EYFS Knowledge and Skills Progression

'Growing hearts and minds'



EYFS Intent

At Sheriffhales, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum. We provide pupils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

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Communication and Language		Preschool	Reception
Listening, Attention and Understanding	Knowledge and Skills	• Begin to listen to longer stories and recall some key events • Begin to pay attention to more than one thing at a time • Understand clear 2 step instructions • Understand and answer 'why' questions • Respond appropriately in simple conversation	• Understand the importance of listening and how to do so carefully • Explore new vocabulary and show understanding by using it correctly • Develop social phrases – manners, good morning, how are you? Etc • Ask questions to clarify understanding • Hold a sustained conversation with peers and adults
	Vocabulary	rhymes, question, answer, conversation	question, answer, retell, sentence, vocabulary, conversation
	How it is covered	C&L is interwoven into all elements of the EYFS in each term -Rich language environment. -Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Story dough - Phase 1 listening activities	C&L is interwoven into all elements of the EYFS in each term -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE Kapow activities - Explicit teaching of new vocabulary in whole class reading - Drawing club

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Speaking	Knowledge and Skills	• Retell familiar Nursery and Number rhymes • Speak in longer sentences (4 to 6 words) • Start a conversation and take turns speaking and listening • Use talk to organise their play	• Speak in well-formed sentences • Ask questions using who, what, where, when, why and how • Use taught vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail (may include use sequencing words) • Retell familiar stories • Use talk to explain their thinking and offer explanations
	Vocabulary	Retell, rhymes, turn-taking, conversations	Retell, conjunctions, question, sentence, tense
	How it is covered	C&L is interwoven into all elements of the EYFS in each term - Rich language environment. - Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play - Story dough	C&L is interwoven into all elements of the EYFS in each term -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE Kapow activities - Explicit teaching of new vocabulary in whole class reading - Drawing club

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Personal, Social and Emotional Development		Preschool	Reception
Self-Regulation	Knowledge and Skills	• Follow 2 step instructions • Show focus on a member of staff for a short period of time	• View themselves as a valuable individual recognising their strengths • Begin to moderate their feelings in social situations • Tolerate delay and show patience for a short period of time • Follow instructions with more than 2 steps • Give focused attention to a staff member managing simple distractions
	Vocabulary	instruction, attention	instruction, strengths, qualities, attention, distraction
	How it is covered	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions – learning about ourselves and their feelings. - Dialogic stories - Circle time - Calm me time – mindfulness - Yoga - Forest school and gardening	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions – learning about ourselves and their feelings. - Dialogic stories - Circle time - Calm me time – mindfulness - Forest school and gardening - Yoga
Managing Self	Knowledge and Skills	• Select and choose resources to help them reach a goal • Increasingly follow rules • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared	• Express their feelings and develop respect and awareness of the feeling of others • Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting, making good food choices) • Explain the reason for rules and actively try to meet them

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	Vocabulary	rules, voice, feelings – happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent

	How it is covered	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions - Dialogic stories - Circle time - Calm me time - Forest school and gardening	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions - Dialogic stories - Circle time - Calm me time - Forest school and gardening
Building Relationships	Knowledge and Skills	• Become more confident with others in social situations • Play with one or more children extending and contributing to the play • Begin to find simple resolutions to problems (take turns being the main character in a role play) • Begin to grasp how someone else might feel	• Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people • Work and play cooperatively • Show growing sensitivity to the needs of others • Form positive attachments
	Vocabulary	problems, feelings, confidence,	Relationships, problems, cooperative, sensitive,
	How it's covered	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions – celebrating difference and building relationships - Dialogic stories - Circle time - Positive play - Planned opportunities for collaborative learning in Continuous Provision - Forest school	PSED is interwoven into all elements of the EYFS in each term - Kapow – weekly PSHE sessions – celebrating difference and building relationships - Dialogic stories - Circle time - Positive play - Planned opportunities for collaborative learning in Continuous Provision - Forest school

