

Ludlow Primary School



Reception Progression of Skills – 2024-2025

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

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific.

The Early Years framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into National Curriculum subjects. This document demonstrates which early years outcomes are prerequisite skills within the National Curriculum. The table below outlines the most relevant early years outcomes, brought together from different areas of the Early Years Foundation Stage, to match the programme of study.

The characteristics of effective teaching and learning - In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Statutory framework for the Early Years Foundation Stage

"No job is more important than working with children in the early years. Development Matters has been written for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement. The guidance can also help you to meet the requirements of the statutory framework for the early years foundation stage."

Curriculum Drivers



GROWTH MINDSET



CONFIDENT COMMUNICATORS



CITIZENS OF THE WORLD



HEALTHY BODY, HEALTHY MIND

Communication and Language

ELG Listening, Attention and Understanding

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

ELG Speaking

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

<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 instructions/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 of 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 interactions.</p>
<p>Speaking</p>	<p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary linked to the project learning.</p>	<p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout their learning and play.</p>	<p>To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.</p>	<p>To share their work with others. To use new vocabulary in a range of contexts.</p> <p>To engage in nonfiction books.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p>	<p>To talk to a range of adults around the school.</p> <p>To talk about why things happen,</p> <p>To talk in sentences using a range of tenses.</p>

Personal, Social and Emotional Development

ELG Self - Regulation

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


ELG Managing Self

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

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development (PSED)	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does</p>	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories</p>

		something unkind.	and know what it means to feel proud.	I know who my safe adults are and how to stay safe if they are not close by me.		of the best bits of this year in Reception.
Self-Regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and	To maintain their focus during longer whole class input sessions. To follow an instruction	To manage their feelings and emotions using our PATHS approach e.g. stop, give yourself a	To continue to learn how to manage and control their emotions using a range of techniques	To be able to maintain their focus during extended whole class teaching sessions and independent
	one-step instructions.	how their behaviour affects that. To change their behaviour to a range of situations.	which involves more than one step.	cuddle, take a deep breath and talk about the problem and their feelings. To continue to consider the needs and feelings of others.	e.g. PATHS approach e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings.	learning activities.

Managing Self	<p>To independently be able to</p> <ul style="list-style-type: none"> - Use the toilet - Wash hands - Put coat on - Change shoes into wellington boots <p>To explore the Reception environment. To begin to understand the rules of a classroom.</p>	<p>To have confidence to try new activities.</p> <p>To develop ability to follow the rules of the classroom – STAR. To begin to understand the Guiding Star principles.</p>	<p>To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zipper on a coat. To independently manage to fasten button.</p>	<p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices.</p>	<p>To show a good level of independence in their ability to manage their own basic needs.</p> <p>To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support.</p>	<p>To show a 'can do' attitude to change and transition.</p>
Building Relationships	<p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults. To take turns during group work and when playing games together.</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school – to support transition.</p> <p>To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships.</p>

Physical Development

ELG Gross Motor Skills

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

ELG Fine Motor Skills

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

Begin to show accuracy and care when drawing.

Area	Autumn 1	Autumn 2	Spring 1 - Gymnastics	Spring 2 - Dance	Summer 1 - Games	Summer 2 – Ball Skills
Physical Development (PD)	Dance Real PE	Multi Skills Real PE	Gym Real PE	Dance Real PE	Gym Real PE	Multi Skills Real PE



Gross Motor Skills

Balance beams in outdoor area

<p>Shapes Create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down.</p> <p>Travel between shapes including jumping.</p> <p>Partnering (Shapes)</p> <p>Create standing and floor shapes in contrast to my partner's - with our body parts crossing over.</p> <p>Travel between shapes in unison</p> <p>Artistry (Making) Create a sequence of 4 moves with some being different to my partner's. To develop control when using basic equipment e.g. scissors.</p>	<p>Develop rolling a ball to a target. Develop rolling and stopping a ball. Develop accuracy when throwing to a target. Develop bouncing and catching a ball. Develop dribbling a ball with my feet. Develop kicking a ball. To jump, hop, balance and move in a variety of ways with increasing control.</p>	<p>Copy and create shapes with my body. Develop balancing and taking weight on different body parts. Develop jumping safely. Develop rocking and rolling. Copy and create a short sequence by linking actions together. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p>	<p>Circles Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning.</p> <p>Jump from a static position, arms up and down.</p> <p>Partnering (Circles)</p> <p>Turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon.</p> <p>Create, in unison, jumps with rotation from a static position.</p> <p>Artistry (Making) Create a sequence of 4 moves with some being different to my partner's. counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination.</p>	<p>Copy and create shapes with my body. Develop balancing and taking weight on different body parts. Develop jumping safely. Develop rocking and rolling. Copy and create a short sequence by linking actions together. Create shapes whilst on apparatus. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.</p>	<p>Work safely and develop running and stopping. Develop throwing and learn how to keep score. Follow instructions and move safely when playing tag games. Play games showing an understanding of different roles within it. Work cooperatively and learn to take turns. Work with others to play team games. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.</p>
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<p>Fine Motor Skills</p> <p>Dough Disco Funky Fingers Fine Motor Skill Building in CP Pencil Grips Moulded Pencils Brushes, mops, chalks in outdoor area Daily handwriting/letter formation</p>	<p>Build strength in my hands through fine motor activities such as threading, manipulating dough, pinching spring pegs, doing up zips etc.</p> <p>Develop a secure dominant writing hand.</p> <p>Develop comfortable pencil grip and good writing posture. Make snips in materials with scissors.</p> <p>Use a knife and fork and spoon for eating.</p>	<p>Hold a pencil comfortably with a tripod grip.</p> <p>Use my core strength to sit comfortably and with good posture on the floor or a chair.</p> <p>Cut along a line with scissors.</p> <p>Build models with small construction toys with greater control.</p> <p>Do my own zip up.</p>	<p>Further develop my fine motor skills.</p> <p>Control letter size and write on the line.</p> <p>Refine control when using pencils, paintbrushes, scissors etc.</p> <p>Cut out shapes independently.</p> <p>Do buttons up myself.</p>
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Literacy

