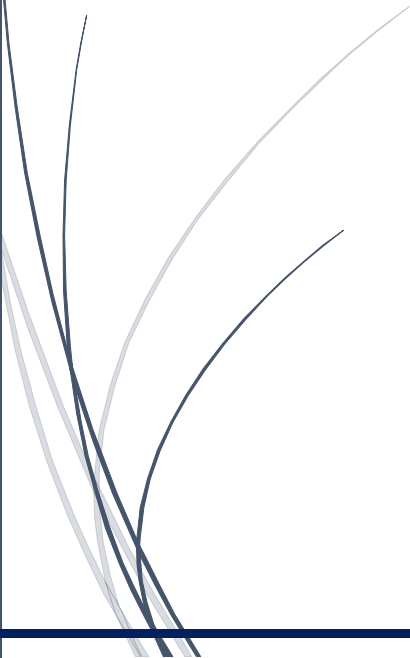


EYFS Progression Grid

Progression in Knowledge and Skills



Communication and Language

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> a wider range of vocab. longer stories. why questions. rhymes and a large repertoire of songs. 	<p>I know</p> <ul style="list-style-type: none"> that stories have main characters. how a story is structured. when to use new vocabulary. how to use complete sentences. that rhyming words sound the same at the end. how to answer who, where, when and why questions. 	<p>I know</p> <ul style="list-style-type: none"> how to describe events in my life. a range of new vocab. why questions. longer stories. how to use the language 'because', 'I think', 'it might be' to organise thinking. rhymes by paying attention to how they sound. 	<p>I know</p> <ul style="list-style-type: none"> facts from non-fiction books. when to use new vocab. longer stories. a large repertoire of songs.
Skills	<p>I can</p> <ul style="list-style-type: none"> use a wider range of vocab. tell long stories. give relevant answers. recites some core rhymes and invents own rhymes. 	<p>I can</p> <ul style="list-style-type: none"> identify the main character in the story and talks about their feelings, actions and motives. talk about the plot and the main problem in the story. use a range of new vocab. In correct context. articulate ideas and thoughts in well-formed sentences. hear how words rhyme. join in and learns rhyming refrains. answer questions- understand what has been said to them. 	<p>I can</p> <ul style="list-style-type: none"> describe events in their life in some detail use a range of new vocab and use taught vocab in context. use new vocab to answer 'why' questions. talk about characters feelings, actions and motives. talk about the plot of the story use talk to help work out problems and organise thinking. use language 'so that', 'because', 'I think', 'it might be'. hear rhyming words. suggest words that rhyme. predict rhyming words. 	<p>I can</p> <ul style="list-style-type: none"> engage in non-fiction books. listen and talks about non fiction. use knowledge and language from non-fiction books. use a wider range of vocab. use new vocab in different contexts. retells a longer story- either exact repetition or in their own words. recites all the words in songs.

PSED

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> our Nursery rules. know that play ideas can be extended or elaborated when deciding about layout and resources. that feelings can be talked about. how others might be feeling. some solutions to conflicts. 	<p>I know</p> <ul style="list-style-type: none"> our Reception rules. how to co-operate with my friends. how to moderate my feelings in different social situations how people help others and how they overcome challenges. that people have different ideas. own feelings. how others might be feeling. 	<p>I know</p> <ul style="list-style-type: none"> our Reception rules. what a goal is. how to control my feelings in different situations. how to play by sharing and cooperating with friends and peers. how others might be feeling. some solutions to conflicts. 	<p>I know</p> <ul style="list-style-type: none"> what perseverance and resilience means. the perspectives of others. to consider other people's feelings. some solutions to conflicts.
Skills	<p>I can</p> <ul style="list-style-type: none"> remember and follow rules. make decisions and respect the wishes of the rest of the group, with support. Eg, Listen to someone else and agree a compromise. talks about own feelings. shows understanding of how others might be feeling. share. listen. finds a compromise. 	<p>I can</p> <ul style="list-style-type: none"> show understanding of why it is important to respect class rules. listen to each other. identify and moderate my own feelings in new social situations. thinks about the perspectives of others share and co-operate with friends. show resilience. talks about own feelings using words such as happy, sad, upset. consider how others feel. 	<p>I can</p> <ul style="list-style-type: none"> show understanding of why it is important to respect class rules. talk about what I want to achieve. stay calm. take turns, wait politely share and play co-operatively. talk about how others might be feeling. share. listen. find a compromise. resolve problems. 	<p>I can</p> <ul style="list-style-type: none"> persevere. take on other people's ideas. show understanding of how others might be feeling. make decisions and respect the feelings of the rest of the group Eg, listens to someone else and agrees a compromise.

