YR Progression Map

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** in all early years settings, 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 in included and supported

Area of Learning	**Communication and Language**						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Listening, Attention and Understanding	To understand how to listen carefully, including not to interrupt To understand why listening is important To be able to follow a simple instruction consistently To be able to listen to stories and recall the main events	To engage in story times, poetry, joining in with repeated phrases and actions To understand the difference between a question and an answer To be able to follow a simple 2-	To ask questions to find out more To be able to answer a question To understand a range of complex sentence structures and instructions To know when to listen and when to respond	To retell a story To follow a story without pictures or props Listen to and talk about stories/NFT/poems to build familiarity and understanding. To be able to switch attention from one task to another	To understand questions such as who, what, where, when, why and how To know that asking a question helps to clarify understanding To be able to follow complex instructions To begin to understand	To know the difference between a comment and a question To respond to discussion with comments and questions To use answers to their questions to make links	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.

YR Progression Map

		step instruction consistently	To engage in and listen to selected non-fiction texts		humour		
Vocabulary	listen, instruction/s	why, how, question, answer	ask a question, understand, take turns, non-fiction	re-tell, listen carefully	who, what, where, when, how, joke	conversation, comment	
Speaking	To talk in front of a small group To communicate confidently with peers and adults in the setting To learn some new vocabulary Listen carefully to rhymes and songs paying attention to how they sound	To answer questions in front of a whole class. To use some new vocabulary throughout the day To answer question in full sentences Learn rhymes, poems and songs	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, so, but To talk about selected non-fiction developing familiarity with new knowledge and vocabulary	To share their work to the class- standing up at the front To use new vocabulary in different contexts Learn rhymes, poems and songs	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events Learn rhymes, poems and songs	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses Learn rhymes, poems and songs	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.
Vocabulary	conversation, talk	rhyme, poem, song	and, because, so, but, non-fiction	show, present	why	full sentence	
Provision / Activities	C&L is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, PSHE lessons, speech and language interventions, social groups, daily story time using high quality texts, listening to a range of stories, NFT, poetry, rhymes and songs, Dojo news, open ended and engaging learning environments, resources and role-play areas.						

YR Progression Map

Area of Learning	Personal, Social and Emotional Development						
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Self-Regulation	To know the feelings happy, sad, angry, worried To be able to talk about feelings in simple terms To focus attention in a larger group situation To learn the zones of Regulation	To know a wider range of feelings: scared, excited To begin to identify a wider range of feelings in themselves To be able to focus attention in a whole class teaching session To adapt behaviour in a range of situations	To identify a wider range of feelings in others: happy, sad, scared, excited To focus during longer whole class lessons To talk about themselves in positive terms To identify likes and dislikes To begin to consider the feelings of others	To identify a wider range of feelings in others: angry, worried, joyful, nervous To label and talk about own and others' feelings To consider the feelings and needs of others Completes set tasks/challenges independently	To control their emotions using a range of techniques To maintain focus during extended whole class teaching To know that their behaviour affects others	To maintain focus during extended whole class teaching and follow instructions To identify and moderate their own feelings socially and emotionally	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 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.
Vocabulary	happy, sad, upset, angry, worried, feelings, concentrate	scared, excited, focus,	like, dislike, improve, good at, work on, resilience	angry, worried, nervous, joyful, compromise, challenge, independent, challenge, goals	behaviour, action, take your turn, sharing	holding back, patience, mindful, instructions	

YR Progression Map

Managing Self	To begin to learn the school rules and routines To learn the school values To practise velcro and buckles on shoes To explore different areas within the learning environment To use the toilet independently with some reminders to wash hands To know that we are humans To know the names of some parts of the human body (see vocab)	To follow the school rules and routines with adult support and understand the need to have them To have confidence to try new activities To put coat on independently To put wellington boots on independently To practise doing up a zip/buttons on a coat	To follow the school rules To demonstrate the school values To know the difference between right and wrong Shows some understanding that good practices regarding exercise, eating, sleeping and looking after your teeth can contribute to good health To be able to dress for the weather with minimal support (coats, gloves, wellington boots, puddle suits, etc) To begin to know that humans need a healthy **diet** (what they eat and drink) to grow	To have a clear idea about what they want to do in their play and how they will go about it To seek out challenges To begin to show resilience and perseverance in the face of challenge	To manage own basic needs independently To show a 'can do' attitude	To show resilience and perseverance in the face of challenge To manage own dressing/changing with zips, buttons and buckles independently	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.

