

EYFS Progression Document

		Autumn 1 Marvellous Me!	Autumn 2 Nature's Toybox	Spring 1 Tell me a Story	Spring 2 Circle of Life	Summer 1 I would like to be a...	Summer 2 Wonderful World
Communication and Language	Nursery	<u>Listening, Attention and Understanding</u>					
		Children will point out objects/pictures in a story.	Children will understand 'what' questions.	Children will understand 'where' questions.	Children will understand 'when' questions.	Children will understand 'who' questions.	Children will understand and answer 'why' questions.
		<u>Speaking</u>					
		Children will know and use vocabulary linked to their theme 'Marvelous Me!' including family, home, and friends. (Children's interests to be followed within the themes and may go in a different direction)	Children will know and use vocabulary linked to their theme 'Nature's Toybox' including seasonal vocabulary and vocabulary relating to celebrations, decorations, Diwali, Bonfire Night, Christmas. (Children's interests to be followed within the themes and may go in a different direction)	Children will know and use vocabulary linked to their theme 'Tell me a story' including story language, key words and phrases relating to the stories and books shared – castles and long ago. Children to begin talking about characters, setting and events with familiar stories. (Children's interests to be followed within the themes and may go in a different direction)	Children will know and use vocabulary linked to their theme 'Circle of life' including life cycle of a butterfly, spring, plants, growing, and animals. (Children's interests to be followed within the themes and may go in a different direction)	Children will know and use vocabulary linked to their theme 'I would like to be a...' including jobs and things they like and would like to do when they are older. Children to use vocabulary linked to different occupations, including, police officers, fire fighters, doctors, hairdressers etc. (Children's interests to be followed within the themes and may go in a different direction)	Children will know and use vocabulary linked to their theme 'Wonderful world' including places around the world, vehicles, transport, weather, habitats, animals. (Children's interests to be followed within the themes and may go in a different direction)
Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?							

