

# Communication and Language Skills Progression

Statutory Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <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, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</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>Use new vocabulary in different contexts.</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>
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>Listen to others 1:1. In small groups and whole class.</li> <li>Enjoy listening to stories and can</li> </ul>	<ul style="list-style-type: none"> <li>Listen in familiar and new situations.</li> <li>Engage in stories that are familiar and new with interest and</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is</li> </ul>	<ul style="list-style-type: none"> <li>Understand why listening is important</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and understand instructions about what they are doing, whilst busy with</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments, or actions.</li> </ul>	<p>Use relevant strategies to build their vocabulary</p>

	remember what happens. * Listen carefully to rhymes and songs, paying attention to how the sound.	enjoyment.	talking to them and think about what they are saying.		another task.		Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>Attention Skills</b>	* Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.	* Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. * Shift attention when required e.g. when given a clear prompt - 'name'.	* Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom	* Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar	* Listen and continue with an activity for a short time.	* Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.	Maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments
<b>Respond Skills</b>	* Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'chime = freeze & show me 5'	* Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. * Ask questions to find out more and to check they understand what has been said to them. * Respond to others appropriately in play. * Engage in story	* Make predictions about what might happen next or story endings in response to texts read. * Engage in non-fiction books. * Link events in a story to their own experiences. Introduce a storyline into their play.	* Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. * Listen to and talk about selected non-fiction to develop a	* Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions	* Make comments about what they have heard and ask questions to clarify thinking. * Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently with an increasing command of Standard English  Participate in discussions, presentations,

		times. * Engage in non-fiction book.		deep familiarity with new knowledge and vocabulary.			performances, role play/improvisations and debates
<b>Understanding Skills</b>	* Follow 1 step instructions e.g. put bookbag in drawer. * Understand 'why' questions.	* Follow instructions with two parts in familiar situations.	* Consider the listener and takes turns to listen and speak in different contexts.	* Ask questions to clarify understanding of a text or task. * Ask questions to find out more and check understanding. * Retell a story with exact repetition	* Carry out a series of 3 directions. * Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. * Understand 'how', 'why' and 'where' questions.	* Retell a story with some exact repetition and in their own words. * Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, * Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth	Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others  Select and use appropriate registers for effective communication
<b>Speaking Skills</b>	* Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!' * Use talk to organise	* Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. * Use simple conjunctions in talk to	* Use talk to pretend objects stand for something else in play. * Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer	* Use talk to clarify thinking, connect ideas and share thinking with others. * Articulate their ideas and thoughts in well-formed sentences. * Retell/create own	* Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Describe an event in the correct order and	* Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g. "I made a	

	<p>themselves and their play</p>	<p>link thoughts 'and' 'because'. Retell a past simple event e.g. how scratched knee' Recognise words that rhyme or sound similar E.g. "Cat and hat.</p> <p>* Develop social phrases – "Good morning, how are you?"</p>	<p>explanations for why things happen.</p> <p>* Describe events that happen in their day.</p>	<p>stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p>	<p>some detail. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him".</p> <p>* Express ideas about feelings and experiences.</p> <p>* Articulate their ideas in a sentences.</p> <p>* Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>big round pizza with tomato, cheese and ham on top"</p> <p>* Use new vocabulary in different contexts.</p> <p>* Use past, present, and future tenses in conversation with peers and adults.</p> <p>* Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p>
<p><b>Ongoing and throughout the year</b></p>	<ul style="list-style-type: none"> <li>* Learn new vocabulary</li> <li>* Use new vocabulary in different contexts</li> <li>* Use new vocabulary through the day in discussions and conversations.</li> <li>* Learn new rhymes, poems, and songs.</li> </ul>					
<p><b>ELG</b></p>	<p>Listening, Attention and Understanding</p> <p>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</p> <p>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</p>					

	experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
<b>SEND Provision</b>	<p>Adapted resources</p> <p>Actions and pictorial representations to support when listening and learning new stories</p> <p>Some use of Makaton to support with understanding and learning new vocabulary</p> <p>Use of communication cards to support understanding and develop learning new vocabulary</p> <p>Opportunities to engage in smaller groups and class discussions using reasonable adaptations</p> <p>Bug Club story packs</p>

# Personal, Social and Emotional Skills Progression



Statutory Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian						Develop confidence and responsibility  To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;  To share their opinions on things that matter to them and explain their views  To recognise, name and deal with their
<b>Self-Regulation Express Feelings</b>	Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.	Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board.	Can show pride in achievements by showing work to others. Can make choices and communicate what they need	Can name people in school they can turn to if they help or are worried. Understand how to use the ‘take 5’ breathing exercise to help with big feelings	Initiate an apology where appropriate. Beginning to know that others may in different ways to them	Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and	

