|  | **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 in 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 more than one step  To know many rhymes. | | To enjoy listening to longer stories and can remember much of what happens.  To begin to understand how and why questions  Sing a large repertoire of songs. | | 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.  Understand how to listen carefully and why it’s important. | | 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  Learn rhymes, poems and songs. | | L*isten attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*  *Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.* |
| **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 | | *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*  *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*  *Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.* |
|  | **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 focus during short whole class activities  To follow one step instructions | To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations | | To understand gradually how others might be feeling.  To focus during  longer whole  class lessons  To follow two step instructions | | 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 whole class teaching  To follow instructions of three steps or more | | *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 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.* |
| **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 buckles with minimal support | | *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.* |
| **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 | | *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.* |
| **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  Static Balance: 1 leg  Theme: Pirate Pranks  Basic moves: hopping, skipping, jumping  Gymnastics – balance and shape  Climb apparatus using alternative feet  Start taking part in some group activities which they make themselves | ***P.E:***  Dynamic Balance to agility: Jumping and Landing  Theme: Journey to the Blue 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.  Match developing physical ability to activity set.  Choose the right resources to carry out their own plan. | | ***P.E:***  Dynamic Balance to agility: On a line  Theme: Tilly’s the Train’s Big Day  Static Balance: Stance  Theme: Thembi Walks the tightrope  Basic moves: catching, throwing  Dances – fluent movements with development and grace  Revise and refine movement skills they have already acquired.  Use core muscle strength to achieve good posture. | | ***P.E:***  Co-ordination – ball skills  Theme: clowning around  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.  Progress to a more fluent style of movement.  Use a large range of small apparatus indoors and outside | | ***P.E:***  Co-ordination: sending and receiving  Theme: John and Jasmine learn to juggle  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.  Develop body strength, balance and agility.  Develop a range of ball skills | | ***P.E:***  Agility: ball chasing  Theme: Sammy Squirrel and 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  Develop body strength, balance and agility ready to engage in future P.E sessions. | | *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.* |
| **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 copy letters  To hold scissors correctly and make snips in paper  To hold a fork and spoon correctly  Tracing progression | 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  letters using  correct formation  Tracing progression | | 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  Tracing progression | | 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 | | *Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.*  *Use a range of small tools including scissors, paintbrushes and cutlery.*  *Begin to show accuracy and care when drawing.* |
|  | **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 Very Helpful Hedgehog  Non fiction:  Vet  Dentist  Firefighter  Police Officer (all by Rebecca Hunter | | **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  The Great Balloon Hullabaloo  How to catch a star  **Christmas and Winter Traditions**  The Jolly Christmas Postman  The nativity story  Chistmas in Exeter Street  Harvey Slumfenburger’s Christmas Present | | **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  Jim and the Beanstalk  Hansel and Gretal  Mixed up Fairytales | | **New Life and Growth**  Farmer Duck  What the Ladybird heard  The Little Red Hen  The Tiger who came to Tea  The odd Egg  The egg drop  The Ugly Duckling  The rhyming rabbit  The Easter story | | **All things great and small**  The Very Hungry Caterpillar  Monkey Puzzle  Tadpole’s Promise  The Gruffalo  The Tiny Seed  Jasper’s Beanstalk  Oliver’s Vegetables  Oliver’s Fruit Salad | | **Transport and travel; here, there and everywhere!**  The Rainbow Fish  The Lighthouse Keeper’s Cat  Dear Greenpeace  The Snail and the Whale  Commotion in the Ocean  You can’t take anElephant on the Bus  The Train Ride  The Hundred Decker Bus  Naughty Bus | |
| **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, poems and rhymes  To understand we read English text from left to right and from top to bottom. | | 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 | | *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** | To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck 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 ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)  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 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 recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  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 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 recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  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 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 | | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  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 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 | | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  To recognise taught Phase 2, 3 and 4Tricky 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 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 | | *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** | To copy their name **(registration task)**  To give meanings to the marks they make  To copy taught letters  To write initial sounds To begin to write CVC words using taught sounds  Handwriting:  Use some of their print and letter knowledge in their early writing  (squiggle and wiggle) | To write their name **(registration task)**  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds  Handwriting:  Use some of their print and letter knowledge in their early writing  (handwriting sessions) | | To form lowercase letters correctly **(recap phase 2 sounds registration task)**  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly  Handwriting:  Capital letters | | To form lowercase letters correctly and begin to former capital letters **(recap phase 2 sounds registration task)**  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly  Handwriting:  Capital letters | | To form lower case and capital letters correctly **(to write words about a picture registration task)**  To begin to copy letters  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence  To spell some taught tricky words correctly  To begin to read their work back  Handwriting:  Number formation | | To form lowercase and capital letters correctly **(to write words about a picture registration task)**  To copy letters  To begin to write longer words and compound words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly  To read their work back and check it makes sense  Handwriting:  Tricky words | | *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* |
| **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 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 recognise numbers 1-5  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 recognise numbers 0-10  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 partition numbers to 10  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 | | To develop a rich 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. | | To explore and represent patterns within numbers to 10  To explore even and odd  To explore double facts  To explore how quantities can be distributed equally | | *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 doubling facts.* |
