



Aspire-Learn-Succeed

Early Years Progression Document

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

Mill Hill Primary School Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding 	To understand how to listen carefully To understand why listening is important To be able to follow directions Enjoy listening to songs, rhymes and stories.	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with	To enjoy listening to longer stories and can remember much of what happens. To begin to understand how and why questions	To listen to and talk about stories building familiarity and understanding To follow a story without pictures or props To understand a question or instruction that has two parts.	To engage in story time. To understand questions such as who, what, where, when, why and how Listen carefully to rhymes and songs, paying attention to how they sound.	To retell stories using a mixture of repetition and their own words. To have conversations with adults and peers with back and forth exchanges	<i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth</i>

		more than one step To know many rhymes.	Sing a large repertoire of songs.	Understand how to listen carefully and why it's important.		Learn rhymes, poems and songs.	<i>exchanges with their teacher and peers.</i>
Speaking 	To talk in front of a small group To talk to class teacher and TA To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day.	To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. an, because To use a wider range of vocabulary	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To ask questions to find out more	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses Use talk to help work out problems	<i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>

Adult interaction focus	Tune in Watch, wait, wonder	Recast and Extend Build on language	Tune in Watch, wait, wonder	Recast and Extend Build on language	Tune in Watch, wait, wonder	Recast and Extend Build on language	
	Pause More Think before you speak	Name Point and label	Pause More Think before you speak	Name Point and label	Pause More Think before you speak	Name Point and label	
	Running Commentary Narrate the activity	Ask open questions Find out more	Running Commentary Narrate the activity	Ask open questions Find out more	Running Commentary Narrate the activity	Ask open questions Find out more	
	Make links Connect to what they know	Prompt thinking Think, suggest, wonder	Make links Connect to what they know	Prompt thinking Think, suggest, wonder	Make links Connect to what they know	Prompt thinking Think, suggest, wonder	
	Give choices Model language	Comment Tell, don't ask	Give choices Model language	Comment Tell, don't ask	Give choices Model language	Comment Tell, don't ask	
Mill Hill Primary School Progression of Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self Regulation 	To recognise different emotions To understand how people show emotions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a	To understand gradually how others might be feeling. To focus during longer whole class lessons	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques. To set a target and reflect on progress throughout	To show resilience and perseverance in the face of a challenge To maintain focus during extended	<i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate</i>

	To focus during short whole class activities To follow one step instructions	range of situations	To follow two step instructions			whole class teaching To follow instructions of three steps or more	<i>impulses when appropriate.</i> <i>Give focussed 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.</i>
Managing Self 	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Reception environment	To develop class rules and understand the need to have rules To put P.E kit on Independently To have confidence to try new activities To show awareness of others when in the reception environment	To practise doing up a zipper To practise doing buttons To practise doing up buckles To learn how to tidy and respect the Reception environment	To develop independence when dressing and undressing for activities such as P.E and Outdoor learning To start to tidy and respect the reception environment	To identify and name healthy foods To manage own basic needs independently To respect and tidy the reception environment independently.	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and	<i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>

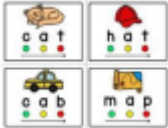
						buckles with minimal support	
Building Relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Reception staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	<i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i>
Mill Hill Primary School Progression of Physical Development							
Skill	Autumn 1- Personal Focus	Autumn 2- Social Focus	Spring 1- Cognitive Focus	Spring 2- Creative Focus	Summer 1- Applying Physical Focus	Summer 2- Health and Fitness Focus	ELG
Gross Motor Skills 	P.E: Co-ordination: footwork Theme : Birthday Bike surprise	P.E: Dynamic Balance to agility: Jumping and Landing Theme: Journey to the Blue	P.E: Dynamic Balance to agility: On a line Theme: Tilly's the Train's Big Day	P.E: Co-ordination – ball skills Theme: clowning around	P.E: Co-ordination: sending and receiving Theme: John and Jasmine learn to juggle	P.E: Agility: ball chasing Theme: Sammy Squirrel and	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and coordination when playing.</i>

