

EYFS Reception Progression of Knowledge and Skills

‘With God’s help, together, we aspire, achieve and believe’.



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	Let’s Celebrate!	Special People	Journeys	Amazing Animals	Under the Sea
Communication and Language Listening, Attention and Understanding	Listen to stories with enjoyment and interest. Show attention and interests in stories read to them in whole class and small group contexts. Respond to and answer questions – ‘where’, ‘how’ and ‘why’ questions about self and own experiences.	Listen to others in a 1:1 situation. Interact and respond to others in a range of situations including small groups, whole class and during play. Follow instructions, requests, and ideas in a range of contexts and situations.	Listen to others in groups. Attend to other people both familiar and unfamiliar. Respond to and answer questions – ‘how’ and ‘why’ is response to thoughts and ideas.	Listen other others in a whole class situation. Respond with relevant comments, questions of their own or actions when listening to stories, to instructions or when engaged in play activities. Ask and answer questions in different contexts, including in response to stories.	Listen to others in familiar and new situations. Maintain attention in different contexts. Respond to and answer questions – ‘how’ and ‘why’ is response to predictions, speculations and provocations in different contexts and situations, including their play.	Listen to others during conversations or activities. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine etc... Ask questions to check understanding.
Communication and Language Speaking	Speak clearly. Use tenses past present and future in conversations when talking about themselves and their experiences.	Speak in full sentences. Communicate freely with different people. Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts.	Engage in conversations taking into account the listener. Use tenses past, present and future in conversations when talking about activities, events and ideas. Use talk to connect ideas.	Use sentences that give many details. Take turns to listen and to speak in different contexts including small group, whole class and 1:1 discussion.	Ask and answer questions in different contexts. Begin to use conjunctions to extend ideas. Offer explanations for why things might happen.	Express ideas about feelings and experiences. Talk about and discuss familiar events or characters in stories. Use talk to share their thinking in different contexts.
Educational Programme	Vocabulary – use an increasing range of vocabulary appropriately. Understand the meaning of new words and use appropriately in discussions and conversations. Use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts. The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Listening, Attention and Understanding ELG 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. Speaking ELG 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.					
Personal, Social and Emotional Development Self-regulation	Show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) Make choices, communicate what they need. Understand and follow rules. Share with others.	Listen to others. Recall own experiences. Initiate an apology when appropriate. Follow instructions, requests, and ideas in a range of contexts and situations.	Attend to other people (adults, peers) both familiar and unfamiliar. Work with others. Show sensitivity to others. Engage in challenges.	Explain why they are experiencing particular feelings. Change and adapt their behaviour in response to different situations. Show awareness of how their actions may impact on others. Show awareness of strengths and what they need to learn.	Maintain attention in familiar and unfamiliar situations. Deal with anger and frustration. Develop ability to plan, adapt, persist and review their progress.	Show pride in their own achievements. Negotiate with others to solve simple problems. Know that other children think and respond in different ways to them.



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		Talk about and discuss with others how they feel. Show care and concern for others.				
Personal, Social and Emotional Development Building relationships	Engage in positive interactions with adults and peers. Form relationships with others. Ask for help if needed. Understand and follow simple rules. Observe others during play.	Seek others to share activities and Experiences. Seek familiar adults and peers to engage in conversations. Share and take turns. Listen to others. Initiate and understand the rules of social interaction.	Be considerate to the needs of others. To negotiate during play.	Respect the viewpoint of others. To resolve conflict. Demonstrate empathy.	Take on ideas of others. Be able to compromise	Work together in collaboration. Take responsibility for themselves and others.
Personal, Social and Emotional Development Managing Self	Know what they like and do not like. Understand and follow simple rules. Try new activities. Understand and follow rules on how to keep safe when using and transporting tools, equipment and resources. Initiate own ideas.	Talk about what they are doing and why. Select own resources. Make own choices and decisions. Take care of their own belongings. Communicate own needs in relation to being thirsty, hungry tired, use of toilet.	Talk about and discuss their interests. Carry out tasks without help. Knowledge of food groups including healthy foods. Knowledge of importance of exercise to keep their body healthy.	Share their ideas and interest with others. Try to complete a task themselves before asking for help. Take care of the belongings of others and class resources. Communicate when they need help from others including peers and adults.	Take pride in themselves, their work and achievements. Talk to others about what they need or their ideas.	Share their achievements with others. Can work on their own and with others. Seeks a challenge. Understand rules linked to road safety.
	Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings. Vocabulary - Use language – to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review. Use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.					
Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Self-Regulation ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG 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 ELG 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.					



