



## **Mordiford Primary School EYFS Knowledge and Skills Progression**

This document is written with reference to the revised early adopters Early Learning Goals. Learning and outcomes are breakdown according to ages and stages of child learning.

The EYFS framework is organised across seven areas of learning. It does not follow the subject areas defined in the National Curriculum at Key Stages 1 and 2. This document is intended to support subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which early years outcomes are prerequisite skills within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study.

### The characteristics of effective teaching and learning

When planning and guiding children's activities, consideration is made by staff on the different ways that children learn, which in turn, is reflected in the activities and opportunities that we provide. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The focus is on how children learn rather than what they learn i.e. process over outcome. Underpinning the characteristics of effective learning is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. At Mordiford, staff and the environments they provide, nurture these characteristics of effective learning to occur, but without forgetting that children are individuals who bring their own needs, talents and histories to the learning environment.

Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Personal, Social and Emotional (PSED) - Links to PSHE and RE</b>							
<b>Prerequisite Nursery Skills</b>	To separate from main carer and learn to adapt to environment.	To learn about daily routines and classroom rules.  To be aware of behavioural expectations.	To learn how to share resources and play in a group.  To take turns and await turn patiently.	To show independence in accessing and exploring the environment.	To be able to initiate play with peers and keep play going by giving ideas.	To gain enough confidence to talk to adults and peers.  To independently put on coats and use the toilet.	<p><b>Self-Regulation;</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>Managing Self;</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships;</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</li> </ul>
<b>Prerequisite Nursery Knowledge</b>	To know that they can approach adults in when needed.	To know how to adapt behaviour to suit classroom routines.  To show confidence in asking adults for support.	To know how to manage their emotions in different situations.  To know about different feelings and be able to talk about them during circle time.  To know that when playing in a group they need to share and that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely.  To approach an adult if they need support.	To know that to play nicely it's important to share and take turns.	To know how to talk politely and develop an understanding of what is appropriate	
<b>Reception Skills</b>	To describe a friend.  To understand how to be a good friend.  To learn to join in with whole group activities.  To choose an activity.	To learn about a range of different festivals.  To learn about important dates in their lives.	To learn right from wrong  To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help.  To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.	

Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Personal, Social and Emotional (PSED) - Links to PSHE and RE</b>							
<b>Reception Knowledge</b>	To describe and show friendly behaviour.  To begin taking turns with their friends.	To be able to talk about different festivals.  To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are.  To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.	
<b>Communication and Language (C+L) - Links to all National Curriculum subject areas</b>							
<b>Prerequisite Nursery Skills</b>	To sing rhymes and look at picture books.  To talk about the different characters and what they are doing.  To talk about themselves and their families.	To talk about celebrations at home.  To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc.  To talk about them and why they are celebrated.  To listen to, and follow simple instructions.	To learn and talk about modes of transportation.  To be able to identify the different types of vehicles they see on the road.	To listen to traditional stories and retain key vocabulary.  To be able to talk about story settings, characters and structure.  To be able to use story language and connectives e.g. Once upon a time and then.	To listen to traditional stories and retain key vocabulary.  To be able to talk about the setting, characters and the structure of the story.	To listen to different Nursery rhymes and join in, singing words confidently and clearly.	<p><b>Listening and Understanding;</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking;</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</li> </ul>

Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Communication and LANGUAGE (C+L) - Links to all National Curriculum subject areas</b>							
<b>Prerequisite Nursery Knowledge</b>	To know that stories have different characters who could be real and pretend.	To be able to understand simple instructions.	To be able to differentiate and categorise objects based on their properties.	To be able to answer questions related to the story.	To know that stories have a beginning, middle and an end.	To sequence familiar rhymes and to be able to say what happens next in a story.	
<b>Reception Skills</b>	To talk about themselves and others.  To sing songs.  To speak about a range of texts.	To compare different festivals.  To make comments about their observations.	To describe features of traditional stories.  To talk about the role of healthy food and exercise in staying healthy	To describe familiar texts with detail and using full sentences.  To begin to ask questions about familiar aspects of their environment and their learning.	To label and sort living things.  To begin to research using a search engine.  To describe habitats.	To be able to order a range of life cycles.  To be able to give facts about a specified subject.	
<b>Reception Knowledge</b>	To know familiar songs.  To describe different story and non-fiction texts.	To know about different festivals.  To be able to talk about how different people help us.  To begin to talk about why things happen using new vocabulary learnt.	To know a range of traditional stories,  Express their ideas and feelings about their experiences.	To know different features of texts.  To talk confidently about why things happen using new vocabulary learnt.	To name and sort a range of living things.  To be able to talk about different habitats.  To engage in meaningful conversations with others.	To know different life cycles.  To engage in meaningful conversations with others.	

Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Physical (PD) - Links to PE</b>							
<b>Prerequisite Nursery Skills</b>	<p>To wash hands after using the toilet.</p> <p>Take care of toileting needs independently.</p>	<p>To brush teeth regularly and eat healthy food.</p> <p>To put on their coats with some support with zips and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p>	<p>To begin to engage in threading, cutting, using tools, holding a pencil, mark making etc.</p> <p>To mark make.</p> <p>To move in different ways, e.g. climbing, running, jumping etc.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>To use balancing apparatus.</p>	<p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p>	<p>To write their name.</p> <p>To confidently use scissors and other tools safely.</p>	<p><b>Gross Motor Skills;</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, e.g. running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills;</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<b>Prerequisite Nursery Knowledge</b>	<p>To know about personal hygiene.</p> <p>To know that we wash hands after using the toilet and before we eat.</p> <p>To know that books should be read from left to right and one page at a time.</p>	<p>To know about the importance of oral hygiene.</p> <p>To know that eating fruits and vegetables is important for health.</p> <p>To know how to move to beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p>	<p>To know about tools and their safe use, e.g. scissors, pegs, hammers and pencils.</p> <p>To know that they need to use tools with their dominant hand.</p>	<p>To know that the pencil needs to be held correctly and with one hand to form letters and numbers.</p>	<p>To know the correct ways of forming letters.</p> <p>To be aware of obstacles whilst running, riding a scooter /bike etc. and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly.</p>	

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<b>Physical (PD) - Links to PE</b>							
<b>Reception Skills</b>	To use a dominant hand.  To begin to form recognisable letters which are formed mostly correctly.  To use climbing equipment safely and competently.	To begin to use anticlockwise movement and retrace vertical lines.  To use climbing equipment safely and competently.  To negotiate space effectively.	To show good practice with regard to exercise, eating and hygiene.  To be able to balance and coordinate safely.  To negotiate space effectively.	To handle tools, objects, construction and malleable materials safely and with increasing control.	To use a pencil effectively to form recognisable letters, most of which are formed correctly.	To show good control and coordination in large and small movements.	
<b>Reception Knowledge</b>	To know which hand to write with.  To know how to use scissors effectively.  To begin to use a mouse/pad to navigate a computer.	To know how to use outdoor play equipment safely.  To know how to use scissors effectively.	To know that exercise, eating sleeping and hygiene can contribute to good health.  To use a mouse/pad to complete a simple ICT programme.	To know why it is important to handle different apparatus safely.	To know how to form letters correctly.	To know how to handle a range of equipment and tools effectively.  To know how to use a keyboard and a mouse effectively.	
<b>Literacy (L)</b>							
<b>Prerequisite Nursery Skills</b>	To be able to mark make and identify their marks.  To recognise familiar labels within the environment.	To find and identify familiar letters, (e.g. in their names).  To talk about and retell a range of stories.	To begin to attempt writing familiar letters.	To be able to mark make and identify their marks.	To begin to identify some sounds during oral Blending games.	To begin to blending sounds.  To identify initial sounds and blend familiar CVC words	<b>Comprehension;</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>

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<b>Literacy (L) - Links to PE</b>							
<b>Prerequisite Nursery Knowledge</b>		To know that letters are used to make up words.  To learn that stories have a sequence; beginning, middle and end.	To know that each letter makes a sound – and learn the sounds in their names.  To join in with repetition within stories.	To be able to talk about their marks with confidence.  To be able to talk about different parts of the story.	To know that blending sounds makes words.	To identify CVC words orally.  To be able to segment sounds in CVC words.	<ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading;</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing;</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Reception Skills</b>	Identify initial sounds in familiar words.  Listens to familiar stories and able to recall some facts.	To identify sounds on a sound.  Listens to familiar stories and able to recall facts.	To think of and write a simple sentence.  Listening to and hearing sounds in CVC and CVCC words.  Identifying sounds on a sound mat and use.	To think of and write a short, simple sentence.  Identifying sounds, including phonemes and other digraphs on a sound mat.  Check written work and begin to self-correct. : :			
<b>Reception Knowledge</b>	Knowing that words can be written.  Knowing what the taught letters look like.  Knows how to sequence familiar stories.	Knowing that words can be written.  Knowing what the taught letters looks like.  Recognising taught HFW in text.	Knowing the phonemes that correspond to taught graphemes.  Knowing how to write the taught letters.  Knows how to spell some familiar words.	To know that a sentence starts with a capital letter and ends with a full stop.  Knows how to spell some familiar words.	Knowing how to write the taught letters.  Knowing that sentences can be extended by using a connective.  Uses learnt words and phrases to discuss familiar stories or during role play.		



Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Maths (M)</b>							
<b>Prerequisite Nursery Skills</b>	To talk about what happened today, yesterday and tomorrow.	To begin to count out a group of up to 3 objects.  To compare and order objects according to their weight etc.	To begin to count out a group of up to 5 objects.  Identify common shapes in the environment.	To identify, describe and compare groups of objects.	Practical addition. Begin to find one more/less using apparatus.  Use language related to time.	To name and describe 2D shapes.	<p><b>Number;</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number; Subsidise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns;</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Prerequisite Nursery Knowledge</b>	Singing a range of number songs.  To know that time can be measured using days.	To say number names to 3 in order.  Sing a range of number songs.	To name simple 2D shapes.  To say number names to 5 in order.  To begin to recognize that each object should only be counted once.	To use the language of more and less to compare amounts.  To know that numbers can be ordered.  Sing a range of number songs.	To learn vocabulary linked to describing time.  To know that subtraction means taking an amount away from a group.	To be able to say number names forwards and backwards to 5.	
<b>Reception Skills</b>	To begin to count up to 10 objects with 1:1 correspondence.  To match quantities to numeral.	To begin to find the total of 2 groups of objects.  To order numbers to 10.  To identify 2D shapes and talk about their properties.  To be able to count to 10 independently.	To use nonstandard units to measure length, weight and capacity.  To use money during role play activities to buy items.  To begin to explore number bonds to 5.  To begin to count to 20 independently.	To use apparatus to solve addition and subtraction problems.  To share objects between a group of people equally.  To explore number bonds to 5.  To begin to name and describe 3d shapes.	To begin use rulers to measure length, scales to measure weight and jugs/ container to measure capacity.  To begin to work with confidence with numbers to 20.	To begin to use abstract methods to solve addition and subtraction problems and explore ways of recording.  To make observations of and compare length, weight and capacity.	



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<b>Maths (M)</b>							
<b>Reception Knowledge.</b>	<p>To say the number names to 10 in order.</p> <p>To begin to recognise numbers to 10.</p> <p>To begin to write numbers to 10, forming them correctly.</p> <p>To recognize patterns and recreate repeated designs.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To know the names of 2D shapes and use correct language e.g. sides and corners to describe them.</p> <p>To say the days of the week and months of the year in order.</p>	<p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday context.</p> <p>To know the difference between odd and even.</p>	<p>To know subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To know ways of making 5</p>	<p>To be able to count, order and begin to recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To begin to measure using non-standard and standard units of measurement.</p>	<p>To know that halving means splitting a quantity in two and doubling means having two equal quantities.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To use numberlines etc. to aid calculations.</p>	
<b>Understanding the World - Links to History, Geography, Science and RE.</b>							
<b>Prerequisite Nursery Skills</b>	<p>To be able to talk about their body parts and what their Functions</p> <p>To be able to identify similarities and differences between themselves and peers.</p>	<p>To know that everyone has a birthday and learn how they are celebrated around the world.</p> <p>To know that some celebrations are specific to some cultures e.g. Diwali is celebrated by</p>	<p>To learn about different modes of transportation with reference to how they travel to school.</p> <p>To follow instructions to complete a Simple program on the computer.</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.</p> <p>Talk about the life cycle of a plant.</p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.</p> <p>Make comparisons between habitats of farm animals and wild animals.</p>	<p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/ wool come from and talk about what we use these for.</p>	<p><b>Past and Present;</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

