

## EYFS Progression at Goat Lees Primary School 2024-2025

Communication & Language (Prime Area)						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>					
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new Vocabulary</p> <p>To say multisyllabic words e.g. dinosaur name</p>	<p>To answer questions in front of the whole class.</p> <p>To use new vocabulary throughout the day</p> <p>To learn and say a line in chorus or independently our Christmas performance</p> <p>To talk to a family member about their learning journey</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>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 and talk about non-fiction books</p> <p>To talk to a family member about the learning journey</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>To talk to a family member about their art work on display and learning journey.</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>					

	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>
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**Personal, Social and Emotional Development (Prime Area)**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<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</p> <p>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 using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>

Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul>
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Managing - self	<p>To wash hands Independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support (parental input)</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p> <p>To change for forest school, wet weather or outside play with help (zips, buttons, etc.)</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing Buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Forest School</p> <p>(parental input)</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</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>To put uniform on and do up zippers, buttons and buckles independently</p>
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Early Learning Goal	Children at the expected level of development will:
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- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships	To seek support of adults when needed  To gain confidence to speak to peers and adults To play alongside others who are engaged in the same gam	To play with children who are playing with the same activity  To begin to develop friendships To have positive relationships with all Year R staff	To begin to work as a group with support  To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise  To use a sand timer to help when sharing	To work as a group  To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school  To have strong friendships
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Early Learning Goal

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.

Physical Development- Prime Area

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	To move safely in a space  To stop safely  To develop control when using equipment  To follow a path and take turns  To work cooperatively with a partner	To balance  To run and stop  To change direction  To jump  To hop  To explore different ways to travel using equipment	To roll and track a Ball  To develop accuracy when throwing to a target  To dribble using hands  To throw and catch with a partner  To dribble a ball using feet  To kick a ball to a target	To create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus  To jump and land safely from a height  To develop rocking and rolling  To explore travelling around, over and through apparatus  To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions  To move safely with confidence and imagination, communicating ideas through movement  To explore movement using a prop with control and coordination  To move with control and coordination, expressing ideas through movement  To move with	To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball and keeping score  To work cooperatively as a

					control and coordination, copying, linking and repeating actions  To remember and repeat actions, exploring pathways and shapes	team
Early Learning Goals	Children at the expected level of development will:					
	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
Fine Motor Skills	<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 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 zig zagged 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</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 use a hammer and saw</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 paint using thinner paint brushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>
Early Learning Goals	Children at the expected level of development will:					
	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>					

- Begin to show accuracy and care when drawing.

## Literacy - Specific Area

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories</p> <p>To sequence familiar Stories</p> <p>To independently look at books, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate - where appropriate - key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>					
Word reading	<p><b>Week 1</b> - phonics games and blending practice.</p> <p><b>Week 2</b> s a t p</p> <p><b>Week 3</b> i n m d</p> <p><b>Week 4</b> g o c k is</p> <p><b>Week 5</b> ck e ur l</p> <p><b>Week 6</b> h b f l the</p>	<p><b>Week 1</b> ff ll ss j put* pull* full* as</p> <p><b>Week 2</b> v w x y and has his her</p> <p><b>Week 3</b> z zz qu ch words with s /s/ added at the end (hats sits) go no to into</p> <p><b>Week 4</b> sh th ng nk she push* he of</p> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• words with s /s/ added at the end (hats sits)</li> <li>• words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</li> </ul>	<p><b>Week 1</b> ai ee igh oa</p> <p><b>Week 2</b> oo oo ar or was you they</p> <p><b>Week 3</b> ur ow oi ear my by all</p> <p><b>Week 4</b> air er words with double letters: dd mm tt bb rr gg pp ff</p> <p><b>Week 5</b> longer words</p>	<p><b>Week 1</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p><b>Week 2</b> review Phase 3: er air words with double letters, longer words</p> <p><b>Week 3</b> words with two or more digraphs</p> <p><b>Week 4</b> longer words words ending in -ing, compound words</p> <p><b>Week 5</b> longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p>	<p><b>Week 1</b> short vowels CVCC said so have like</p> <p><b>Week 2</b> short vowels CVCC CCVC some come love do</p> <p><b>Week 3</b> short vowels CCVCC CCCVC CCCVCC longer words were here little says</p> <p><b>Week 4</b> longer words compound words there when what one</p> <p><b>Week 5</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est out today</p>	<p><b>Week 1</b> long vowel sounds CVCC CCVC</p> <p><b>Week 2</b> long vowel sounds CCVC CCCVC CCV CCVCC</p> <p><b>Week 3</b> Phase 4 words ending -s /s/</p> <p><b>Phase 4</b> words ending -s /z/</p> <p><b>Phase 4</b> words ending -es longer words</p> <p><b>Week 4</b> root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p><b>Week 5</b> Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p>

