

# St Mary & St Paul's C of E Primary School EYFS Progression Document



			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C o m m u n i c a t i o n a n d L a n g u a g e	N u r s e r y	D e v e l o p m e n t M a t t e r s ( 3 - 4 y e a r s )	<p><b><u>Listening, Attention and Understanding</u></b> Children will point out objects/pictures in a story.</p> <p><b><u>Speaking</u></b> Children will know and retell the story "Owl Babies".</p> <p>Children will know and use vocabulary linked to their theme 'Friendship'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'what' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The Nativity Story'</p> <p>Children will know and use vocabulary linked to their theme 'What does that bright star mean?'</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'where' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Lost and Found'.</p> <p>Children will know and use vocabulary linked to their theme 'Can we have a pet Penguin?'</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'when' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The Tiny Seed'.</p> <p>Children will know and use vocabulary linked to their theme 'Brown Bear, Brown Bear what can you see?' including, life cycles.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'who' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'The 3 Little Pigs'.</p> <p>Children will know and use vocabulary linked to their theme 'Who is afraid of the Big Bad Wolf?'</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand and answer 'why' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Goldilocks and the Three Bears'.</p> <p>Children will know and use vocabulary linked to their theme 'Who lives in a house like this?'</p>
			<p><b><u>Observational Checkpoint:</u></b> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using</p>					



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<p>R e c e p t i o n</p>	<p>D e v e l o p m e n t M a t t e r s ( R e c e p t i o n )</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story.  Children will ask <i>what</i> questions.  <b><u>Speaking</u></b> Children will know and retell 'The Rainbow Fish'.  Children will know and use vocabulary linked to their theme 'Friendship'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.  Children will ask <i>who</i> questions.  <b><u>Speaking</u></b> Children will know and retell 'Man on the Moon'.  Children will know and use vocabulary linked to their theme 'Who's in my Space?'</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.  Children will ask <i>where</i> questions.  <b><u>Speaking</u></b> Children will know and retell 'Blue Penguin'.  Children will know and use vocabulary linked to their theme 'Can we have a pet Penguin?'  Children will express ideas using past and present tense.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.  Children will ask <i>when</i> questions.  <b><u>Speaking</u></b> Children will know and retell 'The Very Hungry Caterpillar'  Children will know and use vocabulary linked to their theme 'Brown Bear, Brown Bear what can you see?' including, life cycles.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will 'hot seat' characters from a story.  Children will ask <i>why</i> questions.  <b><u>Speaking</u></b> Children will know and retell 'Little Red Riding Hood'  Children will know and use vocabulary linked to their theme 'Who is afraid of the Big Bad Wolf?'</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences. (Jubilee, Coronation)  <b><u>Speaking</u></b> Children will know and retell 'The Queen's Knickers'.  Children will know and use vocabulary linked to their theme 'Who lives in a house like this?'  Children will express ideas using past and present tense.</p>
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P e r s o n a l , S o c i a l a n d E m o t i o n a l	N u r s e r y	D e v e l o p m e n t a l M a t u r e s ( 3 - 4 y e a r s )	<p><b><u>Self-Regulation</u></b> Children will separate from main carer to come into nursery.</p> <p><b><u>Managing Self</u></b> Children will know the carpet and class rules: - good listening ears - good looking eyes - good sitting Kind hands Kind feet Kind words Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b><u>Building Relationships</u></b> ( Children will know how to play alongside each other.</p>	<p><b><u>Self-Regulation</u></b> Children will know what adults can help them in nursery.</p> <p><b><u>Managing Self</u></b> Children will know how to look after resources. Children will know to drink water, milk and having a varied diet to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will know how to play partner games.</p>	<p><b><u>Self-Regulation</u></b> Children will become confident with visitors in nursery.</p> <p><b><u>Managing Self</u></b> Children will know examples of healthy food.</p> <p><b><u>Building Relationships</u></b> Children will share resources and play in a group.</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence walking around the school environment and the local area.</p> <p><b><u>Managing Self</u></b> Children will know to exercise to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><b><u>Self-Regulation</u></b> Children able to self-regulate emotions using calm corner time out space.</p> <p><b><u>Managing Self</u></b> Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will consider the feelings of others in stories such as Llama Llama Time to Share.</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence in visiting the local church.</p> <p><b><u>Managing Self</u></b> Children will know how to independently use the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to a friend and agree a compromise.</p>
			<p><b><u>Observational Checkpoint:</u></b> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>					

