



**Alexandra**

Primary School

**Aspire, Perform, Succeed**

# Early Years Progression of Skills and Knowledge

<b>Communication and Language</b>
<b>Physical Development</b>
<b>Literacy</b>
<b>Mathematics</b>
<b>Understanding the World</b>
<b>Expressive Arts and Design</b>



# Communication and Language Progression of Skills and Knowledge



EYFS	Minimum Expectations for Nursery					Minimum Expectations for Reception			Links to KS1 Curriculum
<b>Listening, Attention and Understanding Development Matters</b>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>					<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>			<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary ☑ articulate and justify answers, arguments and opinions.</p>
<b>Progression of skills</b>  <i>Attention</i>          <i>Song, Poems and Rhyme</i>          <i>Listening</i>	To look and attend for a short period of time (few minutes)	To respond when engaged with actions or speech.	To look and attend for extending period of time (more than 5 minutes).		To apply 5 whole body listening strategies showing an awareness of what has been said.	To look, listen and attend to adult inputs responding to who, where, when and what questions appropriately.	To look, listen and attend to adult inputs responding to why and how questions appropriately.	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	
To begin to join in with some familiar Nursery Rhymes with some words and actions.	To continue / predict the final word of a Nursery Rhyme "Humpty Dumpty sat on a ???"	To start to develop Nursery Rhyme language and vocabulary and develop favourite rhymes.	To sing favourite nursery rhymes with increasing accuracy.	To sing a large repertoire of rhymes, poems and songs with increasing independence.	To continue to develop a wider range of Nursery Rhymes, Songs and Poems in addition to core favourites.	To sing paying attention to how they know the song sounds – rhythm, beat and clarity.	To learn new songs, rhymes and poems with increasing speed and accuracy.		Independently sing from memory a range of songs, poems and Nursery Rhymes.
To look, listen and attend to story time	To look, listen and attend to a story and respond with repeated refrains.	To look, listen and attend acquiring story book language such as character names and main plot events.	To look, listen and attend to familiar stories recalling key elements of characters and plot.		To listen attentively initially with prompts and then to start independently.	To respond to sentences and instructions.	To respond to questions appropriately.		To respond to what they hear/ engaging in story times/ learning the nursery rhymes and songs



# Communication and Language Progression of Skills and Knowledge



<i>Story</i>	To recall some events from a familiar story.	To identify key events and characters.	To recall a sequence of events.	To begin to retell familiar stories using speech, gesture, actions and props.		To use story and new vocabulary in a range of situations.	To demonstrate awareness of story book language in fiction, non-fiction, rhymes and poems.	To identify characters in a story and talk about their thoughts, feeling, actions and motives.	Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.	
	To understand and use new vocabulary introduced through non-fiction texts.									
<i>Understanding</i>	To respond to what has been said to them, through actions. E.g. Sit down.	To follow single step instructions – E.g. jump.	To understand who and what questions about familiar texts.	To follow two step instructions.	To follow complex instructions containing three parts.	To respond to how and why questions.	To ask questions to develop their own understanding.	To understand humour and more complex language.	Gain, maintain and monitor the interest of the listener(s).	
<b>Speech and Language Development Matters</b>	<ul style="list-style-type: none"> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>May have problems saying: <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> </ul>									Consider and evaluate different viewpoints, attending to and building on the contributions of others.
	Strategies: Support and advice from S+L therapist. Welcomes screening, intervention, referral.							To speak with clarity articulating individual words.	Select and use appropriate registers for effective communication.	
<b>Speaking Development Matters</b>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Use longer sentences of four to six words.</li> <li>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.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>					<ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>				
<b>Progression of skills</b>	To develop confidence to exchange	To use some words and phrases to	To speak and use longer sentences of at least 4 to 6 words.	To engage with their	To initiate conversation	To respond to others in	To develop social phrases.	To add detail to events in their talk.	To use sentences which are	To extend talk/speak using a