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Physical Development		Preschool	Reception
Gross Motor Skills	Knowledge and Skills	• Use alternate feet to climb up apparatus or stairs • Change direction on trike • Demonstrate control on a balance bike using alternate feet and be able to change direction • Hold a position (balance) during games such as on one leg • Travel by hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plank	• Become more confident and precise in the following movements and begin to combine them: - **Walking** – travelling confidently in different directions including backwards **Running** – showing an understanding of how to increase speed and slow speed down **Crawling** – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl **Jumping** - showing control when landing on two feet. Beginning to swing arms to jump further **Skipping** – showing coordination to move with increasing speed **Climbing** – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall • Negotiate space and obstacles safely • Demonstrate good balance • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table • Throw and catch the same object • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball • Begin to ride a two-wheel bike with stabilisers
	Vocabulary	walk, hop, crawl, travel, stop, start, balance, turn, direction	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination

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	How it is covered	**Autumn:** Explore moving our bodies in different ways – skipping, crawling hopping, jumping, and landing on two feet Move their body to music, showing control when to stop and start Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult **Spring:** Safely move equipment Stop and start on a tricycle Explore using a balance bike with alternative feet, steering around a simple route Gain confidence using alternate feet on a balance bike Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam. Move across obstacles in the Outdoor area, Playground and at Forest school. **Summer:** Begin to explore space, recognising the position of their body in relation to others Compete in simple races – running at speed, following instructions to complete an obstacle course Begin to roll and stop a ball	**Autumn:** Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping Roll and stop balls Begin to throw and catch the same object (bibs, bean bags, then balls) **Spring:** Demonstrate good balance when travelling under, across and over objects Jump from equipment landing safely on two feet Combine movements to music Throw objects at targets with increasing accuracy **Summer:** Develop speed when running Show control over a ball when using their feet. Pass a ball to a partner Develop jumping technique to jump further Forest school moving large items such as logs, branches and negotiating uneven ground.

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Fine Motor Skills	Knowledge and Skills	• Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards • Begins to cut in a line holding the paper with their non- dominant hand • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control • Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers • Begin to use a knife and fork	• Show growing competence using a range of tool safely and confidently: - Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines Cutlery – use both knife and fork simultaneously Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Use the tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	snip, cut, turn, grip, control	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	How it is covered	Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor station – threading, pincer movements, play-dough, peg boards, puzzles - Forest school and gardening - Dough Disco - Story dough	Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor station – threading, pincer movements, play-dough, peg boards, puzzles - Discrete handwriting sessions-letter join scheme - Dough Disco - Drawing club - Forest school and gardening
*Health and hygiene (PGA)	Knowledge and Skills	• Use the toilet independently • Follow steps and guidance to wash and dry hands • Brush their own teeth • Begin to show and understanding of the need for good hygiene for everyday life	• Recognise the importance of good dental hygiene. Know how to brush their teeth and for how long • Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you • Understand the importance of sleep

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		• Understand some simple healthy food and drink choices	• Begin to recognise that there are sensible amounts of 'screen time' • Know simple road safety – stop, look and listen, crossing points • Know that regular exercise can help to keep you healthy
	Vocabulary	problems, feelings, confidence,	Relationships, problems, cooperative, sensitive,
	How it's covered	- Kapow – weekly PSHE sessions - PE lessons - Dialogic stories - Circle time - Police visit	- Kapow – weekly PSHE sessions - PE lessons - Dialogic stories - Circle time - Summer term: Road safety and dental hygiene - Police visit