ELG Comprehension

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

ELG Word Reading

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

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.
Word Reading	To recognise their written name. To recognise taught Set 1 sounds – see RWI. To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog.	To recognise taught Set 1 sounds – see RWI. To begin to recognise taught Set 2 sounds – see RWI. To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	To recognise taught Set 1 and 2 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability. To read captions and sentences using taught sounds.	To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability. To read captions and sentences using taught sounds.	To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds.

Writing	<p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds, including special friends.</p>	<p>To begin to form capital letters correctly.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught</p>	<p>To form lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work</p>
			<p>To spell some red words correctly.</p>	<p>sounds, including special friends.</p>	<p>back and check for meaning.</p>

Mathematics


ELG Number

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

ELG Numerical Patterns

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

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

Area	Autumn 1	Autumn 2	Spring 1
	To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.	To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.	To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10. To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.

<ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <ul style="list-style-type: none"> explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek
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Numerical Patterns

<p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p> <p>To compare quantities up to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count forward to 5 and then to 10.</p> <p>To count backward from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p>	<p>To count to 15.</p> <p>To count given objects up to 10.</p> <p>To order numbers to 10.</p> <p>To compare quantities to 10.</p> <p>To find the missing number from a number line.</p>	<p>To understand the difference between odd and even numbers to 10.</p> <p>To combine two groups of objects by counting all of them together.</p> <p>To take objects away and count how many are left.</p>	<p>To add two given quantities to find the total.</p> <p>To subtract a one digit from another one digit number.</p> <p>To count to 20.</p> <p>To order numbers to 20.</p> <p>To double numbers up to 10.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers.</p> <p>To know that 2, 4, 6, 8 and 10 are even numbers.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To combine groups of 2, 5 and 10s.</p>
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Shape, Space and Measure	<p>To sort objects against given criteria.</p> <p>To compare capacity, length, height and size.</p> <p>To complete a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle, square, rectangle and triangle.</p> <p>To begin to explore the properties of 2D shapes.</p> <p>To make shape pictures.</p> <p>To order days of the week.</p> <p>To sequence daily event using words related time.</p>	<p>To measure height using cubes.</p> <p>To measure length using cubes.</p> <p>To begin to recognise times on the clock to o'clock.</p> <p>To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder.</p> <p>To begin to explore the properties of 3D shapes.</p> <p>To complete a repeating pattern with more than 2 variables of objects or colours.</p>			

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past & Present	How have I changed over time?	What was life like for a 4/5 year old during the world wars?	How has Ludlow changed over time?	How have homes changed over time?	What was it like in the age of the dinosaurs?	How is our world changing? How can we look after it?
People, Culture and Communities	What places are special to me? Who is important to me? Who is in our community and what do they do? (Visit by Optometrist for eye examinations)	Why is Christmas special for Christians? Who is in our community and what do they do? (visit a church) (TBC)	Why is Easter special to Christians?	What places are special to others and why?	Why is the word God so important to religious people? Who is in our community and what do they do? (Visit to school by paramedics and/or doctors)	What times/stories are special to people of faiths other than Christianity and why? Who is in our community and what do they do? (Visit by a farmer)
The Natural World	How well do I know my school and the town of Ludlow? What changes happen in Autumn? MATERIALS How can we create different shadows? What materials sink and float? Which materials are magnets? What happens when materials vibrate? What are the properties of materials?	Is everywhere in the UK like Ludlow? What changes happen in Winter? ANIMALS What is the lifecycle of the butterfly and other animals? How can we group and classify animals? Where do animals live?	What would it be like to live in a different country? What changes happen in Spring? (first half of term) What changes happen in Summer? (second half of term) PLANTS How do plants grow and what do they need to stay healthy? What are the names of some common plants and trees? Which parts of a plant can we eat?			

Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.	To learn about e-safety. To draw pictures of the IWB and be able to select colours.	To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size.	To use the IWB, changing games and programmes.	To explore how the Beebots work.	To give reasons why we need to stay safe online.
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Expressive Arts and Design

Creating with Materials

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

Being Imaginative and Expressive

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

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	Likes art that is realistic and relates to their experience. Can sort art by its medium. Explores colour and colour mixing. Is beginning to use painting and drawing to represent actions and objects. Is beginning to use art to demonstrate feelings. Uses tools for a purpose.			Is beginning to think about an artist's point of view. Is starting to think about composition and colour. Experiments with a wide variety of materials. Can use art to represent feelings. Makes intentional representations, deciding beforehand what they want to depict. Uses a wide variety of tools with developing expertise.		
Being Imaginative and Expressive	Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and effect sequences in play. Uses language to set the scene.			Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and nonverbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out		

	Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'	in sequence. Collaborates with others, planning roles and scenarios.
Music	Matches an instrument to its sound. Describes the quality of a sound as, e.g. loud, quiet, long, short. Can sing a whole song with others. Enjoys changing words in a song. Can clap in rhythm. Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music. Enjoys playing a wide variety of instruments.	Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy. Enjoys group singing. Enjoys listening to different genres of music.