		Autumn 1 Marvellous Me!	Autumn 2 Nature's Toybox	Spring 1 Tell me a Story	Spring 2 Circle of Life	Summer 1 I would like to be a...	Summer 2 Wonderful World
		Communication and Language	Reception	<u>Listening, Attention and Understanding</u>			
Children will listen carefully to a story. Children will ask what questions.	Children will join in with repeated refrains in a story. Children will ask who questions.			Children will talk about key events in a story. Children will ask when questions.	Children will identify the main characters in the story and talk about their feelings. Children will ask where questions.	Children will link events in a story to their own experiences. Children will ask why questions.	Children will use role play to retell the story.
<u>Speaking</u>							
Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.	Children will know and use vocabulary linked to the seasons and celebrations such as Divali, bonfire night, Remembrance Day and Christmas.			Children will know and use vocabulary linked to their theme 'Tell me a story including past, castle, knight, armour, medieval. Children will express ideas using past and present tense.	Children will know and use vocabulary linked to their theme including life cycle of a frog and growing.	Children will know and use vocabulary linked to their theme including jobs and aspirations.	Children will know and use vocabulary linked to various places that are special to them such as countries, habitats and landscapes.
<p>Listening, Attention and Understanding: 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.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Nursery	<u>Self-Regulation</u>					
		Children will separate from main carer to come into nursery.	Children will know what adults can help them in nursery. Children to begin to use the snack area independently, including choosing their own snack and washing their pots.	Children will become confident with visitors in nursery. Children to use the snack area independently, including choosing their own snack and washing their pots.	Children to show confidence in betting their own belongings, such as their coat, bag, books etc. Children will show confidence walking around our local area. Children to use the snack area independently, including choosing their own snack and washing their pots.	Children to beginning to talk about roles within their community. Children will confidently use the snack area independently, including choosing their own snack and washing their pots.	Children will be able to talk about occupation, people and places within their community and the wider world. Children will confidently use the snack area independently, including choosing their own snack and washing their pots.
		<u>Managing Self</u>					
		Children will know the class rules: Looking eyes Listening ears Hands in lap Children will know to wash and dry their hands before eating and after using the toilet.	Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'. Children will know to drink water to be healthy.	Children will know examples of healthy food.	Children will know to exercise to be healthy.	Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy.	Children will know how to independently use the toilet.
		<u>Building Relationships</u>					
		Children will know how to play alongside each other.	Children will know how to play partner games. Anti-Bullying Week – Nov.	Children will share resources and play in a group. Children's mental Health week (focusing on healthy living/eating) – 6 th Feb	Children will take turns whilst playing and waiting patiently to have a go.	Children will consider the feelings of others in stories such as Llama Llama Time to Share.	Children will know how to listen to a friend and agree a compromise.
Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Reception	<u>Self-Regulation</u>					
		Children will see themselves as unique by sharing their hobbies and interests.	Children will know how to be helpful by taking on jobs such as washing up snack, watering plants.	Children will know how to make the right choice and the consequences of not doing so.	Children will know the effects of their behaviour on others.	Children will know to use the calm corner when they are feeling upset/angry.	Children will know how to overcome challenges and build resilience.
		<u>Managing Self</u>					
		Children will know how regular exercise is important for their health.	Children will know the school rules. Children will know how healthy eating is important for their health.	Children will know how regular teeth brushing is important for their health. 6 th February Children's mental health week linked to Healthy Eating.	Children will know what a sensible amount of screen time is and why this is important for their health.	Children will know about the importance of a good sleep routine for their health.	Children will know how to be a safe pedestrian and why this is important.
		<u>Building Relationships</u>					
		Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.	Children will know how to listen to others with respect. Anti-Bullying Week 14 th – 18 th November.	Children will know how to treat others in our class using the statement 'Kind hands and kind words'.	Children will be able to describe what makes a good friend including attributes such as listening and sharing.	Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.	Children will know how to resolve a problem by talking it through with a friend or adult.
<p>Self-Regulation: 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.</p> <p>Managing Self: 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.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	Nursery	Gross Motor					
		Children will know how to ride a scooter.	Children will know how to ride a tricycle.	Children will know how to throw a ball.	Children will know how to climb using alternate feet.	Children will know how to skip, hop and stand on one leg.	Children will know how to work together to carry large items such as planks of wood.
		Fine Motor					
		Children will explore large mark making to develop cross the mid-line movements. Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability.	Children will know how to zip up their coat. Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability.	Children will know how to use hammers to hit a large headed nail. Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability.	Children will know how to use loop scissors to make snips in paper. Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability. Introduction to 'Dough Disco' to support hand strengthening and fine motor skills.	Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability. Developing 'Dough Disco' movements for hand strengthening and fine motor skills.	Development of movements through 'Squiggle Whilst You Wiggle' programme, to support gross motor skills and core stability. Developing 'Dough Disco' movements for hand strengthening and fine motor skills.
Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	Reception	Gross Motor					
		Children will know how to hop, skip and jump.	Children will know how to throw and catch different sized balls.	Children will develop their core gross motor skills through gymnastics.	Children will know how to kick and pass different sized balls.	Children will know how to ride a balance bike.	Children will know how to bat and aim using different sized balls.
		Fine Motor					
