





Kea Primary School EYFS Skills Progression

Early Years Foundation Stage Early Years Foundation Stage Aims:


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. The EYFS seeks to provide:




- Quality and consistency, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported


Progression of Communication and Language




Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding 	To understand how to listen carefully. To understand why listening is important. To be able to follow directions	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	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 exchanges. To follow instructions of three steps or more.	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking 	To talk in front of a small group To talk to class teacher and Tas. To learn new vocabulary. To follow one step instructions	To answer questions in front of whole class. To use new vocabulary throughout the day.	To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front. To use new vocabulary in different contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To talk to different adults around the school To talk about why things happen. To talk in sentences using a range of tenses.	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.

Progression of Personal, Social and Emotional Development

Self Regulation 	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities.	To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a	To focus during longer whole class lessons. To use peaceful problem solving. To begin to be able to find an emotion on	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.	To control their emotions using a range of techniques. To set a target and reflect on progress throughout.	To maintain focus during extended whole class teaching.	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
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	To sit on the carpet when asked.	range of situations To begin to use peaceful problem solving. To find their own carpet space.	zones of regulation. regulation.	To be able to find an emotion on zones of regulation. To begin to know ways to change my zone of regulation (ie from angry to calm).			their immediate impulses when appropriate. 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.
Managing Self 	To wash hands independently. To put coat and socks on independently. To get changed with support. To explore different areas within the Foundation environment. To use the toilet independently. To lay out a puddle suit on the floor to put on. To find my own wellies and put my shoes under my peg when wearing them.	To develop class expectations and values and understand the need for them. To put P.E kit on independently. To have confidence to try new activities. To practise doing up my coat. To put on a puddle suit. To put wellies and shoes on the correct feet. To begin to leave personal space when lining up.	To begin to show resilience and perseverance in the face of challenge. To practise doing a zip and buttons. To practise doing up buckles. To do up my coat. To put on gloves. To take off a puddle suit and put it the right way. To leave personal space when lining up.	To develop independence when dressing and undressing for activities such as P.E and outdoor learning. To be independent with shoes, wellies and puddle suits for outdoor learning.	To identify and name healthy foods. To manage own basic needs independently.	To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show a 'can do' attitude. To put uniform on and do up zippers, buttons and buckles with minimal support.	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
Building Relationships 	To seek the support of adults when needed. To gain confidence to speak to peers and adults.	To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Year R staff.	To begin to work as a group with support. To use taught strategies to support turn taking. To have positive relationships with all staff (in class and throughout school ie lunch).	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To begin to develop relationships with other adults around the school.	To have confidence to communicate with adults around the school. To have strong friendships	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.
Progression of Physical Development							
Gross Motor Skills 	To move safely in a space. To stop safely. To develop control when using equipment. To follow a path and take turns. To work cooperatively with a partner.	To balance. To run and stop. To change direction. To hop and jump. To explore different ways to travel using equipment.	To roll and track a ball. To develop accuracy when throwing to a target. To dribble using hands. To throw and catch with a partner.	To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. To jump and land safely from a height.	To use counting to help to stay in time with the music when copying and creating actions. To move safely with confidence and imagination, communicating ideas through movement.	To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when playing tagging games. To learn to play against an opponent.	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.


	<p>To find a space in the hall for pe.</p> <p>To walk in a class line (follow the person in front of you).</p> <p>To begin to know how to use the school apparatus safely.</p>	<p>To walk into assembly in a line.</p> <p>To use the school apparatus safely.</p>	<p>To dribble a ball using feet.</p> <p>To kick a ball to a target.</p> <p>To carry PE mats safely.</p>	<p>To develop rocking and rolling.</p> <p>To explore traveling around, over and through apparatus.</p>	<p>To explore movement using a prop with control and co-ordination.</p> <p>To move with control and co-ordination, 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 participate in a relay with help.</p> <p>To begin to stay in a lane in a running race.</p>	<p>To play by the rules and develop coordination.</p> <p>To explore striking a ball. and keeping score.</p> <p>To work cooperatively as a team.</p> <p>To participate in a relay.</p> <p>To stay in a lane in a running race.</p>	
<p>Fine Motor Skills</p> 	<p>To begin to use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use tweezers 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 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 use a tripod grip when using mark making tools. (if developmentally ready).</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p> <p>To use tap and pin.</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 continue to develop the correct formation of letters and numbers.</p> <p>To use a hammer and pins/nails</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p> <p>To use a hammer and screwdriver.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To copy 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 copy letters</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. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Progression of Literacy Development							
Comprehension	To use pictures to tell stories.	To engage in story times, joining in with repeated	To act out stories.	To retell a story. To follow a story without	To begin to answer questions about	To answer questions about what they have read.	Demonstrate understanding of what has been read to them by retelling