YR Progression Map

Vocabulary	classroom, rules, values adult, toilet, wash hands, human, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	rules, , zip, buttons, healthy diet	challenge, persevere, resilent, values	independent healthy, unhealthy,	have a go,	attitude, positive	
Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and class/year group staff To recognise that all families are different	To play with other children (children who are playing with the same activity) To begin to develop friendships To have positive relationships with staff	To begin to work as a group with support understanding the need to share To use taught strategies to support turn taking To develop confidence with other adults around the school	To listen to the ideas of other children To begin to hold two-way discussions that will agree on a solution and compromise To have positive relationships with other adults around the school	To work as a group successfully To begin to show sensitivity to their own and to others' needs.	To have confidence to communicate with all adults around the school and with visitors To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness	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.
Vocabulary	friend, help, look after,care, family, different, silmilar	play, game, friendship	sharing, taking turns,	Compromise, listen, solution	teamwork, resolve, conflict, group	forgive, sorry, friendship,	
Provision / Activities	PSED is developed throughout the year through high quality interactions, modelling, daily group discussions, carpet sessions, circle times, Jigsaw PSHE lessons, social groups, daily story time using high quality texts, Dojo news, open ended and engaging learning environments, resources and role-play areas, assemblies, health visitors.						

YR Progression Map

Area of Learning	Physical Development						
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Gross motor Skills	To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. To line up and queue with support	To create sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.	To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore actions with a prop. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. Learn how to use scooterboards	To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team. Sports day activities	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

YR Progression Map

	Learn how to use low A-frame	To line up and queue with minimal support Learn how to use the basketball hoop	Learn how to use high A-frame Learn how to use bikes and scooters on playground				
Vocabulary	avoid, freeze, space, backwards, safe, stop, forwards, sideways, partner	around, land, still, balance, over, straight, hold, rock, through, jump, roll, travel	actions, beat, counts, direction, fast, finish position, high, low, quickly, shape, slowly, start postion, travel	bounce, catch, dribble, hit, kick, points, roll, run, safely, score, space, target, throw	balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop	aim, gallop, hit, hop, jump, lose, partner, run, safely, score, stop, tag, target, team, win	
Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged line To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads and use small pegs To write taught letters using correct formation	To hold scissors correctly and cut out large shapes To write taught letters using the correct letter formation and control the size of letters To paint using thinner paintbrushes	To hold scissors correctly and cut out small shapes To write letters on a line with some idea of ascenders and descenders	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals	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.

YR Progression Map

	To begin to copy letters Begin to know how to hold scissors correctly/safely and cut with control To hold a fork and spoon correctly To paint using large paintbrushes	To copy taught patterns with correct formation To write own name To begin to hold a knife correctly and use to cut food with support					
Vocabulary	scissors, cut, snip, open, close, finger, thumb	tripod grip, zig zag, straight, line, shape	curved	Letter size	control, ascenders, descenders	detail, accurate	
Provision / Activities	PD is developed throughout the year through high quality interactions, modelling, P.E lessons, motor skill groups, daily motor/writing sessions, open ended and engaging learning environments, resources and role-play areas, yoga sessions, culinary sessions, dough disco and handwriting sessions. **Continuous Provision:** Cooperation games e.g. parachute games. Use of outdoor equipment, playground, obstacle course. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, skateboards, body boards and trikes. Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Threading, cutting, weaving, playdough, fine motor activities e.g. Tap-Tap, hammer beads, peg boards, geoboards etc. Draw lines and circles using gross motor movements. Large scale mark-making using a wide range of writing tools e.g. chalks, paints, wet brushes etc. Large and small scale construction. Puzzles. Creative and writing areas fully stocked with a variety of resources and equipment. DT projects e.g., malleable materials - clay models, salt dough decorations, making biscuits/fruit kebabs/Easter nests.						