Physical Development

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> • how to stop a bike. • how to manage large items safely. • collaborate with others to manage large items. • how to use large muscle movements to wave streamers and make marks. • how to hold pens and pencils with good control. • why it is important to make healthy choices. Eg food. • how to stand on one leg. • that I can move in different ways. • how to use one handed tools and equipment. • patterns of movements which are related to music and rhythm. • how to throw and catch a ball. • how to kick a ball. 	<p>I know</p> <ul style="list-style-type: none"> • how to stop a bike. • how to begin to balance on a bike. • how to hold pens and pencils with good control. • (Pencil is held in a stable position between the thumb, index and middle finger). • about different factors that support overall health and wellbeing. Eg Physical activity and healthy eating. • how to balance and jump • how to move in different ways. • how to create different movements. • how to use scissors safely. • how to throw a ball. • how to catch a ball. • how to kick a ball. 	<p>I know</p> <ul style="list-style-type: none"> • how to pedal on a bike. • how to hold pens and pencils with good control. • about different factors that support overall health and wellbeing. Eg Toothbrushing and sensible amounts of 'screen time'. • how to balance. • how to jump. • that I can move in different ways. • how to use scissors confidently. • how to throw, catch and kick a ball. 	<p>I know</p> <ul style="list-style-type: none"> • how to pedal and balance on a bike. • how to hold pens and pencils with good control (in a stable position between the thumb, index and middle finger (to form letters accurately) • about different factors that support overall health and wellbeing. Eg Having a good sleep routine and being a safe pedestrian. • how to balance and skip • how to use scissors competently. • how to throw and catch a ball. • how to kick a ball.
Skills	<p>I can</p> <ul style="list-style-type: none"> • stop a bike effectively using brakes. 	<p>I can</p> <ul style="list-style-type: none"> • stop a bike effectively using brakes. 	<p>I can</p> <ul style="list-style-type: none"> • pedal and maintain balance for a few feet on a flat surface. 	<p>I can</p> <ul style="list-style-type: none"> • pedal and maintain balance while manoeuvring around obstacles.

<ul style="list-style-type: none"> • pedal and maintain balance for a few feet down a slight incline. • cross the mid-line of their body. • use large shoulder and arm movements. • hold a pencil with good control to copy triangles, circles and squares. • (Using a three-finger grasp to hold pencil- where the thumb, index finger and middle finger, work as one unit). • make a healthy choice about food and talk about why it's important to eat healthily. • walk along a chalk line. • jump forward, taking off and landing on 2 feet. • move freely and confidently. • negotiate space. • start to snip paper. • use helping hand. • cut straight line (within ¼ inch from drawn line) • uses and remembers sequences. • throws ball forward 10ft in the air and uses appropriate technique. 	<ul style="list-style-type: none"> • pedal and maintain balance for a few feet down a slight incline. • use a three-finger grasp to hold pencil (where the thumb, index finger and middle finger, work as one unit). • talk about different factors that support overall health and wellbeing. Eg Physical activity and healthy eating. • walk along a low, wide balance beam. • hop on one foot 3 to 5 times. • move with control and grace. • move with ease and fluency to quickly change direction and speed. • complete obstacle courses that demand a range of movements to complete. • cut a straight line (within ¼ inch from drawn line) • cut a curved line (within ¼ inch from drawn line) • hit 2ft target from 5ft away with a tennis ball using underhand toss. • bounce and catch a large ball using 2 hands. • run towards and kick a ball. 	<ul style="list-style-type: none"> • use a three-finger grasp to hold pencil (where the thumb, index finger and middle finger, work as one unit). • explain why it's important to brush my teeth and use sensible amounts of 'screen time'. • hold a controlled static balance on one leg. • jump and turn in the air. • cut circle shapes (a circle of 6 inch in diameter, within ¼ inch from drawn line, improving to about ½ inch). • throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. • catch a tennis ball from 5 feet using only hands. • run towards and kick a ball. • coordinate body to meet and kick a ball that is rolled to them from a distance. 	<ul style="list-style-type: none"> • hold pens and pencils with good control to form letters accurately. • talk about different factors that support overall health and wellbeing. Eg having a good sleep routine and being a safe pedestrian. • hop up to 10 times on alternate feet. • walk along a low narrow balance beam. • cut square shapes. • cut complex shapes, such as figures. • usually hit a target from 12ft away using an overhand toss (throwing with accuracy). • bounce a tennis ball on the floor and catch in one hand. • Use kicking in a team game.
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| | <ul style="list-style-type: none">• catch a large ball and various sized balls by bringing hands in towards chest.• direct kick to knock down a tower. | | | |
|--|---|--|--|--|