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Literacy		Preschool	Reception
Comprehension	Knowledge and Skills	• Engage in conversations about stories they have listened to – express simple likes and dislikes • Retrieve answers from a story answering what and who questions • Learn new vocabulary linked to stories, rhymes, non-fiction and poems • Join in with repeated refrains in familiar stories	• Retell key events in familiar stories • Answer who, what, where, when and why questions about familiar stories • Identify the characters in stories – heroes, villains • Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play • Begin to make simple predictions about what might happen next in stories • Begin to sequence key events in stories
	Vocabulary	stories, opinion, question, answer, refrain	Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction
	How it is covered	Daily story sessions in Nursery. Children will always have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision. 3x week story dough. **Autumn:** Join in with repeated refrains in shared familiar stories Express simple likes about a shared story **Spring:** Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story	Comprehension questions linked to the text read are shared during daily story time, during story sessions in the week and explicitly in Whole Class Reading 3x weekly. 3 x weekly Drawing club. Texts linked to talk for writing scheme. Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision **Autumn:** Fiction texts in whole-class reading **Spring:** Fiction and poems in whole-class reading **Summer:** Fiction and Non-fiction in whole-class reading

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		Summer: Answer who and what questions linked to stories shared Express simple likes and dislikes about a shared story Use new vocabulary in their play and in conversations	
Word-Reading	Knowledge and Skills	• Listen carefully and discriminate between sounds • Recognise that print has meaning and that it can be used for different purposes • Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as cat and cup	• Know the sounds for individual letters • Blend sounds in words to read short words containing taught GPCs • Recognise taught digraphs and trigraphs from levels 1, 2,and 3 fo Floppy's phonics. Read short words containing them • Read common exception words for their corresponding Floppy phonics text. All pupils to know helpful words I, the, of, my, no, to. • Read aloud simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
	Vocabulary	sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	How it is covered	**Autumn:** Phase 1 activities – developing listening and attention skills. Focus on sound discrimination Rhymes and stories – discriminate between sounds Develop book handling skills **Spring:** Introduce level 1 sounds Rhymes and stories – clap syllables and spot and suggest rhymes	- Daily Phonics sessions in Phonics Groups. Daily reading of Floppy phonics book as part of the session. Practise of helpful words as part of each session **Autumn:** Level 1 sounds and books. New sound every other day until all are taught. **Spring:** Level 2 sounds and books. New sound every other day until all are taught. **Summer:** Level 3 sounds and books. New sounds every other day until all are taught.

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		Summer: Introduce Level 1 sounds. Begin to identify initial sounds and develop oral blending skills	
Writing	Knowledge and Skills	• Ascribe meaning to marks • Make marks during play • Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements • Begin to form recognisable letters • Learn to write their name	• Form lower-case and capital letters correctly • Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters • Write short sentences with words with known GPCs using a capital letter and full stop. • Write short phrases and sentences that can be read by others • Begin to re-read what they have written to check that it makes sense.
	Vocabulary	straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip
	How it's covered	- Mark making activities available daily in Continuous Provision - Write Dance - Handwriting as part of RWI - Daily name writing practise - Dough Disco to strengthen fine motor skills - Story dough 3x weekly **Autumn:** Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines **Spring:** specific letter formation taught as part of Floppy's phonics	Daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision. Continuous Provision and RWI activities cover a range of genres - both narrative and non-fiction. Handwriting as part of phonics and discrete sessions. **Autumn:** letter formation – focus on lower case Applying GPCs to record words, phrases and simple sentences Use level 1 sounds for spelling Think of a sentence, sentence snake, write the sentence (talk for writing) **Spring:** Letter formation – focus on lower and upper case

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		ascribe meaning to marks in play **Summer:** specific letter formation taught as part of Floppy's phonics opportunities to respond to focus texts recording letter strings and ascribing meaning to marks Beginning to record some sounds in sequence	Sentence punctuation – capital letters, finger spaces and full stops Focus on building and recording their own sentences **Summer:** Letter formation – focus on lower and upper case. Sitting letters on the line Sentence punctuation – capital letters, finger spaces and full stops Focus on building and recording their own sentences Begin to re-read what they have written to check it makes sense