YR Progression Map

Area of Learning	Literacy						
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Comprehension	To begin to use pictures to tell stories To independently look at book, holding them the correct way and turning pages To engage in story times, joining in with repeated phrases and actions	To begin to answer questions about the stories read to them To sequence familiar stories with support To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To retell a story To begin to predict what may happen in the story To suggest how a story might end To begin to know that information can be retrieved from books	To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	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, non-fiction, rhymes and poems and during role play.
Vocabulary	Story, book, listen, rhyme, page, front cover, title	Beginning, middle, end, fiction, non-fiction, fact, information	Rhyme, poem, predict, sequence, order	Retell, character, setting	Who, what, when, where, why	Information, vocabulary	
Word Reading	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r **HFW:** a, at, as, in, it, is, I, an, and, am,	h, b, f, ff, l, ll ss, j, v, w, x, y, z, zz, qu, ch, sh, th (voice and unvoiced), ng, oo, ar	oo, ow, ee, ur, ai, or **HFW:** look, now, down, see, going, just, have, it's do, so	oa, er, igh, air, oi, ear, ure **HFW:** come, some, were, one, like, when, little,	CVCC, CCVC, CVC+previously taught digraphs, CCVCC	CVC+polysyllabic, CCC onset words, CCVCC previously taught digraphs, CVC + high frequency words	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

YR Progression Map

	dad, to, into, go , no the, can, got, on ,get, not, cat, dog	**HFW:** up, mum, put, has, had, him, his, oh, big, he, she, me, we, be, of, if, off, you, my, they, for, was, will, all, went, from, help, too, her, with, are, yes, then, them, this, that, said		what, by, day, away, play, children	**HFW:** your, here, saw, time, out, house, about	**HFW:** made, make, came, I'm, very, old, called, asked, looked,their, our, Mr, Mrs, don't, people, could	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Vocabulary	name, phonics, sound, rhyme, phoneme, grapheme, word high frequency word	single sound, digraph, blend	segment, vowel, consonant, trigraph, sentence	segment, vowel, trigraph	sentence, explain, caption, ending,	sentence, explain, caption, alternative,	
Writing	To copy their name To give meanings to the marks they make To copy taught letters To identify initial sounds with support To begin to write initial sounds in words	To write their name To begin to write CVC words using taught sounds	To use the correct letter formation of taught letters To begin to write captions and labels using taught sounds To spell some taught high frequency words correctly	To form taught lowercase letters correctly To begin to write simple sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop	To form taught lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To write sentences using finger spaces and full stops	To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stops To read their work back and check it makes sense	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.

YR Progression Map

				To spell some taught high frequency words correctly To begin to read their work back	To use capital letters at the start of a sentence To read their work back		
Vocabulary	Phonics, sound, letter, copy	word,	Full stop, finger space, caption Label,	Capital letter, upper case, lower case sentence	Full sentence, independent	Edit, check, genre	
Provision / Activities	Literacy is developed throughout the year through our phonics approach, high quality interactions, daily phonics and writing sessions, daily motor sessions, open ended and engaging learning environments, resources, role-play area and Drawing Club. **Writing**: Name writing cards, labelling models, lists, label characters / images, rhyming strings, writing for a purpose in role play areas / learning environment, posters, story maps, instructions, recipes, life cycles, character descriptions, diary entries, recounts, poems, stories, teacher to model writing areas and activities during free flow, topic display **Reading:** Daily story time, 1:1 reading, silly soup, letter/word bingo, word hunts, Drawing Club story of the week, library, teacher to model book corner and use during provision, explore and discuss features of NFT,arrange author/story teller visits						
Area of Learning	**Mathematics**						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Number	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on	Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8	Counting – larger sets and things that cannot be seen Subitising – to 6, including in	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5	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,