Literacy

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> • how to write my own name. • why books have different parts. • that print has meaning. • longer stories. • to use letters (graphemes) in writing. • to use the initial sound to read words. • that text is read from left to right and top to bottom. • to write some letters accurately. • rhyme. 	<p>I know</p> <ul style="list-style-type: none"> • individual letters. • the formation for each letter sound. • to blend sounds into words (made up of known letter sound correspondences). • to spell words by touching each finger as each sound is said. • some letter groups that each represent one sound. Eg sh, ch... • that sentences are made up of words. • that saying a sentence before writing helps to memorise it. 	<p>I know</p> <ul style="list-style-type: none"> • individual letters. • to read words from left to right. • the formation for lower-case and capital letters. • some letter groups that each represent one sound. • that some correspondences between letters and sounds are unusual. • that exception words have sounds that are tricky to spell. • that sentences are made up of words with letter-sound correspondences and exception words. • that saying a sentence before writing helps to memorise it. 	<p>I know</p> <ul style="list-style-type: none"> • to form lower case and capital letters correctly. • to say sounds for the letters from left to right and blend them. • some letter groups that each represent one sound. • to memorise sentences before writing. • that writing must make sense.
Skills	<p>I can</p> <ul style="list-style-type: none"> • write all of my name. • demonstrate understanding of the uses of the different parts of a book. • identify 'words'. • recognise words with the same initial letter sounds. • shares ideas and responds to longer stories. • uses new story vocab. • use letter knowledge in writing. 	<p>I can</p> <ul style="list-style-type: none"> • say the sounds for each letter. • form lower-case letters correctly (using a memorable phrase). • say the sounds for the letters from left to right and blend them. • spell words by identifying the sounds and then writing the sounds with letters. 	<p>I can</p> <ul style="list-style-type: none"> • read sounds speedily. • say the sounds for the letters from left to right and blend them. • form lower-case and capital letters correctly. • read words containing familiar letter groups, such as 'th', 'sh', 'ch'... • read a few common exception words matched to our school's phonic programme. 	<p>I can</p> <ul style="list-style-type: none"> • form lower case and capital letters correctly. • read longer words made up of letter-sound correspondences previously taught. • read books aloud (with simple sentences made up of words with known letter-sound correspondences and a few exception words).

- reads from left to right and top to bottom.
- use letter knowledge accurately.
- spots rhyme in story. Suggests own rhyming words.

- read some letter groups that each represent one sound and say sounds for them.
- read simple phrases made up of words with known letter- sound correspondences.
- write short sentences with words with known sound-letter correspondences. (with support)

Pencil grip and control

- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

- read simple phrases made up of words with known letter- sound correspondences and a few exception words.
- spell exception words by identifying the sound that is tricky to spell.
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Pencil Grip and Control

- A 3-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and square can be coped with this grip.

- write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- re-read own writing to check that it makes sense.

Pencil Grip and Control

- A 3-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and square can be coped with this grip.