	Static Balance: 1 leg Theme: Pirate Pranks Basic moves: hopping, skipping, jumping Gymnastics – balance and shape Classroom skills Continue to develop their movement, balancing Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose Use large-muscle movements	Planet Static Balance : Seated Theme: Monkey Business Basic moves: climbing, jumping, crawling Dances – fluent movements with development and grace Apparatus: body strength, balance, co-ordination and agility. Classroom skills Continue to develop their movement, balancing Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose Use large-muscle movements	Static Balance: Stance Theme: Thembi Walks the tightrope Basic moves: catching, throwing Dances – fluent movements with development and grace Classroom skills Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan.	Counter Balance : With a partner Theme: Wendy's Water-ski challenge Gymnastics:, movements with ease, balance and agility Apparatus: body strength, balance, co-ordination and agility. Classroom skills Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements Match their developing physical skills to tasks and activities in the setting.	Agility: reaction/response Theme: Ringo to the Rescue Ball skills: throwing, catching, kicking, passing, batting, and aiming. Apparatus: body strength, balance, co-ordination and agility. Classroom skills Revise and refine the fundamental movement skills they have already acquired Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics,	his Rolling nuts Static Balance : Floor work Theme: Caspar the Very Clever Cat Ball skills-precision and accuracy when engaging in activities that involve a ball. Athletics: running skills Classroom skills Revise and refine the fundamental movement skills they have already acquired Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>
--	--	---	---	--	---	--	--

			Collaborate with others to manage large items)	Choose the right resources to carry out their own plan. Collaborate with others to manage large items)	sport and swimming.	successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	
Fine Motor Skills 	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver Tracing progression	To hold scissors correctly and cut out small shapes To copy letters To paint using thinner paintbrushes Tracing progression	To hold scissors correctly and cut various materials To create drawings with details To copy letters To use independently use a knife, fork and spoon to eat a range of meals Tracing progression	<i>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</i> <i>Use a range of small tools including scissors, paintbrushes and cutlery.</i> <i>Begin to show accuracy and care when drawing.</i>

	To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly Tracing progression	letters using correct formation Tracing progression	Tracing progression				
Mill Hill Primary School Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Texts	Ourselves, our families & our community It's ok to be different Peace at last The great big book of families The Tiger who came to Tea The Very Helpful Hedgehog Non fiction: Vet	Light and Dark Bears in the night Rama and Sita Diwali The Bear's Winter House Lost and Found Stick Man Whatever Next Toys in Space Little Kids First Big Book	Dragons, Knights and Traditional Tales Zog Where the Wild Things Are The Paperbag Princess Chinese New Year (Holidays and Festivals) Sleeping Beauty Jack and the Beanstalk	New Life and Growth Farmer Duck What the Ladybird heard The Little Red Hen The odd Egg The egg drop The Ugly Duckling The rhyming rabbit The Easter story	Into the woods The Gruffalo Let's go home little bear Hansel and Gretel Owl babies Non fiction book about the woods The fairy garden	Under the sea The Rainbow Fish Dear Greenpeace The Snail and the Whale Commotion in the Ocean	

	Dentist Firefighter Police Officer (all by Rebecca Hunter)	The Great Balloon Hullabaloo How to catch a star Christmas and Winter Traditions The Jolly Christmas Postman The nativity story Christmas in Exeter Street Harvey Slumfenburger's Christmas Present	Jim and the Beanstalk Hansel and Gretel Mixed up Fairytales				
Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction,	To act out stories To begin to predict what may happen in the story To suggest how a story might end To understand print has meaning	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading To understand print can have different purposes	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To name the different parts of a book	To answer questions about what they have read To know that information can be retrieved from books To understand page sequencing	<i>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate (where appropriate) key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>

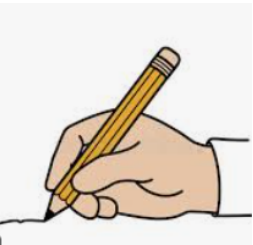
		poems and rhymes					
		To understand we read English text from left to right and from top to bottom.					
Word Reading 	To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Phase 2 Tricky Words (the I is) To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure)	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.

		ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	little says there when what one out today) To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	pure said so have like some come love do were here little says there when what one out today) To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est) To read longer sentences containing Phase 4 words	
--	--	--	--	---	--	---	--

