

EYFS progression grid: Birth to 5 matters is not to be used as a checklist, nor to stipulate the curriculum. However, as a school, we believe that it is important to show progression across the EYFS and that this aligns with progression into Year 1. Children in the early years will develop at different rates and some pupils may be ahead of these statements, however, for the majority this is where will focus our targeted work. For those working significantly behind, it is important to follow the progression while closing the gap as quickly as possible.

Topic		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All about me!	Into the woods	Journeys	People who help us	Growing	Water
Personal, Social and Emotional Development Making relationships, Sense of self, Understanding emotions	N	Builds relationships with special people. More able to separate from their close carers and explore new situations. Shows empathy and concern for people who are special to them. Knows their own name, preferences and interests. Is developing an interest of and understanding of differences in gender, ethnicity and ability. Expresses emotions including pride and embarrassment. Can feel overwhelmed by intense emotions e.g. frightened, anxious. Is becoming able to think about their feelings and start to manage their emotions.	Shows understanding that others have perspectives, ideas and needs. Is beginning to be able to cooperate in favourable situations. Seeks out others to share experiences with. Shows a sense of autonomy through asserting their ideas and preferences. Experiments with their own and other people's views of who they are in their play. Expresses emotions including pride and embarrassment but can feel overwhelmed by intense emotions e.g. frightened, anxious. Is becoming able to think about their feelings and start to manage their emotions and seek comfort from familiar adults.	Seeks out companionship with adults and other children. Uses experiences of adult behaviours to guide their social interactions. Is gradually learning that actions have consequences, but not always the ones they hope for. Seeks comfort from familiar adults and distracts themselves when upset. Responds to the feelings of others, showing concern and comfort. May recognise that some actions can hurt or harm others and begins to stop themselves.	Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in others play. Shows increasing consideration of other people's needs and gradually more impulse control. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways. May recognise that some actions can hurt or harm others and begins to stop themselves. Participates more in collective cooperation as their experience of routines and boundaries grows.	Shows increasing consideration of other people's needs and gradually more impulse control. Practices skills of assertion, negotiation and compromise. Is sensitive to other's messages of appreciation or criticism. Enjoys a sense of belonging through being involved in daily tasks. May recognise that some actions can hurt or harm others and begins to stop themselves. Participates more in collective cooperation as their experience of routines and boundaries grows.	Shows increasing consideration of other people's needs and gradually more impulse control. Practices skills of assertion, negotiation and compromise. Is aware of being evaluated by others and beginning to develop ideas about themselves according to that. Shows their confidence by being out going towards people. Expresses a wide range of feelings in their interactions with others and through their behaviour.
	R	Represents what they have learnt about social interactions from their relationships. Develops particular friendships with other children. Recognises that they belong to different communities and social groups. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Talks about how others might be feeling and responds accordingly to their understanding of the other persons needs and wants. Is more able to recognise the impact of their choices and behaviours/actions.	Is increasingly flexible and cooperative as they are more able to understand the needs of others. Returns to a secure base of a familiar adult to recharge and gain support. Shows confidence in speaking to others about their own needs and wants, interests and opinions. Shows confidence in choosing resources and perseverance in carrying out an activity. Understands that expectations vary depending on different events, social situations and changes in routine. Understands their own and others feelings and talks about behaviour and its consequences.	Is increasingly socially skilled and will take steps to resolve conflict. Is Proactive in seeking adult support and able to articulate their wants and needs. Shows confidence in speaking to others about their own needs and wants, interests and opinions. Shows confidence in choosing resources and perseverance in carrying out an activity. Attempts to repair a friendship or situation where they have caused upset and understands how their actions impact on others. Is more able to manage their feelings and tolerate situations.	Is increasingly socially skilled and will take steps to resolve conflict. Is Proactive in seeking adult support and able to articulate their wants and needs. Can describe their competencies, what they can do well and what they are getting better at. Seeks support and emotional 'refuelling' and practical help in new and challenging situations. Is aware of behavioural expectations and sensitive to ideas of fairness and justice.	Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others needs. Has a clear idea of what they want to do in their play and how they want to go about it. Is aware of behavioural expectations and sensitive to ideas of fairness and justice. Seeks ways to manage conflict e.g. compromise.	Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others needs. Is confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly.
