



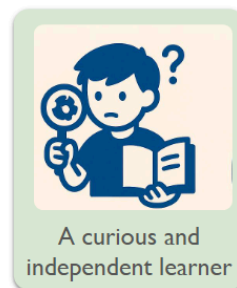
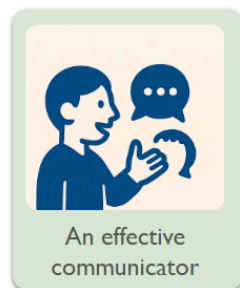
# Clifton Green Primary School

## EYFS Knowledge & Skills Progression Mapping



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.

We want our children to leave EYFS being...



### **An Effective Communicator**

We want our children to express themselves clearly, listen actively and interact confidently with others, laying the foundations for strong relationships, learning and self-expression.

### **A Curious and Independent Learner**

We want our children to explore the world with curiosity, take risks in their learning and develop independence in their thinking and their actions

### **A Kind and Respectful Friend**

We want our children to develop empathy, kindness and respect for others, building positive relationships and a sense of belonging and community.



## Progression of Communication and Language: Aspect: Listening, Attention and Understanding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Listen with enjoyment to short, familiar stories, songs and rhymes.                      Recall simple events or characters with adult support.                      Focus on one task or instruction at a time.</p>	<p>Listen to slightly longer stories and recall repeated phrases.                      Begin to use new vocabulary from stories and experiences.                      Follow simple two-part instructions with visual support.</p>	<p>Recall more detail from longer stories and begin simple retelling.                      Use key story vocabulary in play and talk.                      Start to respond to simple 'why' questions with support.</p>	<p>Recall and talk about key events in longer stories.                      Use a wider range of vocabulary independently.                      Follow two-part instructions more consistently.</p>	<p>Retell stories with characters and events in sequence.                      Ask questions and comment using new vocabulary.                      Maintain attention for longer with fewer reminders.</p>	<p>Confidently enjoy and retell longer stories, remembering much of what happens.                      Use a broad vocabulary to explain ideas and experiences.                      Respond confidently to two-part instructions and 'why' questions.</p>

**At the end of Nursery, to be Reception ready : I can listen to stories, remember what happens, use new words, follow instructions and try to answer 'why' questions.**

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Begin to understand how to listen carefully during group times.                      Learn and begin using some new vocabulary in talk and play.                      Enjoy listening to rhymes and songs, noticing repeated sounds.</p>	<p>Show awareness of why listening is important in learning and play.                      Use new vocabulary across the day with adult modelling.                      Learn familiar rhymes, poems and songs by joining in.</p>	<p>Listen more carefully to stories, rhymes and songs, paying attention to how they sound.                      Ask simple questions to find out more about experiences or stories.                      Begin to use new vocabulary in different play contexts.</p>	<p>Listen carefully and recall key information from stories, songs and non-fiction texts.                      Use a growing vocabulary confidently through the day.                      Ask questions to check their understanding of what has been said.</p>	<p>Engage with non-fiction books, showing interest and recall.                      Use new vocabulary to talk about real-life experiences and learning.                      Apply listening skills independently in different situations.</p>	<p>Confidently understand how to listen carefully and explain why it matters.                      Use a wide range of vocabulary in varied contexts, including imaginative and factual talk.                      Enjoy and recall rhymes, poems, songs, and information from non-fiction books.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



## Progression of Communication and Language Aspect: Speaking

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery(3 &amp; 4 year olds) will be learning to...</b></p>	<p>Use longer sentences of 4-6 words in play and talk.  <i>Start to sing and enjoy a growing repertoire of simple songs.</i>                      Begin to talk about favourite books and join in with familiar rhymes.</p>	<p>Use talk to organise play and ideas with others ("You be the teacher, I'll be the child").  <i>Continue to build up a repertoire of songs and rhymes.</i>                      Begin simple conversations with adults or friends.</p>	<p>Talk about familiar books and retell short parts of a story.  <i>Join and continue a short conversation for several turns.</i>                      Express their own ideas and simple points of view using words.</p>	<p>Know many rhymes and start to tell a longer story with some detail.  <i>Debate simple disagreements using words as well as actions.</i>                      Use talk to organise play in more complex ways with peers.</p>	<p>Sing a large repertoire of songs confidently.  <i>Communicate clearly, though may still use irregular tenses/plurals incorrectly (e.g. "runned").</i>                      Begin to attempt more complex words, even if some sounds are difficult (e.g. "hippopotamus").</p>	<p>Confidently retell familiar stories and rhymes with detail.  <i>Hold conversations with adults and peers for many turns.</i>                      Use talk effectively to explain thinking, organise play, and negotiate with others.</p>

**At the end of Nursery, to be Reception ready:** I can sing lots of songs and rhymes, talk about books and tell long stories. I can use longer sentences, share my ideas, have conversations with friends and adults, and use talk to help with my play.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Engage in story times and begin to talk about what they hear.  <i>Use simple social phrases in everyday routines (e.g., "Good morning," "Thank you").</i>                      Begin to describe familiar events with short, simple sentences.</p>	<p>Talk about stories to build familiarity and understanding.  <i>Begin to connect ideas in speech using simple connectives (and, then).</i>                      Use talk to organise simple activities with peers</p>	<p>Retell familiar stories with some repetition of exact wording.  <i>Start to articulate ideas in longer, well-formed sentences.</i>                      Describe events in greater detail, adding relevant vocabulary.</p>	<p>Retell familiar stories in their own words as well as repeating key phrases.  <i>Use talk to explain thinking, solve problems, and organise play.</i>                      Connect ideas more confidently with a wider range of connectives (because, so, but).</p>	<p>Listen to and talk about selected non-fiction texts, showing understanding of new knowledge.  <i>Explain how things work or why something might happen.</i>                      Retell stories in sequence, showing deeper familiarity and detail.</p>	<p>Confidently articulate ideas and thoughts in well-formed sentences.  <i>Use talk effectively to problem-solve, organise thinking, and explain reasoning.</i>                      Retell both stories and non-fiction information with depth, detail, and a growing range of vocabulary.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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.