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<b>Understanding the World - Links to History, Geography, Science and RE.</b>							
	To make self-portraits.	Hindu's.  To use IT to interact with age appropriate software – e.g. BeeBots iPads.  Operate simple equipment e.g. turn on CD player or use a remote control.		To learn about Easter.	Make own habitats using a range of resources.	Learn about where food comes from.	<p><b>People, Culture and Communities;</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Prerequisite Nursery Knowledge</b>	To know about family structures and be able to talk about who is part of their family.	To make Rangoli patterns on the computer	To know similarities and differences between modes of transportation.  To know how to use technology in play, operating toys and simple computer apps.	To know about life cycles and how all animals change as they grow.	To know about similarities and differences between different animals.	To know about where foods come from.	
<b>Reception Skills</b>	Discuss how they have changed since they were a baby and changes they observe in their environment – Seasons link.  Enjoy taking part in family customs.	To talk about how Hindus celebrate Diwali.  To be able to talk about the different jobs that adults do and how they can help us.	To identify and sort healthy/unhealthy foods.  To identify and group a range of fruits and vegetables.  To talk about a special event in their life.  Can talk about their feelings and respond to different experiences.		Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.  Talking about the life cycle of plants and animals and what they need to survive.  Explore a range of habitats.  Understand some of the things that make them unique and talk about the similarities and differences in relation to friends or family.		

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<b>Understanding the World - Links to History, Geography, Science and RE.</b>							
<b>Reception Knowledge</b>	<p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p> <p>Be able to describe weather and seasons.</p> <p>To be able to talk about special family events.</p>	<p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that adults do a variety of jobs. To know about the role of the emergency services.</p>	<p>To recognize and be able to sort healthy and unhealthy foods.</p> <p>To know the names of common fruits and vegetables.</p> <p>To understand and use positional language.</p> <p>To know that Christians celebrate Easter.</p> <p>Be able to talk about features of own immediate environment and how environments may differ.</p> <p>To make observations and express their views about their environment.</p> <p>To talk about feelings and what is making them feel like that.</p>	<p>To select appropriate materials according to their properties.</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.</p> <p>To ask questions about their surroundings.</p> <p>To be able to talk about what makes them unique.</p>			
<b>Expressive Arts and Design (EAD) – Links to DT, Music and Art</b>							
<b>Prerequisite Nursery Skills</b>	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To learn about art and music of Africa for</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials to make Rangoli Patterns.</p> <p>To make Christmas cards</p>	<p>To begin to use scissors effectively.</p> <p>To act out different scenarios from familiar stories.</p> <p>To construct, Stacking blocks</p>	<p>To learn about different textures and talk about them.</p> <p>To use senses to explore and describe objects.</p> <p>To engage in role play by</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>To make masks for role play.</p>	<p>To listen to music and create movements to the different beats.</p>	<p><b>Creating with materials;</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

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<b>Expressive Arts and Design (EAD) – Links to DT, Music and Art</b>							
	Black History Month.  Uses various construction materials	and decorations for friends and family using a range of media.	making enclosures and creating spaces.	making stick puppets of different story characters.  Use tools for a purpose.			<b>Being Imaginative and Expressive;</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<b>Prerequisite Nursery Knowledge</b>	To know that different musical instruments make different sounds and begin to differentiate between them.  To construct safely with a purpose.	To know how different materials can be joined to create things.  To learn about art and crafts from different cultures	To know how colours can be mixed to make a new colour.  To use their imagination to create different works of art.	To use their knowledge of stories in their play.	To know that they can change their voices whilst acting out stories to create a dramatic effect.	To know that body movements can be changed depending on the rhythm to achieve an effect.	
<b>Reception Skills</b>	To learn a range of songs.  To give meaning to the marks that are made.  Explore singing at different speeds and pitch to create moods and feelings.  Explore the different	Use simple tools and techniques to design and build.  Use their voices to create sounds.  Choose an instrument to create a specific sound.	To draw and make range of plants and fruits.  To use resources to create own props for play.  Listen to music and respond through movement.  Play instruments to hold a steady	To plan, carry out and evaluate and change where necessary.  Manipulate materials to achieve a planned effect.	To use what they have learnt about media and materials in an original way and be able to explain their choices.  Choose different instruments including the voice to create sound effects.  Experiment performing songs and	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Express feelings in music by responding to different moods in a musical score.	

Stage of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	EARLY LEARNING GOAL(End of EYFS) – progression into Y1 (KS1)
<b>Expressive Arts and Design (EAD) – Links to DT, Music and Art</b>							
	instruments can make.		beat.		music together with body movements to a steady beat		
<b>Reception Knowledge</b>	<p>To learn a range of songs from around the world.</p> <p>To play a range of instruments and explore their sounds.</p> <p>To know that people from different countries may have different traditions.</p> <p>To safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques.</p> <p>To know how to use their voice to create different sounds.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To play an instrument to a beat.</p> <p>To use paints, pastels etc. to create observational drawings.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To perform a range of familiar songs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	