YR Progression Map

	composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison	Use the language of comparison Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	See that each number is one more than the previous number Composition of 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: Make unequal sets equal	Use language of less than Composition of 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	Composition of numbers to 10	counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Vocabulary	Sort, groups, more than, less than, count, subitise	Subitise, parts, whole, altogether, more than, fewer than, an equal number part, part whole	Subitise, numerals, Staircase pattern more than, fewer than, an equal number to	Add, tens frame part, part whole, altogether	Add, all together, more, less, higher, lower	Bonds of… How do you know? I know because..	
Numerical Patterns	Recognise, describe, copy and extend colour and size patterns	To talk about key events in their daily routine and to begin to order these	To calculate 1 more than given number up to 5	To identify 1 more and 1 less within 10	To build and notice patterns with numbers beyond 10	To explore sharing and grouping To share odd and even numbers	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts,

YR Progression Map

	To know that a pattern is a repeated unit To copy and continue a simple repeated pattern. To create own repeated pattern			To recognise the composition of 6, 7, 8 To identify more complex patterns Counting on/back from a number within 20 To identify patterns in odd and even numbers by making pairs To find a double to 8	To verbally count beyond 20 Counting on/back from a number within 20/30 To know what sharing is and describe equal sharing To be able to share practically for a purpose To know that grouping involves dividing a set by placing a certain number of items in each group	To identify units of repeating patterns and explore pattern rules To recall some double facts to 10 To create their own patterns and rules	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.
Vocabulary	Repeat, copy, colour, shape, curved, straight	More than, less than, day, night	More than, less than	More than, less than, equal, the same as, odd, even, double	Share, equal, the same as, grouping, divide	Pattern, rule, odd, even, share, equal same	
Shape, space and measure	To compare and order by size (height and length)	To name, identify and compare circle, square, triangle	To explore and compare mass, capacity, length, height and time	To compare and explore mass, length, height and capacity	To be able to turn, rotate and flip shapes to fit into the spaces provided	To be able to visualise and build from different positions	

YR Progression Map

	To compare and order objects according to mass To compare and order according to capacity	To notice and identify 2D shapes in the environment To use and understand positional language To identify and name shapes with four sides To combine shapes with 4 sides	To be able to order and sequence time	To know that a solid is a fixed shape that cannot be changed To know that a liquid has no fixed shape and takes the shape of its container To name and identify 3D shapes To find 2D shapes within 3D shapes To explore time using through activities To use time related vocabulary To know the days of the week	To use positional language to describe where shapes are in relation to one another To know that shapes can be combined or separated to make new shapes To be able to copy complex 2-D shape pictures To notice 2-D shapes within 3-D shapes in a range of contexts To select a shape for a purpose	To describe positions and give instructions	
Vocabulary	Order, sequence, length, height big, bigger, small,	Circle, 2D shape, sides, corners,	Day, night, morning, afternoon,	Mass, capacity, liquid, longer longest, short,	Under, on top of, in front of, behind, besides	Under, on top of, in front of, behind, besides	

YR Progression Map

	smaller, heavy, full, empty	Square, rectangle, circle, triangle,	nighttime, yesterday tomorrow	shortest, tall, taller, tallest, heavier, balance, full, empty, minutes, seconds, yesterday, tomorrow, solid, cone, cube, cuboid, pyramid, sphere, faces, vertices			
Provision / Activities	Maths is developed throughout the year with support from Mastering Number and White Rose Maths. We ensure high quality interactions, four maths sessions weekly, engaging learning environments, resources and role-play areas. During lessons and within the learning environment – show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames, part whole model etc. Encourage children to use their fingers for support. Display numerals in order alongside dot quantities or tens frame arrangements. Play board games and card games such as snap or matching pairs with cards. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground. Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Distribute items evenly. Make deliberate mistakes to provoke discussion. Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more. Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched." Plan games which involve partitioning and recombining sets. Make visual and practical displays in the classroom showing the different ways of making numbers to 5. Help children to learn number bonds through lots of hands-on experiences. Play hiding games with a number of objects in a box, under a cloth etc. "6 went in the tent and 3 came out. I wonder how many are still in there?" Spot and use opportunities for children to apply number bonds: "There are 5 of us but only 2 clipboards. How many more do we need?" Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources. Teach children to solve a range of jigsaws of increasing challenge. Investigate how shapes can be combined to make new shapes. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Compare length, weight and capacity. Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"						

