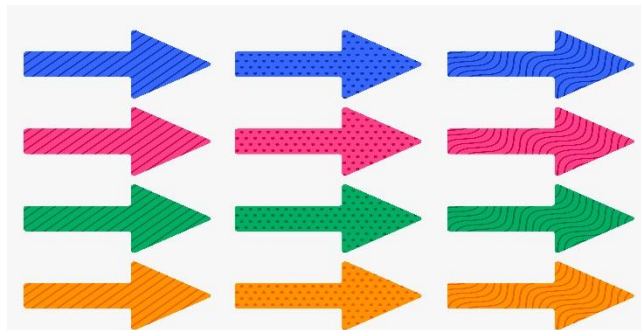






Allington Primary School

EYFS progression of skills





Communication and Language


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions</p> <p>Maintain attention and actively participate</p>
<p>Speaking</p> 	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions,</p>

			e.g. and, because	To engage in non-fiction books		using a range of tenses	<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
<p>Self-Regulation</p> 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of</p>	<p>To focus during longer whole class lessons</p> <p>To follow twostep instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able</p>	<p>Identify good and not so good feelings.</p> <p>Develop a vocabulary to describe feelings to others.</p>

	<p>short whole class activities</p> <p>To follow onestep instructions</p>	<p>situations</p>					<p>to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Use simple strategies to manage feelings.</p> <p>Recognise and celebrate strengths</p> <p>Behavioural expectations.</p> <p>Learning behaviours</p>
<p>Managing Self</p> 	<p>To wash hands independently</p> <p>To put coat on independently</p> <p>To explore different areas within the Year R environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zip</p> <p>To practise doing buttons</p>	<p>To develop independence when putting on their coat, hats and scarves.</p> <p>To practise doing up a zip</p> <p>To practise doing buttons</p> <p>To identify and name healthy foods</p>	<p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p>Behavioural expectations</p> <p>Learning behaviours</p> <p>Independently organise their own belongings</p>

							and understanding the importance of healthy food choices.	
Building Relationships 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Learning behaviours</p> <p>Behavioural expectations</p> <p>Friendships</p> <p>Relationships</p> <p>Feelings</p> <p>Empathy</p>

Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
Gross Motor Skills 	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Master basic movements</p> <p>Participate in team games</p> <p>Developing ball skills</p>

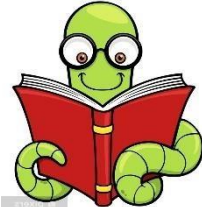
	<p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To explore different ways to travel using equipment</p>	<p>and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To throw and catch with a partner</p>	<p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p> <p>To work cooperatively as a team</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
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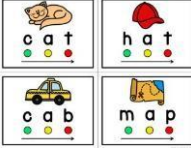

Fine Motor Skills



<p>To begin to use a dominant hand</p> <p>To mark make using different shapes</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To begin to hold scissors correctly and make snips in paper</p> <p>To begin to hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using some correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters using the correct letter formation and have some control of the size of the letters</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To write letters using the correct letter formation and write on the line</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip.</p> <p>Form lowercase letters in the correct direction, starting and finishing in the correct place</p> <p>To use a range of materials creatively and develop a wide range of art and D&T techniques.</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>
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Literacy



Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Become familiar with key stories and be able to retell them.</p> <p>Drawing in what they know about vocabulary learnt.</p> <p>Recognise and join in with predictable phrases.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>

<p>Word Reading</p> 	<p>To recognise their name</p> <p>To recognise taught set 1 sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise their name</p> <p>To recognise taught set 1 sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x)</p> <p>To recognise taught set 1 special friends (sh, th, ch, qu, ng, nk)</p> <p>To recognise red words (l, to)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught sounds which match their ability</p> <p>To recognise red words (l, to, no, go, the)</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught sounds which match their ability</p> <p>To recognise red words which match their ability</p> <p>To read longer words including those with double letters</p> <p>To read sentences containing red words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught sounds which match their ability</p> <p>To recognise red words which match their ability</p> <p>To read longer words</p> <p>To read longer sentences containing set 2 sounds and red words</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught sounds which match their ability</p> <p>To recognise red words which match their ability</p> <p>To read longer words</p> <p>To read longer sentences containing set 2 sounds and red words</p> <p>To read books matching their phonics ability</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Respond speedily with the correct phoneme to graphemes including alternative graphemes</p> <p>Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words</p> <p>Read books aloud, accurately, that are consistent with their phonic knowledge</p> <p>Re-read books to develop fluency and confidence in word reading.</p>
<p>Writing</p> 	<p>To trace their name</p> <p>To write random letters</p> <p>To draw pictures</p>	<p>To copy and write their name</p> <p>To draw pictures</p>	<p>To form recognisable letters</p> <p>To write CVC words</p> <p>To write phonetically</p>	<p>To write phrases and captions</p> <p>To write words independently using Set 1 and some</p>	<p>To write captions and simple sentences</p> <p>To write simple lists and instructions</p>	<p>To write simple sentences</p> <p>To write simple short narratives</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the</p>	<p>Develop a fluent handwriting style.</p> <p>Correct letter formation</p> <p>Know the letters of the alphabet and their link to sounds</p>