Early Learning Goal	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>						
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Writing	To copy their name	To write their name	To form lowercase letters correctly	To form lowercase letters correctly and begin to form capital letters	To form lowercase and capital letters correctly	To form lowercase and capital letters correctly
	To give meanings to the marks they make	To use the correct letter formation of taught letters	To begin to write sentences using finger spaces	To write sentences using finger spaces and full stops	To begin to copy letters using a lead in and lead out	To copy letters using a lead in and lead out
	To copy taught Letters	To write words and labels using taught sounds	To understand that sentences start with a capital letter	To spell words using taught sounds	To begin to write longer words which are spelt phonetically	To begin to write longer words and compound words which are spelt phonetically
	To write initial sounds To begin to write CVC words using taught sounds	To begin to write captions using taught sounds	To spell words using taught sounds	To spell some taught tricky words correctly	To begin to use capital letters at the start of a sentence	To write sentences using a capital letter, finger spaces and full stop
			To spell some taught tricky words correctly		To use finger spaces and full stops when writing a sentence	To spell some taught tricky words correctly
					To spell some taught tricky words correctly	To read their work back and check it makes sense
					To begin to read their work back	

Early Learning Goal	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>						
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Numeracy - Specific Area						
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Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Autumn: Phase 1: Just Like Me! - Match and Sort - Compare Amounts		Spring: Phase 4: Alive in 5! - Introducing 0 - Comparing Numbers to 5		Summer: Phase 7: To 20 and Beyond - Building Numbers Beyond 10	

