





WILLOW PARK SCHOOL

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.


Progression of Communication and Language

Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p> 	<p>To be able to respond when spoken to</p>	<p>To answer questions in different situations</p> <p>To develop the confidence to talk to familiar adults they see on a daily basis</p>	<p>To develop the confidence to talk to other adults they might see on a daily basis, e.g. the Headteacher, the Deputy Head Teacher etc</p>	<p>To share their work with others</p>	<p>To link statements and stick to a main theme</p>	<p>To talk to different adults around the school</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>


	<p>To talk to class teacher and TA</p> <p>To learn new vocabulary</p>	<p>To use new vocabulary throughout the day</p>	<p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
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Progression of Personal, Social and Emotional Development


Progression of Personal, Social and Emotional Development							
Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p>Self-Regulation</p> 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Managing Self</p> 	<p>To use the toilet independently</p>					<p>To put clothes and coats on and do up zippers, buttons and buckles with minimal Support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<p>Building Relationships</p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p> <p>To play with children who are playing with the same activity</p>	<p>To use taught strategies to support turn taking</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Early Years staff</p>	<p>To begin to work as a group with support</p> <p>To begin to learn how to resolve conflicts with adult support</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p> <p>To learn how to resolve conflicts without adult support</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

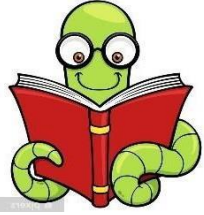
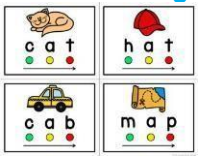
Progression of Physical Development

Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p>Gross Motor Skills</p> 	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas</p>	<p>To develop accuracy when throwing and practice keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

				<p>To create short sequences linking actions together and including apparatus</p>	<p>through movement</p> <p>To move with control and co-ordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and shapes</p>	<p>and keeping score</p> <p>To work cooperatively as a team</p>	
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<p>Fine Motor Skills</p> 	<p>make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To develop written letters that have been taught using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To form most of the taught letters correctly and begin to control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To choose appropriate tools for the task set</p> <p>To form most of the taught letters correctly and begin to control the size of letters</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To be able to form all letters taught correctly, using lead outs</p> <p>To independently use a knife, fork and spoon to eat a range of meals and a cup to drink from</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drag.</p>
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Progression of Literacy

Progression of Literacy							
Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To engage in story times</p> <p>To independently look at a book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p>Word Reading</p> 	<p>To recognise their name</p> <p>To develop listening skills through Phase 1 Phonics e.g listening to rhyming stories</p> <p>To recognise taught Phase 2 sounds (s a t p i n)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To read books matching their phonics ability</p>	<p>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 a i e e i g h)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to)</p> <p>Begin to understand how to blend and segment simple CVC words</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To recognise taught Phase 2 and 3 Tricky</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To recognise taught Phase 2 and 3 Tricky</p>	<p>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)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</p>	<p>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)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>


		<p>into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To begin to recognise taught digraphs in words and blend the sounds together</p> <p>To attempt to read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To read longer words including those with double letters</p> <p>To read words with s and s/z/ at the end</p> <p>To begin to read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>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)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants with confidence</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
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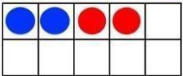
Writing




<p>To attempt to write their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p>	<p>To write their name correctly using lower and uppercase letters</p> <p>To attempt to write taught letters using correct formation</p> <p>To attempt to write words and labels using taught sounds</p> <p>To attempt to write captions using taught sounds</p> <p>To attempt to write CVC words using taught sounds</p>	<p>To develop written letters that have been taught using correct formation</p> <p>To attempt to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds phonetically plausible</p> <p>To spell some taught tricky words correctly</p>	<p>To form most of the taught letters correctly and begin to control the size of letters</p> <p>To attempt to write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds phonetically plausible</p> <p>To spell some taught tricky words correctly</p>	<p>To form most of the taught letters correctly and begin to control the size of letters</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence more consistently</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To be able to form all letters taught correctly, using lead outs</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop consistently</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Progression of Mathematics



Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p style="text-align: center; color: blue;">Number</p> 	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p> <p>Continue to re-visit previously taught numbers</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p> <p>Continue to re-visit previously taught numbers</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p style="color: blue;">Have a deep understanding of number to 10, including the composition of each number.</p> <p style="color: blue;">Subitise (recognise quantities without counting) up to 5.</p> <p style="color: blue;">Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p> <p style="color: blue;">and some number bonds to 10, including doubling facts</p>

<p>Numerical Patterns</p> <p>Doubles</p> <p>2 + 2 = 4</p> 	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare more or less</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand what an odd or even number is</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order non-consecutive numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problem e.g. $3 + _ = 8$</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Shape, Space and Measure</p>	<p>To match objects</p> <p>To sort objects</p>	<p>To recognise and name square and rectangle</p>	<p>To order objects by height and length</p>	<p>To recognise 9 o'clock and 10 o'clock</p>	<p>To measure capacity</p>	<p>To add money</p> <p>To recognise the time to o'clock</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have</p>


	<p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>	<p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>
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Progression of Understanding the World


Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p style="text-align: center;">Past and Present</p> 	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past (Neil Armstrong and Tim Peake)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (All Creatures Great and Small)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Spring has sprung)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Not all heroes wear capes)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (All around the world in 40 days)</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>


<p>People, Culture and Communities</p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town our school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know about people who help us within the local community</p>	<p>To know that people in other countries may speak different languages (French)</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
<p>The Natural World</p> 	<p>To ask questions about the natural environment e.g the weather</p> <p>To respect and care for the natural environments e.g recycling and looking after the outdoor space</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p> <p>To know that some animals are nocturnal</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>

			<p>To learn about lifecycles of plants and animals</p> <p>To know the difference between herbivores and carnivores</p> <p>To know about different habitats</p>				
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						To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	
<p>Technology</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures/videos</p> <p>To explore how a Bee-Bot works</p>	<p>To access, understand and interact with a range of technology within the Reception environment</p> <p>To draw pictures on IWB and a computer changing colour and pen size</p>	<p>To use the IWB and computer to changing games and programmes</p>	<p>Be introduced to own computer login and password and attempt to use it to login on the computer</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To become more confident logging in on the computer using personal username and password</p>	<p>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.</p>

Progression of Expressive Arts and Design

Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Early Learning Goal
<p>Creating with Materials</p> 	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

	To use different construction materials			Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and screws To know the names of tools	Sandwiches, Fruit Kebab, Biscuits, Salads		
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To listen to poems</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>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.</p>

		To use costumes and resources to act out narratives					
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