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Physical Development Gross Motor Skills	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Progress towards a more fluent style of moving, with developing control and grace. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop overall body-strength, balance, co-ordination and agility.	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.
Physical Development Fine Motor Skills	Use a comfortable grip with good control when holding pens and pencils. Uses a variety of media and tools to scribble and doodle.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Draws lines, shapes and patterns.	Further develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Adds detail to drawings.	Further develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Demonstrates control of tools for drawing.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Takes care when drawing.	Holds writing implements with a mature pencil grip and uses an appropriate amount of pressure. Use a range of small tools, including scissors, paintbrushes and cutlery. Draws pictures using a range of media and materials. Demonstrates accuracy in their drawing.
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence . Gross Motor Skills ELG 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. Fine Motor Skills ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.					
Literacy Comprehension	Listen attentively to a story at the appropriate interest level. Recite simple rhymes, songs and poems. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom.	Use picture clues to help read a simple text. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Say what a character might be thinking, saying or feeling. Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.	Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Say how they feel about stories and poems.	Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Respond to questions about how and why something is happening.	Talk about events, settings and characters. Make predictions and anticipate key events based on illustrations, story content and title. Recall the main points in text in the correct sequence.	Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Use the structure of a simple story when re-enacting and re-telling in their own words. Talk about the themes of simple texts, (e.g. good over evil).



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Literacy Phonics and Word Reading This is just a trajectory. Day to day phonics teaching will differ for different groups of children.	Entry within Phase 1 Spend Weeks 1 – 7 ensuring children are fully secure at Phase 1, in all aspects. Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting	Entry secure Phase 1 Phase 2 Week 1 - s a t Week 2 - p i n Week 3 - m d g Week 4 – Consolidation of s a t p i n m d g Week 5 - o c k Week 6 – ck e u High Frequency Words: as is us his has linked to s pronounced /z/ Tricky word The	Entry within Phase 2 Phase 2 Week 1 – r h b Week 2 – Consolidation of o c k ck e u r h b Week 3 – f ff l Week 4 – ll ss Week 5 – Consolidation of f ff l ll ss Week 6 – Consolidation as required Tricky words I to go no into	Entry secure Phase 2 Phase 3 Week 1 – j v w Week 2 – x y z zz Week 3 – qu ch sh Week 4 – th th ng Week 5 – Consolidation of qu ch sh th th ng Week 6 – ai ee Tricky words he she we be me was my you they	Entry within Phase 3 Phase 3 Week 1 – igh oa + two-syllable words Week 2 – oo oo + two-syllable words Week 3 – ar or + two-syllable words Week 4 – Consolidation of ai ee igh oa oo o oar or Week 5 – ur ow Week 6 – oi ear + pseudo words Tricky words are like said when have one come do so were	Entry within Phase 3 Phase 3 Week 1 – air ure er + pseudo words Week 2 – Consolidation of ur ow oi ear air ure er Weeks 3-7 - Consolidate as required Tricky words some there out little what Consolidate all tricky words taught, as required
Literacy Writing	Develop language skills (listening and talking) in a range of contexts. Show awareness that writing communicates meaning. Give meaning to the marks they make. Make marks and drawings using increasing control. Know there is a sound/symbol relationship.	Understand that thoughts can be written down. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Beginning to use appropriate letter for initial sounds. Beginning to build words using letter sounds in their writing. Use writing in their play.	Use familiar words in their writing. Show awareness of the different audience for writing. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 graphemes. Write own name. Begin to recognise and know there needs to be spaces between words in a simple sentence. Orally compose a sentence and hold it in memory before attempting to write it.	Recognise and know that full stops are at the end of a sentence. Recognise and know that a sentence starts with a capital letter. Write a simple phrase with finger spaces that can be read back by themselves. Write simple sentences using finger spaces that can be read by themselves and others. Begin to use simple sentence forms. Can talk about the features of their own writing.	Write left to right and top to bottom. Form most lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. Form letters from their name correctly. Segment to write VC and CVC words independently using Phase 2 and 3 graphemes.	Make phonetically plausible attempts when writing more complex words. Spell some irregular common words (tricky) the, to, no, go, independently. Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG 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.					