# Communication and Language Progression of Skills and Knowledge



<i>Speaking</i>	words with a child/grown up.	communicate to others to be understood by their peers and adults.		peers while playing.	with peers and other adults.	clear sentences.			grammatically correct, including tenses.	range of connectives.	
	To learn new vocabulary.	To begin to use new vocabulary during their play.			To use language to share feelings, experiences and thoughts.	To begin to use subject specific vocabulary.	To confidently use new vocabulary in a wider range of contexts. , for example solving problems, negotiating and explanations.		To use talk to organise, sequence and clarify thinking, ideas, feelings and events.		
<i>Vocabulary (Links to Literacy)</i>											
<b>EAL language development</b>	<i>Receptive language</i>	Joins in with others but does not speak.	Imitates peers.  Begins to listen for short periods of time.	Follows peer example for interpretation of instructions.	Understands more English than s/he is using – needs time to process questions.	Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations.	Listens to stories with increasing attention and recall.	Follows instructions with more than one element.	Understands instructions containing sequence words e.g., first, then, etc.	Can listen with sustained attention and confidence.	Able to understand whole class interactions.
<i>Expressive Language</i>		Interact in home language with peers and adults when the opportunity arises.	Uses gestures and facial expression to communicate.	Uses single words or phrases to express basic needs. To begin to use isolated words and phrases.	Uses action combined with limited talk relating to current activity (here and now.)  Beginning to ask simple Questions  Expresses likes/ dislikes in simple terms. Growing vocabulary for naming everyday objects.  Beginning to describe more detail e.g., colour, size.	Uses talk to recall and relive past experiences. May substitute words to make meanings clear.  Articulates feelings and preferences.  Beginning to use language to explain	Attempts retelling of their own news, events or stories with a simple sequence. (EAL errors will be apparent)	Shows greater confidence using English in most social situations.	Speech is generally grammatically correct at word and phrase level.  Uses connectives such as when or because.  Questions why things happen and can justify predictions		



# Communication and Language Progression of Skills and Knowledge



					what is happening and what might happen next in an activity.			about what might happen next.	
ELG	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>								



# Physical Development Progression of Skills and Knowledge



EYFS	Minimum Expectations for Nursery					Minimum Expectations for Reception				Links to KS1 Curriculum
<b>Gross Motor Skills Development Matters</b>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>					<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>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, sport and swimming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>				Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others)
<b>Progression of skills</b> <i>Walking and Spatial awareness</i>	To develop leg strength by pushing themselves with their feet while sitting on a ride on toy.	To develop body coordination by moving leg one at a time.	To be able to stop and stay balanced.	To step backwards if needed.	To understand speed (fast/slow).	To understand distance (far/near).	To be able to increase/decrease speed.	To be able to change direction.	To be able to move around obstacles successfully.	
<i>Balance</i>	To stop and stand still.	To complete a two footed jump from standing position.	To complete a two footed jump from low level.	To balance on one leg for 3 seconds	To balance on one leg for 10 seconds	To balance on one leg and stay still.	To hop on one foot on the spot.	To hop and move.	To skip.	
<i>Ball skills (hands)</i>	To push and roll a ball ( <i>from a seated position</i> )	To receive a ball that has been pushed and rolled( <i>from a seated position</i> )	Bounce a large ball	Catch a ball following bouncing a large ball	To bounce a ball in a space and then catch	Introduce beanbags/ balls of different sizes -To throw a ball 1. underarm 2. overarm	To catch and receive equipment of different sizes by moving the body.	To sequence throwing and catching equipment of different sizes ( <i>both from a still position and moving</i> )	To develop accuracy to catch and throw enabling competence in ball activities.	
<i>Ball skills (feet)</i>	To move a ball with feet ( <i>dominant foot</i> )	To develop moving a ball with feet by walking and kicking.	To kick a ball from a still position	To kick a ball from a moving position	To move a ball by dribbling from one foot to the other	To move a ball by dribbling with control ( <i>i.e. around cones</i> )	To kick (pass) with accuracy to others.	To develop competent pass and dribbling during games.		