## Progression of Personal, Social and Emotional Development Aspect: Self-Regulation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to develop a sense of belonging within the group/class community.                      Start to learn simple rules and routines with adult support.                      Begin practising independence in simple care needs (e.g., washing hands with help).</p>	<p>Show growing responsibility in looking after own belongings and classroom resources.                      Follow familiar rules with reminders from adults.                      Start to attempt care routines more independently (toileting, handwashing).</p>	<p>Take part in group activities, showing responsibility as a member of the community.                      Follow simple rules and begin to understand why they are important.                      Begin brushing teeth or managing toileting with less adult help.</p>	<p>Show responsibility by helping others and contributing to routines.                      Follow rules more consistently, sometimes without adult reminders.                      Manage handwashing, drying, and toileting with increasing independence.</p>	<p>Demonstrate responsibility in play and learning, taking turns and caring for resources.                      Follow agreed rules and explain why they are needed.                      Carry out most care needs independently (handwashing, toileting, teeth brushing).</p>	<p>Take pride in being a responsible member of the class community.                      Consistently follow rules without needing reminders.                      Be confident and independent in meeting own care needs daily.</p>

**At the end of Nursery, to be Reception ready:** I can be a responsible member of my class, follow rules and understand why they are important. I can look after myself by doing things like brushing my teeth, using the toilet and washing my hands on my own.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Begin to identify and name simple feelings with adult support.                      Manage personal hygiene routines with reminders (e.g., toileting, handwashing).                      Talk about one aspect of keeping healthy (e.g., eating fruit, brushing teeth).</p>	<p>Start to moderate emotions in familiar social situations (e.g., waiting for a turn).                      Manage basic needs more independently, including handwashing and toileting.                      Learn about healthy routines such as sleep and toothbrushing.</p>	<p>Recognise and begin to manage different feelings in themselves (e.g., calming when upset).                      Manage hygiene needs independently, including toothbrushing.                      Talk about the importance of regular physical activity and healthy eating.</p>	<p>Moderate emotions in different social and learning contexts (e.g., problem-solving with peers).                      Take responsibility for personal care without reminders.                      Begin to understand and talk about safe amounts of screen time.</p>	<p>Identify feelings in themselves and others, suggesting simple strategies to manage them.                      Apply independence in managing all personal hygiene routines.                      Talk about the importance of a good sleep routine and how it helps them feel well.</p>	<p>Confidently identify, express, and moderate their feelings socially and emotionally.                      Consistently manage all personal hygiene needs without support.                      Know and talk about all key health and wellbeing factors: healthy eating, physical activity, toothbrushing, sleep, screen time, and road safety as a pedestrian.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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 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.



## Progression of Personal, Social and Emotional Development Aspect: Managing Self

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to select activities with adult support.  <i>Use resources with guidance to achieve a chosen goal.</i>                      Start to talk about feelings with adult modelling.</p>	<p>Select from a range of activities with less help.  <i>Use resources to achieve simple goals with some independence.</i>                      Use words like <i>happy</i> and <i>sad</i> to describe feelings.</p>	<p>Choose activities more confidently, sometimes without prompting.  <i>Persist with a task, using resources to achieve a goal.</i>                      Talk about feelings using a wider range of words (e.g., <i>angry, worried</i>).</p>	<p>Select activities and resources independently to meet a chosen goal.  <i>Begin to set simple goals for themselves with adult encouragement.</i>                      Express feelings more clearly and link them to experiences ("I'm sad because...").</p>	<p>Independently select resources to solve problems in play and learning.  <i>Show pride in achieving goals they have chosen or been set.</i>                      Talk about a range of feelings and begin to recognise them in others.</p>	<p>Consistently select and use resources to achieve chosen goals.  <i>Set and work towards simple goals independently.</i>                      Confidently talk about feelings and how they can manage them.</p>

**At the end of Nursery, to be Reception ready:** I can choose activities and use what I need to reach my goals, and I can talk about my feelings using words like happy, sad, angry or worried.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Begin to see themselves as part of the class community.  <i>Recognise their own strengths with adult encouragement.</i>                      Attempt new activities with support, showing early resilience.</p>	<p>Talk positively about themselves as learners and friends.  <i>Begin to persevere with simple challenges when guided.</i>                      Recognise themselves as a valued individual within the group.</p>	<p>Show growing confidence in their own abilities.  <i>Keep trying when something is difficult, with less adult support.</i>                      Take pride in their efforts and achievements</p>	<p>Talk about what makes them unique and valuable.  <i>Show resilience in learning tasks, bouncing back from mistakes.</i>                      Persevere with longer or multi-step challenges.</p>	<p>See themselves as capable, valued individuals in different contexts (class, playground, wider school).  <i>Demonstrate resilience in both learning and play situations.</i>                      Keep going when things don't work at first, trying different strategies.</p>	<p>Confidently express their value as individuals, recognising their strengths.  <i>Consistently show resilience when faced with challenges.</i>                      Persevere independently to achieve goals, celebrating effort as well as success.</p>
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**At the end of Reception(ELG), to be ready for KSI children at the expected level of development will:**

- 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.