						and Tricky Words	
--	--	--	--	--	--	------------------	--

To read books
matching their
phonics ability

Writing

Handwriting 	Tripod grip Correcting sitting and posture Correct paper position. Unit 1: practising pattern Unit 2: Curly letter family	Unit 3: Long letter family Unit 4: bouncy letter family Unit 5: Zig-zag letter family Assess and review	Unit 6: Capital letters Assess and review	Unit 6: Capital letters Assess and review	Unit 7: Diagraphs and trigraphs Assess and review	Unit 8: Number formation Assess and review	<i>Handwriting (fidelity to your chosen scheme)</i> <i>Handwriting must include frequent and discrete, direct teaching. Help children to progress from accuracy to fluency.</i> <i>Ensure pupils are supported to hold their pencil comfortable and develop fine motor skills</i>
Transcription 	Application of phonemes to graphemes e.g. a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Develop gross motor skills to enable strength for writing Use dictation to support	Application of phonemes to graphemes e.g. ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk Learn to segment words containing these phonemes and write e.g. van, ring, ship, wag, box, yes, jam, buzz, wing ship	Consolidation of key diagraphs and application of phonemes to graphemes e.g. ll, oi, ff, ss, ow, ai, igh, oa, ur, oo, er, oo, or, ear, qu, ee, ck, ar, air, zz, th, sh, ch, ng, nk Learn to segment words	Consolidation of key diagraphs and application of phonemes to graphemes e.g. ai, igh, oa, ur, oo, er, oo, or, ear, ow, ee, ck, ar, air, oi Learn to segment words containing	Consolidation of key diagraphs and application of phonemes to graphemes e.g. ai, igh, oa, ur, oo,er, oo, or, ear, ow, ee, ck, ar, air, oi CVCC – lamp, milk, hand, tent, jump CCVC-flag, trap, drip, swim	Application of phonemes into graphemes by identifying where to segment and the correct PGC. Write longer words using CVCC, CCVC, CCCVC, CCV, CCVCC e.g.	<i>Children at the expected level of development will:</i> <i>Write recognisable letters, most of which are correctly formed.</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i>

	application into words including noun+ verb e.g. dog runs Use dictation to support application into simple phrases, captions and very simple sentences e.g. It is a duck. It has a hat on.	Use dictation to support application into words, captions and phrases combining three or more words e.g. The bell is red. The chip is hot. Teach sentence construction, subject+verb e.g. Sam sits in a pit. or Who? What doing? (Colourful Semantics)	containing these phonemes and write e.g. rain, pool, deep, curl, born, boat, light, wood, join, chair, town, card Use dictation to support application into words, captions phrases and simple sentences e.g. The pond was deep. I got wet in the rain.	these phonemes and write e.g. fight, shark, book, seen, coat, her, park Use dictation to support application into simple sentences. Reinforce sentence construction e.g. A goat is on the road. A duck is in the rain. Introduce capital letter and full stop for sentence punctuation.	CCVCC- blend, stamp, think CCVC – strap, scrap, frogs, CCCVCC- sprint, strict, shrimp Use dictation to support application into simple sentences. Reinforce sentence construction e.g. I can blend paint. He will scrap the toy. We run and sprint. Capital letter and full stop for sentence punctuation.	bright, sport, spoon, clear, growl, trains, crowds, streets, presses, screen, portrait, balloon, morning, jumping, splashes Use dictation to support application into simple sentences. Reinforce sentence construction e.g. The sun is bright. We play a sport at school. I eat with a spoon. The sky is clear. The dog made a growl.	
--	--	--	---	--	---	--	--

	Writing task: Follow a line	Writing task: Initial sounds + CVC word	Writing task: CVC word list	Writing task: CVC word list	Writing task: Dictation sentence	Capital letter and full stop for sentence punctuation. Writing task: independent word/sentenc e	
Composition 	Teachers should support their understanding of composition sentence construction by reading stories, talking to them, re-phrasing what they have said and providing oral models of appropriate sentence structure	Compose simple sentences orally using sentence stems and frames (e.g. Colourful Semantics)	Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	Develop a range of sentence / language structures in spoken language for different purposes of writing (see below).	Develop their own narratives and explanations by connecting ideas or events in spoken language (see below).	Extend the range of sentence structure in spoken language (see below). Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<i>Children are taught to practise oral composition.</i> <i>They compose sentences orally and say aloud what they want to write.</i>

Oracy



Language of comparison

It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is..... and that is.....

Language of Deduction

It will...because.. think I will... I think...because ... It is...because...It has.....because ...

Language of description and describing

It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like.... It looks like... It tastes like...because ... It sounds like..... It smells like..... It is the same because.....It is different because.....

Language of argument

He / She didn't share / take turns I want to... I like... I don't like... I think... Why? I think... I don't think... It's not.. Yes because... No because..

Language of retelling

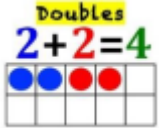
First I... First we... Then..... After... And then..... Next.....happened. Then...happened.happened last. Next....and..... happened. At the end...happenedhappened in the beginning. happened in the middle. ...happened in the end

Language of prediction

I think it will..... 'What do you think will happen?' It will... The...will..... The...is going to..... This will.....because...