# Physical Development Progression of Skills and Knowledge



<b>Fine Motor Skills Development Matters</b>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> </ul>					<ul style="list-style-type: none"> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>					and co-operative physical activities, in a range of increasingly challenging situations.											
<b>Progression of skills</b> <i>Hand to eye co-ordination.</i>	To follow hand development exercises (touching finger to thumb)		To complete a peg puzzle.		To use a pincer movement to pick up a small object.		To use tweezers to pick up small objects.		To thread 3 or more large beads.		To refine their small motor skills: threading and sewing, woodwork, pouring, stirring, dancing with scarves, dressing and undressing, playing with small world, making models and manipulating malleable materials.				Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities							
<i>Construction</i>	To combine 3 to 6 blocks to construct.		To connect large construction together.		To combine 6 to 12 blocks or construction together.		To connect small constructions pieces together. E.g. Lego		To combine blocks and construction materials to build models.		To combine, balance and connect constructions pieces together with a purpose in mind.											
<i>Mark making (pencil grip)</i>	To hold a writing implement using cylinder grasp.	To draw a line and circle.	To hold a writing implement using digit grasp.		To draw an x, square and triangle.		To hold a writing implement using tripod grip.  To draw a simple representation of a person and copy letters from their name.		To draw pictures with details such as facial features and to sometimes form letters correctly.		To hold mark making tools with three or four fingers and makes marks with control.		To begin to form letters that resemble letter shape.						To copy letters that are recognisable.		To follow patterns for writing which build on the three basic letter shapes (l, r, c).	
<i>Manipulating materials</i>	To make a large ball and flat pancakes with playdough.		To make smaller balls and other shapes with playdough consistent in size.			To use playdough tools to make models.			To shape and mould malleable materials using their fingers, hands and tools.					participate in team games, developing simple tactics for attacking and defending								
<i>One-handed tools (scissors)</i>	To hold scissors between thumb and forefinger to make snips.		To hold scissors appropriately, turning the page as they cut.			To use scissors to cut out a picture from a page.			To use scissors safely, making cuts with control, such as, along a line on the paper.					perform dances using simple movement patterns.								





# Physical Development Progression of Skills and Knowledge



<i>Resources</i>	To familiarise themselves with the resources in Nursery.	To show an interest in using resources in Nursery.	To know how to use a range of resources.	To choose the right resources to carry out their plan.	To know where to find the resources that they need or ask for support.	To involve others in carrying out their own plan. Sharing resources if needed.	To demonstrate trial and error, changes resources if something isn't working well.		
	<i>Safety</i>	To walk safely with objects in their hands.  To navigate obstacles while carrying objects.	To move a large toy safely.	To move objects by travelling in the same direction as others helping.	To move a long plank safely. One child at each end.	To know when an object when will need more than person to move it safely.	To carry a mat, one child at each corner.		To recognise when something isn't safe.
<b>Health and Self-care Development Matters</b>	<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>			<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>					
<b>Progression of skills - PSED</b>	To be able to put arms in coats and pull trousers down.	To put coat on independently and pull a started zipper up.	To remove their jumper.	Developing awareness of personal hygiene, such as using a tissue and regular hand washing.	To provide reminders for children to develop good personal hygiene - toileting, handwashing, 'catch it, bin it, kill it', using hand gel	To independently use the toilet and wash hands.	To independently use a tissue and dispose of it then wash hands.		To independently use hand gel to keep hands clean.
<i>Personal care</i>	To know when they need the toilet.	To know to wash their hands after using the toilet.							
<i>Healthy choices</i>	To try a range of fruit at snack time.	To know when they are cold and wear a coat without prompting.	To know when they are hot.	To begin to understand the importance of oral hygiene.	To understand the difference between healthy food choices and foods that should be eaten occasionally as a treat.	To make healthy choices at lunch time.	To understand the concept of health and wellbeing.		To demonstrate their application of health and wellbeing in a range of areas.



# Physical Development Progression of Skills and Knowledge



<i>Managing the school day</i>	To recognise their own belongings. E.g. coat and water bottle	To manage their own belongings.	To line up with adult prompt.	To wait for transitions with reducing adult support.	To take turns and be considerate to others.	To line up at various times of the day without touching others.	To demonstrate good table manners.	
<b>ELG</b>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>							



