



EYFS PROGRESSION MAP



Schemes used: RWI Phonics, NCETM, White Rose, Barefoot Computing, Diddi dance, MyHappyMind, BBC Bring the Noise

Development Matters		Assessment of Core Knowledge and Skills/End Goal (ELG)
Communication and Language, Reading and Writing (English)		
Reading		
Three and Four Year Olds	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words Recognise words with the same initial sound, such as money & mother	- 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. - 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. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Reception	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Read a few common exception words matched to the school's phonic programme.	- Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Writing

Three and Four Year Olds

- Write some letters accurately.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Use longer sentences of four to six words.

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.
- 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.
- Invent, adapt and recount narratives and stories with peers and teachers.
- Participate in small group, class and one-to-one discussion, 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.
- 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Reception

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

	pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Develop storylines in their pretend play. • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
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| | <ul style="list-style-type: none">• Develop social phrases.• Use new vocabulary in different contexts.• Learn new vocabulary.• Use new vocabulary throughout the day.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Lear Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play, rhymes, poems and songs.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | |
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Spoken Language

Three and Four Year Olds

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| <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Start a conversation with an adult or a friend and continue it for many turns. • Listen with increased attention to sounds. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Show more confidence in new social situations. • Develop appropriate ways of being assertive. • Create their own songs or improvise a song around one they know. • Use a wider range of vocabulary. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. • Use longer sentences of four to six words. • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. | <ul style="list-style-type: none"> • 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. • 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. • 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. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • 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. • Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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. • Demonstrate understanding of what has been read to them by |
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	Engage in extended conversations about stories, learning new vocabulary.	retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - Make comments about what they have heard and ask questions to clarify their meanings. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - 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 where 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. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. - Share their creations, explaining the processes they have used. - Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. - 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. - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
Reception	- Understand how to listen carefully and why listening is important. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Ask questions to find out more and check they understand what has been said to them. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasing matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Learn new vocabulary. - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Develop social phrases. - Use new vocabulary in different contexts. - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	

	• Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Express their feelings and consider the feelings of others. • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside. • Watch and talk about dance and performance art, expressing their feelings and responses. • Articulate their ideas and thoughts in well-formed sentences.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
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Physical Development (PE)

Three and Four Year Olds	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	• Be confident to try new activities and show independence, resilience and perseverance in the face of a 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. • Work and play cooperatively and take turns with others. • 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. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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	• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Respond to what they have heard, expressing their thoughts and feelings.	
Reception	• Manage their own needs - personal hygiene • Know and talk about the different factors that support overall health and wellbeing: regular physical activity. • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture • when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	

	• Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.	
PSED (PSHE, RSHE, RE)		
Three and Four Year Olds	• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • 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. • 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. • 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. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. • Negotiate space and obstacles safely, with consideration for themselves and others. • Talk about the lives of people around them and their roles in society.

	thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Reception	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. ○ personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes • Talk about members of their immediate family and community.	

	- Name and describe people who are familiar to them. - Recognise that people have different beliefs and celebrate special times in different ways.	
Mathematics		
Three and Four Year Olds	- Use a wider range of vocabulary. - Understand 'why' questions, like: "why do you think the caterpillar is so fat?" - Recite numbers past 5. - Say one number name for each item in order: 1, 2, 3, 4, 5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: 'more than', 'fewer than'. - Make comparisons between objects relating to size, length, weight and capacity. - Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...' - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Subitise (recognising quantities without counting) up to 5. - 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. - Have a deep understanding of numbers to 10, including the composition of each number. - 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. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

	• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Experiment with their own symbols and marks, as well as numerals.	
Reception	• Learn new vocabulary. • Use new vocabulary throughout the day. • Count objects, actions and sounds. • Count beyond ten. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Compare length, weight and capacity. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Draw information from a simple map. • Continue, copy and create repeating patterns.	
Understanding the World (Science, History, Geography)		
Computing		
Three and Four Year Olds	• Remember rules without needing an adult to remind them. • Match their developing physical skills to tasks and activities in the setting. • Solve real world mathematical problems with numbers up to 5. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. • Explore how things work.	• 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. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Reception	• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their	

	overall health and wellbeing: • -sensible amounts of ‘screen time’. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
Geography		
Three and Four Year Olds	• Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • 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.
Reception	• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.	
History		
Three and Four Year Olds	• Begin to make sense of their own life-story and family’s history.	• Talk about the lives of people around them and their roles in

Reception	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	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.
Science		
Three and Four Year Olds	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.	• Make comments about what they have heard and ask questions to clarify their understanding. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • 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.
Reception	• Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. • Know and talk about the different factors that support their overall health and wellbeing: ○ regular physical activity ○ healthy eating	

	○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	
Expressive Arts and Design (Art, D.T, Music)		
Art		
Three and Four Year Olds	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.	• 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. • 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.
Reception	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express	

	- their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	
DT		
Three and Four Year Olds	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Explore how things work. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Create closed shapes with continuous lines and begin to use these shapes to represent objects.	- Use a range of small tools, including scissors, paintbrushes and cutlery. - 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.
Reception	- Progress towards a more fluent style of moving, with developing control and grace. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.	

Music

Three and Four Year Olds

- Sing a large repertoire of songs.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

- 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.

Reception

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Combine different movements with ease and fluency.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

D.T**Three and Four
Year Olds**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Explore how things work.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Reception

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- 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.