Communication and Language Listening and attention, Understanding, Speaking	N	Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Identifies action words by following simple instructions e.g. show me jumping. Developing understanding of simple concepts e.g. fast / slow Learns new words very rapidly and is able to use them in communicating. Uses language to share feelings, experiences and thoughts.	Shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different task if attention fully obtained. Beginning to understand more complex sentences. Holds a conversation, jumping from topic to topic and is beginning to use longer sentences. Beginning to use a variety of questions (what, where, who). Beginning to use word endings e.g. going	Single channelled attention; can shift to a different task if attention fully obtained. Listens to others in one-to-one or small groups when conversation interests them. Understands who, what, where in simple questions. Beginning to use more complex sentences to link thoughts (and, because) Absorbs the language they hear around them in their community and culture. Talks more extensively about things that are important to them.	Listens to familiar stories with increasing attention and recall, joining in with repeated refrains and anticipating key events, phrases and rhymes. Understands use of objects e.g. which one to we cut with? Shows understanding of prepositions by carrying out an action. Able to use language in recalling past experiences retelling a simple past event in the correct order. Beginning to use a range of tenses (past)	Focusing attention: Can still listen or do but can change their focus of attention. Is able to follow directions (if not intently focused). Shows understanding of prepositions by carrying out an action. Responds to instructions with 3 or more elements. Uses talk to explain what is happening and anticipate what might happen next. Beginning to use a range of tenses (future) Uses intonation, rhythm and phrasing to make the meaning clear to others.	Focusing attention: Can still listen or do but can change their focus of attention. Is able to follow directions (if not intently focused). Beginning to understand why and how questions. Questions why things happen and gives explanations e.g. who, what, how Builds up vocabulary that reflects the breadth of their experiences and uses that during their play pretending objects stand for something else, e.g. this box is my castle.
	R	Shows variability in listening behaviour; may move around but still listening. Understands a range of complex sentence structures including negatives, plurals and tense markers. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	May indicate two-channelled attention e.g. paying attention for a short period of time. Understands a range of complex sentence structures including negatives, plurals and tense markers. Beginning to understand humour, e.g. nonsense rhymes and jokes. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	Listens attentively and responds to what they hear with relevant questions, comments and actions. Beginning to understand humour, e.g. nonsense rhymes and jokes. Able to follow a story without pics or props. Links statements, sticks to a main theme, using talk to organise, sequence and clarify thinking ideas, feelings and events. Introduces a storyline or narrative into their play.	Makes comments about what they have heard. Understands ideas expressed by others in conversation or discussion. Able to follow a story without pictures or props. Links statements, sticks to a main theme, using talk to organise, sequence and clarify thinking ideas, feelings and events. Introduces a storyline or narrative into their play.	Give focussed attention to what the teacher says, responding appropriately even when engaged in activity. Understands questions such as who; why; when; where and how Confident to participate in small group, class and 1:1 discussion, offering explanations for why things might happen using recently introduced vocabulary from stories, non-fiction, rhymes and poems.	Is able to follow instructions involving several ideas or actions. Holds a conversation when engaged in back and forth conversation with teachers and peers. Asks questions to clarify their understanding. 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.