Maths

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> • that the last number reached when counting a small set of objects tells you how many there are in total (focus to 5). • to say one number name for each item in order (to 5) • that numerals and amounts link (to 5). • fast recognition of up to 5 objects. • (subitising) • to record using own symbols (to 5). • how to recite numbers past 10. • that the last number reached when counting a small set of objects tells you how many there are in total (focus to 6). • that numerals and amounts link (to 6). • to record using marks or numerals. • number problems can be solved (up to 6). 	<p>I know</p> <ul style="list-style-type: none"> • how to count reliably with numbers from 1-5. • mathematical names for 2D shapes and mathematical terms to describe shapes. • that shapes can be combined to make new shapes. • how to create and recreate patterns and build models. • that patterns with varying rules can be created. • language related to money. (1 week- money) • how to place numbers (1-5) in order and say which number is one more or less than a given number. • how to add and subtract two single-digit numbers and count on or back to find the answer. 	<p>I know</p> <ul style="list-style-type: none"> • how to count reliably with numbers from 1-10. • how to use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. • • how to place numbers (1-10) in order and say which number is one more or less than a given number. • how to add and subtract two single-digit numbers and count on or back to find the answer. • number bonds to 10. • the mathematical names and properties of 3D shapes. • how to use objects and shapes to recreate patterns and build models. • lang related to time. • familiar events in order. • how to measure short periods of time. 	<p>I know</p> <ul style="list-style-type: none"> • how to count reliably with numbers from 1-20. • how to place numbers (1-20) in order and say which number is one more or less than a given number. • how to add and subtract two single-digit numbers and count on or back to find the answer. • number bonds to 10. • how to solve problems including doubling, halving and sharing. • everyday lang to talk about position and distance to compare quantities and objects and to solve problems.

	<ul style="list-style-type: none"> • how to recite numbers past 10. • a familiar route. • language of position through words alone. • Consolidate, fill gaps based on assessments. 			
Skills	<p>I can</p> <ul style="list-style-type: none"> • say numbers in order (past 10). • show finger numbers up to 5. • show the right number of objects to match the numeral (to 5). • recognize up to 5 objects, without having to count them individually. • experiment with different ways of recording. Eg symbols (to 5). • show finger numbers (to 6) • begin to show the right number of objects to match the numeral (to 6). • use symbols and marks to record. • compare quantities using language: 'more than', 'fewer than'. • say how many there are in total (to 6). • regularly counts in sequence past 10. 	<p>I can</p> <ul style="list-style-type: none"> • recognise numerals 1-5. • count up to 3 or 4 objects by saying one number name for each item. • count actions or objects which cannot be moved. • select the correct numeral to represent 1 to 5 objects. • count an irregular arrangement of up to 5 objects. • count out a smaller number of objects from a larger group (5). • subatise first when enumerating groups of up to 4 or 5 objects. • record quantities such as tallies, dots and using numeral cards (to 5). • use mathematical names for 'flat' 2D shapes and terms to describe shapes. • select a particular named shape. • investigate how shapes can be combined to make new shapes. 	<p>I can</p> <ul style="list-style-type: none"> • recognise numerals 1-10. • count actions or objects which cannot be moved. • select the correct numeral to represent 1 to 10 objects. • count an irregular arrangement of up to 10 objects. • count out up to 10 objects from a larger group. • subitize first when enumerating groups of up to 6 objects. • record quantities such as tallies, dots and using numeral cards (to 10). • order 2 or 3 items by length or height. • order 2 items by weight or capacity. • compares lengths or heights using comparative lang 'than'. • uses language "than" to compare capacity. • makes and tests predictions. • find the total number of items in two groups by counting all of them. • say the number that is 1 more than a given number. 	<p>I can</p> <ul style="list-style-type: none"> • recognise numerals 1-20. • count actions or objects which cannot be moved. • select the correct numeral to represent 1 to 20 objects. • count an irregular arrangement of up to 20 objects. • count out up to 20 objects from a larger group. • subitize first when enumerating groups of up to 6 objects. • record quantities such as tallies, dots and using numeral cards (to 10). • find the total number of items in two groups by counting all of them. • say the number that is 1 more than a given number. • find 1 more or 1 less from a group of up to 20 objects. • use vocab involved in adding and subtracting. • estimate how many objects and check by counting.