## Progression of Personal, Social and Emotional Development Aspect: Building Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to play alongside one or more children, sometimes joining in their play.</p> <p>Show more confidence with familiar adults and peers.</p> <p>Start to recognise simple feelings in others (happy, sad).</p>	<p>Become more outgoing with unfamiliar people in the safe context of the setting.</p> <p>Play with peers by sharing ideas in simple role play or games.</p> <p>Begin to talk with others to solve very simple disagreements with adult help.</p>	<p>Show confidence in new social situations (e.g., joining a different group or activity).</p> <p>Extend and elaborate play ideas with peers.</p> <p>Begin to develop appropriate ways of being assertive (e.g., saying "Stop, I don't like that").</p>	<p>Play cooperatively with others, building on each other's ideas.</p> <p>Start to help find solutions to simple conflicts (e.g., offering a turn).</p> <p>Begin to understand more about how others might be feeling.</p>	<p>Join in group play, suggesting ideas and roles confidently.</p> <p>Use talk with others to solve conflicts, with adult support when needed.</p> <p>Show increasing awareness of others' feelings and needs in play.</p>	<p>Confidently play with others, extending and developing shared play ideas.</p> <p>Suggest solutions to conflicts and rivalries (e.g., offering alternative roles).</p> <p>Show empathy and understanding of how others might be feeling.</p>

**At the end of Nursery, to be Reception ready:** I can be confident with new people, play and share ideas with my friends, help solve problems, and think about how others might be feeling.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Begin to build positive relationships with familiar peers and adults.</p> <p>Express simple feelings appropriately (happy, sad, worried).</p> <p>Show awareness that others may feel differently to them.</p>	<p>Develop constructive relationships by cooperating and sharing in play.</p> <p>Begin to consider others' feelings when making choices.</p> <p>Show respect through using kind words and simple social phrases.</p>	<p>Build respectful relationships by listening to others' ideas.</p> <p>Express feelings more clearly and begin to explain why they feel that way.</p> <p>Begin to think about others' perspectives in simple situations.</p>	<p>Play and work constructively with others, showing understanding of fairness.</p> <p>Express and manage feelings appropriately in group activities.</p> <p>Talk about how a situation might look or feel from someone else's perspective.</p>	<p>Build strong, respectful friendships and group relationships.</p> <p>Consider the feelings of others before acting.</p> <p>Begin to suggest ways to support or help someone else.</p>	<p>Confidently build constructive and respectful relationships with a range of peers and adults.</p> <p>Express their feelings while showing empathy for others.</p> <p>Consistently think about others' perspectives and adjust behaviour accordingly.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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.



## Progression of Physical Development Aspect: Gross Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Explore movement and balance through scooters, trikes, and climbing with support. Use large-muscle movements in play and creative tasks (e.g., waving flags, big painting). Begin to climb steps or small apparatus, sometimes alternating feet.</p>	<p>Show greater confidence in balancing, riding, and simple ball skills. Go up steps and stairs using alternate feet more consistently. Begin to choose resources for physical play with adult guidance.</p>	<p>Attempt to hop, skip, or stand on one leg in simple games. Start to join in group movement activities they make up themselves. Begin to match their physical skills to a task (e.g., crawling under, running across).</p>	<p>Hold a pose or balance for short periods (e.g., in musical statues). Take part in simple team or group games with peers. Choose appropriate resources to carry out their own plan with some independence.</p>	<p>Use and remember simple sequences of movements linked to music or rhythm. Collaborate with others to move or carry large items safely. Match physical skills to challenges (e.g., deciding how to cross equipment).</p>	<p>Confidently balance, skip, hop, ride, and play ball games. Use movement sequences and patterns in music, dance, and imaginative play. Independently choose resources and collaborate to manage large-scale physical tasks.</p>

**At the end of Nursery, to be Reception ready:** I can climb, run, jump and balance in different ways, ride bikes and scooters, play ball games, dance and move to music. I can choose the right things to help me in my play and work with friends to move big items safely.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Revise and practise fundamental movements: walking, running, jumping, climbing. Begin to use core muscles for good posture when sitting on the floor or at a table. Explore using large and small apparatus with support.</p>	<p>Refine hopping and skipping with growing control. Progress towards more fluent and controlled movement in free play and games. Safely use simple apparatus both indoors and outdoors, alone and with others.</p>	<p>Combine movements (e.g., running then jumping, crawling then climbing). Develop co-ordination and agility in simple obstacle courses and group activities. Practise throwing and kicking balls with increasing aim and control.</p>	<p>Move with greater fluency and grace in activities such as dance or music and movement. Use core strength for stable posture in different positions. Begin catching and passing balls with growing accuracy.</p>	<p>Confidently combine different movements with ease (e.g., hop then skip, roll then jump). Develop strength, balance, and agility through more complex climbing and apparatus. Refine ball skills: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Move fluently, confidently, and gracefully across a range of activities (dance, sport, gymnastics). Safely and independently use a wide range of indoor and outdoor apparatus. Show confidence, competence, and precision in ball games, with accuracy in aim and control.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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.