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Mathematics		Preschool	Reception
Number	Knowledge and Skills	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Count accurately beyond 5 • Touch-count accurately within 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Represent numbers on fingers up to 5 • Links numerals to amounts within 5 • Solve real-world problems with numbers to 5 • Compare quantities using 'more than', 'less than' • Explore representing numbers through marks as well as numerals	• Count objects, actions and sounds • Subitise to 5 and extend to 10 • Link numerals to their cardinal value • Accurately count beyond 10 • Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. • Find one more and one less than a given number within 10 • Explore the composition of numbers to 10 • Recall number bonds to 5 (including subtractions facts) • Recall most number Bonds to 10 • Recall doubles to double 5
	Vocabulary	count, number, numeral, more than, less than, total, altogether	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond
	How it is covered	**Autumn:** Develop fast recognition of up to 3 objects, Recognise numbers to 3 in different pictoral representations, Count accurately to 5 and touch count 3 objects accurately including counting out from a larger group, link numerals to amounts to 3 **Spring:**	**Autumn:** subitising, ordering numbers to 10, exploring the value of numbers to 10, addition within 10, exploring number bonds to 5, one more, one less, comparing groups **Spring:** subitising, number bonds to 10, addition within 10, more than, fewer than, equal, accurately count beyond 10 forwards and backwards **Summer**: doubles facts, subtraction within 10,

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		Develop fast recognition of up to 5 objects, Recognise numbers to 5 in different pictoral representations, Count accurately to 10 and touch count 5 objects accurately including counting out from a larger group, link numerals to amounts to 5 Represent numbers to 5 with fingers Compare two quantities within 5 recognising which has more and which has less **Summer:** Begin to compare two quantities within 10 recognising which has more and which has less Solve real world problems using numbers to 5 Begin to represent numbers beyond 5 with pictorial representations and fingers Explore counting backwards from 5 Use key language – total, altogether when combining amounts within 5	
Numerical Patterns	Knowledge and Skills	• Count accurately beyond 5 • Compare quantities using more than and less than	• 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

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			equally

	Vocabulary	more than, less than	pattern, even, odd, less, more, same, equal
	How it is covered	**Autumn:** counting accurately within 5 **Spring:** Counting accurately to 10 Use more and less to compare groups within 5 **Summer:** Explore counting to 10 and beyond Use more and less to compare numbers within 10	**Autumn:** recognise the pattern of the counting system within 10 Begin to compare quantities using greater than, less than, same with groups **Spring:** compare quantities using greater than, less than, same and equal to using number balances and addition Recognise the pattern of the counting system beyond 10 **Summer:** Odd and Even numbers Doubles Sharing between two and three equal groups. Recognising groups that are not equal

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Shape, Space, Measure* White Rose	Knowledge and Skills	• Understand key words that can describe their position – prepositions (off, up, down, under, above, besides) • Describe a short, familiar route using positional language • Extend and create ABAB patterns • Use some sequencing language to describe an event 'first, 'next', 'last' • Combine shapes to create new ones – a rectangle and a semicircle to create an arch • Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined • Compose and decompose shapes • Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi circle • Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder • Continue, copy and recreate patterns with different rules (ABAB,ABBA, AABB, ABBC)

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		• Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have • Recognise that 3D shapes are solid.	• Compare length, weight and capacity using ley language. Order 4 or more objects by length, weight or capacity
	Vocabulary	off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full	Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices
	How it's covered	**Autumn:** Explore shapes through play and combine shapes to make new shapes Explore length and compare two objects using key language **Spring:** 2D shapes and their properties. Explore combining shapes to make new shapes and describe Explore repeating patterns **Summer:** capacity – empty and full Weight – heaviest and lightest Using prepositional language and describing a familiar route	**Autumn:** continue and complete repeating patterns **Spring:** capacity, weight, 2D shapes and their properties, **Summer**: comparing length, weight and capacity and placing items in order. 3D shapes and their properties.

