

Progression Document 2022/2023 PRIME AREAS Communication and Language Progression Listening, Attention and Understanding						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow instructions</p> <p>Begins to listen to others in one to one or small groups, when conversations interest them</p> <p>Begins to listen to familiar stories with increasing attention and recall</p> <p>Begins to focus attention, can listen and do</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>Listens to others in one to one or small groups, when conversations interest them</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Focuses attention, can listen and do</p> <p>Begins to understand prepositions</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>Begins to show variability in listening behaviour</p> <p>Begins to indicate two channelled attention</p> <p>Shows a good understanding of prepositions</p>	<p>To re-tell a story</p> <p>To follow a story without pictures or props</p> <p>Is able to show variability in listening behaviour</p> <p>Is able to indicate two channelled attention</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p><u>Listening attention and understanding</u></p> <p>Children at the expected level of development will: - 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.</p>

Speaking						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To talk in front of a small group</p> <p>To talk to class teacher and TA</p> <p>To learn new vocabulary</p> <p>Beginning to use more complex sentences to link thoughts using connectives</p>	<p>To answer questions in front of the whole class</p> <p>To use new vocabulary throughout the day</p> <p>Uses more complex sentences to link thoughts using connectives</p> <p>Begin to use talk to explain what is happening and anticipate what might happen next</p> <p>Beginning to use a range of tenses</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p> <p>Is able to use talk to explain what is happening and anticipate what might happen next</p> <p>Beginning to use a range of tenses</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p> <p>Is able to use a range of tenses</p> <p>Talks extensively about things that are important to them</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Speaking</p> <p>Children at the expected level of development will: - 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>

Self-regulation						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others]]To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions by using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three or more steps</p>	<p>Self regulation</p> <p>Children at the expected level of development will: - 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</p> <p>Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>

Managing self						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed in and out of clothes with support</p> <p>To explore different areas within the EYFS environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To change clothing and shoes independently, including putting on their own coat</p> <p>To have the confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practice doing up a zipper</p> <p>To practice doing up buttons</p> <p>To practice doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as getting changed into different clothes, changing shoes and playing dress up in the home corner.</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>Managing self</p> <p>Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>

Building relationships						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with EYFS staff</p> <p>Enjoys playing alone, alongside and with others</p> <p>Invites others into play and attempts to join in with others</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>Develops particular friendships and understands different points of view</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p><u>Building relationships</u></p> <p>Children at the expected level of development will: - 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.</p>

Physical development Progression
Gross Motor

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To move safely in a space To stop safely</p> <p>To develop control when using equipment To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop To change direction</p> <p>To jump To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and coordination</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team</p>	<p><u>Gross motor</u></p> <p>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 remember and repeat actions, exploring pathways and shapes		
Fine Motor						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>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 tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To 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</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 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 write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</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 using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p><u>Fine motor</u></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>

SPECIFIC AREAS						
Reading Progression						
Comprehension						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To enjoy stories</p> <p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at a book, holding them the correct way and turning the pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin engage in extended conversations about stories, learning new vocabulary.</p> <p>To begin to answer questions about the stories being read to them</p> <p>To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes (see reading spine)</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To retell a story</p> <p>To follow a story without pictures of prompts</p> <p>To talk about the characters in the books they are reading</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experience of books</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p><u>Listening, attention and understanding</u></p> <p>Children at the expected level of development will: - 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.</p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to</p>

						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.
Word Reading						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>To begin understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and top to bottom • The names of different 	<p>To understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and top to bottom • The names of different parts of the book 	<p>To recognise sounds taught in set 1 and begin to learn some sounds from 2 (RWI)</p> <p>To blend sounds into words.</p> <p>To recognise and read tricky words taught in sentences.</p> <p>To recognise diagraphs and trigraphs taught</p>	<p>To recognise sounds taught in set 1 and begin to learn some sounds from 2 (RWI)</p> <p>To recognise and read tricky words taught in sentences.</p> <p>To recognise diagraphs and trigraphs taught</p> <p>To read words with diagraphs and trigraphs in</p>	<p>To recognise sounds taught in set 1 and 2 (RWI)</p> <p>To recognise and read tricky words taught in sentences.</p> <p>To blend sounds into words with fluency, including words with diagraphs, trigraphs and word endings.</p> <p>To read longer words</p>	<p>To read simple phrases and sentences made up of words with known letter-sound correspondences</p> <p>To recognise sounds taught in set 1 and 2 (RWI)</p> <p>To recognise and read tricky words taught in sentences.</p> <p>To blend sounds into words at speed,</p>	<p>Word Reading</p> <p>Children at the expected level of development will: - 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</p>