## Progression of Physical Development Aspect: Fine Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to experiment with one-handed tools (e.g., making snips in paper with scissors).                      Hold pens and pencils with support, starting to use a comfortable grip.                      Start to practise putting on coats and shoes with adult help.</p>	<p>Use one-handed tools with more control (e.g., scissors, paintbrushes).                      Show growing consistency in grip when holding mark-making tools.                      Begin to manage zips and fastenings with support.</p>	<p>Show preference for using one hand more often in activities.                      Use tools (scissors, pens) with increasing control for purposeful tasks.                      Begin to dress/undress more independently, managing simple fastenings.</p>	<p>Use a comfortable grip with better control in mark-making and early writing.                      Use one-handed tools with accuracy in creative or construction tasks.                      Start to show independence in putting on coats and attempting zips.</p>	<p>Consistently show a dominant hand for tasks.                      Dress and undress with greater independence, managing zips or buttons with less help.                      Begin to make simple healthy choices about food, drink, and activity.</p>	<p>Confidently use one-handed tools and equipment with control.                      Hold writing tools with a comfortable, controlled grip.                      Show independence in dressing/undressing and begin to talk about healthy choices, including toothbrushing.</p>

**At the end of Nursery, to be Reception ready:** I can use scissors, pens and pencils with control, get myself dressed and do up my zip. I can also make healthy choices about food, drink, exercise and looking after my teeth.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Develop small motor control through using a variety of tools (pencils, paintbrushes, scissors) with support.                      Practise holding writing tools with a comfortable and efficient grip.                      Begin to manage routines such as lining up and sitting for mealtimes with support.</p>	<p>Use a range of tools (scissors, cutlery, pencils) more confidently and safely.                      Make controlled marks, beginning to form letters with growing accuracy.                      Follow daily routines like queuing and mealtimes with less adult prompting.</p>	<p>Show confidence in using tools for creative and practical purposes.                      Develop greater accuracy and fluency in early handwriting patterns.                      Begin to show independence in managing school routines (lining up, snack/lunch).</p>	<p>Use small tools competently in a range of contexts (cutting, drawing, building).                      Write letters with increasing efficiency and control.                      Independently manage most school day routines, including queuing and mealtimes.</p>	<p>Confidently and safely use a range of tools for purposeful tasks.                      Show consistency in developing a fast, accurate, and efficient handwriting style.                      Apply fine motor skills across the day to manage school life more independently.</p>	<p>Independently use a variety of tools with confidence, competence, and safety.                      Write fluently with well-formed letters, building strong foundations for handwriting.                      Consistently manage all daily routines (lining up, queuing, mealtimes) without support.</p>
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**At the end of Reception(ELG), to be ready for KSI children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



### Progression of Literacy Aspect: Comprehension

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Listen to short stories and talk about familiar characters or events.  <i>Join in with repeated phrases or actions in stories.</i>                      Begin to use new story vocabulary with adult support.</p>	<p>Talk about favourite parts of a story with simple comments.  <i>Use new words from stories in play or simple talk.</i>                      Respond to simple questions about characters or events.</p>	<p>Take part in short conversations about a story (e.g., "What happened first?").  <i>Retell simple parts of a story using story language.</i>                      Begin to use new vocabulary independently in talk.</p>	<p>Engage in longer conversations about stories, recalling more detail.  <i>Share opinions about stories ("I like when...").</i>                      Use new vocabulary in different play contexts.</p>	<p>Retell familiar stories in their own words with support.  <i>Engage in extended conversations, showing understanding of sequence.</i>                      Use new vocabulary with growing independence.</p>	<p>Confidently join extended conversations about stories, linking ideas and events.  <i>Retell stories with detail, using story vocabulary.</i>                      Apply new vocabulary independently across play, talk, and storytelling.</p>

**At the end of Nursery, to be Reception ready:** I can talk about stories for longer and use new words I have learned.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Join in with repeated phrases and familiar refrains in well-loved stories.  <i>Talk about favourite parts of a story, showing beginning understanding.</i>                      Re-read favourite books with adult support to build familiarity.</p>	<p>Retell stories in the right order with some support.  <i>Show growing confidence when re-reading familiar texts.</i>                      Talk about characters and events, using some story vocabulary.</p>	<p>Re-read familiar books to build fluency and confidence.  <i>Discuss the sequence of events and predict what might happen next.</i>                      Talk about their enjoyment of a story, sharing likes and dislikes.</p>	<p>Retell familiar stories more independently, using some exact repetition.  <i>Show understanding by answering questions about the story.</i>                      Re-read books with greater independence, building fluency and enjoyment.</p>	<p>Confidently engage in conversations about stories, including characters and settings.  <i>Re-read familiar books fluently, with growing expression.</i>                      Show deeper understanding by explaining their ideas and opinions about a story.</p>	<p>Independently re-read books for pleasure, confidence, and fluency.  <i>Retell and discuss stories with detail and understanding.</i>                      Demonstrate enjoyment and comprehension by linking stories to their own experiences.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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.



### Progression of Literacy Aspect: Word Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to notice print in the environment (labels, signs, books) and know it carries meaning.  <i>Handle books carefully, learning how to turn pages in order.</i>                      Listen to and enjoy rhymes, songs, and simple patterned texts.</p>	<p>Recognise that print can be used for different purposes (stories, labels, lists).  <i>Begin to notice and join in with rhyming words in stories and songs.</i>                      Clap or tap out syllables in familiar words with support.</p>	<p>Know the front, back, and title of a book.  <i>Spot and suggest simple rhyming words in familiar contexts.</i>                      Begin to recognise words with the same initial sound (e.g., "sun" and "sock").</p>	<p>Understand that print is read left to right, top to bottom.  <i>Join in confidently with rhyming games and songs.</i>                      Count or clap syllables in words more independently.</p>	<p>Begin to talk about page sequencing and recall what happens across pages.  <i>Suggest rhymes for simple words (e.g., cat/hat/mat).</i>                      Recognise initial sounds in a wider range of words.</p>	<p>Show understanding of all five key concepts of print (meaning, purpose, direction, book parts, sequencing).  <i>Confidently join in with rhymes and syllable clapping.</i>                      Independently recognise and generate words with the same initial sound.</p>