		Children will know the correct pencil grip and posture for writing.	Children will know how to do up and undo buttons.	Children will know how to use a knife and fork.	Children will know how to use two-hole scissors to make snips in paper.	Children will know how to thread and sew.	Children will know how to use two-hole scissors to cut along lines.
	<p>Gross Motor: 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.</p> <p>Fine Motor: 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	<u>Comprehension</u>					
		Children will know the logos including local supermarkets and familiar logos on packaging. Children will talk about a selection of books and engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know a range of signs including bus stop, parking, stop. Children will talk about a selection of books and engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will talk about a selection of books and engage in conversations about the story, develop understanding and learn new vocabulary, including favourite characters.	Children will know the names of different parts of a book including the cover, title, author. Children will retell a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary, including characters and events.	Children will know how to turn the pages of a book carefully. Children will retell a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary, including characters, events and settings.	Children will know how to read from left to right and top to bottom. Children will retell a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary, giving details about characters, events, setting and themes.
		<u>Word Reading</u>					
		Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 1/2	Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 1,2, 3	Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 4/5	Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 5/6	Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 5/6	Children will develop phonic skills through engaging with the Level 1 Twinkl phonics program. Aspect 7
		<u>Writing</u>					
		Children will know how to draw horizontal lines.	Children will know how to draw vertical lines.	Children will know how to draw circles.	Children will know how to draw diagonal lines.	Children will write the initial sound in their name.	Children will write their name.
Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Literacy	Reception	<u>Comprehension</u>			
Children will read and re-read familiar stories to develop a love for reading.	Children will read and re-read a selection of books, developing understanding and enjoyment.			Children will read and re-read a selection of books, developing understanding and enjoyment.	Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.	Children will read and re-read a selection of chosen books which follow their own interests whilst increasing fluency, understanding and enjoyment.	Children will read and re-read a selection of chosen books which follow their own interests whilst increasing fluency, understanding and enjoyment.
<u>Word Reading</u>							
Children will develop phonic skills through engaging with the Level 2 Twinkl phonics program. Children will hear and identify initial sounds in words.	Children will develop phonic skills through engaging with the Level 2 Twinkl phonics program. Children will blend known sounds in words.			Children will develop phonic skills through engaging with the Level 3 Twinkl phonics program. Children will blend known sounds in words.	Children will develop phonic skills through engaging with the Level 3 Twinkl phonics program. Children will blend known sounds in words. Children will blend known sounds in words.	Children will develop phonic skills through engaging with the Level 2 Twinkl phonics program. Children will blend known sounds in words.	Children will develop phonic skills through engaging with the Level 4 Twinkl phonics programme. Children will blend known sounds in words.
<u>Writing</u>							
Children will know how to write their name.	Children will know how to write their name. Children will know how to write initial sounds. To engage in mark making activities indoors and outdoors. - Autumn writing 'In autumn I can see...' - Write a Diwali card - Christmas list/Christmas card/Letter to Santa	Children will know how to write initial sounds. Children will know how to write CVC/CVCC words. Children will know how to write labels.	Children will know how to write CVC/CVCC words. Children will know how to write a short phrase.	Children will know how to form lower case letters correctly. Children will know how to write a short sentence.	Children will know how to correctly form capital letters. Children will know how to read what they have written to check it makes sense.		
<p>Comprehension: 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.</p> <p>Word Reading: 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.</p> <p>Writing: 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.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery	Number					
		Explore numbers through number rhymes and songs.	Explore numbers through number rhymes and songs.	Recite numbers to 5 and beyond. Children to subitise to 3.	Recite numbers to 5 and beyond. Children to subitise to 3. Children to show 'finger numbers' up to 5. Children will identify more/less.	Say one number 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Say one number 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
		Numerical Patterns					
		Children will sort by colour, size and object. Children will sequence events using language including first, then and after. Children will identify patterns around them such as stripes on clothes.	Compare numbers and amounts. Children will compare big and small. Children will identify a circle, square and triangle. Children will use language including sides, corners, straight, flat and round.	Children will use language including tall, long, short. Children will identify a cube.	Children will use positional language including on top, under, next to and behind. Children will match objects that are the same.	Children will use language including light, heavy, full and empty. Children will make shape pictures using a tangram. Children will solve real world mathematical problems with numbers up to 5.	Children will make an AB repeating pattern. Children will notice and correct an error in a repeating pattern. Children will discuss routes and locations using words such as 'in front of' and 'behind'.
Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Maths	Reception	<u>Number</u>			
Number and place value to 5/10	Number and place value to 5/10			Number and place value to 5/10	Number and place value to 5/10	Number and place value to 10/20	Number and place value to 10/20
More/less	More/less			Addition	Addition	Addition and Subtraction	Addition and Subtraction
Number bonds to 5	Number bonds to 5			Number bonds to 10	Number bonds to 10		
1 more/1 less	1 more/1 less			Doubling, sharing and grouping	Doubling, sharing and grouping		
				Odds and evens	Odds and evens		
<u>Numerical Patterns</u>							
Measurement	Measurement			Measurement	Measurement	Spatial reasoning: Match, Roate and Manipulate	Spatial reasoning: Match, Roate and Manipulate
Repeating patterns	Repeating patterns			Repeating patterns	Repeating patterns	Spatial reasoning: Mapping	Spatial reasoning: Mapping
Sorting	Sorting			Time	Time		
2D and 3D shapes	2D and 3D shapes	Spatial reasoning	Spatial reasoning				
<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>							