		Beginning to express their feelings and consider the perspectives of others.				take steps to resolve conflict and think about the perspectives of others.	feelings in a positive way To think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. Prepare to play a role as an active citizen Develop a healthy safe lifestyle Develop good relationships and respect differences between people
<b>Self-Regulation Manage Behaviour</b>	Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important	Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	Understand behavioural expectations of the setting.	Understand why listening is important and attend to other people both familiar and unfamiliar.	Can follow instructions, requests, and ideas in a range of situations	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.	
<b>Managing Self Self Awareness &amp; Keeping Healthy</b>	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour	Can talk about what they are doing and why.	Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly	Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing: 1.regular physical activity 2.healthy eating 3.toothbrushing sensible amounts of 'screen time' 4. 5.having a good sleep routine	Can talk about their own abilities positively.	See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.	
<b>Managing Self Independence</b>	Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.	Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.	Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.	Can get dressed and undressed for nature school sessions. Begin to show persistence when faced with challenges Knows how to be a safe pedestrian. Can talk about healthy and unhealthy foods.	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.	

<b>Managing Self Collaboration</b>	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards	Begin to share and take turns.	Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.
<b>Building Relationships Social Skills</b>	Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help	Seek others to share activities and experiences.	Use language to negotiate, play and organise.	Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
<b>Building relationships Communication</b>	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
<b>ELG</b>	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 to follow instructions involving several ideas or actions					

	<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>
<b>SEND Provision</b>	<p>Provide alternative ways for pupils to express emotions e.g. emotion mats, Zones of Regulation</p> <p>Provide Now and Next boards for pupils to understand how to work towards simple goals</p> <p>Use of Makaton to communicate feelings effectively</p> <p>Modelling persevering in the face of challenge</p> <p>Pictorial rules and routines to support understanding</p> <p>Pictorial reminders</p> <p>Model how to be an effective friend</p> <p>Provide them with other ways to express feelings e.g. emotion mats, Makaton and Zones of Regulation</p> <p>Support pupils to build positive attachments with a range of people in the setting</p>

# Physical Development Skills Progression



Statutory Educational Programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength,						Develop competence to excel in a broad range of physical activities  Are physically active for sustained periods

	<p>balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>						<p>of time</p> <p>Engage in competitive sports and activities</p>
<p><b>Through access to high quality continuous provision, children will...</b></p>	<p>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. 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 spoon. use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. develop overall body-strength, balance, co-ordination, and agility. develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						<p>Lead healthy, active lives</p>
<p><b>Physical Education Twice per week.</b></p>	<p><b>Fundamental Movements</b></p>	<p><b>Gymnastics/ Fundamentals</b></p>	<p><b>Dance</b></p>	<p><b>Throw, Catch, Passing &amp; Receive</b></p>	<p><b>Team Building/problem solving</b></p>	<p><b>Athletics</b></p>	
<p><b>Fine Motor skills development</b></p>	<p>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</p>						
<p><b>ELGs</b></p>	<p>Gross Motor Skills • 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 Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.</p>						
<p><b>SEND Provision</b></p>	<p>Ensure pupils have access to extra resources/interventions to develop gross motor skills</p> <p>Support during adult led sessions to develop gross motor skills</p> <p>Pictorial prompts to support with gross motor movements</p> <p>Pencil grips Suitable tools to support development of fine motor skills</p> <p>Ensure pupils have access to fine motor skills interventions to develop fine motor skills</p> <p>Targeted fine motor activities during EMW</p>						

# Literacy Skills Progression

Statutory Educational Programme



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	<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> <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.</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> <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>						<p>Listen to and talk about stories, and clarify understanding through questions and discussions.</p>

<p><b>Comprehension Skill Development</b></p>	<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a wellknown story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>	<p>Make simple predictions based on details in the text or illustrations. Retell stories using their own words, focusing on the beginning, middle, and end. Make simple inferences about characters' feelings, thoughts, and actions.</p>
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<b>Word Reading Development Skills</b>	Hear general sound discrimination and be able to orally blend and segment	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense	Apply phonic knowledge and skills as the route to decode word  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
<b>Phonics Development</b>	See PB planning						
<b>Emergent Writing Development</b>	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.	

	their name copying it from a name card or try to write it from memory.	and own symbols. Write letters and strings, sometimes in clusters like words					
<b>Compositional Skills</b>	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.	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.
<b>Spelling Development</b>	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Orally spell VC and CVC words by identifying the sounds. Write own name.	Spell to write VC and CVC words independently using Phase 2 graphemes.	Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.	Use phonic knowledge to spell words, including common irregular words.

<b>Handwriting Development</b>	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.	Write letters correctly, form digits, and understand that letters have capital and lowercase forms.
<b>Scaffolding Support for Writing</b>	Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonic mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.	
<b>ELGs</b>	<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, nonfiction, 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>						

<b>SEND Provision</b>	<p>Ensure pupils have access to interventions to support with developing phonetical understanding</p> <p>Exposure to appropriate books/stories to support development</p> <p>Picture prompts to support with letter recognition</p> <p>Flash cards to develop understanding</p> <p>Use of Makaton/picture prompts/communication boards to support communication about stories read and to support with answering questions</p> <p>Picture prompts to support with discussion around stories</p> <p>Use of story sacks/ role play to support with understanding of stories</p> <p>Exposure to familiar books regularly</p> <p>Re-read books with similar structure to develop understanding</p>
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## Mathematics Skills Progression



Statutory Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	<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> <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> <li>Select, rotate and manipulate shapes 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> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity</li> </ul>						Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
<b>Ongoing Mathematical skills throughout the year</b>	Link the number symbol with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers Compare length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.						Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
<b>White Rose</b>	<u>Match, Sort and Compare</u> Match Objects Match Pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <u>Talk about measures and patterns</u> Compare size Compare mass Compare capacity	<u>It's Me 1 2 3</u> Chn will learn to... Find 1 2 3 Subitise 1 2 3 Represent 1 2 3 1 more 1less Composition of 1 2 3 <u>Circles and Triangles</u> Identify and name circles and triangles Shapes in the environment Describe position <u>1 2 3 4 5</u>	<u>Alive in 5</u> Introduce zero Find 0 – 5 Subitise 0 – 5 Represent 0 – 5 1 more 1 less Composition Conceptual subitising to 5 <u>Mass and Capacity</u> Compare Mass Find a balace Explore capacity Compare capacity	<u>Length, Height and time</u> Explore length Compare Length Explore height Compare height Talk about time Order and sequence time <u>Building 9 &amp; 10</u> Find 9 & 10 Compare numbers to 10 Represent 9 7 1 Conceptual subitising to 10	<u>To 20 and Beyond</u> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <u>How many now?</u> Add more How many did I add? Take away How many did I take	<u>Sharing and Grouping</u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <u>Visualise, Build and map</u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules	Given a number, identify 1 more and 1 less  Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  Read and write numbers from 1 to 20 in numerals and

	Explore simple patterns	Find 4 & 5	<u>Growing 6 7 8</u>	1 more	away?	Replicate and build scenes and constructions	words
	Copy and continue simple patterns	Subitise 4 & 5	Find 6, 7 and 8	1 less	<u>Manipulate, compose and decompose</u>	Visualise from different positions	
	Create simple patterns	Represent 4 & 5	Represent 6, 7 and 8	Composition to 10	Select shapes for a purpose	Describe positions	
		1 more	1 more	Bonds to 10 (2 parts)	Rotate Shape	Give instructions to build	
		1 less	1 less	Make arrangements of 10	Manipulate shapes	Explore mapping	
		Composition of 4 & 5	Composition of 6, 7 and 8	Bonds to 10 ( 3 Parts)	Explai shape arrangements	Represent maps and models	
		Composition of 1-5	Make pairs-odd and even	Doubles to 10 (find a double)	Compose shapes	Create own maps from familiar places	
		Shapes with 4 sides	Double to 8 (find a double)	Doubles to 10 (make a double)	Decompose shapes	Create own maps and plans from story situations	
		<u>Identify and name shapes with 4 sides</u>	Double to 8 (make a double)	Explore even and odd	Copy 2D shape pictures	<u>Make Connections</u>	
		Combine shapes with 4 sides	Combine 2 groups	<u>Explore 3D shapes</u>	Find 2D shapes within 3D shapes	Deepen understanding	
		Shapes in the environment	Conceptual subitising	Recognise and name 3D shapes		Patterns and relationships	
		My day and night		Find 2D shapes within 3D shapes			
				Use 3D shapes for tasks			
				3D shapes in the environment			
				Identify more complex patterns			
				Copy and continue patterns			
				Patterns on the environment			

<b>ELGs</b>	<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>
<b>SEND Provision</b>	<p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p> <p>Consistent practical resources e.g. Numicon</p> <p>Apply in daily situations e.g. dice with game playing</p> <p>Regular exposure to patterns &amp; extra modelling of solving these</p>

## Understanding the World Skills Progression



Statutory Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**The knowledge, skills, understanding and planned experiences gained by the end of the reception year**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	<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>• Draw information from a simple map.</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> <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>						
<b>Past and Present Enquiry Skill Development</b>	To look at the past through changes from baby to the present time.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	To have some understanding between life in the past and present	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist.	To know some events happening in a chronological order	By KS1, children will further develop their ability to place events in chronological order. They will recognize the difference between past and present and explore historical events and figures.  At KS1, children will begin to understand key historical events and figures (e.g., The Great Fire of London or the life of significant individuals like Florence Nightingale). They will compare these events to the present day.	
<b>People, Culture &amp; Communities Respect Skills</b>	Respect special things in their own lives.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live - Antarctica.	Talk about different cultures and beliefs Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)	To recognise other cultures, traditions & beliefs	Talk about people within their community		

<b>Mapping Skills</b>	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.</p>	<p>Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica.</p>	<p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p>	<p>Draw information from a simple map and identify landmarks of our local area walk.</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p>	<p>Identify and name key physical and human features of the local area and compare with other places.</p> <p>Create and use simple maps of their local area, including basic symbols and a key.</p> <p>Use directional language and maps to describe routes and locations (e.g., using north, south, etc.).</p>
<b>The Natural World Scientific enquiry</b>	<p>Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.</p>	<p>Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled.</p>	<p>Animals (Polar) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe arctic habitats.</p>	<p>Seasonal Changes - Spring Revisit of objectives from Autumn 1. Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to</p>	<p>Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world.</p>	<p>Animals (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats (animal homes). Make close observations of animals in the natural world. Make comparisons and</p>	<p>Identify and name common plants and animals. Understand the basic needs of animals.</p> <p>Observe and describe seasonal changes.</p> <p>Ask questions about the natural world, record observations, and begin simple investigations.</p>

				keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.	Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.	identify similarities and differences. Understand through books and observations how animals change and grow.	
<b>Scientific Vocabulary</b>	Seasonal Changes - Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow	material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny	polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.	Seasonal changes - as Autumn 1 + Spring Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent	tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air	pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats	Push, pull, gravity, magnet, friction, habitat, environment, growth, seeds, flower, roots, stem, leaf, animals, body parts, life cycle, material, wood, plastic, metal, soft, hard
<b>Ongoing communication skill development</b>	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.						
<b>Ongoing observational skill development</b>	Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.						

<b>ELGs</b>	<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, non-fiction 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>
<b>SEND Provision</b>	<p>Picture prompts to support with understanding</p> <p>Use of Makaton/Communication boards to ensure pupils can explain their understanding</p> <p>Use familiar stories to support understanding</p> <p>Videos/books to develop understanding</p> <p>Ensure pupils have sensory opportunities to explore world around them appropriately</p> <p>Real life opportunities</p>

## Expressive Arts and Design Skills Progression

Statutory Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



The knowledge, skills, understanding and planned experiences gained by the end of the reception year




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Links to KS1 Curriculum
<b>Development Matters Reception</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.						Use their voices expressively and creatively by singing songs and speaking chants and rhymes
<b>Music Charanga</b>	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.						Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music
	ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers	MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	BIG BEAR FUNK! a transition unit that prepares children for their musical learning in Year 1	Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Experiment with, create, select and combine sounds using the interrelated dimensions of music

<b>Artist Studies</b>	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.						To use a range of materials creatively to design and make products
	Jackson Pollock (Collaborative work)	Yayoi Kusama Piet Mondrian, Wassily Kandinsky	Yves Klein Joan Miro	Andy Goldsworthy Eric Carle	Vincent van Gogh	Henri Matisse	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>Creative Art</b>	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).						To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<b>Mark Making/ Drawing</b>	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details	Skill: Observational drawing - Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.	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>Colour</b>	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy	Skill: exploring shades of colour and how to make different shades	Skill: to be able to choose a particular colour for a purpose.	<b>Design</b>

<b>Painting</b>	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.	Design purposeful, functional, appealing products for themselves and other users based on design criteria
<b>Printing</b>	Skill: printing with hands, feet and fingers	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration	Skill: to be able to create using own ideas and explain the choices.	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
<b>Textiles &amp; Materials</b>	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: Weaving (natural and manmade materials)	Skill: Sewing using a prerunning stitch with natural resources..	<b>Make</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
<b>3D Work</b>	Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.	Select from and use a wide range of materials and components, including construction

<b>Cutting Skills</b>	Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently	Cutting skill: use scissors for a particular purpose when combining different media and materials.	materials, textiles and ingredients, according to their characteristics
<b>Being Imaginative</b>	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.	Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping		<p><b>Evaluate</b> Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	
<b>ELGs</b>	<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 and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						
<b>SEND Provision</b>	<p>Ensure sensory opportunities when exploring different materials.</p> <p>Support with picture prompts and emotion maps when drawing</p> <p>Encourage use of Makaton/communication boards etc. to support with discussing what they have created</p> <p>Model effectively how to use different materials in a range of ways</p> <p>Model pretend play using picture prompts/videos to support understanding</p>						



Repeat songs with similar structure e.g. nursery rhymes

Use Makaton/Communication boards etc. to discuss what they have hear/what they are laying