| **Numerical Pattern** | To say which group has more  To say which group has less  To compare quantities to 3  To count to 5 | To compare quantities to 5  To compare equal and  unequal groups  To count to 10 | | To count to 15  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 count to 20  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 count to 25  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 to 30 and beginning 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 | | *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.* |
| **Shape, Spatial reasoning and Measure** | ***Spatial reasoning- construction and 3D shapes***  To construct their own 3D shapes in a variety of ways  To explore similarities and differences between 3D shapes  To sort 3D shapes according to what they notice  (white rose maths- building 9& 10 book)  To complete puzzles  To rotate shapes and fill a given space  To match arrangements of shapes using positional language  (white rose- to 20 and beyond) | ***Spatial reasoning- 2D shapes and shape puzzles***  To begin to recognise 2D shapes in everyday items  To build their own 2D shapes  To explore different sizes and orientations of 2D shapes  (white rose maths- its me 1,2 3)  To understand shapes can be combined and separated to make new shapes  To provide opportunities to fit shapes together and break apart  To investigate different shapes within shapes  To combine sets of shapes in different ways  (white rose- first, then, now) | | ***Pattern***  To copy, continue and create their own simple repeating patterns  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) | | ***Spatial reasoning-symmetry, shape puzzles and construction***  To understand that places and 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) | | ***Measure***  To learn that objects can be compared and ordered according to size  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) | | ***Measure***  To make direct weight comparisons and make estimations  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)  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) | | *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 shape, space and measure*  *\*spatial reasoning- mapping to be completed through wider curriculum\** |
| **Mill Hill Primary School progression of Understanding the World** | | | | | | | | | | | | |
| **Skill** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | **ELG** |
| **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 (life cycles and chronology) | | 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) | | *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 experience and what has been read in class.*  *Understand the past through settings, characters and events encountered in books read in class and storytelling.* |
| **People, Culture and Communities** | To know about family structures and talk about who is part of their family  To identify similarities and differences between themselves and peers.  To know about features of the immediate environment.  To show an interest in different occupations.  **Being special/ where do we belong- christian baptism/ Islam welcoming ceremony** | To develop a positive attitude about the differences between people.  To talk about the Christmas Story 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?** | | To talk about Chinese New Year.  To draw information from a map.  To know that simple symbols are used to identify features of a map  **Why is the word God so important to Christians?** | | To know that simple symbols are used to identify features of a map  To recognise people have different beliefs and celebrate special times in different ways.  To know that Christians celebrate Easter  **Why is Easter special to Christians?** | | To know that there are many countries around the world.  To understand some places are special to members of their community.  **What places are special and why?**  **-visit a church and /or mosque** | | To understand geographical similarities and differences of countries around the world  **Which stories are special and why?** | | *Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.*  *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*  *Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.* |
| **The Natural World** | To use all their senses in a hands-on exploration of natural materials.  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. | To know about and recognise the signs of Autumn  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) | | To know about and recognise the signs of Winter  To explore how things work (medieval weapons)  To know about features of the world and Earth  To know there are different countries in the world. | | To know about and recognise the signs of Spring  To explore how things work (water harvest)  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 | | To observe the growth of seeds and talk about changes  To explore how things work (animal habitats)  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 | | To know about and recognise the signs of Summer  To explore how things work (transport)  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) | | *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 season and changing states of matter*. |
| **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 use Evidence Me to add their own observations – taking pictures, adding text and saving  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 use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting) – Sandwiches | 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 (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab | | To experiment with different mark making tools such as art pencils, pastels, chalk  To show different emotions in their drawings.  To explore different techniques for joining 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 (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits  To use tools to cut and join wood  To know the names of tools | | To use natural objects to make a piece of art (Andy Goldsworthy)  To explore and refine known artistic effects.    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 use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, | | To know which prime colours you mix together to make secondary colours  To share and create collaboratively  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 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) | | To know some similarities and differences between materials  To explore, use and refine a variety of artistic effects to express their ideas and feeling  To share creations, talk about process and evaluate their work  To adapt work where necessary | | *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.* |
| **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** | To sing and perform nursery rhymes  To join in with whole cohort singing assemblies  To experiment with different instruments and their sounds  To talk about whether the like or dislike a piece of music  To create musical patterns using body percussion  To take part in pretend play | To perform a song in the Christmas Play  To join in with whole cohort singing assemblies  To pitch match  To sing the melodic shape of familiar songs  To begin to build up a repertoire of songs  To sing entire songs  To develop complex stories using small world equipment. | | To join in with whole school singing assemblies  To create musical patterns using untuned instruments  To make small worlds using a range of equipment. | | To join in with whole school singing assemblies  To associate genres of music with characters and stories  To create costumes and resources for role play | | To move in time to music  To learn dance routines  To join in with whole school singing assemblies  To act out well know stories  To follow a musical pattern to play tuned instruments  To create narratives based around stores | | To perform in the Reception Graduation (songs, poems, stories, dance)  To listen to poems and create their own  To join in with whole school singing assemblies  To create own compositions using tuned instruments  To invent their own narratives, making costumes and resources | | *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* |