	<ul style="list-style-type: none"> describe a familiar route, using words like 'in front of' and 'behind'. show understanding of position through words alone. 	<ul style="list-style-type: none"> predict what shape will be made when paper is folded. use familiar objects and common shapes to create and recreate patterns and build models. make patterns with varying rules (including AB, ABB and ABBC), using objects, sounds, actions or colours. use everyday language related to money. find the total number of items in two groups by counting all of them. say the number that is 1 more than a given number. find 1 more or 1 less from a group of up to 5 objects. compare and order numbers to 5. compare collections with a different number of things- begin to use vocab 'more than, 'less than, 'same as'. 	<ul style="list-style-type: none"> find 1 more or 1 less from a group of up to 10 objects. use vocab involved in adding and subtracting. estimate how many objects and check by counting. compare and order numbers to 10. compare collections with a different number of things- begin to use vocab 'more than, 'less than, 'same as'. subitize first when enumerating groups of up to 6 objects. record quantities such as tallies, dots and using numeral cards (to 10). explore composition of 10 (number bonds- partitioning) use mathematical names for solid 3D shapes and mathematical terms to describe shapes. select a particular named shape. use familiar objects and common shapes to create and recreate patterns and build models. use everyday lang related to time. order and sequence familiar events. measure short periods of time in simple ways. 	<ul style="list-style-type: none"> compare and order numbers to 10. compare collections with a different number of things- begin to use vocab 'more than, 'less than, 'same as'. subitize first when enumerating groups of up to 6 objects. record quantities such as tallies, dots and using numeral cards (to 10). explore composition of 10 (number bonds- partitioning) use vocab involved in doubling, halving and sharing. describe relative positions such as 'behind' or 'next to'.
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Understanding of the World

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> • who is in my family. • about a wider range of occupations. • the life cycle of a plant and a sea creature. Eg Seahorse? • the names for baby and adult sea creatures. • know that materials are different. • that there are different forces that can be felt (push and pull) • that there are non-contact forces. • that light only travels through some materials, but not others. • that there are different countries in the world. • that signs and symbols on a map can tell us about a place. 	<p>I know</p> <ul style="list-style-type: none"> • who members of my immediate family are. • that people are different. • that I can use my 5 senses to explore. • that a map is about a place. • what a map is used for. • that there are seasons that repeat and go in order. Eg Autumn/ Winter focus. • how to explore collections of materials, identifying similar and different properties. • that materials are different and can change. • about different occupations of family members. • people in our community celebrate special days. Eg Christmas • that there are differences between what people believe. • that there are special places of worship. Eg church. 	<p>I know</p> <ul style="list-style-type: none"> • the stages of human growth from a baby to an elderly. • things are the same/different. • new things that I can do. • people in our community celebrate special days. Eg New Year and birthdays. • some special days repeat annually at the same time for everybody and some happen annually for them. • about differences between what people believe. • the names of different religious venues. • who to call for help in an emergency. • features on a simple map. • that signs and symbols can tell us about a place. • that the signs and symbols usually represent an object that doesn't move. • that there are different forces that can be felt (push and pull) • that there are non-contact forces. • about environments around the world. 	<p>I know</p> <ul style="list-style-type: none"> • of special events that have happened in my own life. • that there are similarities and differences between people's jobs. • the life cycle of a plant and a sea creature. Eg Seahorse? • the names for baby and adult sea creatures. • that plants and animals grow and change over time. • that materials are different and can change. • that there are different forces that can be felt (push and pull) • that there are non-contact forces. • that light only travels through some materials, but not others. • the name of the 4 countries of the UK and at least 2 other countries. • the difference between human and physical features on a map- (using a map of a holiday place Eg Wales/ a holiday destination abroad).