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R e c e p t i o n  M a t t e r s ( R e c e p t i o n )	D e v e l o p m e n t	<p><b><u>Self-Regulation</u></b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><b><u>Managing Self</u></b> Children will know how regular exercise is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p><b><u>Managing Self</u></b> Children will know the school rules Ready, Safe, Respectful.</p> <p>Children will know how healthy eating is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to others with respect.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to make the right choice and the consequences of not doing so.</p> <p><b><u>Managing Self</u></b> Children will know how regular teeth brushing is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><b><u>Self-Regulation</u></b> Children will know the effects of their behaviour on others.</p> <p><b><u>Managing Self</u></b> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><b><u>Self-Regulation</u></b> Children will know to use the calming technique of breathing and counting to 5 through Yoga and Mindfulness..</p> <p><b><u>Managing Self</u></b> Children will know about the importance of a good sleep routine for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p><b><u>Managing Self</u></b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b><u>Building Relationships</u></b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<p><b><u>Self-Regulation:</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b><u>Managing Self:</u></b> 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><b><u>Building Relationships:</u></b> 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>						

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P h y s i c a l	N u r s e r y	D e v e l o p m e n t M a t t e r s ( 3 - 4 y e a r s )	<p><b>Gross Motor</b> Children will know how to ride a Space Hopper</p> <p><b>Fine Motor</b> Children will explore large mark making to develop cross the mid-line movements.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p><b>Fine Motor</b> Children will know how to thread nuts onto bolts and off.</p>	<p><b>Gross Motor</b> Children will know how to throw a ball.</p> <p><b>Fine Motor</b> Children will know how to zip up their coat.</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p><b>Fine Motor</b> Children will know how to use safety scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p><b>Fine Motor</b> Children will know how to use a comfortable grip when holding a pencil.</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will show preference for a dominant hand.</p>
			<p><b>Observational Checkpoint:</b> Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>					
R e c e p t i o n	D e v e l o p m e n t	<p><b>Gross Motor</b> Children will know how to hop, skip and jump.</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p>	<p><b>Gross Motor</b> Children will know how to walk and balance on balance buckets</p> <p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p>	<p><b>Gross Motor</b> Children will know how to kick and pass different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork.</p>	<p><b>Gross Motor</b> Children will know how to throw and catch different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to bat and aim using different sized balls.</p> <p><b>Fine Motor</b> Children will know how to thread and sew.</p>	<p><b>Gross Motor</b> Children will know how to pull themselves up rope and hang on monkey bars. (Timber Trail)</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p>	

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	t M a t t e r s ( R e c e p t i o n )	Children will know how to correctly form the letters in their name.	Children will know how to correctly form <i>some</i> of the letters taught in set 1 sounds.	Children will know how to correctly form <i>most</i> the letters in set 1 sounds.	Children will know how to correctly form <i>all</i> the letters in set 1 sounds.	Children will know how to correctly form the letters	Children will know how to correctly form capital letters.
<p><b>Gross Motor:</b> 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><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>							



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Literacy	Nurse	Delompton	<p><b>Comprehension</b> Children will know the logos for local supermarkets.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will spot and suggest rhymes.</p> <p><b>Writing</b> Children will know how to draw horizontal lines.</p>	<p><b>Comprehension</b> Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will clap/stamp syllables in a word.</p> <p><b>Writing</b> Children will know how to draw vertical lines.</p>	<p><b>Comprehension</b> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know familiar words with the same initial sound such as mum and milk.</p> <p><b>Writing</b> Children will know how to draw circles.</p>	<p><b>Comprehension</b> Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.</p> <p><b>Writing</b> Children will know how to draw diagonal lines.</p>	<p><b>Comprehension</b> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z.</p> <p><b>Writing</b> Children will write the initial sound in their name.</p>	<p><b>Comprehension</b> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know the RWI pictures for sh, th, ch, qu, ng, nk.</p> <p><b>Writing</b> Children will write their name.</p>
			<p><b>Observational Checkpoint:</b> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>					
Recipro	Devlopment	Mater	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p><b>Writing</b> Children will know how to correctly form the letters m,a,s,d</p> <p>Children will know how to write their name.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p><b>Writing</b> Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p><b>Writing</b> Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p><b>Writing</b> Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her.</p> <p><b>Writing</b> Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will sound and blend words with RWI set 1 and 2 sounds.</p> <p>Children will know tricky red words my, by, of.</p> <p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

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**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**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.

