|  | **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 |
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|  | **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 directionsEnjoy listening to songs, rhymes and stories.  | To engage in story times, joining in with repeated phrases and actionsTo begin to understand how and why questions To respond to instructions with more than one stepTo 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 understandingTo follow a story without pictures or propsTo 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 howListen 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 exchangesLearn 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 groupTo talk to class teacher and TATo 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, becauseTo use a wider range of vocabulary  | To share their work to the class- standing up at the frontTo use new vocabulary in different contexts To engage in non-fiction booksTo ask questions to find out more | To link statements and stick to a main themeTo use talk to organise, sequence and clarify thinking, ideas, feelings and events | To talk to different adults around the schoolTo talk about why things happen To talk in sentences using a range of tensesUse 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 lessonsTo 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 challengeTo 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 activitiesTo show awareness of others when in the reception environment | To practise doing up a zipper To practise doing buttons To practise doing up bucklesTo 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 foodsTo manage own basic needs independentlyTo 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’ attitudeTo 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: footworkTheme : Birthday Bike surpriseStatic Balance: 1 legTheme: Pirate PranksBasic moves: hopping, skipping, jumpingGymnastics – balance and shapeClimb apparatus using alternative feetStart taking part in some group activities which they make themselves | ***P.E:***Dynamic Balance to agility: Jumping and LandingTheme: Journey to the Blue Planet Static Balance : SeatedTheme: Monkey BusinessBasic moves: climbing, jumping, crawlingDances – fluent movements with development and graceApparatus: 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 lineTheme: Tilly’s the Train’s Big DayStatic Balance: StanceTheme: Thembi Walks the tightropeBasic moves: catching, throwingDances – fluent movements with development and graceRevise and refine movement skills they have already acquired.Use core muscle strength to achieve good posture.  | ***P.E:***Co-ordination – ball skillsTheme: clowning aroundCounter Balance : With a partnerTheme: Wendy’s Water-ski challengeGymnastics:, movements with ease, balance and agilityApparatus: 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 receivingTheme: John and Jasmine learn to juggleAgility: reaction/responseTheme: Ringo to the RescueBall 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 chasingTheme: Sammy Squirrel and his Rolling nutsStatic Balance : Floor workTheme: Caspar the Very Clever CatBall skills-precision and accuracy when engaging in activities that involve a ball.Athletics: running skillsDevelop 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 paperTo hold a fork and spoon correctly Tracing progression | To begin to useanticlockwisemovement andretrace verticallinesTo hold scissors correctly and cut along a straight and zigzagged linesTo use a tripod grip when using mark making toolsTo accurately draw lines, circles and shapes to draw picturesTo write taught letters using correct formationTracing 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 sawTracing 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 screwdriverTracing progression | To hold scissors correctly and cut out small shapes To copy letters To paint using thinner paintbrushesTracing 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 mealsTracing 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 differentPeace at lastThe great big book of familiesThe Very Helpful HedgehogNon fiction:VetDentistFirefighterPolice Officer (all by Rebecca Hunter | **Light and Dark**Bears in the night Rama and SitaDiwaliThe Bear’s Winter HouseLost and FoundStick ManWhatever NextToys in SpaceLittle Kids First Big BookThe Great Balloon HullabalooHow to catch a star**Christmas and Winter Traditions**The Jolly Christmas PostmanThe nativity story Chistmas in Exeter StreetHarvey Slumfenburger’s Christmas Present | **Dragons, Knights and Traditional Tales**ZogWhere the Wild Things AreThe Paperbag PrincessChinese New Year (Holidays and Festivals)Sleeping BeautyJack and the BeanstalkJim and the BeanstalkHansel and GretalMixed up Fairytales | **New Life and Growth**Farmer DuckWhat the Ladybird heardThe Little Red HenThe Tiger who came to TeaThe odd EggThe egg dropThe Ugly Duckling The rhyming rabbit The Easter story | **All things great and small**The Very Hungry CaterpillarMonkey PuzzleTadpole’s PromiseThe GruffaloThe Tiny SeedJasper’s BeanstalkOliver’s VegetablesOliver’s Fruit Salad | **Transport and travel; here, there and everywhere!** The Rainbow FishThe Lighthouse Keeper’s CatDear GreenpeaceThe Snail and the WhaleCommotion in the OceanYou can’t take anElephant on the BusThe Train RideThe Hundred Decker BusNaughty Bus |
| **Comprehension** | To use pictures to tell storiesTo sequence familiar storiesTo 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 rhymesTo 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 endTo 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 readingTo 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 booksTo name the different parts of a book  | To answer questions about what they have read To know that information can be retrieved from booksTo 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 soundsHandwriting: 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 soundsHandwriting: 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 correctlyHandwriting: 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 correctlyHandwriting: 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 backHandwriting: 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 senseHandwriting: 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 3To explore the composition of 2 and 3To 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 5To link the quantity to the spoken number name, corresponding number of fingers and the numeral. To distinguish quantities up to 5 from each otherTo explore different structural arrangements of numbers; five frame, ten frame and rekenrek  | To recognise numbers 0-10 To subitise to 10 using structured arrangementsTo explore the composition of 6, 7, 8, 9 and 10To explore the five-and-a-bit structureTo explore odd and even structuresTo explore a 9 squareTo 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 10To visualise missing numbers from a setTo explore quantities within numbers To visualise and recall number bonds to 10To deepen understanding of the composition of 10To know addition facts to make 5 To match the number to quantity | To develop a rich understanding of the quantities 6-9To explore quantities within numbersTo explore different ways numbers can be represented, composed and decomposedTo explore the composition of numbers to 9To compare quantities up to 10 in different contextsTo recognise when one quantity is greater than, less than or the same as another quantity.  | To explore and represent patterns within numbers to 10To explore even and oddTo explore double factsTo 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 waysTo explore similarities and differences between 3D shapesTo sort 3D shapes according to what they notice(white rose maths- building 9& 10 book)To complete puzzlesTo rotate shapes and fill a given spaceTo 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 itemsTo build their own 2D shapesTo 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 shapesTo provide opportunities to fit shapes together and break apartTo investigate different shapes within shapesTo 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 perspectivesTo use positional language to describe where objects are in relation to other itemsTo visualise simple models (white rose- find my pattern) | ***Measure*** To learn that objects can be compared and ordered according to sizeTo 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 routineTo begin to measure time in simple ways (white rose- light and dark) | ***Measure***To make direct weight comparisons and make estimationsTo use weight vocabulary To order and compare items in accordance to weightTo build on their understanding of full and emptyTo explore capacity using different materialsTo investigate capacity using different shape and sized containersTo use capacity language(white rose- alive in 5)To being to use language to describe length and heightTo make direct comparisons and use specific length and height vocabularyTo make indirect comparisons using objectsTo continue to order and sequence important times in their daysTo recognise regular events that happen on the same day each weekTo use time vocabularyTo 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 changedTo 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- seasideEnd 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 mapTo 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 EarthTo 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 plantsTo 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 vegetablesTo 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 insTo use the iPad to take picturesE 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 sizeE safety- using apps safely | To use the IWB, changing games and programmesE- 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 informationE 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 laptopE-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 creationsTo 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 collaborativelyTo 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 KahloBeauford DelaneyNature artist- Kadinsky  | Vincent Van Gogh- Starry NightYumi KamashitaNature 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’KeefeNature artists- Alma Thomas | Jackson PollockHenri 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 PlayTo 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* |