# Literacy Progression of Skills and Knowledge



EYFS	Minimum Expectations for Nursery					Minimum Expectations for Reception					Links to KS1 Curriculum
<b>Comprehension</b> <i>Development Matters</i>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>					<ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>					To develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to
<b>Progression of skills</b> <i>Comprehension</i>	To join in with repeated refrains as they become more familiar with a story.	To recall some key events from a familiar story.	To learn some key vocabulary from familiar stories.	To engage in extended conversations about stories.	To use some new vocabulary in role play scenarios.	To demonstrate an understanding of what has been read to them.	To anticipate key events in stories.	To retell stories and narrative using their own words.	To retell stories and narrative using story language/new vocabulary.		
<b>Vocabulary</b> Stories & Vocabulary (linked to Communication and Language)	To listen to stories actively engaging.	To identify key events and characters.	To recall a sequence of events.	To anticipate what will happen next.	To use story and new vocabulary in a range of situations.	To demonstrate awareness of story book language in fiction, non-fiction, rhymes and poems.	To identify characters in a story and talk about their thoughts, feelings, actions and motives.	To sequence a story using visual prompts.	To be able to talk about the main elements of a story, including the problems.	To recreate a story map based on a familiar story and their own stories.	
<b>Word Level/Phonics</b> <i>Development Matters</i>	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom					<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>					



# Literacy Progression of Skills and Knowledge



	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul>										<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme (Letters and Sounds).</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to
<b>Progression of skills</b>  <i>Print</i>	To show an interest in books.	To handle books appropriately.	To differentiate between print and illustrations.	To know that print can have different purposes (logos, signs, label, lists, stories etc.)	To name some parts of a books (cover, pages, print, picture)	To know that we turn the pages in sequence and read the words left to right and top to bottom.  (NUR/REC)	To name and understand the use of a contents page.  To differentiate between a story and information book.	To understand that print can be used to find out information.				
<i>Phonological awareness</i>	To listen and show awareness of sounds in the environment.  To show awareness of the sounds made by musical instruments and our bodies	To recall the sounds that they hear.	To discriminate between the sounds that they hear.	To describe the sounds that they hear.	To recall/repeat a sequence of sounds that they hear	To develop awareness of rhythm and rhyme.	To notice when words rhyme and suggest some words that rhyme	To clap or count syllables in words	To continue a rhyming string.  To hear or count syllables in polysyllabic words.  To continue developing phonological awareness (recall, discriminate and describe sounds in sequence)			
	To recognise when words begin with the same	To hear the sound at the beginning of their name.		To hear and say the initial sound in a word.	To begin oral blending.		To hear and blend the sounds in words.	To recognise the 19 letters and say the	To blend the sounds of known GPC’s to read short	To blend the sounds of all known GPC’s including those with digraphs and trigraphs to read decodable words.		



# Literacy Progression of Skills and Knowledge



<p><i>Phonics Blending to read</i></p>	<p>initial sound.</p>					<p>sounds that they make. (phase 2)</p>	<p>decodable words.</p>		<p>them, taking turns and listening to what others say explain clearly their understanding of what is read to them</p> <p>To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -</p>
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# Literacy Progression of Skills and Knowledge



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<i>Reading</i>	To recognise own name, logos and print in the environment.				To read common exception words. (phase 2)	To read a simple caption made up of known GPC's and known common exception words.	To read common exception words. (phase 3)	To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To reread these books to build up their fluency and confidence in word reading
<b>Writing Development Matters</b>	<ul style="list-style-type: none"> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>				<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>					
<b>Progression of skills</b>  <i>Phonics Segmenting to spell</i>	To hear and say the initial sound in their name.	To hear and say the initial sound in words.	To begin to write the initial sound in a word.	To begin to segment the sounds in words.	To orally segment the sounds in words.	To segment the sounds in words to spell/write.	To make phonetically plausible attempts at spelling words including the use of digraphs and trigraphs.	To write short sentences with words with known GPC's and common exception words.	To write short sentences using a capital letter, <b>finger spaces</b> and full stop.  To write short sentences that can	spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet:





# Literacy Progression of Skills and Knowledge



<p><i>Letter formation</i> <i>(link to physical development)</i></p>										exception words taught so far
	To copy some letters that resemble the letter shapes.	To form some letters accurately.	To copy the letters in their name.	To write some or all of their name from memory.	To form lowercase letters correctly.	To form capital letters correctly.				<p>write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>develop their understanding of the concepts set out in English appendix 2 by: leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a</p>