**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.



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M a t h s	N u m b e r  y e a r s	D e v e l o p m e n t  M a t h e r s ( 3 - 4 y e a r s )	<p><b>Number</b> Children will rote count to 5.</p> <p><b>Numerical Patterns</b> Children will sort by colour, size and object.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><b>Number</b> Children will count to in correspondence to 5.</p> <p><b>Numerical Patterns</b> Children will compare big and small.</p>	<p><b>Number</b> Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p>Children will subitise to 3.</p> <p><b>Numerical Patterns</b> Children will use language including tall, long, short.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><b>Number</b> Children will rote count to 10.</p> <p>Children will identify more/less.</p> <p>Children will subitise to 5.</p> <p><b>Numerical Patterns</b> Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p><b>Number</b> Children will count in correspondence to 10.</p> <p><b>Numerical Patterns</b> Children will use language including light, heavy, full and empty.</p> <p>Children will make shape pictures using a tangram.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p><b>Number</b> Children will count recognise numbers 1, 2,3, 4 and 5.</p> <p><b>Numerical Patterns</b> Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
			<p><b>Observational Checkpoint:</b> Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					



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R e c e p t i o n  M a t t e r s ( R e c e p t i o n )	D e e	<p><b>Number</b> Children will represent, compose and compare numbers to 3.</p> <p><b>Numerical Patterns</b> Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p><b>Number</b> Children will represent, compose and compare numbers to 5.</p> <p><b>Numerical Patterns</b> Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p><b>Number</b> Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p><b>Numerical Patterns</b> Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p><b>Number</b> Children will know number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p><b>Number</b> Children will know <math>5+5=10</math>, <math>0+10=10</math>.</p> <p>Children will count forwards and backwards within 10.</p> <p><b>Numerical Patterns</b> Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p><b>Number</b> Children will double within 10.</p> <p><b>Numerical Patterns</b> Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
	<p><b>Number:</b> 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><b>Numerical Patterns:</b> 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>						



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U n d e r s t a n d i n g t h e m e n t M a t t e r s ( 3 - 4 y e a r s ) ?	N u r s e r y - D e v e l o p m e n t	Hist ory	<b>Past and Present</b> Children will know they were a baby.	<b>Past and Present</b> Children will know about Poppy Day and Bonfire Night.	<b>Past and Present</b> Children find out about Chinese New Year. The Year of the Dragon.	<b>Past and Present</b> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	<b>Past and Present</b> Children will find out about St. George's day and how we celebrate.	<b>Past and Present</b> Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'
		G e o g r a p h y	<b>People, Culture and Communities</b> Children will learn from visitors of various occupations inc. a plumber, farmer, vet.  Children will talk about differences and similarities between themselves and people in their local community.	<b>People, Culture and Communities</b> Children will know that a globe represents the world.	<b>People, Culture and Communities</b> Children will know the name of the town that our school is in.	<b>People, Culture and Communities</b> Children will know about hot and cold places in our world.	<b>People, Culture and Communities</b> Children will find out about the England flag.	<b>People, Culture and Communities</b> Children will know they are going to Reception (big school).
		Sc ie nc e	<b>The Natural World</b> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	<b>The Natural World</b> Children will know how materials change when cooking, cooling and heating.	<b>The Natural World</b> Children will make collections of natural materials to investigate and talk about.  Children will know how materials change when melting.	<b>The Natural World</b> Children will know that a chick comes from an egg.  Children will know how to respect and care for living things.  Children will investigate light, dark and shadows.	<b>The Natural World</b> Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables.  Children will plant and grow a fruit/vegetable/herb.	<b>The Natural World</b> Children will explore and talk about forces including magnets, floating/sinking and stretching.
		RE	<b>People, Culture and Communities</b> Children will know how and why we celebrate Harvest Festival.	<b>People, Culture and Communities</b> Children will know that some people celebrate Diwali.  Children will know that some people celebrate Christmas.	<b>People, Culture and Communities</b> Children will look at photos of different churches in Prescot and Whiston.	<b>People, Culture and Communities</b> Children will find out about Palm Sunday.  Children will know some people celebrate Easter.	<b>People, Culture and Communities</b> Children will listen to a selection of bible stories. Book-Stories Jesus Told by Nick Butterworth.	<b>People, Culture and Communities</b> Children will take time to reflect and say a short thank you prayer.
	Comp uting	Children will know how to use a camera to take photos. May inc ipad.	Children will know how to select an answer when the ipad is mirrored on the big screen	Children will know how to select an app on an iPad.	Children will know how to make digital art on the iPad/IWB.	Children will know how to play interactive games on the iPad/IWB.	Children will learn how to operate wind-up toys and pulleys.	