YR Progression Map

Area of Learning	Understanding the world						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Past and Present	To know about their own life-story To have an awareness of how they have grown and changed over time To know how old they are and begin to know how to identify when they were born Know that people around them were born at different times and are older or younger than they are To know that people change as they age (baby, toddler, child, teenager, adult)	Begin to know that the past refers to events that happened before a set time (or the current day) e.g. Remembrance Sunday To begin to know about significant people and events from the past (e.g. Guy Fawkes) To begin to know about the past through settings, characters and events encountered in books read in class and storytelling	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To comment on familiar situations in the past	To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (farm)		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (pirates) To know about the past through settings, characters and events encountered in books read in class and story telling (pirates)	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.

YR Progression Map

	Know that now refers to the current day						
Vocabulary	baby, child, adult, grow/ing, **younger, older, now**	Guy Fawkes, Remembrance Day, a long time ago, character/s	Now, past	Same, different, change		history, past, present, difference	
People, culture and communities	To know about family structures and talk about who is part of their family Know that a **family** is a group of people (adults and children) who are related to each other To identify members of their own families (close and extended) To know that some families live together in one house while other families may live in different houses To identify similarities and	Know that in the UK people often celebrate birthdays, Christmas, Easter, weddings, Harvest Know that a **celebration** is a time when people come together to remember something and that these may be shared with family Begin to know that an important celebration for Hindus and some other religions is Diwali, which is a five-day festival of light, celebrating	To know about people who help us within the local community To name and describe people who are familiar to them To know that places are special for different people and that some places hold special memories. Begin to know that a **church** is a Christian place of worship To know that we live on a planet called Earth	Begin to know that the Bible is a Christian book which uses stories and pictures to help Christians understand what God is like To begin to know that the cross is an important Christian symbol which can be found in many places, including churches Begin to know that Christians believe that Jesus died on a cross on Good Friday	To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts, and begin to articulate why this is.	To begin to know that they can find information on a simple map To begin to know that maps contain symbols to identify features and information Begin to know that a **map** is a representation of an area of land or sea showing physical features, cities, roads, etc. To represent a familiar place on a map	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 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.

YR Progression Map

	differences between themselves and peers To know the name of their school To know the name of the town they live in To know that they live in England Begin to know that there are many different religions in the world	light (good) over darkness (evil) Begin to know that Christians believe that Jesus is the son of God Know that Christmas is a special day that celebrates the birth of Jesus To begin to discuss some aspects of the Christmas story Begin to know how *to* describe some features of their immediate environment, e.g. roads, houses, shops, schools, parks, churches, etc. To begin to draw information from	Begin to know that there are differences and similarities between where we live and other countries To begin to know that there are many countries around the world	Begin to know that Easter Sunday is remembered by Christians as the day that Jesus rose from the dead To begin to know some common ways of celebrating Easter (going to church, praying, giving up something for Lent, egg hunts) To create maps and plans from familiar stories		To identify some similarities and difference between where we live and some other countries Begin to know that an **ocean** is a large expanse of water/sea. Begin to know that **land** is part of the Earth's surface not covered by water	

YR Progression Map

		a simple map of the local area					
Vocabulary	Family, family members e.g. sister brother, special, unique, School name, Englefield Green, England, United Kingdom (UK), road, house, shop, school, park, church, similar, different, map	Belief, religion, celebration, decoration, Christmas, birthday, Hindu, Diwali, Christians, (birth of) Jesus, God, Mary, Joseph, Bethlehem, three wise men, shepherds, angels, stable, manger	Belief, local community, map, ocean, land Church, Worship Pray, Service Judith, Jeremy, Helen	Christian, Church, Bible, Jesus, God, Good Friday, Easter Sunday, globe, world, Earth	Special, Precious Artefact, Collection, Memory	Map features: road, river, park, shops	
The Natural World	To begin to talk about and compare the weather that they experience Begin to know that there are four seasons in the UK: spring, summer, autumn, winter Begin to know that a **season** is a time of year and each season has its own	To begin to understand the effect of changing seasons on the world around them Begin to know how to recognise the signs of **winter**	To recognise the signs of winter To know some important processes and changes in the natural world including states of matter (freezing/ melting- winter) Know that **melting** refers to changing	Begin to know how to recognise the signs of **spring** Begin to know that a habitat is the home of animals To know about farm animals, their young and what they produce	To ask questions about the natural environment. Begin to know that a habitat is also the home of plants To observe the growth of seeds and talk about changes (beans)	Begin to know how to recognise the signs of **summer** To begin to know that the seasons repeat and we go through each season every year To begin to know know that some things in the world are man-made and some things are	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.