	<p>Autumn: Phase 2: It's Me 1 2 3!</p> <ul style="list-style-type: none"> <li>- Representing 1, 2 &amp; 3</li> <li>- Comparing 1, 2 &amp; 3</li> <li>- Composition of 1, 2, &amp; 3</li> </ul> <p>Autumn: Phase 3: Light and Dark</p> <ul style="list-style-type: none"> <li>-Representing Numbers to 5</li> <li>- One More and Less</li> </ul>	<ul style="list-style-type: none"> <li>- Composition of 4 &amp; 5</li> </ul> <p>Spring: Phase 5: Growing 6,7,8</p> <ul style="list-style-type: none"> <li>- 6,7 &amp; 8</li> </ul> <p>Spring: Phase 6: Building 9 &amp; 10</p> <ul style="list-style-type: none"> <li>- 9 &amp; 10</li> <li>- Comparing Numbers to 10</li> </ul>	<p>Summer: Phase 9: Find My Pattern</p> <ul style="list-style-type: none"> <li>- Even and Odd</li> </ul> <p>Summer: Phase 10: One the Move</p> <p>Deepening Understanding Patterns and Relationships</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul>		
Numerical Pattern	<p>Autumn: Phase 1: Just Like Me!</p> <ul style="list-style-type: none"> <li>- Compare Amounts</li> </ul> <p>Autumn: Phase 2: It's Me 1 2 3!</p> <ul style="list-style-type: none"> <li>- Comparing 1, 2 &amp; 3</li> </ul>	<p>Spring: Phase 4: Alive in 5!</p> <ul style="list-style-type: none"> <li>- Comparing Numbers to 5</li> </ul> <p>Spring: Phase 5: Growing 6, 7, 8</p> <ul style="list-style-type: none"> <li>- Making Pairs</li> <li>- Combining 2 Groups</li> </ul> <p>Spring: Phase 6: Building 9 &amp; 10</p> <ul style="list-style-type: none"> <li>- Comparing Numbers to 10</li> <li>- Bonds to 10</li> </ul>	<p>Summer: Phase 7: To 20 and Beyond</p> <ul style="list-style-type: none"> <li>- Counting Patterns Beyond 10</li> </ul> <p>Summer: Phase 8: First Then Now</p> <ul style="list-style-type: none"> <li>- Adding More</li> <li>- Taking Away</li> </ul> <p>Summer: Phase 9: Find my Pattern</p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Sharing &amp; Grouping</li> </ul> <p>Summer: Phase 10: On the Move</p> <p>Deepening Understanding Pattern and Relationship</p>
Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
Shape Space and Measure	<p>Autumn: Phase 1: Just Like Me!</p> <ul style="list-style-type: none"> <li>- Compare Size, Mass &amp; Capacity</li> <li>- Exploring Capacity</li> </ul> <p>Autumn: Phase 2: It's Me 1 2 3!</p> <ul style="list-style-type: none"> <li>- Circles and Triangles</li> <li>- Positional Language</li> </ul> <p>Autumn: Phase 3: Light and Dark</p> <ul style="list-style-type: none"> <li>- Shapes with 4 sides</li> <li>- Time</li> </ul>	<p>Spring: Phase 4: Alive in 5!</p> <ul style="list-style-type: none"> <li>- Compare Mass</li> <li>- Compare Capacity</li> </ul> <p>Spring: Phase 5: Growing 6.7, 8</p> <ul style="list-style-type: none"> <li>- Length &amp; Height</li> <li>- Time</li> </ul> <p>Spring: Phase 6: Building 9 and 10</p> <ul style="list-style-type: none"> <li>- 3D Shape</li> <li>- Pattern</li> </ul>	<p>Summer: Phase 7: To 20 and Beyond</p> <ul style="list-style-type: none"> <li>- Spatial Reasoning</li> <li>- Match, Rotate, Manipulate</li> </ul> <p>Summer: Phase 8: First Then Now</p> <ul style="list-style-type: none"> <li>- Spatial Reasoning</li> <li>- Compose and Decompose</li> </ul> <p>Summer: Phase 9: Find My Patter</p> <ul style="list-style-type: none"> <li>- Spatial Reasoning</li> <li>- Visualise and Build</li> </ul>

Summer: Phase 10: On The Move  
 - Spatial Reasoning  
 - Mapping

Understanding the World - specific

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>To know about my own life-story</p> <p>To talk about who I am close with and who is in my family</p> <p>To talk about things I remember so far in my life</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To draw on similarities between the present and past through illustrations in fairytales</p> <p>To understand how the past impacts today (significant events)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that people have different jobs</p> <p>To reflect on what I want to do in the future (now)</p> <p>To explore different occupations from stories in role play</p>	<p>To be able to talk about how they have changed since they were a baby</p>	<p>To ask questions when looking at images from the past and present</p> <p>To draw on their own conclusions using historic information from the past</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>					
People , Culture and Communities	<p>To be able to talk about their own lives - my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To know the name of the town where they live.</p> <p><i>Where do we belong? Christians, Muslims, Hindus</i></p>	<p>To know about people who help us within the local community.</p> <p>To identify different celebrations and how people celebrate.</p> <p>To talk about how Hindus celebrate Diwali.</p> <p>To know the Christmas story and how it is celebrated.</p> <p><i>Which times are special and why?</i></p>	<p>To talk about the New Year as a new beginning and the significance of Chinese New Year</p> <p>To talk about the importance of water and trees in our world</p> <p><i>What is special about our world? Christians, Muslims and Jewish people.</i></p>	<p>To question visitors appropriately about their jobs to find out what makes them special.</p> <p>To know that there are different countries in the world</p> <p>Draw information from a simple map</p> <p>Recognise some environments that are different to the one in which they live</p> <p><i>Which people are special and why?</i></p>	<p>To talk about the importance of plants and animals</p> <p>To explain why litter can spoil the environment</p> <p>To share ideas about what happens when things die</p> <p>To retell the story of Easter</p> <p><i>Which places are special and why? Christians and Muslims</i></p>	<p>To talk about the importance of water and trees in our world</p> <p>To talk about ways to look after our bodies and keep ourselves safe with rules</p> <p><i>Which places are special and why? Christians and Muslims</i></p>