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Understanding the World		Preschool	Reception
Past and Present	Knowledge and Skills	• Begin to make sense of their own life-story and family history	• 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.
	Vocabulary	family, change, growth, baby, toddler, child, adult	past, present, change, time, timeline
	How it is covered	**Autumn:** All about me – discuss the notion of growing up. Their immediate family and their role in their family **Spring:** What do I know? Family stories. Share past experiences **Summer:** Look how I've grown – explore change over time	**Autumn:** explore the terms past and present – Dinosaurs, Castles – discuss change over time. Comment on familiar situations in the past, such as banquets compare and contrast characters from stories – including figures from the past – such as the royal family **Spring:** compare and contrast characters from stories – including figures from the past - in whole class reading and traditional tales **Summer**: comment on familiar situations in the past using images- comparing seaside scenes. Explore a simple timeline from birth to now
People, Culture and Communities	Knowledge and Skills	• Show an interest in different occupations and recognise people who can help them – emergency services etc.	• Recognise some similarities and differences between life in this country and life in other countries. • Talk about members of their immediate family and community

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		• Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about differences they have seen or experienced	• Name and describe people who are familiar to them • Draw information from a simple map. Use a simple key and add features to a map • Understand that some places are special to members of the community • Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	jobs, differences, similarities, countries, world, land, sea	Similar, different, country, world, map, religion, belief, community, celebration, family
	How it is covered	**Autumn:** Family celebrations and events celebrated by different groups of people – Christmas, Diwali, Halloween **Spring:** Easter – who celebrates Easter and why **Summer:** Real life superheroes – people who help us.	**Autumn:** talk about members of their immediate family and describe them Draw information on a simple map following a key – Our school grounds and Exotic zoo visit. Christmas – who celebrates and why **Spring:** Use directional language to follow a route in maths Explore Chinese New Year and how it is celebrated and by who Explore stories from around the globe and discuss similarities and differences – Africa – Kalahari Desert, Kenya South America – Amazon Rainforest, Europe – Scandinavia, Asia – China **Summer:** Explore famous explorers – Tim Peake, Neil Armstrong

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The Natural World	Knowledge and Skills	• Use their senses to practically explore natural materials • Explore collections of materials with similar or different properties • Talk about changes to materials • Plant seeds and take care of plants • Understand the key features in the life cycle of a plant and an animal	• Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Use their senses to describe the natural world around them • Recognise some environments that are different to the one we live in
		• Recognise the need to care for the natural world • Explore and talk about different forces	• Understand the effect of the changing seasons on the world around them
	Vocabulary	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze	Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	How it's covered	**Autumn:** Explore changes in autumn Explore what happens on cold winter days – ice, frost. Forest school-exploring the changes in the trees. **Spring:** New life in spring – taking care of the world around us. Simple animals life cycles. Forest school and gardening-Spring changes in the Forest. **Summer:** Create a vegetable garden – explore growing seeds such as cress and vegetables such as tomatoes. Taking care of plants Explore different forces and name simple forces – push, pull, Forest school- explore changes in Forest, planting in allotment, caring for our outdoor	**Autumn:** continue and complete repeating patterns with signs of autumn Forest school- Autumn nature walk using their senses, leaf rubbings etc Which animals would we find in the woods. Explore melting and freezing Make shadows using shadow puppets **Spring:** Winter nature walk, signs of spring Explore stories from around the world and recognise similarities and differences with where we live - Africa – Kalahari Desert, Kenya South America – Amazon Rainforest, Europe – Scandinavia, Asia – China

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		area.	Plant beans and explore how to take care of them to help them to grow as tall as can be. Forest school- planting in the allotment, learning how to care for our school grounds plants and animals-RSPB Wild challenge and Green tree award activities. **Summer**: seaside – senses. Discuss summertime and different activities that might happen in the summer Space – explore the names of the planets and develop an understanding of the solar system – the sun, moon and stars Make a boat that floats Forest school- planting and caring for the animals in our Forest school area- bird feeders, mammal homes. Identifying tree, flowers and animals. RSPB wild challenge and green tree award activities.