**At the end of Nursery, to be Reception ready:** I can show what I know about books, like how we read the words and turn the pages in order. I can hear rhymes, clap out syllables in words and notice words that start with the same sound.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Recognise and read some individual letters by saying the sounds for them.  <i>Begin to blend 2-3 sounds orally in simple CVC words with adult support.</i>                      Spot a few common exception words taught in class (e.g., the, I).</p>	<p>Read most individual letters confidently by saying the sounds for them.  <i>Blend sounds into short words with known letters-sound correspondences (e.g., cat, pin).</i>                      Begin to read simple phrases containing CVC words and familiar exception words.</p>	<p>Recognise and read some letter groups that represent one sound (e.g., sh, ch, th).  <i>Blend sounds to read short decodable words with digraphs.</i>                      Read a growing set of common exception words taught through the phonics programme.</p>	<p>Apply blending to read simple decodable sentences with known sounds.  <i>Read words with familiar digraphs and trigraphs (e.g., ship, night).</i>                      Use known exception words to make sense of short texts.</p>	<p>Read simple phrases and sentences with increasing fluency and accuracy.  <i>Blend confidently across a wider range of grapheme-phoneme correspondences.</i>                      Recognise and recall a wider set of exception words within reading.</p>	<p>Confidently read short sentences and early texts using phonics and exception words.  <i>Show fluency and understanding when blending and reading aloud.</i>                      Apply phonic knowledge to read independently with growing enjoyment.</p>
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End of Reception ELG Children at the expected level of development will:

- 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.



Progression of Literacy Aspect: Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children in <b>Nursery (3 &amp; 4 year olds)</b> will be learning to...		Show awareness that print carries meaning in their own marks. <i>Begin to use print and letter knowledge in pretend writing (shopping lists, cards).</i> Attempt to write the first letter of their name with support.	Use letter-like shapes or known letters within early writing attempts. <i>Begin to form some recognisable letters, often from their name.</i> Write more of their name with increasing independence.	Show control when using writing tools to form marks and letters. <i>Use known letters to represent meaning (e.g., 'm' for mummy, 'd' for dad).</i> Write their first name, with some letters correctly formed.	Use early phoneme-grapheme knowledge in their writing attempts. <i>Write some letters accurately, often those most familiar.</i> Write their full name with some correct letter formation.	Confidently use early writing for a range of purposes in play (lists, signs, labels). <i>Write some or all of their name independently.</i> Write some letters accurately and consistently.
<b>At the end of Nursery, to be Reception ready:</b> I can use letters in my writing, write some of my name and write some letters correctly.						
Children in <b>Reception (4 &amp; 5 year olds)</b> will be learning to...	Practise forming recognisable lower-case letters, starting with those in their name. <i>Begin to segment and write simple CVC words by matching sounds to letters.</i> Attempt to write short captions or labels with adult support.	Form lower-case letters more consistently and begin some capital letters. <i>Spell simple words using known phonemes and graphemes.</i> Write simple phrases or captions, sometimes using a capital letter at the start.	Form lower-case and capital letters with increasing accuracy. <i>Write short sentences with words made up of known letter-sound correspondences.</i> Begin to use full stops at the end of sentences with support.	Consistently form lower-case and capital letters correctly. <i>Write simple sentences more independently, using phonics knowledge.</i> Start to re-read their writing with adult support to check it makes sense.	Write short sentences independently with capital letters and full stops. <i>Spell an increasing number of decodable words correctly.</i> Re-read their writing to check the meaning and make simple corrections.	Confidently form all lower-case and capital letters correctly. <i>Write a range of short sentences independently, using phonics and common exception words.</i> Re-read writing independently to check if it makes sense and show pride in their work.
<b>At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:</b>						
<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>						

Progression of Maths Aspect: Number						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to recite numbers in order to 3, sometimes beyond. Use fingers to show 1-3. Experiment with making marks and symbols to represent numbers.</p>	<p>Recite numbers confidently past 5. Say one number for each item when counting small sets (1:1 correspondence). Begin to subitise small amounts up to 3 with support.</p>	<p>Show finger numbers up to 5 in play and songs. Recognise small groups of up to 3 objects without counting (subitising). Start to link a small number of objects with the correct numeral (1-3).</p>	<p>Understand that the last number said tells "how many" in a set (cardinal principle). Match numbers of objects to numerals up to 5. Use own marks, numerals, or symbols to represent amounts in play.</p>	<p>Confidently subitise quantities up to 3 and begin to recognise 4-5. Show finger numbers to 5 and talk about "how many." Solve simple real-world problems involving numbers to 5 (e.g., sharing fruit, setting places).</p>	<p>Consistently link numerals and amounts to 5. Confidently apply the cardinal principle in play and practical tasks. Independently solve real-world mathematical problems using numbers to 5.</p>
<p><b>At the end of Nursery, to be Reception ready:</b> I can count, show numbers on my fingers, match numbers to amounts up to 5, and use numbers to solve problems.</p>						
<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Count objects, actions, and sounds up to 5 with 1:1 correspondence. Subitise small quantities (up to 3). Begin to link numerals 1-5 with their cardinal value.</p>	<p>Confidently count sets of objects to 10. Subitise up to 5 in familiar contexts. Link numerals to cardinal values up to 10 with adult support.</p>	<p>Explore "one more" and "one less" with numbers to 5. Begin to explore the composition of numbers to 5 (e.g., 2 and 3 make 5). Recall some number bonds to 5 with support.</p>	<p>Understand and use "one more/one less" with numbers to 10. Explore the composition of numbers beyond 5 (e.g., 4 and 2 make 6). Recall number bonds to 5 with increasing fluency.</p>	<p>Confidently subitise numbers up to 5, beginning to recognise larger patterns (e.g., dice, tens frame). Explore the composition of numbers to 10 through play and practical tasks. Automatically recall number bonds to 5 and begin some to 10.</p>	<p>Confidently link number symbols with cardinal values to 10. Fluently use "one more/one less" in practical and mental maths. Recall number bonds for 0-5 and some to 10 automatically, applying them in problem-solving.</p>
<p><b>At the end of Reception(ELG), to be ready for KSI children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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 double facts.</li> </ul>						