	<p>To draws lines and circles</p> <p>To form some recognisable letters from their name</p>	<p>To write secret symbols</p> <p>To write initial sounds for words</p> <p>To begin to form recognisable letters</p> <p>To identify known letters to match some set 1 sounds</p> <p>To match some set 1 letters and sounds.</p> <p>To write VC and some CVC words and labels with some support</p> <p>To model comfortable pen grip</p> <p>To show a dominant hand</p>	<p>decodable words</p> <p>To write short phrases</p> <p>To orally segment and write VC and CVC words independently</p> <p>To use 'special friends' in their writing</p> <p>To begin to use some Set 2 sounds in their writing</p> <p>To write from left to right and top to bottom</p> <p>To model a tripod grasp</p> <p>To begin to control letter size</p>	<p>taught Phase 2 sounds</p> <p>To know when to use red words</p> <p>To hold a pencil effectively to form recognisable letters (all lowercase letters)</p> <p>To start to use capital letters</p> <p>To begin to form clear ascenders and descenders.</p> <p>To develop a comfortable way of writing – tripod pencil grip, position on paper, writing from left to right when writing.</p>	<p>To begin to write a form of narrative</p> <p>To spell words using knowledge of Set 1 and 2 sounds</p> <p>To show some awareness of Set 3 sounds</p> <p>To make phonetically plausible attempts when writing more complex unknown words</p> <p>To spell some red words independently</p> <p>To form most lower-case letters correctly</p> <p>To include spaces between words</p>	<p>To write simple lists and instructions</p> <p>To spell Set 1 and 2 words independently</p> <p>To spell some Set 3 words</p> <p>To make phonetically plausible attempts when writing more complex unknown words</p> <p>To spell some red words independently</p> <p>To use a pencil confidently to write letters that can be clearly recognised</p> <p>To form some capital letters correctly</p> <p>To use finger spaces</p>	<p>sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Spell words using the known grapheme and phoneme correspondences.</p> <p>Compose sentences orally</p> <p>Re-reading what has been written to ensure accuracy and meaning.</p>
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					To write more capital letters correctly	between their words independently		
					To become aware of full stops	To use a full stop at the end of their sentence		


Mathematics								
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
Number 	To find 1, 2, 3 To subitise 1, 2, 3 To represent 1, 2, 3 To explore the composition of numbers 1, 2, 3	To find 4 and 5 To subitise 4 and 5 To represent 4 and 5 To recognise 0 To explore the composition of numbers to 5	To find 6, 7, 8 To represent 6, 7, 8 To explore the composition of numbers to 8 To conceptual subitise numbers to 8	To find 9 and 10 To represent 9 and 10 To conceptual subitise numbers to 10 To explore the composition of numbers to 10 To make bonds to 10	To add more To say how many were added To take away To say how many were taken away	To deepen understanding of numbers to 10 To solve simple number problems To know the composition of numbers to 10 To know addition and subtraction facts of numbers to 10	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 doubling facts.	Identify and represent numbers using concrete and pictorial representations Read and write numbers to 20 in numerals Represent and use number bonds and related subtraction facts with 20 Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations.


<p>Numerical Patterns</p> <p>Doubles $2+2=4$</p> 	<p>To compare quantities</p> <p>To count to 5</p> <p>To find one more and one less of numbers to 3</p>	<p>To find one more and one less of numbers to 5</p> <p>To count to 10</p>	<p>To find one more and one less of numbers to 8</p> <p>To make pairs-odds and evens</p> <p>To find and make doubles to 8</p>	<p>To compare numbers to 10</p> <p>To find one more and one less of numbers to 10</p> <p>To begin to count beyond 10</p> <p>To find and make doubles to 10</p> <p>To explore odd and even numbers</p>	<p>To build numbers to 20</p> <p>To continue patterns to 20</p> <p>To verbally count beyond 20</p> <p>To explore sharing and grouping</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Count to and across 100</p> <p>Read and write numbers from 1 to 20 in numerals</p> <p>Identify one more or less</p> <p>Find a half and recognise as being one of two equal parts of an object.</p>
<p>Shape, Space and Measure</p> 	<p>To match and sort objects</p> <p>To explore sorting techniques</p> <p>To compare size, mass and</p>	<p>To identify, name and compare circles and triangles</p> <p>To find shapes in the environment</p>	<p>To explore and compare mass, capacity, length and height</p> <p>To find a balance</p>	<p>To name and recognise 3D shapes</p> <p>To find 2D shapes within 3D shapes</p>	<p>To select shapes for a purpose</p> <p>To rotate shapes</p> <p>To manipulate shapes</p>	<p>To identify units of repeating patterns</p> <p>To create rules for patterns</p>	<p>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</p>	<p>Recognise and name common 2D and 3D shapes</p> <p>Compare, describe and solve practical problems for</p>