<p>parts of the book</p> <ul style="list-style-type: none"> • Page sequencing <p>To begin to develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound <p>To recognise their name</p> <p>To recognise and read set 1 single sounds (RWI)</p> <p>To recognise taught tricky words</p> <p>To begin to blend sounds together to read words using the</p>	<ul style="list-style-type: none"> • Page sequencing <p>To develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound <p>To recognise and read all set 1 sounds (RWI)</p> <p>To recognise taught tricky words</p> <p>To blend sounds together to read words using the sounds that have been taught</p> <p>To begin reading captions and sentences using taught sounds</p>	<p>To read words with diagraphs and trigraphs in</p> <p>To begin to develop fluency in reading</p> <p>To begin to read longer words</p> <p>To read books matching their phonics ability</p>	<p>To develop fluency in reading</p> <p>To begin to read words with word endings</p> <p>To read books matching their phonics ability</p>	<p>To read longer sentences.</p> <p>To read books matching their phonics ability</p>	<p>including words with diagraphs, trigraphs and word endings.</p> <p>To read longer words</p> <p>To fluently read longer sentences</p> <p>To read books matching their phonics ability</p> <p>Re-read books to build on their confidence in reading, their fluency, understanding and enjoyment</p>	<p>common exception words.</p>
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sounds that have been taught	To read books matching their phonics ability					
Writing Progression						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
To use a dominant hand	To begin to use anti-clockwise movement and retrace vertical lines	To use a tripod grip	To form lower case correctly and some capital letters	To form lower case correctly and some capital letters	To have establishes a fluent handwriting style	<p>Writing Children at the expected level of development will: - 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.</p> <p>Fine Motor Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
To mark make using different shapes	To use a tripod grip when using mark making tools	To form lower case letters correctly and begin to form some capital letters	To write simple sentences with support to use using a capital letter, finger spaces and a full stop	To write letters using the correct formation and control of the size of letters	To form lower case correctly and some capital letters	
To begin to use a tripod grip when using mark making tools	To accurately draw lines, circles and shapes to draw pictures	To write taught letters using correct formation	To write letters using the correct formation and control of the size of letters	To write words independently using phonics taught	To write letters using the correct formation and control of the size of letters	
To begin to copy letters	To use the correct letter formation of letters taught	To write CVC words with little support using taught sounds	To spell taught tricky words correctly	To begin to write longer words	To write words independently using phonics taught	
To write initial sounds	To write initial sounds	To begin to write simple sentences with support	To write CVC words with little support using taught sounds	To write simple sentences with support to use using a capital letter, finger spaces and a full stop with independence	To write longer words	
To use some of their print and letter knowledge in their early writing	To write CVC words using taught sounds	To confidently write their name	To label pictures and images		To write longer sentences with support to use using a capital letter, finger spaces and a	
To write some or all of their name	To use some of their print and letter knowledge in their early writing	Hears, says and writes initial sounds in words independently				
Ascribes meaning to the marks they make						

<p>To begin to write CVC words using taught sounds</p>	<p>To write some or all of their name</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meaning to the marks they make</p>	<p>To spell some tricky words correctly</p>		<p>To label pictures and images independently</p> <p>To spell taught tricky words correctly</p> <p>To begin to read their work back to check it makes sense</p>	<p>full stop with independence</p> <p>To label pictures and images independently</p> <p>To spell taught tricky words correctly</p> <p>To read their work back to check it makes sense</p>	
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**Understanding the world Progression
Past and present**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<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>Remembers and talks about significant events in their own experience</p>	<p>To know about figures from the past (family)</p> <p>To talk about the lives of the people around us. (family)</p> <p>To know that the emergency services exist and what they do. (Aspirations)</p> <p>To know about the past through settings, characters and events encountered in books read in class and story telling (families)</p>	<p>To talk about the lives of the people around us.</p> <p>To talk about the lives of the people around us.</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 know about figures from the past</p> <p>To know about the past through settings, characters and events encountered in</p>	<p>To talk about the lives of the people around us.</p> <p>To talk about the lives of the people around us.</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 know about the past through</p>	<p>To know how I have changed</p> <p>To talk about the lives of the people around us.</p> <p>Remembers and talks about significant events in their own experience</p> <p>To talk about the lives of the people around us.</p>	<p><u>Past and Present</u></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>

			books read in class and storytelling	settings, characters and events encountered in books read in class and storytelling	<p>To talk about the lives of the people around us.</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 know about the past through settings, characters and events encountered in books read in class and storytelling</p>	
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People, culture and communities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Shows interest in the lives of people who are familiar to them</p>	<p>Recognises and describes special times or events for family or friends</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Knows some of the things that make them unique, and can</p>	<p>Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>Knows about similarities and differences between themselves and others, and among families,</p>	<p>Begin to their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious</p>	<p>Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p><u>People, culture and communities</u></p> <p>Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some</p>