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Expressive Arts and Design		Preschool	Reception
Creating with Materials	Knowledge and Skills	• Join different materials together using tape and glue, paperclips, fasteners etc. • Make choices about which materials to use when creating • Create closed shapes with continuous lines when drawing to represent objects • Begin to include details on their drawings – eg an enclosed circle for a face with an attempt at features • Represent feelings, noises, movements through drawing • Explore colour mixing with paint	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creation and explain the process they have used • Make use of props and materials when role playing characters in narratives and stories. • Begin to refine techniques to express their ideas and feelings • Create collaboratively to share ideas and skills
	Vocabulary	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat,
	How it is covered	Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. **Autumn:** Sculpture: Junk modelling – joining different materials Paint: Firework paintings Sculpture: pumpkin carving, clay Diwali pots Drawing: Self-portraits, all about me	Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem **Autumn:** Drawing - Follow guided drawings – dinosaurs, snowmen Explore line and colour creating firework pictures Paint - Colour mixing – shades of green – painting dinosaurs Create a watercolour background blending warm or cool colours Explore printing to create texture – castle images

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		Spring: Paint - symmetrical butterflies, explore colour mixing Collage – Easter eggs **Summer:** Paint - watercolour paintings of people Drawing – chalk holiday scenes outside	Mixed Media – make crowns and shields for the king and queen. Explore different ways to fasten them Sculpture – create knights' shields and explore techniques for printing patterns and designs **Spring:** Mixed media - Jungle scenes – creating a small world jungle play combining materials and exploring attaching materials in different way – collage, Create a bag for a gingerbread man. Explore how it will fasten. Create a mask to represent the troll or the billy goats Drawing – guided drawings exploring curved and straight lines, shapes etc Meerkats, whales, giraffe Textiles – basket weaving – make a basket for Handa Paint – colour mixing – grey – The Storm Whale Wax resist – Jack and the Beanstalk **Summer**: Drawing – observational drawings of shells Paint – blend water colours to represent planets. Explore blow painting Mixed media – make a pirate ship that will float. Collaborate art to make a desert island Sculpture – make a clay snail exploring coiling and twisting the clay
Being Imaginative and Expressive	Knowledge and Skills	• Take part in pretend play imagining objects are other things from their experiences • Begin to make their own small worlds to act out storylines • Listen with increasing attention • Respond to what they hear expressing simple feelings and thoughts	• 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.

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		• Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. • Sing to match the pitch and tone of another person • Create their own songs or improvise around a song they know • Play instruments to express their feelings and ideas	• Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in play • Compose music and dance both alone and in a group
	Vocabulary	Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs	retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo
	How it is covered	During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out **Autumn:** Join in with simple repetitive rhymes and songs Perform songs and dances in a Christmas performance Sing to match the pitch and tone of an adult **Spring:** Copy simple rhythmic patterns Explore the sounds that can be made from percussion instruments. Know how to use instruments safely. Practise playing and stopping following teacher signals Make simple percussion instruments **Summer:**	During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out. **Listening:** Autumn - listen carefully to a variety of rhymes, songs and instrumentals and express their preferences. Spring - as above being able to explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting Summer – Move in response to music, create art work, talking about how it makes you feel. Pirates of the Caribbean soundtrack, 'Aquarium' from 'Carnival of the Animals' by Camille Saint-Saens **Performance** Recount narratives through small world representations of the focus story for the week

EYFS Knowledge and Skills Progression

		To begin exploring some musical elements – singing or playing loudly / quietly and quickly / slowly. Explore creating their own songs using musical accompaniments Move streamers to music Express simple likes and dislikes about a piece of music and how it makes them feel	Autumn – sing a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands Prepare a Christmas performance for an audience Spring – learn to sing a selection of songs and rhymes. Explore the timbres (different sounds) that can be made by classroom percussion instruments Summer – use voice, body and classroom percussion instruments to accompany a song or instrumental **Composition / improvisation** Autumn – copy rhythmic patterns and then experiment with creating own for others to copy (call and response) Spring – select an instrument to represent a character or event from a story e.g. claves as horse's hooves Create a dance to music. Move their bodies to represent the tempo of the music Summer – as above, playing an active role in deciding the type of sounds needed e.g. choosing a tambourine to represent the rain and shaking it as a long sound.
	Vocabulary	Song, rhyme, instrument, percussion, tune, lyrics, feelings, story, retell	Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds