

EYFS Subject Progression

Progressions statements are sequenced and positioned across the year to ensure best achievement and retrieval.

PSHE/SRE:	RE:	PE:	Behaviour:
<p>Health and Well Being</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, coats etc. Understanding the importance of healthy food choices and eating enough food. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Express themselves and their experiences by expanding sentences including the use of past present and future tenses. Negotiate space and obstacles safely, with consideration for themselves and others. <p>Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns in smaller and larger groups. Form positive attachments to <i>diverse</i> adults and friendships with peers. Show sensitivity to their own and other's needs, showing understanding of their own feelings and those of others. Recognising privacy; staying safe; seeking permission Regulate their behaviour accordingly using classroom rules. Hold conversations when engaged in back and forth exchanges with their teacher and peers. Set and work towards simple goals Be able to wait for what they want and control their immediate impulses when appropriate. <p>Living in the Wider World</p> <ul style="list-style-type: none"> Talk about the lives of <i>different</i> people around them and their roles in society. Explain the reasons for rules, know right from wrong and try to behave accordingly. Give focused attention to what the teacher says. Show the ability to follow instructions involving several ideas or actions. How rules and restrictions help us to stay safe online. <p><i>Vocab: Empathy, regulate, mistake, choice, restore, forgive,</i></p>	<p>Key concepts of faiths Christianity, Islam, Hinduism, Judaism, Find out about key concepts</p> <p>Expression Articulating and explaining beliefs and ideas,</p> <ul style="list-style-type: none"> Asking questions, abstract thinking, moral reasoning, Articulating beliefs <p>Explain their own ideas</p> <p>Social Empathy, respect, taking turns, listening,</p> <ul style="list-style-type: none"> turn take during discussions listen to others <p>Textual Reading, interpreting, using sources, understanding and using vocabulary. Identify some of the sources of wisdom found in religions and worldviews</p> <p>Vocab: holy text wisdom beliefs buildings religion worldview</p>	<p>-Understand the importance of good health & hygiene - Oral Hygiene -Understand the importance of exercise</p> <p>-Travelling safely - Fundamental skills (Run, Jump, Throw) - Balance in motion - Hand-eye coordination - Movement through dance - Expressive movement</p> <p>- Ball skills - Variety of movements</p> <p>- Jumping from a height & landing safely - Movement through games (chasing/hiding) - Static balance</p> <p>- Taking turns - Movement with equipment</p> <p>- Understanding competition - Skills at speed -Using a ruler to draw a line</p> <p><i>Outdoor sports equipment</i> Vocab: health hygiene travel balance coordinate equipment</p>	<p>- Recognise a range of emotions including happiness, sadness, fear, frustration, jealousy, embarrassment, shame. - Practise self-regulation by using strategies to deal with adverse emotions such as ripping, hanging, breathing</p>
<p>Phonics</p> <ul style="list-style-type: none"> Read simple sentences Begin to apply phonic knowledge and skills to decode regular words and read them aloud Be able to read some common irregular words Find all or most Phase 2 and 3 graphemes when given the sound Give the sound when shown all or most of the phase 2 and phase 3 graphemes Be able to blend and read cvc words (using phase 2 and 3 graphemes) Spell phase 2,3 & 4 common irregular (tricky) words 	<p>Reading & spoken language:</p> <ul style="list-style-type: none"> To understand simple sentences Demonstrate an understanding of what has been read when discussing with others <p>Pupils read capital letters, full stops, question marks and exclamation marks</p> <p>Drama:</p> <ul style="list-style-type: none"> They represent their own lives, thoughts and feelings in role play and stories. Role play use to explore characters. Make eye contact with listener Create dramatic effects through costume. They develop their own narratives and explanations by connecting ideas or events. Express themselves effectively, showing awareness of listeners' needs 	<p>Handwriting:</p> <ul style="list-style-type: none"> Sit correctly at a table. Use a correct pencil grip. Increase gross motor control. Increase fine motor control and accuracy forming handwriting patterns. Begin to form lower-case descending letters cursively in the correct direction, starting and finishing in the right place. Begin to form lower-case ascending letters cursively in the correct direction, starting and finishing in the right place. Begin to form joins with some accuracy. Form capital letters. Form digits 0-9. Use finger spaces between each word Using a ruler to draw a line <p>Vocab: Cursive control grip accurate movement muscles</p>	<p>Writing:</p> <ul style="list-style-type: none"> Spell phase 2,3 & 4 common irregular (tricky) words Apply taught digraphs and trigraphs into writing Begin to write words with adjacent consonants (CVCC) Write simple sentences which can be read by themselves and others Write phonetically plausible words Apply a capital letter and full stop when writing a simple sentence. <p><i>WOW reading areas with organised sections for pleasure fun books, phonics books, topic books, information books, health books and empathy books.</i></p> <p>Vocab: digraphs, trigraphs, graphemes, phonemes, word, sentence, finger space, full stop, blend, segment</p> <p>SPAG:</p> <ul style="list-style-type: none"> Apply capital letters and full stop when writing a simple sentence Use a clear line through mistakes Use a rubber to adjust lines in drawings <p><i>Vocab: Edit</i></p>

	<ul style="list-style-type: none"> Use space and props to adapt to audience. Develop understanding of emotions through facial expressions <p>Vocab: Narratives props facial expressions body language emotions</p>		
Maths:	Geography:	History:	Science:
<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including composition Can subitise to 5 Have automatic recall (without reference to rhymes, counting or other aids) Know number bonds up to 5 (including subtraction facts) Know some number bonds to 10 Know some double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20 recognise the pattern of the counting system Compare quantities up to 10 in different contexts Recognise 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>Learning environment</p> <ul style="list-style-type: none"> Have spatial reasoning, including shape, space and measures. Have positive attitudes and interests in mathematics, look for patterns and relationships Can spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. <p>Vocab: Subitise, partition, count, reason</p>	<ul style="list-style-type: none"> Relation to places, objects, materials and living things. Know about similarities and differences between themselves and others, and among families, communities and traditions. Talk about the features of their environment. Near, far, up, down, over there (when referring to something in the immediate vicinity) Talk about how environments might vary from one another [different, hot, cold, far away, close near] Make observations of animals and plants and explain why some things occur and talk about changes [colours, tall, small, long, short] <p>Key vocab: Environment, Community, Traditions, Alive, Differences Observations</p>	<p>Chronology</p> <ul style="list-style-type: none"> To order events, dates and historical periods. Now, then, within living memory, beyond memory, before. <p>People and Events</p> <ul style="list-style-type: none"> To build an understanding of World History, from local and national to global; to make links and connections. <p>Change and continuity</p> <ul style="list-style-type: none"> To identify similarities and differences in lifestyles and areas of study and the reasons behind them. <p>Cause and consequence</p> <ul style="list-style-type: none"> To make enquiries, think of questions, find evidence, research and use sources and artefacts to understand why things happen and their effects. <p>Key vocab: before after evidence artefacts order past history</p>	<p>Sound</p> <ul style="list-style-type: none"> Observe natural sounds in the environment. Sounds can be made, sung, danced to and enjoyed in many different ways. <p>Seasons</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons Have an awareness of the moon, sun stars and planets. <p>Animals inc humans</p> <ul style="list-style-type: none"> Identify senses used to observe and explore. Observe and complete detailed drawing of animals. <p>Living things</p> <ul style="list-style-type: none"> Identify and name common plants and animals. Identify contrasting environments and habitats Talk about what animals need to survive <p>Plants</p> <ul style="list-style-type: none"> Identify and name common plants. Observe and draw detailed pictures of plants. <p>Materials</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Discuss the physical properties of materials <p>Forces</p> <ul style="list-style-type: none"> Notice things that float and explain why. Notice natural forces wind, sun and gravity. Explore magnets in the environment. <p>Scientists</p> <ul style="list-style-type: none"> To name scientists and have a developing understanding of their work. <p>Vocab: Float sink observe identify match notice collect data</p>
Computing:	Music:	Art:	DT:
<ul style="list-style-type: none"> Children can access and use to a range of technological tools, both digital and non-digital during play to capture their learning. Pupils engage with reading materials online. Pupils can explain the reasons for rules, know right from wrong and try to behave accordingly online. <p>Vocab: Online screen mouse keyboard research online safety</p>	<p>Listen and respond</p> <ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Explore and Create</p> <ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To recognise pulse, rhythm and pitch. <p>Singing</p> <ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track. <p>Share and perform</p> <ul style="list-style-type: none"> A performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. <p>Vocab: Pulse, Rhythm, Pitch, perform, instrument, beat</p>	<ul style="list-style-type: none"> Sketching (drawing/tones/ using pencil/cross-hatching) <p>Begin to use simple shapes to represent objects Hold a pencil correctly Understands how they can use lines to enclose a space Using sketches to communicate – drawing a line and saying, 'That's my teacher!'</p> <p>Create simple representations of events, people and objects</p> <ul style="list-style-type: none"> Printing (cotton reels/ vegetables/ potatoes/ lino/ foam) <p>Recognize and describe patterns Use vegetables/ potatoes to create a pattern Create a simple repeating pattern Can print objects/items from outside – leaves and twigs</p> <ul style="list-style-type: none"> Form (3D work/clay/plasticine/ Modroc/wire/dough) <p>Use vocabulary to describe their observations of objects – e.g. smooth, shiny, rough, jagged Create plasticine moulds using hands Create junk models or add relief to already-made objects (e.g. putting a face, arms and legs on potato etc.)</p> <ul style="list-style-type: none"> Painting (colours – primary and secondary/ brush strokes/ different paints) <p>Learns colours and begin to find differences between colours (e.g. lighter, darker, brighter etc.) Chooses colour for a particular purpose Can produce paintings with simple tools – fingers, hands, feet etc.</p> <ul style="list-style-type: none"> Multimedia <p>(crayons/ oil pastels/ felt pens/ colouring pencils/ paints) Create different textures Can begin colour using pencils and felt pens Can create textured work using leaves and paints etc.</p> <ul style="list-style-type: none"> Famous artists 	<ul style="list-style-type: none"> Explore how moving objects work. Uses some various construction materials Joins construction pieces together to build and balance Realise that tools can be used for a purpose Safely use a variety of materials, tools and techniques. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating space Prepare and cook food. Designing through talking and drawing. Experimenting to create different textures. Experiment with design, texture, form and function. <p>Vocab: design texture material build purpose construct enclose</p>

		Say what they like and dislike about a piece of work Create a simple representation of the art work – ensuring that the artist uses simple shapes and patterns for them to replicate	
Forest school:	French:		
<p>Shelter Building</p> <ul style="list-style-type: none"> • Introduction of basic shelter building with adult support (some indoor and outdoor equipment) • Mini-den building for small animals and for play (Imagination – Fairy and Goblin Villages?) <p>Tools</p> <ul style="list-style-type: none"> • Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) – Peelers introduced with fruit and vegetables only no wood. • Butter Knives – Learn how to butter bread <p>Knots</p> <ul style="list-style-type: none"> • Learn how to tie shoelaces <p>Campfire & Cooking</p> <ul style="list-style-type: none"> • Discuss the dangers of fire • Discuss the use of fire and the benefits – e.g. – for warmth, food, social • Children to butter bread <p>Geography Skills</p> <ul style="list-style-type: none"> • Follow rules and Boundaries • Free Exploration <p>Play and Exploration</p> <ul style="list-style-type: none"> • Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills • Plant bulbs/ seeds and help/watch them grow – discuss what plants need. Can we identify the parts of plants? • Season walks • Search for butterflies, ladybirds, birds, worms, etc. and evidence of animals <p>Art and Design</p> <ul style="list-style-type: none"> • Create a Nature Collage • Mud Painting <p>Create a decoration</p>	<p>Listen attentively to spoken language.</p> <p>Respond to spoken language. Explore patterns and sounds of language through songs, rhymes and videos.</p> <p>Links, sounds, and meanings of words</p>		