	<p>capacity</p> <p>To explore simple patterns</p> <p>To copy, continue and create simple patterns</p>	<p>To describe positions</p> <p>To identify shapes with 4 sides</p> <p>To combine shapes with 4 sides</p> <p>To talk about what happens in the day and what happens at night.</p>	<p>To talk about time</p> <p>To order and sequence time</p>	<p>To use 3D shapes for tasks</p> <p>To find 3D shapes in the environment</p> <p>To identify more complex patterns</p> <p>To copy and continue patterns</p> <p>To find patterns in the environment</p>	<p>To explain shape arrangements</p> <p>To compose shapes</p> <p>To decompose shapes</p> <p>To copy a 2D shape picture</p> <p>To find 2D shapes within 3D shapes</p>	<p>To replicate and build scenes and construction</p> <p>To visualise from different directions</p> <p>To give directions</p> <p>To explore mapping</p> <p>To create maps</p>	<p>reasoning skills in shape, space and measure</p>	<p>length, weight and capacity</p>
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Understanding the World


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
<p>Past and Present</p> 	<p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To talk about the lives of the</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has</p>	<p>To know about figures from the past</p>	<p>To know about figures from the past</p>	<p>To know about the past through settings, characters and events encountered in books read in</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in</p>	<p>Changes within living memory</p> <p>The lives of significant individuals in the past</p> <p>Significant historical events</p>


	<p>people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>been read in class</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>			<p>class and story telling</p>	<p>been read in class</p>	<p>the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
<p>People, Culture and Communities</p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the</p>	<p>To talk about how celebrations around the world</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know that there are people in our local community who care for our environment and talk about how we can be one of them</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know the roles of people who help and care for animals in our community</p>	<p>To know that people in other countries may speak different languages</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country</p> <p>Exploring Christianity and other religions of the world</p>

	<p>town the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> <p>To know about people who help us within the local community</p>						<p>their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>	
<p>The Natural World</p> 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know about and recognise the signs of Autumn</p>	<p>To know about features of the world and Earth</p> <p>To know the different between herbivores and carnivores</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To know some important processes and changes in the natural world including</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>	<p>Identify and describe plants and animals including humans</p> <p>Working scientifically</p> <p>Exploring materials</p> <p>Understand geographical similarities and differences through studying the human and physical geography of an</p>

					To know about different habitats	states of matter	Understand some important processes and changes in the natural world around them including the season and changing states of matter.	area of the UK and a contrasting country
<p>Technology</p> 	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p> <p>To learn about esafety</p> <p>To use the iPad to take pictures and videos</p>	<p>To use the IWB, changing games and programmes</p> <p>To explore how a Bee-Bot works</p>	<p>To use the internet with adult supervision to find and retrieve information</p> <p>To use age-appropriate apps on the iPad</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>	<p>create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on</p>

								the internet or other online technologies.
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Expressive Arts and Design								
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Links to Year 1
<p>Creating with Materials</p> 	<p>To name colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials</p> <p>To know how to work safely and</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures</p> <p>To use natural objects to make a piece of art</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures</p> <p>To use tools to cut and join</p>	<p>To experiment with mixing colours</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials</p> <p>To make props and costumes for different role play scenarios</p> <p>To create observational drawings</p> <p>To know how to work safely</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory</p>	<p>To know some similarities and differences between materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and D&T techniques in using colour, pattern, texture, line shape, form and space</p> <p>Give well-structured narratives for different purposes, including for</p>

	hygienically To use nonstatutory measures	To use some cooking techniques		and hygienically To use nonstatutory measures	measures	To use some cooking techniques		participating in performances and role play
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform nursery rhymes</p> <p>To join in with whole class singing</p> <p>To experiment with different instruments and their sounds</p>	<p>To perform in a Christmas Show</p> <p>To learn and perform songs for a Christmas Carol Service</p> <p>To join in with whole school singing opportunities</p>	<p>To create musical patterns using un tuned instruments</p> <p>To learn a selection of 8 songs and perform to an audience</p> <p>To move to the beat</p>	<p>To act out well know stories</p>	<p>To join in with whole school singing assemblies</p> <p>To follow a musical pattern to play instruments</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To perform in the Year R assembly</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using instruments</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p>Give well-structured narratives for different purposes, including for participating in performances and role play</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play instruments musically</p> <p>Listen with concentration and understanding to a range of music</p> <p>Experiment with, create, select and combine sounds.</p>