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Mathematics	Count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards. Compare numbers, order and write numbers to five. Know the 1 more than, 1 less than relationship between consecutive whole numbers. Represent the numbers 1–5 in different ways. Identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function. Sort by colour, shape, size, texture, orientation and function. Recognise, extend, create and fix simple AB patterns Compare and order by size, length and time. Talk about time in terms of night and day, days of the week and months of the year.	Recognise language associated with 2D shapes, specifically triangles and squares. Recognise language associated with 2D shapes, specifically rectangles and circles. Understand and use positional language. Understand zero as an empty set. Use a counting all strategy to combine two sets up to 10. Order numbers to 10. Find number bonds for numbers up to 6. Create number bonds to make 7–10. Count to 10 forwards and backwards. Understand ordinal numbers and be able to name positions, e.g. first, second, third, etc. Represent numbers on a five and ten frame. Match number names to numerals and to representations on ten frames up to 10. Write numbers to 10. Compare quantity. To count on and back to find 1 more and 1 fewer. Copy, continue and create AAB, ABC and AABC patterns. Measure end-to-end length, compare lengths and use non-standard units of measurement. Use the language ‘empty’, ‘full’ and ‘half full’ to describe how much is in a container. Measure the capacity of containers. Compose 2D shapes using tangrams and pattern blocks. Recognise 3D shapes and to build with 3D shapes.	Count to and from 20. Halve sets of items and even numbers by sharing into 2 equal groups. Develop problem-solving skills. Focus on word problems. Use counting on as a strategy for addition. Count forwards and backwards within 10. Recognise 1 more and 1 less. Count to and from 20. Double numbers 1–5. Recognise doubles and non-doubles. Recognise and understand odd and even numbers. Collect and represent data sets. Understand the mass of different objects. Describe and compare different capacities. Recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.
Educational Programme	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. Number ELG Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG 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.		



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Understanding the World People, Cultures and Communities	Express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Respect themselves, special things in their own lives. Describe culture and religion in relation to themselves, friends, family. Talk about and describe features of their own lives. Talk about the features of their immediate environment. Recognise, know about and describe features of their immediate environment .	Respect other people including their ideas, feelings, beliefs, culture, possessions. Observe, look closely and consider their own culture and religion and that of the people in their own community. Recognise the similarities and differences in culture and religion between them and other communities. Show curiosity and interest, find out About special places and events or objects through non-fiction texts, stories, visitors, celebrations.	Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Explore and ask different types of Questions. Show curiosity and interest when finding out about special places and events or objects through non-fiction texts, stories, visitors, celebrations. Talk about the features of other places. Recognise, know about and describe features of different places including their immediate environment . Introduce the terms near/far.	Look closely at and observe the lives of people in communities in other countries within the world. Talk about and describe features of the lives of people in their own community and of people in other countries across the world. Look closely at and make comparisons between this country and the lives of people in other countries within the world. Show curiosity and interest, find out about people within their own community and in other countries. Talk about the features of familiar places.	Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. Research and examine possibilities. Talk about the places they have learnt about and the differences between environments. Draw information from a simple map. Describe culture and religion in relation to other people within their community based on their own experiences, events, objects or artefacts.	Research and consider alternatives. Use language of tolerance, respect and co-operation.
	Mapping and Fieldwork – ongoing throughout the year. Also developed at Forest School which the children attend for two half terms each year. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.					
Understanding the World Past and Present	Talk about key events, in own lives, about family, friends, other people including significant people. Think about changes that happen in their lives and the lives of others. Show an interest in significant events and experiences in the lives of friends and family members.	Order simple experiences in relation to themselves including events, and experiences. Describe features of objects and people at different times and make simple comparisons.	Show an interest in significant events and experiences in the lives of others through books. Find out about people, places, events, objects. Talk about key roles people have in society both in present and the past. Answer questions such as ‘How have police uniforms changed over time?’ Talk about people who are important in history and now.	Find out about people, places, events, objects. Ask questions, use different sources to find the answers including books. Answer ‘Why’ questions about their findings linked to the past.	Use play to think beyond ‘here and now’ and to understand another perspective. Order simple experiences in relation to others including stories.	Describe features of objects, people, places at different times, make comparisons by talking about what is the same and what is different. Answer questions such as ‘Why do you think that happened?’
Understanding the World The Natural World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Explore the natural world around them and the changes which occur. Explore a range of materials including natural materials and their properties. Explore how materials can change. Make objects from different materials including natural materials. Describe what they see, hear and feel whilst outside in the autumn/winter.	Describe what they see, hear and feel whilst outside in relation to sound. Listen to sounds outside and identify their source. Find different ways to make sound.	Explore the natural world around them exploring how to change how things work. Describe what they see, hear and feel whilst outside and how objects move. Explore how objects move through the air. Explore how objects move in water.	Explore the plants in the natural environment around them. Explore the animals in the natural environment around them. Explore plants and animals in a contrasting natural environment. Describe what they see, hear and feel whilst outside in the spring/summer.	Recognise some environments that are different to the one in which they live. Find out about animals from different habitats. Explore different habitats and the animals which live in them.