	<p>To sequence familiar stories. To independently look at book, holding them the correct way and turning pages.</p>	<p>phrases and actions. 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 begin to predict what may happen in the story. To suggest how a story might end</p>	<p>pictures or props. To talk about the characters in the books they are reading.</p>	<p>what they have read. To use vocabulary that is influenced by their experiences of books.</p>	<p>To know that information can be retrieved from books.</p>	<p>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, non-fiction, rhymes and poems and during role play.</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 s h r j v y w t h z c h q x n g n k, ck,ss,ll,ff,zz)</p> <p>To recognise taught Red Words (the l is)</p> <p>To begin to blend sounds together to read words using the taught sounds.</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 s h r j v y w t h z c h q x n g n k, ck,ss,ll,ff,zz)</p> <p>To recognise taught Red Words (the l is put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds.</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags.</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 Set One and Set 2 (m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k) (ay ee igh ow oo 00 ar.</p> <p>To recognise taught Set 1 and 2 Red Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters.</p> <p>To begin to read longer words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing Red Words and digraphs.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught Set 1 and 2 sounds (m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k) (ay ee igh ow oo 00 ar or air ir oy)</p> <p>To recognise taught Red Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters.</p> <p>To read words with s/z/ in the middle.</p> <p>To read words with -es/z/ at the end.</p> <p>To read words with s and s/z/ at the end.</p> <p>To read sentences containing Red Words and digraphs.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught Set 1 and 2 sounds (m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k) (ay ee igh ow oo 00 ar or air ir oy)</p> <p>To recognise taught Red Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today).</p> <p>To read words with short vowels and adjacent consonants.</p> <p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est)</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 Set 1 and 2 sounds (m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k) (ay ee igh ow oo 00 ar or air ir oy)</p> <p>To recognise Red words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with long vowel sounds with adjacent consonants.</p> <p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est)</p> <p>To read longer sentences containing 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. 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.</p>
<p>Writing</p> 	<p>To copy their name. To give meanings to the marks they make.</p>	<p>To write their name. To use the correct letter formation of taught letters.</p>	<p>To form lower case letters correctly. To begin to write sentences</p>	<p>To form lowercase letters correctly and begin to form capital letters.</p>	<p>To form lowercase and capital letters correctly.</p>	<p>To form lowercase and capital letters correctly.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and</p>


	<p>To copy taught letters.</p> <p>To write initial sounds.</p> <p>To begin to write CVC words using taught sounds.</p>	<p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>using fingers spaces.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught red words correctly.</p>	<p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught red words correctly.</p>	<p>To begin to copy letters.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught red words correctly.</p> <p>To begin to read their work back.</p>	<p>To copy letters using a lead in and lead out.</p> <p>To begin to write longer words and compound words which are spelt phonetically.</p> <p>To write sentences using a capital letter, finger spaces and full stop.</p> <p>To spell some taught tricky words correctly.</p> <p>To read their work back and check it makes sense.</p>	<p>representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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Progression of Mathematics



<p>Number</p> 	<p>To recognise numbers 1-3.</p> <p>To begin to subitise to 3.</p> <p>To find one more of numbers to 3.</p> <p>To find one less of numbers to 3.</p> <p>To explore the composition of 2 and 3.</p>	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of 4 and 5.</p>	<p>To recognise numbers 0-8.</p> <p>To subitise to 5.</p> <p>To find one more of numbers to 8.</p> <p>To find one less of numbers to 8.</p> <p>To explore the composition of 6, 7 and 8.</p> <p>To match the number to quantity.</p>	<p>To recognise numbers 0-10.</p> <p>To explore the composition of 9 and 10.</p> <p>To practise number bonds to 10.</p> <p>To know addition facts to make 5.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To estimate a number of objects.</p>	<p>To recognise numbers to 20.</p> <p>To revise number bonds to 5.</p> <p>To explore how to make numbers above ten using tens and ones.</p> <p>To match the number to quantity.</p>	<p>To solve simple number problems.</p> <p>To recap the composition of each number to 10.</p> <p>To know addition and subtraction facts to 10.</p> <p>To know doubling facts.</p>	<p>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.</p>
<p>Numerical Patterns</p> <p><i>Doubles</i> 3 + 3 = 6</p>	<p>To say which group has more.</p> <p>To say which group has less.</p> <p>To compare quantities to 3.</p> <p>To count to 5.</p>	<p>To compare quantities to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count to 10.</p>	<p>To count to 15.</p> <p>To count objects to 10.</p> <p>To compare quantities to 8.</p> <p>To begin to understand the difference between odd and even numbers up to 8.</p> <p>To combine two groups of objects.</p>	<p>To count to 20.</p> <p>To compare quantities to 10.</p> <p>To explore odd and even numbers.</p> <p>To order numbers to 10.</p> <p>To count back from 10.</p> <p>To combine two groups of objects.</p> <p>To take away objects and count how many are left.</p>	<p>To count to 25.</p> <p>To add numbers.</p> <p>To subtract numbers.</p> <p>To find the missing number.</p> <p>To order numbers to 20.</p> <p>To order numbers e.g. 13, 15, 19.</p> <p>To find the missing number in an addition and subtraction</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>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</p>

				To find the missing number.	sentence problems.	To combine groups of 2s, 5s and 10s.	
Shape, Space and Measure 	<p>To match objects.</p> <p>To sort objects.</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle and triangle.</p> <p>To recognise 1p and 2p.</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock.</p>	<p>To recognise and name square and rectangle.</p> <p>To recognise 5p.</p> <p>To recognise 4 o'clock and 5 o'clock.</p>	<p>To order objects by height and length.</p> <p>To order the days of the week, using the song to help.</p> <p>To measure height using cubes and non-standard measures.</p> <p>To measure time.</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To recognise 9 o'clock and 10 o'clock.</p> <p>To recognise 10p.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To measure capacity.</p> <p>To describe the properties of 3D shapes.</p> <p>To make pictures with shape arrangements.</p>	<p>To add money.</p> <p>To recognise the time to o'clock.</p> <p>To finish a repeating pattern.</p> <p>To make patterns using shapes.</p> <p>To name and describe 2D and 3D shapes.</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 reasoning skills in shape, space and measure</p>


Progression of Understanding the world


Past and Present 	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Little Red Hen) (Farming/Harvest)</p> <p>To talk about my family and events using my special box.</p>	<p>To know about figures from the past (Guy Fawkes)</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 (Christmas)</p> <p>To talk about special celebrations in show and tell.</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>To talk about my favourite things in show and tell.</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 people around us.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Saint Piran)</p>	<p>To know about the past through finding out about .</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>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
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People, Culture and Communities 	<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 talk about how Hindus celebrate Diwali.</p> <p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that people around the world have</p>	<p>To talk about Chinese New Year.</p> <p>To know that simple symbols are used to identify features on a map.</p>	<p>To know about people who help us within the local community.</p> <p>To know that Christians celebrate Easter.</p> <p>To know that Cornish people</p>	<p>To know that people in other countries may speak different languages (French)</p>	<p>To know that people in other countries may speak different languages (French)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their</p>
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	<p>To know the name of the village 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>different religions.</p> <p>To know that Kea Church is part of our community.</p>		<p>celebrate St Piran's Day.</p>			<p>experiences and what has been read in class. 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 learn about first hand harvested grown fruit and vegetables.</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 about and recognise the signs of Winter.</p> <p>To know some important processes and changes in the natural world including states of matter (freezing/melting)</p> <p>To know the 5 senses.</p> <p>To plant a bulb.</p> <p>To know some animals that migrate.</p> <p>To watch and measure a class gladioli bulb.</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 learn about lifecycle of plants and animals.</p> <p>To observe the lifecycle of frogs, looking at the class tadpoles.</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 about different habitats.</p> <p>To know the difference between herbivores and carnivores.</p> <p>To continue observe the lifecycle of frogs.</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 harvest grown fruit and vegetables.</p> <p>To know some important processes and changes in the natural world including (floating and sinking)</p> <p>To observe the lifecycle of butterflies, looking at the class caterpillars.</p> <p>To pond dip safely.</p>	<p>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 season and changing states of matter.</p> <p>To continue to observe the lifecycle of butterflies, looking at the class chrysalis and watch them hatch.</p> <p>To identify some creatures in the school pond.</p>
<p>Technology</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.</p> <p>To learn about E-safety</p> <p>To learn how to control a computer mouse.</p> <p>To make simple selections of colour choice by clicking a mouse on Tizzy's Tools.</p>	<p>To know how to operate simple equipment.</p> <p>To draw pictures on IWB and begin to change colours.</p> <p>To use the iPad to take pictures.</p> <p>To change the colour, size of paintbrush, fill a background and choose a new page on Tizzy's Tools.</p>	<p>To access, understand and interact with a range of technology within the Foundation Environment.</p> <p>To draw pictures on IWB, changing colour and pen size.</p> <p>To change the colour, size of paintbrush, fill a background, use stampers and select my level on Tizzy's Tools.</p>	<p>To use the IWB, changing games and programmes.</p> <p>To operate a simple control programme on Tizzy's Tools, using forwards, backwards and rotate functions.</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving.</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 find my name on the school library machine and scan it.</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>