YR Progression Map

	temperature and weather patterns4 Begin to know how to recognise the signs of **autumn** To respect and care for the environment around them. To begin to know and remember the five senses		from a solid to a liquid Know that **freezing** refers to substance turning from a liquid into a solid To recognise that some environments are different to the one in which they live	To begin to compare the basic needs of humans to some basic needs of other animals To begin to know that animals have different diets	To know the basic lifecycle of a plant and tree To observe and identify the parts of a plant or tree Know how to draw plants, including some of their specific parts To describe what they see, feel and hear outside Know that plants need water, light and a suitable temperature to grow Begin to know how to compare the basic needs of a plant to an animal including humans	natural To know some important processes and changes in the natural world including states of matter (floating, sinking) Understand the need to care for the natural environment and all living things To begin to understand the effects of pollution To talk about ways to care for our immediate environment (litter picking, recycling)	

YR Progression Map

					To know the basic lifecycles of animals (butterfly, frogs, chicken)		
Vocabulary	weather, cloudy, sunny, warm, hot, cold, rainy, stormy, season	Autumn, change,	Winter, cold, freeze/frozen, melt material e.g. fabric, paper, plastic, wood, natural, man-made	spring, warm, habitat, nocturnal, cow, calf, sheep, ewe, pig, piglet, chicken, chick, horse, foal, goat, kid, duck, duckling herbivore, carnivore, omnivore	stem, leaves, roots, shoots, petals (blossoms), trunk, branches, leaves, seed, bulb, grow, water, light, warmth, lifecycle, butterfly, caterpillar, egg, pupa,crysallis, metamorphosis, temperature, minibeast, chick, chicken, frogspawn, tadpole, froglet, frog	Summer, hot, float, sink, pollution, recycling, litter, global warming	
Provision / Activities	Understanding the world is developed throughout the year through high quality interactions, responding to children's interests and asking questions, modelling new activities, taking children to new areas within school/outdoor environment/forest school, exploring the natural world, going on seasonal walks, exploring the 5 senses, looking at photographs, sharing holiday/half term news, circle times, Dojo observations, having discussions with parents, hands-on learning (class caterpillars), special visitors from local community e.g. firefighters, dentist, vicar, librarian etc. (different occupations), parents from different countries 'show and tell', celebrate and value cultural, religious and community events and experiences, explore Google Earth, simple map reading. School trip to farm. Wonderdome visit **Continuous Provision:** Change roleplays area to reflect children's interests/ learning themes, provide sensory trays, interesting objects introduced to extend imagination, allow children to explore natural environments, make collections of natural materials to investigate and talk about, providing magnifying glasses, encouraging children to talk about what they see, , plant seeds and bulbs for children to observe changes, water games, floating and sinking, making boats, exploring waterproof materials, technology – bee-bots, camera's,						

YR Progression Map

	torches, iPads, binoculars, outdoor learning, planting, growing seeds, providing different ethnicities of dolls, photographs of people's families, creating displays of family members/photographs.						
Area of Learning	**Expressive arts and design**						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
Creating with materials	To name common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown To create simple representations of people and objects using shapes. To paint a self-portrait To experiment with mixing colours. Begin to know that red, yellow and blue are **primary colours** Begin to know that **primary colours** are colours which cannot be made by mixing other colours	To use some cooking techniques To know how to work safely and hygienically Know that we can make marks with pencils, pens, crayons, chalks Know that we can use a range of movements to create marks. To know that we draw lines, circles and shapes to draw pictures Begin to know that a **line** is a mark we can	To experiment with different mark making tools such as art pencils, pastels, chalk Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard Begin to know that **modelling** means to create a more specific shape Know that materials can be **hard**, meaning not easily broken	Know how to share the creations/models that they made by talking about the process and what they represent To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To investigate a range of materials and experiement with how they can be connected to form simple structures To make props and costumes for	To design and plan what they are going to make (cooking, construction, creative activities, junk modelling) To draw more detailed pictures of people and objects (plants) To manipulate materials and joining techniques To design and create a minibeast scene with a moving mechanism (pop up/sliding)	To know some facts about a famous artist and recreate some pieces during continuous provision (link to international week). To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	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.