Understanding the World	Nursery	History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
			<u>Past and Present</u>							
			Children will know they were a baby.	Children will know about Bonfire Night.	Children find out about Chinese New Year.	Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	Children will look past and present images of the emergency services and how things have changed over time – vehicles.	Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'		
		Geography	<u>People, Culture and Communities</u>							
			Children will talk about where they live, including their homes, streets and town.	Children to notice and talk about the weather.	Children to make story maps and other maps relating to stories read.	Children to talk about and draw basic maps to where they will grow plants, fruits and vegetables in the nursery grounds.	Children will learn from visitors of various occupations.	Children will visit and explore their new schools ready for transition.		
								Children will talk about different animals around the world. Children to link transport for getting to places around the world. Summer.		
		Science	<u>The Natural World</u>							
			Children to talk about what they see. Children to use their senses to explore their environment.	Children talk about the differences between materials and changes they notice. - Bread making - Indian sweets - Pumpkin soup - Cookies	Children will make collections of natural materials to investigate and talk about. Children will know how materials change when melting linked to winter.	Children will know that a butterfly comes from an egg. Children will know how to respect and care for living things. Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables.			Explore different environments around the world linked to animals.	

Understanding the World	Nursery	RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
			<u>People, Culture and Communities</u>							
			Children will know what is special to them.	Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	Chinese New Year.	Children will know some people celebrate Easter.				
Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?										

Understanding the World	Reception	History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
			<u>Past and Present</u>							
			Children will know how they have changed from being a baby to being 4/5.	Children will explore images, stories and artefacts from the past linked to Christmas celebrations. Children will know that Remembrance Day is to remember soldiers who died in the war.	Children will make links, via Google Classrooms, with local history and Peveril Castle	Children will know who David Attenborough is and why he is important.	Children will know that the past is anything before the current day. Children will now that the present is now. Children will know that jobs in the present can be different to those in the past.	Children will look at images of seaside holidays from the past and present and identify similarities and differences.		
		<u>People, Culture and Communities</u>								
		Geography	Children can talk about where they live and places special to them and how this is different to others.	Children will know how people in different countries celebrate Christmas. Children will know that a globe shows various places around the world. Children will identify typical weather in autumn.	Children will draw their own maps to follow linked to stories read. Children will identify typical weather in winter.	Children will identify typical weather in spring. Children will know that animals live in different regions around the world and compare places.		Children will identify similarities and differences between life in Castleton and life in various places. Children will identify typical weather in Summer.		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Understanding the World	Reception	<u>The Natural World</u>			
Children will know the 5 senses linked to exploring the world around them.	Children will know that this time of year is Autumn. Children will know about changing states of matter linked to bread making.			Children will know that this time of year is Winter. Children will know about changing states of matter linked to frozen materials.	Children will observe changes and growth of frogs. Children will know that we can only grow certain fruit/vegetables in England. Children will know the life cycle of a frog. Children will know how to care for a plant. Children will know that this time of year is Spring. Children will experience seasonal changes by visiting a working farm.	Children will know the names of the 4 seasons and weather associated with them.	Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will melt and solidify different substances such as chocolate and butter. Children will explore floating and sinking linked to boats.
RE	<u>People, Culture and Communities</u>						
	Children will know what is special to them and their families.	Children will know the story of Diwali. Children will know the Christian Christmas story.	Children will explore Chinese New Year.	Children will know the Easter story.		Children will find out about different religions and festivals.	