			<ul style="list-style-type: none"> • that there are different countries in the world. • that 4 countries make up the uk. • the life cycle of a plant and animal. Eg daffodil, chick. • similarities and/or differences of natural materials. • that some materials sink and some materials float. • who to call in an emergency (Eg police visit). 	
Skills	<p>I can</p> <ul style="list-style-type: none"> • talk about some members of my family. • comment on recent pictures of experiences and/or of celebrations in my own life. • talk about a wider range of occupations. Eg life guards. • explain the life cycle of a plant and an animal (Eg a sunflower and a seahorse) • say what plants need to survive. • explore collections of materials, identifying similar and different properties. • talk about differences between materials and changes that I notice. 	<p>I can</p> <ul style="list-style-type: none"> • talk about past and upcoming events with my immediate family. • explain who family members are. • talk about the differences they notice between people. • name the 5 senses. • use my 5 senses to explore. • name where I live. • identify features on a simple map. • draw and create own map using real objects and/or pictures. Eg Ketley. • comment on and notice what happens in each season. Eg Autumn/ Winter. • collect the evidence for changing seasons. 	<p>I can</p> <ul style="list-style-type: none"> • talk about members of immediate family in more detail. • sequence family members, explaining who they are. • comment on images of familiar experiences (eg Journeys) • talk about and celebrate new things I can do. • say what might happen on special days. Eg New Year and birthdays • join in celebrations and sometimes remember what happened last year on the same day. Eg birthdays • articulate what others celebrate and begin to explain. • explain why religious venues are special and who goes there. • identify emergency situations and know who to call. 	<p>I can</p> <ul style="list-style-type: none"> • discuss similarities and differences between people in my family. • begin to describe memories that have happened in my own life (Eg holidays) • begin to sequence events that are close together in time. • identify similarities and differences between jobs. Eg life guards and fire fighters. • talk about different life cycles. • show understanding of the need to respect and care for the natural environment and all living things. • explore the world around me-asking how and why questions. • decide how to sort and classify objects.

- explore and talk about different forces that can be felt (push and pull).
- explore non-contact forces (gravity and magnetism).
- Explore how light shines through some materials, but not others.
- Investigate shadows.
- talk about local environment.
- talk about other countries. Eg about different homes.
- begin to use maps to locate objects in 'real life', with support.
- begin to draw and create own map using real objects, with support.

- talk about collections of materials.
- identify similar and different properties.
- talk about the differences between materials and changes.
- discuss different occupations of family members.
- say what might happen on special days. Eg Christmas.
- join in celebrations and sometimes remember what happened last year on the same day.
- talk about differences between what people believe.
- name and talk about different religious venues. Eg a church and a Gurdwara.

- follow a simple map of a familiar place (Eg Telford).
- use maps to locate objects in 'real life'.
- draw and create own maps using real objects, and/or pictures and symbols.
- explore and talk about different forces that can be felt (push and pull).
- explore non-contact forces (gravity and magnetism).
- use pictures to compare and contrast environments around the world.
- talk about the differences in countries that they have experienced or seen in photos.
- name at least one other country.
- talk about different life cycles.
- talk about differences between materials and changes they notice.

- explore non-contact forces (gravity and magnetism).
- begin to talk about links between cause and effect (speed, shape, direction, magnetism).
- talk about light travelling through transparent material.
- talk about objects casting shadows.
- name the 4 countries of the UK and at least 2 other countries.
- use pictures to compare and contrast environments around the world.
- talk about a range of real maps.
- briefly explain the difference between human and physical features on a map.
- use basic geographical vocab to refer to physical and human features.
- draw and create own maps using pictures and symbols.