YR Progression Map

	To use colours for a particular purpose Know that **painting** is the practice of applying paint to a surface, usually with a brush To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely. To use different construction materials.	make to join marks together Know that a **drawing** is a picture or diagram made with a pencil, pen or crayon (rather than paint) Know how to talk about the marks we make and what they represent To explore different techniques for joining materials (Glue Stick, sellotape tape, PVA) To use a range of media to create e.g. clay / salt dough etc (diva lamp)	Know that materials can be **soft**, meaning they are easy to mould or break To explore different techniques for joining materials (Glue Stick, PVA, masking tape) To create a Chinese New Year craft	different role play scenarios Begin to know that **primary colours** can be used to make nearly every other colour To combine matrials to create a wild animal picture To recreate a famous painting/ picture	To recreate a famous painting/ picture.	To know some similarities and differences between materials.	

YR Progression Map

Vocabulary	Draw, drawing, line, shape, colour, build, construct, join, props, costume	Create, paint, painting, mix, primary colours, clay, mould,	Materials, technique, assemble, model, hard, soft, junk, cardboard, paper, construction, construct, pastel, chalk, masking tape	Spilt pin, process, artwork, artist, secondary colour,	Slice, grate, dice, peel, hygiene, plan, design, detail, manipulate, mechanism, pop up, slider	Evaluate, improve, change, adapt, compare, texture	
Being imaginative and expressive	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To begin to build up a repertoire of songs To sing songs talking about their pace and volume. To use costumes and resources to act out narrative To act out well know stories To perform songs in the Christmas Play	To begin to create costumes and resources for role play	To learn and perform a poem(link to Mother's Day) To listen attentively, move to and talk about music from a variety of genres To create costumes and resources for role play.	To move in time to music. To learn dance routines. To follow a musical pattern to play tuned instruments To create narratives based around stories To learn and perform a poem	To perform songs, poems, stories, dance To listen to poems and create their own To create own compositions using tuned instruments To invent their own narratives, making costumes and resources To learn and perform a sea shanty	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

YR Progression Map

Vocabulary	Perform, rhyme, instruments, sounds, like, dislike, body percussion, patterns, costume, props, pretend, imagine	Perform, song, sing, loud, quiet, stories, act, fast, slow, pace, speed	Untuned, percussion, create, compose, poem	Poem, rhythm, expression	Movement, beat, routine, timing, pattern, tuned instruments,	Invent, compose, musician, evaluate	
Provision / Activities	Expressive Arts and Design is developed throughout the year through high quality interactions, music lessons, responding to children's interactions and asking questions, in the moment planning, providing flexible resources for open-ended activities and props, guiding and encouraging children to solve conflicts independently, modelling role play activities, learning about artist – Paul Klee, encouraging children to use their own imagination when engaging in activities, providing plenty of listening activities for children to engage in, play, share and perform a wide range of songs from different cultures and historical periods, promoting and encouraging a 'signing voice', using a variety of songs with and without words, providing musical instruments Continuous Provision: Provide children with fully resourced writing areas, roleplay area, creative corner. Have available a range of fabrics and resources for the children to make and construct, provide a range of props, different resources for children to use their imagination to design and create. Junk modelling, construction resources and open-ended resources for children to make their own construction vehicles/resources out of, encourage children to role-play and take on a role, model activities to children and play alongside them, perform songs and plays, make pumpkin soup, make a Christmas ornament, learn about a famous artist, teach the skills of drawing and drawing a self-portrait, partake in the Christmas Nativity, create videos of children learning through play – show and enjoy.						