Spelling 	Introduction of letter names to support spelling Automatic recall and spelling of tricky words e.g. I, is, the Write own name	Learn letters of the alphabet by name to support spelling Automatic recall and spelling of tricky words e.g. put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. Write their name and other familiar words.	Automatic recall and spelling of tricky words e.g. was, you, by, they, are was you they, my, by, all, are, pure. Spell these words by noting the part that is an exception to what they have learnt so far Use digraphs and trigraphs in spelling	Automatic recall and spelling of tricky words e.g. be, into, my, sure, all. Spell these words by noting the part that is an exception to what they have learnt so far Introduce simple mnemonics for spelling Use phonically plausible attempts for unfamiliar words (frend for friend).	Automatic recall and spelling of tricky words e.g. said, have, like, some, come, love, were, when Spell words with adjacent consonants (flag, trip, stamp, nest). Spell some longer words with more than one syllable (sunset, picnic, laptop). Introduce strategies for spelling e.g. analogy, phonemes, syllables, rehearsing through play, multi-sensory, mnemonics	Automatic recall and spelling of tricky words e.g. do, there, says, little, what, out, today, here, one, so Understand how to spell simple plurals by adding s Apply spelling strategies to support retention	<i>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that PGCs, which underpin spelling, are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</i>
	Mill Hill Primary School Progression of Mathematics						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Number	To recognise numbers 1-3	To recognise numbers 1-5	To recognise numbers 0-10	To partition numbers to 10	To develop a rich	To explore and represent	<i>Have a deep understanding of</i>

	To begin to subitise to 3 To explore the composition of 2 and 3 To link the quantity to the spoken number name, corresponding number of fingers and the numeral. To distinguish quantities up to 3 from each other To explore the composition of 2 and 3	To begin to subitise to 5 To explore the composition of 4 and 5 To link the quantity to the spoken number name, corresponding number of fingers and the numeral. To distinguish quantities up to 5 from each other To explore different structural arrangements of numbers; five frame, ten frame and rekenrek	To subitise to 10 using structured arrangements To explore the composition of 6, 7, 8, 9 and 10 To explore the five-and-a-bit structure To explore odd and even structures To explore a 9 square To link quantities 6-10 to spoken number names, corresponding number of fingers and the written numeral we use to represent them	To visualise missing numbers from a set To explore quantities within numbers To visualise and recall number bonds to 10 To deepen understanding of the composition of 10 To know addition facts to make 5 To match the number to quantity	understanding of the quantities 6-9 To explore quantities within numbers To explore different ways numbers can be represented, composed and decomposed To explore the composition of numbers to 9 To compare quantities up to 10 in different contexts To recognise when one quantity is greater than, less than or the same as another quantity.	patterns within numbers to 10 To explore even and odd To explore double facts To explore how quantities can be distributed equally	<i>number to 10, including the composition of each number.</i> <i>Subitise (recognise quantities without counting) up to 5.</i> <i>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 doubling facts.</i>
	Numerical Pattern To say which group has more	To compare quantities to 5	To count to 15	To count to 20	To count to 25	To count to 30 and beginning	<i>Verbally count beyond 20, recognising the</i>

	To say which group has less To compare quantities to 3 To count to 5	To compare equal and unequal groups To count to 10	To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects	To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number	To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems	to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	<i>pattern of the counting system.</i> <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>
Shape, Spatial reasoning and Measure 	Spatial reasoning- 2D shapes White rose- autumn block 4 circles and triangles	Spatial reasoning- 3D shapes and pattern White rose- Spring term- Explore 3D shapes	Pattern To copy, continue and create their own simple repeating patterns	Spatial reasoning-symmetry, shape puzzles and construction To understand that places and	Measure To learn that objects can be compared and ordered according to size	Measure To make direct weight comparisons and make estimations	<i>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in</i>