Expressive Arts and Design

	End of Nursery	Reception		
		Autumn	Spring	Summer
Knowledge	<p>I know</p> <ul style="list-style-type: none"> to add detail to drawings. that different emotions can be shown in drawings and paintings. own ideas about how to use materials and what to make. that different materials can be joined. how to build a simple model. my own ideas about what I want to build/make. how to improvise a song around the one I know. that emotion can be expressed through music. a short dance to perform. 	<p>I know</p> <ul style="list-style-type: none"> that combining colours makes a new colour or shade. how to draw people. how to draw simple things from memory. how to use own experiences and props to develop a storyline. how to add materials to develop a model. how to create collaboratively. how to build a simple model. how to listen carefully to music. a new song to sing. some different kinds of music from across the globe. a traditional dance from around the world. 	<p>I know</p> <ul style="list-style-type: none"> how to draw people and buildings. how to build a model. that items can be joined in a variety of ways. how to improve models. how to respond to music. songs/music from different cultures. a song to sing. that small world can be enhanced to develop stories. a simple dance routine. 	<p>I know</p> <ul style="list-style-type: none"> to add detail to drawings. how to improve paintings. how to secure and join items. to make something with a clear intention. how to improvise songs around the ones I know. that emotion can be expressed through music. a longer dance to perform.
Skills	<p>I can</p> <ul style="list-style-type: none"> draw with increasing complexity and detail. draw potato people (no neck or body). draw simple things from memory. show different emotions in my drawings and paintings. 	<p>I can</p> <ul style="list-style-type: none"> mix primary colours to make secondary colours (matching the colours I see and want to represent). use thin brushes to add detail. print with small blocks, small sponges, fruit, shapes and other resources. 	<p>I can</p> <ul style="list-style-type: none"> draw bodies of an appropriate size for what they're drawing. draw buildings. make something that I give meaning to. build a model which replicates those in real life. join items with glue or tape. 	<p>I can</p> <ul style="list-style-type: none"> draw with detail (bodies and sausage limbs and additional features). begin to draw self-portraits and landscapes. match colours to specific colour and shade.

<ul style="list-style-type: none"> • respond to what I have heard, expressing my own thoughts and feelings. • use thick brushes. • print with small blocks, small sponges, fruit, shapes and other resources. • explore different materials freely and talk about how to use them to make something. • join different materials: using different types of glue (incl glue sticks and spatulas) and masking tape for sticking (independently). Hammers and nails, glue guns, paper clips and fasteners. • add other materials to develop models. • add additional textures- describes as bumpy or smooth. • begin to weave. • build simple models using walls, roofs and towers. • manipulate clay (rolls, cuts, squashes, pinches, twists...) • use 'singing' voice. • sing in a group, trying to keep in time. • improvise a song around the one I know. 	<ul style="list-style-type: none"> • draw potato people (no neck or body). • begin to draw a self-portrait. • draw simple things from memory. • use props and own experiences to develop a storyline in their pretend play. • take on a role. • use glue sticks and spatulas (different types of glue) independently. • add other materials to develop models (tissue paper, glitter...) • build simple models using walls, rooves and towers. • manipulates clay (rolls, cuts, squashes, pinches, twists...) • construct with a range of materials (sharing ideas and solving problems as they arise). • talk about the changes of a piece of music. • talk about the music makes me feel. • play a given instrument to a simple beat. • sing a new song in a group, trying to keep in time. • match pitch and follow a melody. 	<ul style="list-style-type: none"> • improve models (scrunch, twist, fold, bend, roll) • weave • talk about how music makes me feel. • identify if music is 'happy' or 'sad'. • select own instruments and play them in time to music. • sing in a group, matching pitch and following melody. • enhance small world play with simple resources. • use experiences and learnt stories to develop storylines. • learn a longer dance routine, matching pace. 	<ul style="list-style-type: none"> • independently select additional tools (stamps, rollers etc) to improve paintings. • create patterns or meaningful pictures when printing. • join items in a variety of ways- Sellotape, masking, tape, string, ribbon. • secure boxes, toilet rolls, bottles...) • build models which replicate those in real life. Can use a variety of resources- loose parts. • make something with clear intentions. • sing by myself- matching pitch and following melody. • improvise songs around those I know. • identify if music is 'happy', 'scary' or 'sad'. • select own instruments and plays them in time to music. • write own compositions using symbols, pictures or patterns, with support. • perform a longer dance routine, matching pace. • replicate dances and performances. • use imagination to develop own storylines.
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- talk about how music makes me feel.
- name a wide variety of instruments (incl chime bars, glockenspiels, xylophones).
- play a given instrument to a simple beat.
- perform a short routine, beginning to match pace.
- share likes/ dislikes about dances/performances.
- uses own experiences to develop storylines.
- participates in small world play related to rhymes and stories.

- talk about how the music makes me feel.
- learn a short routine, beginning to match pace.
- share likes and dislikes about dances/performances.

- enhance with resources that are pretended to be something else