<p>Enjoys joining in with family customs and routines</p>	<p>talk about some of the similarities and differences in relation to friends or family Begins to 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</p>	<p>communities, cultures and traditions</p>		<p>and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>		<p>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 – when appropriate – maps.</p>
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The natural world						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>Begin to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Shows care and concern for living things and the environment</p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understand the effect their behaviour can have on the environment</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and</p>	<p><u>The natural world</u></p> <p>Children at the expected level of development will: - 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.</p>

		<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p>		<p>Draw information from a simple map.</p>	<p>changing states of matter.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Draw information from a simple map.</p>	
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Technology

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</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 access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To learn about esafety</p> <p>To use the IWB, changing games and programmes</p>	<p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To 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 an Ipad or notebook</p>	<p><i>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.</i></p>

Expressive Arts and Design Progression
Creating with materials

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick, PVA glue, tape)</p> <p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p>	<p>To use colours for a particular purpose (self portraits)</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA glue, tape)</p> <p>To know how to work safely and hygienically</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</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</p>	<p>To use a range of materials such as natural objects to make pieces of art</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 know the names of tools (paint brush, pallet etc)</p>	<p>To use some cooking techniques (Fruit Kebab, Fruit smoothies)</p> <p>To explore colour mixing in more detail, showing an understanding of prime and specific colours</p> <p>To plan what they are going to make and verbalise or draw this</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>Return to and build on their previous learning, refining</p>	<p>To know some similarities and differences between materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> <p>Develops their own ideas through experimentation with diverse materials</p> <p>Return to and build on their previous learning, refining ideas and developing their</p>	<p><u>Creating with materials</u></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>To use different construction materials</p>				<p>ideas and developing their ability to represent them.</p> <p>To use tools and equipment correctly</p> <p>To experiment with making paint using a range of materials</p> <p>To experiment with how to create pieces of art from a range of materials</p> <p>To learn about and compare artists</p> <p>Develops their own ideas through experimentation with diverse materials</p>	<p>ability to represent them.</p>	
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Being expressive and imaginative

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Gaol
<p>Explores and learns how sounds and movements can be changed</p> <p>Continues to explore moving in a range of ways</p> <p>To sing and perform nursery rhymes</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>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs</p> <p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</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>Taps out simple repeated rhythms</p> <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Taps out simple repeated rhythms</p> <p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Introduces a storyline or narrative into their play</p>	<p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Begins to build a collection of songs and dances</p> <p>To move in time to music</p> <p>To learn dance routines</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 stores</p>	<p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Builds a collection of songs and dances</p> <p>Makes music in a range of ways</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p><u>Being imaginative and expressive</u></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 songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

Plays alongside other children who are engaged in the same theme	Engages in imaginative play based on own ideas or first-hand or peer experiences.			Responds imaginatively to art works and objects Introduces a storyline or narrative into their play	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	
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****To see maths progression, see separate document****



Reception Mathematics Long term Plan/Progression map 2022-2023 *White Rose Adapted*



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>											
	Getting to know you.			Just like me!			Its me 1,2,3!			Light and Dark		
Autumn	<p>Baseline Assessment.</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class and routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			<p>Number:</p> <ul style="list-style-type: none"> Match and sort Compare amounts <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> Compare size, mass and capacity Exploring pattern 			<p>Number:</p> <ul style="list-style-type: none"> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> Circles and triangles Positional language Finding one more Finding one less Addition and subtraction problem solving 			<p>Number:</p> <ul style="list-style-type: none"> Representing numbers to 5 One more, one less <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> Shapes with 4 sides Time Measuring time Calendars Days of the week 		

Spring	Alive in 5!	Growing 5,7,8	Building 9 and 10!	Consolidation
	<p>Number:</p> <ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Compare mass (2) • Compare capacity (2) 	<p>Number:</p> <ul style="list-style-type: none"> • 6,7,8 • Combining 2 amounts • Making pairs <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Length • Height • Time 	<p>Number:</p> <ul style="list-style-type: none"> • Counting to 9 and 10 • Comparing numbers to 10 • Number bonds to 10 <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • 3D shapes • Spatial awareness • Patterns 	<p>Addressing any misconceptions and gaps in learning; planning to meet the children’s needs as an individual cohort.</p>
Summer	To 20 and beyond!	First, then, now	Find my pattern	On the move.
	<p>Number:</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Spatial reasoning (1) • Match, rotate, manipulate 	<p>Number:</p> <ul style="list-style-type: none"> • Adding more • Take away <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Spatial reasoning (2) • Compose and decompose 	<p>Number:</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Odd and even numbers <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Spatial reasoning (3) • Visualise and build 	<p>Number:</p> <ul style="list-style-type: none"> • Deepening understanding, patterns and relationships <p>Measure, shape and Spatial thinking:</p> <ul style="list-style-type: none"> • Spatial reasoning (4) • Mapping