# Literacy Progression of Skills and Knowledge



							<p>full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English appendix 2 use the grammatical terminology in English English appendix 2 in discussing their writing</p>
<p><b>ELG</b></p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>						



# Mathematics Progression of Skills and Knowledge



		Minimum Expectations for Nursery				Minimum Expectations for Reception				Links to KS1 Curriculum
<b>Number Development Matters</b>		<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>				<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> </ul>				<p>Pupils should be taught to: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p>
<b>Progression of skills</b>	<i>Using number names</i>	To join in with number rhymes.	To use number names in play.	To rote count to 5.	To rote count to 10.	To rote count to 20.	To count beyond 20.			<p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more</p>
	<i>Subitising</i>	To understand that number carries meaning.	Fast recognition of 1 object.	Fast recognition of 2 object.	Fast recognition of 3 object.	To subitise up to 5.				
	<i>Number</i>	To have an awareness of numerals in the environment.	To match numerals.	To understand that number can be represented in different ways.	To recognise numerals up to 5.	To represent, compare and understand the composition	To represent, compare and understand the composition of numbers up to 5.	To represent, compare and understand the composition of numbers up to 10.	To represent, compare and understand the composition of numbers up to 20.	



# Mathematics Progression of Skills and Knowledge



<i>Cardinal Principle</i>						on of 1,2 and 3.				than, less than (fewer), most, least
	To say when they have 1 object.	To say one numeral per object with 1:1 correspondence for up to 3 objects.	To understand the concept of how many?	To say one numeral per object with 1:1 correspondence for up to 5 objects.	To count up to 5 objects from a larger group.	To count out up to 10 from a larger group, knowing that the final number said represents the total amount.	To count out up to 20 from a larger group, knowing that the final number said represents the total amount.			read and write numbers from 1 to 20 in numerals and words.
<b>Problem Solving and Numerical Patterns Development Matters</b>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>					<ul style="list-style-type: none"> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>				<b>Pupils should be taught to:</b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
<b>Progression of skills</b>	To explore numerical mark making including lines, dots and numerals.					To write numbers to 20.				
<i>Writing numerals</i>										represent and use number bonds and related subtraction facts within 20
<i>Comparing quantities</i>	To know that two groups of objects can have different quantities – estimation.	To know that two groups of objects can have the same quantities.	To identify a group that has more using visual prompts and real life scenarios. E.g. sharing cars	To identify a group that has fewer objects using visual prompts and real life scenarios.	To join in with number rhymes understanding how the number changes.	To compare two groups of objects saying which group has more or fewer.	To say the number that is one more than a given number.	To say the number that is one less than a given number.		add and subtract one-digit and two-digit numbers to 20, including zero  solve one-step problems that involve addition and subtraction, using concrete objects and



# Mathematics Progression of Skills and Knowledge



Numerical patterns	Saying number names in order.		To order numbers to 10.	To order numbers to 20.	Recall number bonds to 5.	Recall number bonds to 10.	Double facts to 10.	<p>pictorial representations, and missing number problems such as <math>7 = - 9</math>.</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
	To count confidently in sequence to 10.		To count beyond 20.		To count in 2's.		To identify odd and even numbers.	
	To understand that if you add one more to a group the total increases.	To understand that if you count all of the objects in two sets you find the total.	To use the 'first, then, now' concept to add two groups to find the total with numbers to 5.	To use the 'first, then, now' concept to add two groups to find the total with numbers to 10.	To find the total by counting on.		To apply addition strategies to solve problems in the environment.	
	To understand that if you take one away from a group the total decreases.		To count backwards from 10.	To use the 'first, then, now' concept to subtract numbers to 5.	To use the 'first, then, now' concept to subtract numbers to 10.		To apply subtraction strategies to solve problems in the environment.	
Odds and evens								
Addition								
Subtraction								
Shape Development Matters	<ul style="list-style-type: none"> <li>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'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>		<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>					<p><b>Pupils should be taught to:</b> recognise and name common 2-D and 3-D shapes, including:</p>