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	Working Scientifically – ongoing throughout the year Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc. Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test - make suggestions, show resilience, work with others. Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.					
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World ELG 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.					
Expressive Art and Design Being Imaginative and expressive	Explore and experiment with props. Initiate their own ideas during play. Express their feelings. Communicate their ideas. Sing well known nursery rhymes. Make music using their voice. Perform familiar or new nursery rhymes.	Make choices and decisions when using objects. Adapt familiar narratives and stories in their play and with adults. Communicate and express their ideas, thoughts, feelings. Sing well known nursery rhymes and familiar songs. Perform familiar songs.	Explore and experiment with props, objects and materials and their voice . Communicate their ideas, thoughts, feelings and preferences. Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance. Perform poems and stories.	Make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Create own versions of familiar stories. Express their feelings, ideas, thoughts and emotions. Make music using objects. Perform poems and stories using props to enhance their actions. Engage in ring games and action songs and rhymes.	Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Express their feelings, ideas, thoughts and emotions in response to different media. Make music using home-made and real musical Instruments. Use props to act out in character. Initiate their own movement ideas in response to different types of music.	Respond to different stimuli through discussion, actions, movement and performance. Recreate familiar experiences, familiar activities and familiar stories. Create new stories using their own ideas. Express their feelings, ideas, thoughts and emotions in response to different media within their play with peers, or with adults. Make music using a range of ICT. Show awareness of rhythm and beat when moving to music.
Expressive Art and Design Creating with Materials	Show awareness of their feelings linked to exploration of real objects Observe and notice features and details within real objects.	Show awareness of their feelings linked to exploration of experiences and materials.	Show awareness of their feelings linked to artefacts and textures within their world.	Respond to creative and aesthetic experiences. Talk about what they see.	Show awareness and appreciation of sensory experiences and a range of different stimuli. Can explain the processes, techniques and materials/media they	Show pleasure and enjoyment. Share their ideas, feelings and thoughts about their creations with others.

EYFS Reception Progression of Knowledge and Skills

‘With God’s help, together, we aspire, achieve and believe’.



	Talk about what they are creating. Experiment and build with a range of construction resources. Talk about their ideas.	Observe and notice features and details within real artefacts and materials. Explore a range of tools and equipment. Choose resources, tools and techniques with a purpose in mind.	Observe and notice features and details within real objects, pictures, paintings and photographs they experience within their world. Share and talk about their work/work of others.	Manipulate a range of tools and equipment. Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.	have used including colours, patterns, shapes, textures, form. Say what they like and dislike and why about their own and others work. Find out about the properties and functions of different construction materials. Use tools and equipment linked to food preparation.	Control a range of tools and equipment. Make suggestions about changes they could make or different tools or techniques they could have used.
	Ongoing aspects of Creating with Materials – children will learn the process of design, make and evaluate throughout the year. Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make – make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate – talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Vocabulary - Use vocabulary associated with texture, colour, patterns, shapes, form, etc. Safety - Use tools and equipment safely (a range of tools are used at Forest School such as drills, saws, potato peelers, mallets and hammers. Handle and use equipment appropriately and safely.					
Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG 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.					