### Progression of Maths Aspect: Numerical Patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to compare small quantities using language like <i>more</i> or <i>less</i>. Explore 2D shapes in play, naming simple ones (circle, triangle). Use positional words in context with adult modelling (in, on, under).</p>	<p>Confidently compare groups using <i>more than</i> and <i>fewer than</i>. Talk about familiar 2D and 3D shapes using informal language (<i>round, pointy</i>). Describe simple positions (in front, behind) in practical activities.</p>	<p>Make comparisons between objects: size, length, and weight. Begin to select shapes appropriately for building (e.g. flat shapes for walls). Describe familiar routes (home to nursery, playground to classroom).</p>	<p>Make comparisons using capacity language (full, empty, more, less). Combine shapes to create new ones in play and construction. Use language to discuss routes and locations (<i>in front of, behind</i>).</p>	<p>Talk about and identify patterns around them (clothes, environment). Begin to create and extend ABAB repeating patterns. Describe a simple sequence of events using <i>first, then</i>.</p>	<p>Notice and correct errors in repeating patterns. Combine and name shapes to make new ones (arch, bigger triangle). Confidently describe sequences of events in play or stories using <i>first, then, next</i>.</p>
<p><b>At the end of Nursery, to be Reception ready:</b> I can talk about numbers, shapes and patterns. I can compare things like size and weight, use words to describe where things are, and talk about what happens first, next and then.</p>						
<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Count confidently to 10 and begin counting beyond. Compare small numbers in practical contexts (<i>more, fewer, equal</i>). Explore shapes through play, beginning to rotate and fit them together.</p>	<p>Count beyond 10 with support, noticing number patterns. Compare numbers within 10 using language of <i>greater than/less than</i>. Select and manipulate 2D and 3D shapes in construction and puzzles.</p>	<p>Count a variety of objects and actions beyond 10 accurately. Compose and decompose shapes (e.g., recognising two triangles make a square). Compare length and height using everyday language.</p>	<p>Confidently count beyond 15, beginning to see the pattern of the number system. Decompose and recompose shapes in different ways (e.g., splitting rectangles into squares). Compare weight and capacity in practical problems.</p>	<p>Count beyond 20 with growing fluency. Create and extend repeating patterns with increasing complexity (e.g., ABB, ABC). Apply spatial reasoning by rotating and manipulating shapes to fit.</p>	<p>Confidently compare and order numbers beyond 10. Compose and decompose shapes with understanding that shapes are made of other shapes. Independently compare and describe length, weight, and capacity, applying this to problem-solving.</p>
<p><b>At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.</li> </ul>						



## Progression of Understanding the World Aspect: Past and Present

Progression of Understanding the World Aspect: Past and Present						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b>	Begin to talk about themselves and their immediate family. <i>Share simple personal experiences (e.g., birthdays, outings).</i> Show curiosity about adults' roles in the setting (teachers, helpers).	Begin to make sense of their own life-story through conversations (e.g., when I was a baby). <i>Talk about family members and their roles.</i> Show interest in familiar occupations (e.g., builder, doctor).	Recall simple past events in their own lives (e.g., "I went to the park yesterday"). <i>Begin to talk about family traditions or celebrations.</i> Role play familiar occupations in play (e.g., shopkeeper, firefighter).	Share more detail about life-story events (e.g., starting nursery, a holiday). <i>Compare simple differences between their life and family life in the past.</i> Ask questions or show curiosity about a wider range of jobs.	Begin to sequence events in their own life (baby → toddler → now). <i>Talk about family experiences and changes over time.</i> Use role play and stories to explore different occupations.	Confidently talk about their own life-story and family's history. <i>Share personal experiences with increasing detail and sequence.</i> Show sustained interest in different occupations and talk about what people do.

**At the end of Nursery, to be Reception ready:** I can talk about my own life and family, and I am interested in different jobs people do.

<b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b>	Talk about images of familiar past events in their own lives (e.g., birthdays, holidays). <i>Begin to notice differences between now and "when I was little."</i> Talk about story characters in simple terms (who they are, what they do).	Comment on photos or images of familiar situations in the past (e.g., family events, nursery trips). <i>Compare their own experiences with those of others in stories.</i> Begin to notice simple differences between modern and older story characters.	Describe past situations in more detail when looking at images (e.g., clothing, activities). <i>Start to compare and contrast story characters, noticing similarities.</i> Begin to recognise that some figures in stories lived "a long time ago."	Talk about familiar past events using images and recall key details. <i>Compare story characters' actions and roles, including from the past.</i> Begin to explain simple differences between life in the past and now.	Confidently comment on images of familiar past situations, linking them to their own experiences. <i>Compare and contrast characters in stories with some detail (appearance, actions, roles).</i> Recognise that some people and events are from the past and talk about differences.	Confidently talk about past events and situations, drawing on images and stories. <i>Compare and contrast story characters and figures from the past with detail.</i> Show understanding that life was different in the past, making simple explanations.
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End of Reception ELG: **At the end of Reception(ELG), to be ready for KSI children at the expected level of development will:**

- 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 experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;