		<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World: 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.</p>						
Expressive Arts and Design	Nursery		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<u>Being Imaginative</u>					
		Music	Children will know the nursery rhymes/songs. Children will recognise the sound of different instruments. Children will play sound matching games.	Children will know the nursery rhymes/songs. Listen to music from different places and cultures. (Diwali, Christmas) Children will listen to and learn songs for the Christmas Sing-along.	Children will know the nursery rhymes/songs. Children will draw to represent ideas like movement and loud noises. Listen to music from different places and cultures. (Chinese New Year)	Children will know the nursery rhymes/songs. Children explore a range of instruments.	Children will know the nursery rhymes/songs. Children to make their own instruments.	Children will know the nursery rhymes/songs. Children will play a range of instruments to express their feelings and ideas. Children to listen to music from around the world.
		Art and Design	<u>Creative with Materials</u>					
		Children will do large scale drawings / paintings. Children will use pencils to free draw. With support, explore different materials freely, to develop their ideas about how to use them and what to make.	Children will paint on a flat and upright surface. Children to create closed shapes with continuous lines and begin to use these shapes to represent objects. With support, explore different materials freely, to develop their ideas	Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Explore different materials freely, to develop their ideas about how to use them and what to make.	Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Develop their own ideas and then decide which materials to use to express them.	Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will do observational drawings. Develop their own ideas and then decide which	Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	

			about how to use them and what to make.			materials to use to express them.	Join different materials and explore different textures.
<p>Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>							
<p>Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>							

Expressive Arts and Design	Reception	Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
			Being Imaginative							
			Children will know a range of nursery rhymes/songs	Children will know a range of nursery rhymes/songs. Children will listen to a visitor play a range of instruments and identify similarities and differences.	Children will know a range of nursery rhymes/songs. Children will know how to tap/clap along to a rhythm. Listening to music from different places	Children will know a range of nursery rhymes/songs. Children will experiment with different ways of playing instruments.	Children will know a range of nursery rhymes/songs. Children will make their own instruments to accompany songs and stories.	Children will know a range of nursery rhymes/songs. Children will know perform their own dances using steps and techniques that they have learned.		

			Listening to music from different places and cultures – India Children will perform songs in our Christmas production.	and cultures - China .	Children will join in with choreographed dances.		Listening to music from different places and cultures and comment on similarities and differences.	
		<u>Creative with Materials</u>						
	Art and Design	Children will know how to mix primary colours to make secondary colours. Children will know how to draw a person – head, body, arms, legs and facial features. Children will know how to make the flange join and treasury tag join. Children will be inspired by the work of different artists.	Children will know how to mould clay to make a diva lamp. Children will know which glue or tape to use for their chosen purpose. Children will be inspired by the work of different artists.	Children will know how to make 2D collages. Children will know how to make an I-brace join. Children will create work in the style of different artists.	Children will know how to use and mix watercolour paints. Children will know how to use different techniques to make 3D collages. Children will know how to make a slot join. Children will create work in the style of different artists.	Children will know how to make a tab join. Children will be able to talk about artists that they like.	Children will know how to make different shades of the same colour. Children will know how to make a split pin join. Children will know how to sew to join. Children will be able to talk about similarities and differences between different artists.	
		<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						<p>Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play</p>

			instruments to express their own ideas?
--	--	--	---