Progression of Expressive Arts and Design

<p>Creating with Materials</p> 	<p>To name colours.</p> <p>To know the primary colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects, including my own portrait.</p> <p>To learn the properties of chalk pastels.</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 (Glue Stick)</p> <p>To learn about and artists Henri Matisse)</p> <p>To know how to work safely and hygienically.</p> <p>To make a bridge to cut an apple safely with a sharp knife.</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting) – Bread rolls, apple crumble.</p> <p>To use different construction materials.</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To begin to know secondary colours.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically.</p> <p>To use chalk pastels to create still life apple art.</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – bread rolls, Fruit Kebab</p> <p>To learn the pinch pot skill to make Diwali Diwa lamp.</p>	<p>To know which primary colours to mix to make certain secondary colours.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To learn the properties of oil pastels.</p> <p>To learn the properties of charcoal (Chinese Number writing).</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (weighing and mixing): pancakes</p> <p>To use tools to cut and join wood To know the names of tools.</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials. (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads.</p> <p>To use tools to cut and join wood using different nails and screws.</p> <p>To know the names of tools.</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials To create observational drawings.</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebab, Biscuits, Salads</p>	<p>To know some similarities and differences between materials.</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</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. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes and well known songs.</p>	<p>To perform a song in the Christmas Play.</p> <p>To learn and perform a poem at the</p>	<p>To join in with whole school singing assemblies.</p> <p>To create musical</p>	<p>To perform songs at the Easter Concert.</p> <p>To join in with whole school</p>	<p>To move in time to music.</p> <p>To learn dance routines. Or To make up own dance routines.</p>	<p>To perform in (songs, poems, stories, dance)</p> <p>To listen to poems and</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform</p>

	<p>To perform a song at Harvest Festival.</p> <p>To start to take part in Go Noodle dances.</p> <p>To join in with whole school singing assemblies.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether the like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p>	<p>Christmas Concert.</p> <p>To dance a Go Noodle dance.</p> <p>To join in with whole school singing assemblies.</p> <p>To pitch match.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p> <p>To use costumes and resources to act out narratives.</p>	<p>patterns using untuned instruments.</p> <p>To express their preferences of favourite dances and songs.</p> <p>To begin to create costumes and resources for role play.</p>	<p>singing assemblies.</p> <p>To associate genres of music with characters, stories, settings and weather.</p> <p>To create costumes and resources for role play.</p>	<p>To join in with whole school singing assemblies.</p> <p>To act out well know stories.</p> <p>To follow a musical pattern to play tuned instruments.</p> <p>To create narratives based around stories.</p>	<p>create their own.</p> <p>To join in with whole school singing assemblies.</p> <p>To create own compositions using tuned instruments.</p> <p>To invent their own narratives, making costumes and resources.</p>	<p>songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>
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