## Progression of Understanding the World Aspect: People, Culture and Communities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Begin to notice similarities and differences between themselves and others in the setting.</p> <p>Show positive attitudes towards friends with different likes and interests.</p> <p>Look at photos of children and families, noticing differences in appearance.</p>	<p>Begin to talk about differences between themselves and others (e.g., hair, clothes).</p> <p>Share and celebrate simple family traditions and experiences.</p> <p>Show interest in photos of different countries and places.</p>	<p>Develop positive attitudes by listening to stories and songs that reflect different people and cultures.</p> <p>Talk about the ways people live, eat, or celebrate in their own families.</p> <p>Begin to notice differences in places they see in books or pictures.</p>	<p>Show curiosity and respect when learning about differences between people.</p> <p>Begin to recognise that people have different homes, food, and ways of dressing.</p> <p>Talk about photos of different countries, noticing simple contrasts (e.g., weather, buildings).</p>	<p>Show positive attitudes by valuing differences and similarities between friends.</p> <p>Talk about how people live in different ways around the world.</p> <p>Describe what they see in photos of countries, comparing with their own experiences.</p>	<p>Confidently talk about differences between people with a positive attitude.</p> <p>Recognise and celebrate that there are different countries in the world.</p> <p>Talk about differences they have experienced (e.g., holidays) or seen in photos.</p>

**At the end of Nursery, to be Reception ready:** I can talk about how people are different and know that there are different countries in the world.

<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Talk about members of their immediate family (parents, siblings, grandparents).</p> <p>Name and describe people familiar to them in school (teachers, key workers).</p> <p>Begin to notice that some places are special to them or their family (home, park, nursery).</p>	<p>Talk about their wider community (friends, neighbours).</p> <p>Describe familiar people and their roles (e.g., the cook, the lollipop person).</p> <p>Recognise that some places are special to members of the community (church, mosque, library).</p>	<p>Recognise and talk about family traditions or celebrations (e.g., birthdays, Christmas, Eid).</p> <p>Begin to understand that people have different beliefs and may celebrate in different ways.</p> <p>Share experiences of special community events (fairs, festivals, parades).</p>	<p>Compare how they and others celebrate special times.</p> <p>Recognise that different people and communities hold different beliefs.</p> <p>Talk about why some places are important to different groups (temples, museums, town halls).</p>	<p>Notice similarities and differences between life in this country and others (food, clothes, homes).</p> <p>Talk about what makes their community special or different.</p> <p>Understand that people in other countries may live differently from them.</p>	<p>Confidently talk about family, community members, and their roles.</p> <p>Recognise and respect different beliefs, celebrations, and special places.</p> <p>Compare and contrast life in their own country with life in other countries.</p>
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**At the end of Reception(ELG), to be ready for KSI children at the expected level of development will:**

- 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 – when appropriate – maps



## Progression of Understanding the World Aspect: The Natural World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b>	<p>Use senses to explore natural materials (touching leaves, smelling flowers, listening to sounds).</p> <p>Explore collections of objects with different properties (smooth, rough, shiny).</p> <p>Talk about what they see in nature, using simple descriptive words.</p>	<p>Explore how things work through play (wheels, pulleys, water play).</p> <p>Begin to talk about differences between materials (hard/soft, hot/cold).</p> <p>Notice and comment on simple changes (ice melting, leaves falling).</p>	<p>Plant seeds or bulbs with support and begin to care for them.</p> <p>Explore forces in play (pushing, pulling, rolling).</p> <p>Talk about what they observe in the natural world with more varied vocabulary.</p>	<p>Care for growing plants, noticing changes over time.</p> <p>Begin to talk about the life cycle of a plant or animal (e.g., seed to flower, caterpillar to butterfly).</p> <p>Explore and describe changes in materials (wet/dry, stretchy/rigid).</p>	<p>Show care and respect for plants, animals, and the environment (watering, gentle handling).</p> <p>Explore a wider range of forces (gravity when dropping objects, wind moving leaves).</p> <p>Talk about similarities and differences they notice in the natural environment.</p>	<p>Confidently plant and care for living things, describing their needs.</p> <p>Understand simple features of life cycles in plants and animals.</p> <p>Begin to show responsibility for the natural world and living things around them.</p>

**At the end of Nursery, to be Reception ready:** I can explore and talk about the world around me using my senses. I can find out how things work, care for plants and animals, and notice how materials and forces can change.

<b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b>	<p>Explore the natural world in their immediate environment (playground, garden).</p> <p>Describe what they see and hear outdoors in simple terms.</p> <p>Begin to notice signs of seasonal change (e.g., autumn leaves, shorter days).</p>	<p>Use senses to describe outdoor experiences in more detail (e.g., "the leaves are crunchy").</p> <p>Begin to recognise that other places can look different from where they live (e.g., seaside, city).</p> <p>Talk about changes in weather and how this affects them (wearing coats, rain).</p>	<p>Explore and describe features of the local natural world (trees, plants, animals).</p> <p>Begin to understand and talk about simple maps or pictures of familiar places.</p> <p>Notice seasonal changes in plants and animals (buds, new growth).</p>	<p>Draw information from simple maps (e.g., route to school, classroom map).</p> <p>Describe what they see, hear and feel outdoors with a wide vocabulary.</p> <p>Talk about the changes spring brings to the environment.</p>	<p>Recognise environments that are different to their own through stories, photos, or visits.</p> <p>Compare their local environment with contrasting places (beach, countryside, city).</p> <p>Talk about seasonal changes from spring to summer.</p>	<p>Confidently draw information from a simple map to describe places and journeys.</p> <p>Show curiosity and understanding about natural environments beyond their own.</p> <p>Explain how the seasons change the natural world throughout the year.</p>
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**At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:**

- 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 seasons and changing states of matter.