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**Observational Checkpoint:** Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?

U n d e r s t a n d i n g t h e W o r l d	R e c e p t i o n - D e v e l o p m e n t M a t t e r	Hi s t o r y	<p><b><u>Past and Present</u></b></p> <p>Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p><b><u>Past and Present</u></b></p> <p>Children will know who Mae Jemison is and what she is famous for.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p> <p>Children will know what Guy Fawkes was famous for.</p>	<p><b><u>Past and Present</u></b></p> <p>Children will know who Ernest Shackleton was and what he was famous for.</p> <p>Children will look at images of Space travel from the past and identify similarities and differences.</p>	<p><b><u>Past and Present</u></b></p> <p>Children will know who David Attenborough is and why he is important.</p> <p>Children will explore images, stories and artefacts from the past.</p>	<p><b><u>Past and Present</u></b></p> <p>Children will know who Serena Williams and what she is famous for.</p> <p>Children will look at images of sportswear from the past and discuss similarities and differences.</p>	<p><b><u>Past and Present</u></b></p> <p>Children will know who King Charles III and why is he famous?</p> <p>Children will look at images of homes from the past and present and identify similarities and differences.</p>
		Ge o g r a p h y	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will identify typical weather in Autumn.</p> <p>Children will know the name of the road that our school is on.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that a globe shows different countries around the world</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will identify the North Pole and South Pole on a globe.</p> <p>Children will identify typical weather in Winter.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will identify typical weather in Spring.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will know that Prescot/Liverpool is in England.</p> <p>Children will identify London on a map</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will identify England, Ireland, Scotland and Wales on a UK map</p> <p>Children will identify typical weather in Summer.</p>

# St Mary & St Paul's C of E Primary School EYFS Progression Document



s ( R e c e p t i o n )	Scie nce	<p><b><u>The Natural World</u></b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will observe the scales of a fish (Rainbow Fish)</p> <p>Children will experience and know the signs of Autumnal change.</p>	<p><b><u>The Natural World</u></b> Children will identify materials that are soft, hard, smooth and rough.</p> <p>Children will know the 5 senses.</p> <p>Children will talk about animals that hibernate for Winter</p>	<p><b><u>The Natural World</u></b> Children will experience and know the signs of Winter in the UK</p> <p>Children will explore freezing and melting water.</p> <p>Children will know that there are 8 planets in the solar system.</p>	<p><b><u>The Natural World</u></b> Children will observe changes and growth of chicks.</p> <p>Children will know the life cycle of a chick.</p> <p>Children will know that this time of year is Spring.</p>	<p><b><u>The Natural World</u></b> Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life cycle of butterfly</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p><b><u>The Natural World</u></b> Children will know that this time of year is Summer.</p> <p>Children will explore floating and sinking.</p>
	RE	<p><b><u>People, Culture and Communities</u></b> Children will know what is special to them and their families.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know the Easter story.</p>	<p><b><u>People, Culture and Communities</u></b> Children will name and explain the purpose of a church.</p>	<p><b><u>People, Culture and Communities</u></b> Children will name and explain the purpose of a mosque.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know what the bible is.</p>
		Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how stay safe on the internet.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.
<p><b><u>Past and Present:</u></b> 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><b><u>People, Culture and Communities:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World:</u></b> 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>							