		<i>Christians , Hindus and Jewish people</i>		<i>Christians, Muslims and Jewish people.</i>		
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>					
The Natural World	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about life cycles of plants and animals</p> <p>To know categories of different animals</p> <p>To know about different habitats Recognise some similarities and differences between life in this country and life in other countries</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To identify animals from around and know basic information about them (e.g. where they live) Know some similarities and differences between the natural world around them and contrasting environments</p>
Early Learning Goals	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
Technology	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs,</p>	<p>To know how to operate simple equipment</p>	<p>To access, understand and interact with a range of technology</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</p>	<p>To begin to give reasons why we need to stay safe online</p>

	pulleys and buttons  To learn about e-safety	To draw pictures on IWB and begin to change colours  To use the iPad to take pictures	within the Year R environment  To draw pictures on IWB, changing colour and pen size		with adult supervision to find and retrieve information	To use the Beebots and program them to go forwards and backwards  To type their name using a laptop
	<b>Online Safety Updated PPT</b>  Show slides to class and discuss - sign the Class AUP  <b>Class laptops, desktops and tablets</b> Discuss how to use class laptops, desktops and tablets and what to do if we see something we don't like.	<b>Net Smart Kidz Cloud Chaos Game</b>  Teachers and TAs discuss the words used within the game: bad content etc...  <a href="https://www.netsmartzkids.org/games/">https://www.netsmartzkids.org/games/</a>	<b>Safer Internet Day</b> Theme dependent on the year's topic.	<b>What devices do we use at home?</b> <a href="https://www.youtube.com/watch?v=d5kW4pl_VQw">https://www.youtube.com/watch?v=d5kW4pl_VQw</a> Discuss what happened in the video... what could the child have done differently? Make a list with the class of all of the devices we use in school and at home. How can we stay safe when we use these?	<b>Sharing information</b> Discuss with the class what their favourite games are. Do they ever have to give information about themselves into these games? Who should they ask first?	<b>Staying Safe Online at Home</b> <a href="https://www.youtube.com/watch?v=w7vZF-8bTFI">https://www.youtube.com/watch?v=w7vZF-8bTFI</a> Watch the Smartie Video with the class and pause to ask what Smartie should do. Children to join in with the online safety song.

### Expressive Arts and Design - specific area

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	To name colours  To experiment with mixing colours  To create simple representations of people and objects  To draw and colour with pencils and crayons  To role play using given props and costumes  To explore different techniques for joining materials	To use colours for a particular purpose  To share their Creations  To explore different techniques for joining materials (Glue Stick, PVA)  To know how to work safely and hygienically  To use some cooking techniques (spreading, cutting, threading, coring) -	To experiment with different mark making tools such as art pencils, pastels, chalk  To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)  To know how to work safely and hygienically  To use some cooking techniques (spreading, cutting,	To use natural objects to make a piece of art (Andy Goldsworthy)  To share creations and talk about the process  To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)  To make props and costumes for different role play	To know which prime colours you mix together to make secondary colours  To plan what they are going to make (cooking, wood work, construction, junk modelling)  To draw more detailed pictures of people and objects  To manipulate Materials  To create observational	To know some similarities and differences between materials  To learn about and compare artists (Giuseppe Arcimboldo)  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

	<p>(Glue Stick)</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting)</p> <p>To use different construction materials</p>	<p>Sandwiches, Fruit Kebab</p>	<p>threading, coring, mixing)</p>	<p>scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p>	<p>To adapt work where necessary</p>
<p>Early Learning Goals</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
<p>Being Imaginative and Expressive</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>To perform a song in the Christmas performance</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>To join in with whole school singing assemblies</p> <p>To create musical patterns using un-tuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To join in with whole school singing assemblies</p> <p>To sing songs and perform in the class assembly</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</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>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 own narratives, making costumes and resources</p>

Early Learning Goals	Children at the expected level of development will: <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>• Sing a range of well-known nursery rhymes and songs;</li><li>• Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</li></ul>
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