# Mathematics Progression of Skills and Knowledge



<b>Progression of skills</b>	<i>2D shapes</i>	To show an interest in shapes.  To notice shapes in the environment.	To match two shapes that are the same.	To talk about shapes that they notice.  To describe some features of the shapes.	To name basic 2D shapes.  To sort by shape.	To use mathematical language to describe shapes.  To solve a range of jigsaws of increasing challenge.	To copy increasingly complex 2D pictures and shapes	To find different ways to manipulate and rotate to make different shapes and sizes.	To talk about /demonstrate how shapes can be combined to make other shapes.	2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
	<i>3D shapes</i>	To explore with 3D shapes.	To notice solid objects are different shapes and being in make some comparisons.	To notice when two solid objects are the same shape.	To describe some features of a 3D shape.  To find a named shape.	To name some basic 3D shapes.	To use mathematical language to recognise and describe 3D shapes.	To compose and decompose 3D shapes.	To recognise 2d shapes in 3d shapes.	
<i>Using shape</i>	To stack shapes to construct.	To know you need flat shapes for balance.	To use larger shapes at the bottom to support balance.	To select shapes for a purpose.	To combine shapes to make new ones.	Use pattern set, tangrams, building blocks, magnetic construction sets, jigsaws.	To make shapes using straight and/or curved lines	To combine shapes to make different ones	To combine shapes to make different ones.	<b>Pupils should be taught to:</b> describe position, direction and movement, including whole, half, quarter and three quarter turns.



# Mathematics Progression of Skills and Knowledge



<p><b>Position and direction</b> <i>Development Matters</i></p>	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>							
<p><i>Position</i></p> <p><i>Routes</i></p>	<p>To follow the instruction of ‘in’ ‘on’ and ‘under’.</p>	<p>To follow the instruction of ‘in front’ ‘behind’ and ‘next to’.</p>	<p>To use the vocabulary of ‘in’ ‘on’ and ‘under’ in real life scenarios.</p>	<p>To use the vocabulary of ‘in front’ ‘behind’ and ‘next to’ in real life scenarios.</p>	<p>To follow instructions and use positional language vocabulary in a range of situations. (in, under, on, in front, behind, next to, between, over, around, through)</p>			
	<p>To understand that an arrow indicates the direction.</p>	<p>To follow a directional instruction. E.g. go through the door</p>	<p>To follow a two-step directional instruction. E.g. go through the door then past the slide.</p>	<p>To begin to describe a simple route using positional language vocabulary.</p>	<p>To follow a simple visual route.</p>	<p>To describe a route.</p>		
<p><b>Comparing</b> <i>Development Matters</i></p>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then....’</li> </ul>					<ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>		<p><b>Pupils should be taught to:</b> compare, describe and solve practical problems for:</p>
<p><b>Progression of skills</b> <i>Size</i></p>	<p>To understand the vocabulary of big and small.</p>	<p>To use the vocabulary of big and small.</p>	<p>To compare the sizes of objects saying when one is bigger or smaller.</p>	<p>To order items by size.</p>	<p>To identify the smallest and biggest item.</p>	<p>To use and apply size vocabulary and knowledge in practical situations.</p>	<p>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example,</p>	



# Mathematics Progression of Skills and Knowledge



Length	To understand that objects can be different lengths.	To learn vocabulary of short and long.	To compare lengths saying one is longer or shorter in practical scenarios.	To order items by length.	To use vocabulary of longer and shorter.	To apply vocabulary and knowledge to practical scenarios.	To measure using non-standard units. Eg. Cubes or hand prints.	To compare lengths using non-standard units.	heavy/light, heavier than, lighter than]  capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]  measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)  recognise and know the value of different denominations of coins and notes  sequence events in chronological order using language [for example, before and after, next, first, today,
	Height	To understand that objects can be different height.	To learn vocabulary of short and tall.	To compare heights saying one is shorter or taller in practical scenarios.	To order items by height.	To use vocabulary of taller and shorter.	To apply vocabulary and knowledge to practical scenarios.	To measure using non-standard units. Eg. Cubes or hand prints.	
Weight	To understand that objects have different weight.	To introduce vocabulary of heavy and light.	To compare weight saying which object is heavier or lighter in practical situations.	To order items by weight.	To use vocabulary of lighter and heavier.	To predict the weight of objects in practical situation.	To use equipment such as balance scales to compare weights.		
Capacity	To understand that object can be filled to different capacities.		To introduce the vocabulary of full and empty in relation to practical situations. Eg. Bucket is full.	To order containers by capacity in practical situations.	To predict which container has more or less capacity.	To measure the capacity of a container and compare. E.g to compare a tall jug and a short jug.			
Time	To learn concept and vocabulary of now and next.		To be aware of the daily nursery routines.	To introduce the vocabulary	To sequence the main events of the day.	To learn and use the vocabulary of now, before, later, soon, after, then and next to	To learn and use the vocabulary of	To order days of the week	To demonstrate an awareness of