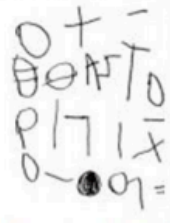
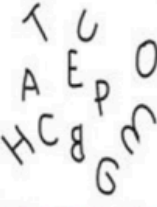

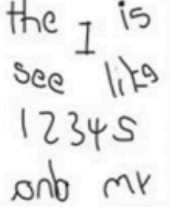

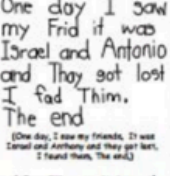
Progression of Expressive Arts & Design Aspect: Creating with Materials						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Take part in simple pretend play, using objects to represent something else. Explore a range of materials freely, experimenting with how to use them. Begin to draw simple closed shapes and lines with meaning.</p>	<p>Begin to develop simple storylines in play with dolls, animals, or small-world toys. Explore colour through painting and mark-making. Join different materials with support (e.g., tape, glue) and explore textures.</p>	<p>Create drawings with increasing complexity (adding details such as eyes, hair). Use drawing to represent ideas, e.g., movement or sounds. Develop own ideas and begin to select materials to match.</p>	<p>Build imaginative small worlds with blocks or construction (e.g., houses, roads). Mix colours to see how new ones are made. Show simple emotions in drawings (happy, sad).</p>	<p>Develop more complex stories in small world and role play. Combine materials and textures to create purposeful models or pictures. Use shapes in drawings to represent objects (e.g., circle for face, square for house).</p>	<p>Confidently make imaginative and detailed small worlds (e.g., town, farm). Express feelings, ideas, and stories through drawing and making. Use materials independently, deciding how best to use them to express ideas.</p>
<p><b>At the end of Nursery, to be Reception ready:</b> I can use my imagination in play, make up stories with toys and building, and choose materials to create my own ideas. I can draw with more detail, explore colours and textures, and show my feelings in my pictures.</p>						
<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Explore a variety of artistic tools and effects (paint, collage, construction). Begin to express simple ideas and feelings through art and design. Work alongside others, sharing resources with support.</p>	<p>Experiment with refining artistic effects (mixing colours, layering textures). Build on previous creations by adding new details or improving them. Begin to create collaboratively, sharing ideas with a partner.</p>	<p>Use and refine artistic effects to represent ideas more clearly (patterns, blending colours). Return to previous work to refine or adapt it with adult encouragement. Collaborate in small groups, sharing skills and suggestions.</p>	<p>Express ideas and feelings through chosen artistic techniques with growing confidence. Build on earlier learning by developing more detailed representations. Work collaboratively with peers to create shared artwork or models.</p>	<p>Refine chosen artistic effects to represent specific ideas, stories, or emotions. Independently return to work, improving and adapting with clear purpose. Collaborate effectively, combining skills and resources to create larger projects.</p>	<p>Confidently explore and refine a range of artistic techniques to express themselves. Consistently build on prior learning to refine and develop detailed representations. Create collaboratively with peers, sharing ideas and skills to produce joint outcomes.</p>
<p><b>At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>						



Progression of Expressive Arts & Design Aspect: Being Imaginative & Expressive						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Children in Nursery (3 &amp; 4 year olds) will be learning to...</b></p>	<p>Listen with growing attention to sounds in the environment and in music. Respond to what they hear with movement or simple comments. Begin to join in with familiar songs and rhymes.</p>	<p>Show increased attention to sounds, noticing loud/quiet and high/low. Remember and sing simple songs all the way through. Explore playing instruments, expressing ideas through sound.</p>	<p>Sing the pitch of a tone sung by an adult ('pitch match'). Begin to sing the melodic shape of familiar songs (up/down patterns). Respond to music with feelings, ideas, or simple movements.</p>	<p>Confidently remember and sing a wider repertoire of songs. Play instruments with more control to match feelings or ideas. Improvise sounds or simple tunes during free play.</p>	<p>Begin to create their own simple songs or change words in known songs. Sing the melodic shape of songs with more accuracy. Play instruments with increasing control to accompany singing or movement.</p>	<p>Confidently create or improvise songs around ones they know. Express thoughts and feelings through singing, movement, or playing instruments. Use voice and instruments with control to communicate ideas and emotions.</p>
<p><b>At the end of Nursery, to be Reception ready:</b> I can listen carefully to sounds, sing lots of songs, make up my own music, and play instruments to show my feelings and ideas.</p>						
<p><b>Children in Reception (4 &amp; 5 year olds) will be learning to...</b></p>	<p>Listen attentively to music and respond with simple movements or feelings. Join in with singing in a group, attempting to match pitch and melody. Develop simple storylines in pretend play.</p>	<p>Talk about music they hear, expressing their feelings and responses. Sing with growing accuracy of pitch in familiar songs. Explore and engage in music-making with others, using instruments and voice.</p>	<p>Watch short performances (dance, role play) and talk about what they see. Sing in a group or on their own, matching pitch more consistently. Extend pretend play with more developed storylines.</p>	<p>Move in response to different types of music, showing expression. Begin to perform music and dance in small groups, showing confidence. Use pretend play to invent characters and storylines with peers.</p>	<p>Express ideas and emotions through dance, music, and performance. Sing confidently in a group or solo, following the melody. Collaborate in pretend play, building imaginative storylines.</p>	<p>Confidently listen, move, and talk about music and performance, expressing their own responses. Perform music, dance, or drama solo or in groups, showing expression and control. Develop rich, imaginative play with complex storylines and roles.</p>
<p><b>At the end of Reception(ELG), to be ready for KS1 children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>						



The Developmental Progression  
Children's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