# St Mary & St Paul's C of E Primary School EYFS Progression Document



E x p r e s s i v e A r t s a n d D e s i g n	N u r s e r y - D e v e l o p m e n t M a t e r i a l s (3-4 y e a r s)	M u s i c	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Ducks</li> <li>- Humpty Dumpty</li> <li>- Twinkle Twinkle Little Star</li> </ul> <p>Children will listen to a visitor play an instrument.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Hickory Dickory Dock</li> <li>- 5 Little Speckled Frogs</li> <li>- Baa Baa Black Sheep/Baa Baa Pink Sheep</li> </ul>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Ducks</li> <li>- If You're Happy and You Know It</li> <li>- Incy Wincy Spider/Snow Alternative</li> </ul> <p>Children will draw to represent ideas like movement and loud noises.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Currant Buns</li> <li>- Three Blind Mice</li> <li>- Old Macdonald Had a Farm</li> </ul>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Men in a Flying Saucer</li> <li>- Jack and Jill</li> <li>- Miss Polly Had a Dolly</li> </ul> <p>Children will play sound matching games.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 5 Little Monkeys Jumping on the Bed</li> <li>- Polly Put the Kettle On</li> <li>- The Wheels on the Bus</li> </ul> <p>Children will play a range of instruments to express their feelings and ideas.</p>
	Ar t a n d D e s i g n	<p><b>Creating with Materials</b> Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p>	<p><b>Creating with Materials</b> Children will paint on a flat surface and an easel.</p> <p>Children will explore and recreate art in the style of Jackson Pollock?</p>	<p><b>Creating with Materials</b> Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p>	<p><b>Creating with Materials</b> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will explore and make art in the style of Eric Carle</p>	<p><b>Creating with Materials</b> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will do observational drawings.</p>	<p><b>Creating with Materials</b> Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore and make art in the style of Kandinsky.</p>	
<p><b>Observational Checkpoint:</b> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>								

# St Mary & St Paul's C of E Primary School EYFS Progression Document



Re ce pti on - De ve lo p m en t M at te rs (R ec ep tio n)	M u s i c	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>Wind my bobbin up</li> <li>Clap your hands Anansi</li> <li>Twinkle, Twinkle Chocolate bar</li> <li>The Famer's in his Den</li> </ul> <p>Listening and responding to different styles of music</p> <p><i>Dance</i></p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Away in a Manger</li> <li>- Little Donkey</li> <li>- Plus Nativity songs</li> </ul> <p>Listening and responding to different styles of music</p> <p><i>Classical</i></p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Row, row, row your boat</li> <li>- Pat a cake, Pat a cake</li> </ul> <p>Children will know how to tap/clap along to a rhythm.</p> <p>Listening and responding to different styles of music:</p> <p><i>Pop</i></p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- There's a tiny caterpillar on a leaf</li> <li>- Baa Baa Black sheep*</li> <li>- Incy Wincy Spider*</li> </ul> <p>Children will experiment with different ways of playing percussion instruments.</p> <p>Listening and responding to different styles of music</p> <p><i>Country</i></p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Old McDonald</li> <li>- Twinkle Twinkle</li> <li>- The Grand Old Duke of York</li> </ul> <p>Children will perform using a range of instruments.</p> <p>Listening and responding to different styles of music</p> <p><i>R &amp; B/Soul Music</i></p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- A sailor went to sea, sea, sea</li> <li>- There's a hole in the bottom of the sea</li> </ul> <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p>Listening and responding to different styles of music</p> <p><i>Rock Music</i></p>
	A r t	<p><b><u>Creating with Materials</u></b> Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to roll and cut salt dough</p> <p>Children will make a leaf man, using seasonal treasure.</p> <p>Children will know how to safely make a hole to use a split pin.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to make 2D collages.</p> <p>Children will explore and make art in the style of Andy Goldsworthy.</p> <p>Children will know how to make a Chinese Lantern</p>	<p><b><u>Creating with Materials</u></b> Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D/ pop up cards.</p> <p>Children to plan, make and evaluate a healthy snack</p>	<p><b><u>Creating with Materials</u></b> Children will know how to make a mono print.</p> <p>Children explore and create art in the style of Georgia O'Keefe.</p> <p>Children will know how to make a tab join.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to make different shades of the same colour.</p> <p>Children will Design and Make a 3D model.</p> <p>Children will know how to use the correct tape, glue, pins to join materials.</p>
<p><b><u>Creating with Materials:</u></b> 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><b><u>Being Imaginative:</u></b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							