	To identify and name circles and triangles To compare circles and triangles To explore shapes in the environment To describe position White rose- autumn block 6 shapes with 4 sides To identify and name shapes with 4 sides To combine shapes with 4 sides To explore shapes in the environment#	To recognise and name 3D shapes To find 2D shapes within 3D shapes To use 3D shapes for construction To explore 3D shapes in the environment Identify complex patterns Copy and continue patterns Patterns in the environment	To explore AB patterns in a range of contexts (white rose maths- its me 1,2,3) To explore patterns which use items more than once (ABB, AAB, AABB, AABBB) To explore patterns which use items more than once in a range of contexts (white rose maths- building 9 and 10)	models can be replicated To look at places and models from different perspectives To use positional language to describe where objects are in relation to other items To visualise simple models (white rose- find my pattern)	To use measuring language To compare and order objects according to size and use vocabulary to explain what they notice (white rose- just like me) To talk about night and day To order key events in their daily routine To begin to measure time in simple ways (white rose- light and dark)	To use weight vocabulary To order and compare items in accordance to weight To build on their understanding of full and empty To explore capacity using different materials To investigate capacity using different shape and sized containers To use capacity language (white rose- alive in 5)	<i>shape, space and measure</i> <i>*spatial reasoning- mapping to be completed through wider curriculum*</i>
--	--	--	--	---	---	---	--

						To being to use language to describe length and height To make direct comparisons and use specific length and height vocabulary To make indirect comparisons using objects To continue to order and sequence important times in their days To recognise regular events that happen on the same day each week	
--	--	--	--	--	--	---	--

						To use time vocabulary To describe significant events in their lives and talk about events they are looking forward to (white rose-growing 6,7,8)	
Mill Hill Primary School progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
School trips	Emergency services come into school Parent visit: Stay and play	Pantomime Parent visit: Extended day-meadow area visit	Adam Bushnell Hylton castle Parent visit: Story time with Adam Bushnell	Hall hill farm Parent visit: Easter craft afternoon	Doxford park-teddy bear picnic Parent visit: parents attend	Aquarium Parent visit: Graduation event	

		Nativity			teddy bear picnic		
Past and Present 	To know about my own life-story To know how I have changed To talk about the lives of the people around us To know that the emergency services exist and what they do.	To know about figures from the past (Neil Armstrong and Tim Peake) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	To know about the past through settings, characters and events encountered in books read in class and storytelling (Adam Bushnell)	To know about the past through settings, characters and events encountered in books read in class and story telling (farming seasons)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (seasons in the woods)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Landscape comparisons-seaside End of year celebrations/reflections)	<i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>
People, Culture and Communities 	To know about family structures and talk about who is part of their family To identify similarities and differences between	To develop a positive attitude about the differences between people. Kapow- around the world home or away) To talk about the Christmas Story	To talk about Chinese New Year. To draw information from a map. (Kapow-investigating maps) To know that simple symbols	To understand where food comes from To compare geographical differences between cities and the countryside	To explore animals and habitats To explore positional language and simple mapping To understand some places are special to	To know that there are many countries around the world. To understand geographical similarities and	<i>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</i> <i>Know some similarities and differences between different religious and cultural communities in this country,</i>

	themselves and peers. To know about features of the immediate environment (Kapow exploring map-our school from above). To show an interest in different occupations. Being special/ where do we belong- christian baptism/ Islam welcoming ceremony	and how it is celebrated To talk about members of the local community. Why is christmas special for christians -why do christians perform a nativity?	are used to identify features of a map (Kapow-Bear's UK travels) Why is the word God so important to Christians?	To recognise people have different beliefs and celebrate special times in different ways. To explore positional language (easter egg hunt) To know that Christians celebrate Easter Why is Easter special to Christians?	members of their community. What places are special and why? -visit a church and /or mosque	differences of countries around the world Which stories are special and why?	<i>drawing on their experiences and what has been read in class.</i> <i>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</i>
The Natural World 	**To use all their senses in a hands-on exploration of natural materials. Kapow-outdoor adventures-	**To know about and recognise the signs of Autumn (Kapow-outdoor explorers outdoor adventures-senses in nature)	**To know about and recognise the signs of Winter (Kapow-outdoor explorers exploring the seasons)	***To know about and recognise the signs of Spring (Kapow-outdoor exploring the seasons)	**To observe the growth of seeds and talk about changes Kapow- outdoor explorers dress the teddy)	**To know about and recognise the signs of Summer (Kapow-outdoor explorers	<i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>Know some similarities and differences between the natural world around them and contrasting</i>