# Mathematics Progression of Skills and Knowledge



					lary of night and day.		describe when things happen.	yesterday, today and tomorrow.	and months of the year.	the unit of a minute.	yesterday, tomorrow, morning, afternoon and evening]	
<b>Pattern Development Matters</b>	<ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them.</li> <li>For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>				<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>						recognise and use language relating to dates, including days of the week, weeks, months and years	
<i>Pattern</i>	To show an awareness of environmental patterns.	To use pattern associated vocabulary E.g. spotty or stripy.	To comment when a pattern is repeating.	To continue and correct a repeating pattern.	To make patterns with the AB rule in a range of contexts. E.g., shapes, colours, sizes, actions and sounds.	To make patterns with the ABB rule	To make patterns with the ABBC rule	To identify patterns that do not follow rules.	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
<b>ELG</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>											



# Understanding the World Progression of Skills and Knowledge



	Minimum Expectations for Nursery					Minimum Expectations for Reception					Links to KS1 Curriculum
<b>People, Cultures and Communities</b>  <i>Development Matters</i>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>					To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees.
<b>Progression of skills</b>  <i>People community and culture</i>	To know that they are no longer a baby.	To know they can learn new things.	To know they are part of a family unit.	To know they belong to the Nursery and school Community.	To recognise we are all different.	Knowing and talking about self and family.	To share personal events, with increasing detail.	To talk about own culture and beliefs	To recognise that other people have different cultures and beliefs	To talk about people within their community	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<i>Past and present</i>	To know they were once a baby and now they are a big Nursery child.	To know the days of the week and that different things happen on different days.	To talk about recent past experiences such as what they did at the holidays and weekend.	To share information about past family experiences such as birthdays, holidays and festivals.	To know that events happen in the future such as birthdays and moving to Reception.	To look at the past through changes from baby to present time	To understand past and present through family events eg birthdays	To have some understanding between life in the past and present	To know some events happening in a chronological order.		To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a
<i>The world</i>	To show an interest in their surroundings.	To be aware of the similarities and differences between home and school.	To be aware of their local area. Eg. Local park and supermarket.	To know there are different countries and some of us originate from different counties of the world.	To talk about life in this country.		To talk about the features of urban and rural environments.	To compare the differences and similarities between this country and other countries			



# Understanding the World Progression of Skills and Knowledge



<b>Exploring materials/ The Natural World</b> <i>Development Matters</i>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore and talk about different forces they can feel.</li> </ul>					<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>				variety of everyday materials
<b>Progression of skills</b> <i>The world around us</i>	To begin to explore the Nursery learning environment.	To be confident to explore the Nursery learning environment.	To use all 5 senses to explore their environment including manipulating objects.	To talk about what they see, feel, hear, smell and taste.	To talk about differences and changes they notice in and around the Nursery environment.	To observe and explore the wider natural world.	To understand the changes ie seasons	To compare different 'worlds' ie different countries,	To interact and comment upon natural processes ie magnets, ice melting	To compare and group together a variety of everyday materials on the basis of their simple physical properties.
<i>Natural objects</i>	To be aware of differences with natural objects. E.g shells and conkers	To sort by natural materials.	To know the name of the object and where it originates.	To use begin to talk about similarities and differences of objects whilst exploring.		To explore and talk about natural objects and materials with increasingly complex vocabulary.	To sort by a range of criteria – rough, smooth, heavy, light, magnetic, non- magnetic, etc			To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.
<i>Forces</i>	To experiment with resources to know that forces have affects.	To understand how forces, affect our lives – throwing toys and balls.			To explore using magnets.	To know what is magnet and what is not.	To say explain the categories of magnetic and non-magnetic.			Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
<i>Routes</i>	Links to maths – to discuss simple routes such as how to get to the toilets, to know an arrow indicates direction and embed directional vocabulary of forwards, backwards, left and right.					To understand the local community and talk about where they live.	To use their senses to describe the world around them	To notice features of a map	To describe different countries around the world.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological
<i>Looking after the environment</i>	To understand that we need to look after our Nursery environment.	To understand that we need to look after the wider environment.			To understand why we need to look after our environment.	To know what we can do to help look after the world.				Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological



# Understanding the World Progression of Skills and Knowledge



<b>Plants and animals</b> <i>Development Matters</i>	<ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Talk about what they see, using a wide vocabulary</li> </ul>										framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<b>Progression of skills</b>  <i>Plants</i>          <i>Animals</i>	To understand what a plant is and that it is a living thing.	To understand the need to care and respect plants.	To know living things, need care.	To know fruits and vegetables are grown.	To be aware of the basic life cycle of a plant.	To describe with topic specific vocabulary differences of different life cycles.	To know the importance of vegetation for us, animals, the environment and planet.	To understand how important mini beasts are.	To identify all the different plants and flowers as well as drawing them.		
<b>ELG</b>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Cultures and Communities:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>										



# Expressive Art and Design Progression of Skills and Knowledge



	Minimum Expectations for Nursery				Minimum Expectations for Reception				Links to KS1 Curriculum	
<b>Sounds and Music Development Matters</b>	<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>				<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>				<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	
<b>Progression of skills Music</b>	To enjoy listening to a range of music.	To responds to music, physically and emotionally.		To talks about how music makes them feel.		To understands emotions through music and can identify if music is happy, scary or sad.	To express their opinion on different pieces of music.		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	
<b>Instruments</b>	To explore instruments and begin to name them: drum, egg shaker, bells and tambourine.	To be able to play instruments in different ways: loud and quite, fast and slow.	To play instruments in time to familiar rhymes and songs.	To continue a repeated sound pattern.	To select own instruments and play them in time to music.	To change the tempo and dynamics whilst playing instruments.	To know how to use a wide range of instruments.	To express their feelings and ideas whilst playing instruments.		
<b>Singing</b>	To join in with known songs and rhymes.	To sing songs and rhymes with prompts in their play.		To perform a song or rhyme in a small group.		To perform for the whole class.				To create and perform their own songs.
<b>Dancing (See Physical Development)</b>	To move to music.	To copy basic actions.	To remember a sequence of basic actions.			To learn short sequence of dance moves, beginning to match to pace.	To learn longer sequence of moves, matching to the pace of the music.	To replicate dances and performances for their peers.		To share their likes and dislikes about dances and performances.



# Expressive Art and Design Progression of Skills and Knowledge



<p><b>Exploring with materials / Expressing ideas</b> <i>Development Matters</i></p>	<ul style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Make simple models which express their idea.</li> </ul>				<ul style="list-style-type: none"> <li>Explore colour and colour-mixing.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express the.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>								
<p><b>Progression of skills</b> <i>Drawings</i></p>	To make marks.	To draw circles and lines.	To draw simple representations of people with enclosed spaces.	To demonstrate an interest in drawing and represent a range of objects. E.g cars and flowers.	To draw with added details such as facial features having an awareness of size.	To add appropriate colours to drawings. Eg. Yellow sun.							
<p><i>Painting</i></p>	To use paints with adult support and name colours.	To paint using paint brushes, sponges and finger with adult support.	To use paint to create a simple representation.	To select paint and tools for a purpose to produce a painting.	To explore colour mixing.	To mix primary colours to make secondary colours.	To create patterns and meaningful pictures when printing.	To add white or black paint to alter tint or shade.					To colour match to a specific colour or shade.
<p><i>Combining Materials/Collage</i></p>	To use glue sticks with support.	To use glue spatulas with support.	To use glue sticks and spatulas independently to combine materials.	To develop an awareness of texture and begin to describe them.	To join items using glue or tape.		To use a range of materials such as tape, string, and ribbon to combine materials.	To use collage to represent their idea. Eg. Handbag or kite.	To select different textures for different purposes.				





# Expressive Art and Design Progression of Skills and Knowledge



<p><b>ELG</b></p>	<p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>										