	senses in nature) To explore how things work (fire engine visit) To know there are different countries in the world and talk about the differences they have experienced. To explore collections of materials with similar and/or different properties. Garden Area focus- harvest **covered in nature school	To explore how things work (torches) To explore and talk about different forces they can feel. To talk about the differences between materials and changes they notice (freezing) Garden area focus- prepping for hibernation **covered in nature school	To explore how things work (draw bridge/features of a castle) To know about features of the world and Earth To know there are different countries in the world. Garden area focus- bird watching **covered in nature school	To explore how things work (windmills) To compare and explore differences in life in this country and other countries To name adult and baby animals To learn about life cycles of animals *To plant seeds Garden area focus- Spring planting **covered in nature school	To explore how things work (wood work; hammers and nails) **To investigate how to care for growing plants To learn about life cycles of plants **To respect and care for the natural environments (To recognise some environments are different from the one in which they live Garden area focus-minibeasts Bees **covered in nature school	dress the teddy) To explore how things work (floating/sinking) To harvest grown fruit and vegetables To know that some things in the world are man-made and some things are natural (dear green peace, recycling) Garden area focus- tidying up for autumn **covered in nature school	<i>environments, drawing on their experiences and what has been read in class.</i> <i>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</i>
--	---	---	--	---	--	---	--

Computing



To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons

E safety- What we use technology for

To know how to operate simple equipment

To draw pictures on IWB and begin to change colours ins

To use the iPad to take pictures

E safety- safe/unsafe apps

To access, understand and interact with a range of technology within the Reception environment

To draw pictures on IWB, changing colour and pen size

E safety- using apps safely

To use the IWB, changing games and programmes

E- safety- upsetting images

To explore how a Bee-Bot works

To use the internet with adult supervision to find and retrieve information

E safety- pop ups and in app purchases

To begin to give reasons why we need to stay safe online

To use the BeeBots and program them to go forwards and backwards

To type their name using a laptop

E-safety- Talking to strangers online

There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

Mill Hill Primary School Progression of Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To	To use colours for a particular purpose To share their creations To create closed shapes with continuous lines and start to use this to represent objects. To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques	To experiment with different mark making tools such as art pencils, pastels, chalk To make progression illustrations To explore different techniques for joining different materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques	To use natural objects to make a piece of art (Andy Goldsworthy) To explore different materials to make farm animals To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To	To know which prime colours you mix together to make secondary colours To experiment with different mark making tools such as art pencils, pastels, chalk to explore textures (rubbing) To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials	To explore landscapes through artwork To combine materials to make collages To use real life resources in art work To share creations, talk about process and evaluate their work To adapt work where necessary	<i>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</i>

	use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting) – decorating biscuits	(spreading, cutting, threading, coring) –cutting the Christmas dinner	(spreading, cutting, threading, coring, mixing) medieval cooking To use tools to cut and join wood To know the names of tools	use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,	To create observational drawings To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) ice lollies/ ice cream		
Artist Focus of the Half term	Frida Kahlo Beauford Delaney Nature artist- Kadinsky	Vincent Van Gogh- Starry Night Yumi Kamashita Nature artist- Kadinsky	Raymond Briggs (zog and other illustrations) Coco Chanel Nature artists- Andy Goldsworthy	Traditional Chinese paintings and calligraphy- literai artists Nature artists- Andy Goldsworthy	Carol Gillan Georgia O'Keefe Nature artists- Alma Thomas	Jackson Pollock Henri Matisse Nature artist- Alma Thomas	

Being Imaginative and Creative



Being Imaginative and Creative 	To sing and perform nursery rhymes	To perform a song in the Christmas Play	To join in with whole school singing assemblies	To join in with whole school singing assemblies	To refine and perform stories with props (helicopter stories)	To perform in the Reception Graduation (songs, poems, stories, dance)	<i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</i>
	To join in with whole cohort singing assemblies	To perform stories (helicopter stories)	To create and perform stories (helicopter stories)	To create and perform stories (helicopter stories)	To move in time to music	To refine and perform stories with props (helicopter stories)	
	To experiment with different instruments and their sounds	To join in with whole cohort singing assemblies	To create musical patterns using untuned instruments	To associate genres of music with characters and stories	To learn dance routines		
	To talk about whether the like or dislike a piece of music	To pitch match	To make small worlds using a range of equipment.	To create costumes and resources for role play	To join in with whole school singing assemblies	To listen to poems and create their own	
	To create musical patterns using body percussion	To sing the melodic shape of familiar songs			To act out well know stories		
	To take part in pretend play	To begin to build up a repertoire of songs			To follow a musical pattern to play tuned instruments	To join in with whole school singing assemblies	
		To sing entire songs			To create narratives based around stores	To create own compositions using tuned instruments	
		To develop complex stories using small world equipment.				To invent their own narratives,	

						making costumes and resources	
--	--	--	--	--	--	-------------------------------------	--