Physical Development Moving and Handling, Health and Self-care	N	Sits up from lying down and stands from sitting. Sits comfortable on a chair with both feet on the ground. Runs safely on whole foot. Moves in response to music. Feeds self competently and can hold a cup with two hands and drink without spilling. Develops some independence in self-care, showing an awareness of school routines.	Jumps up into the air with both feet leaving the floor. Begins to walk, run and climb on different levels and surfaces. Begins to understand and choose different ways of moving. Kicks a stationary ball with either foot. Communicates their need for the toilet and is able to access with support e.g. trouser buttons. Increasingly independent at hats, unzipping coats and wellington boots.	Throws with increasing force and accuracy. Catches a large ball using 2 hands. Uses wheeled toys with increasing skill. May begin to show preference for dominant hand and or leg. Begins to recognise danger and seeks the support and comfort from significant adults. Increasingly expresses their thoughts and emotions through words and facial expressions. Can wash and dry hands effectively and understands why important.	Turns pages in a book, sometimes several at once. Shows increasing control in holding and using a range of tools. Holds mark-making tools with thumb and all finger. Can communicate when hungry, full up or tired and when they want to rest, sleep or play. Observes and can describe in words or actions the effects of physical activity. Can name and identify different parts of the body.	Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can balance on one foot, or in a squat, shifting bodyweight to improve stability. Willing to try a range of different textures and tastes and expresses a preference. Observes and controls breath, is able to take deep breaths, scrunching up and releasing breath. Can attend to their toileting needs most of the time themselves.	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Creates lines and circles, pivoting from the shoulder and elbow. Manipulates a range of tools and equipment in one hand. Has a consistent daily pattern in eating, toileting and sleeping routines and knows why this is important. Dresses with help e.g. pulling zipper once fastened.
	R	PE: Me and Myself Moves freely and with pleasure and confidence in a range of skilful ways.	PE: Movement and development Travels with confidence and skill in a range of movements when using equipment.	PE: Throwing and Catching Negotiate space and obstacles safely.	PE: Ball Skills Shows increasing control when throwing and catching a ball.	PE: Fun and Games Use a range of small tools, including scissors, paint brushes and cutlery.	PE: Working with others Hold a pencil effectively in preparation for fluent writing – using the tripod grip.

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		Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Can describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.	Experiments with different ways of moving. Jumps off an object and lands appropriately using hands, arms to balance. Negotiates space and obstacles safely. Demonstrates strength, balance and co-ordination when playing. Uses a pencil and beginning to hold it effectively. Usually dry and clean during the day. Eats a healthy range of foodstuffs and understands need for variety in food.	Uses simple tools to effect changes and shows increasing control when catching a ball and over an object, pushing, passing, throwing, catching or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Begins to form recognisable letters independently. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.	Handles tools, objects etc.. with increasing control and intention. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Shows understanding of the effect that good practices have on the body.	Negotiates space and obstacles safely. Runs skilfully, adjusting speed or direction to avoid obstacles. Uses a pencil and holds it effectively. To form recognisable letters, most of which are correctly formed. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures.	Begin to show accuracy and care when drawing. Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Literacy Reading, Writing	N	Is interested in books and has their favourite book. Introduced to a variety of rhymes, stories, poems and jingles. Begins to join in with actions and sounds in familiar song and book sharing experiences. Begins to understand cause and effect of their actions in mark making.	Has a collection of favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game. Begins to recognise familiar logos from children's popular culture etc... Knows that the marks they make are of value and enjoys the sensory experience of making marks.	Enjoys rhythmic and musical activity with percussion instruments, actions, clapping along with the beat and joining in with words or familiar songs and nursery rhymes. Shows interest in illustrations in books. Distinguishes between the different marks they make.	Listens to and joins in with stories and poems when reading 1-1 and in small groups. Joins in with repeated refrains. Begins to be aware of the way stories are structured and to tell own stories. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology.	Shows interest in print in books and the environment and recognises familiar words and signs, knowing that information can be relayed through signs and symbols. Handles books carefully and the correct way up. Shows awareness of rhyme and alliteration, rhythm, syllables. Makes up play scenarios and drawings in response to experiences such as outings. Sometimes gives meaning to their drawings and paintings.	Looks at and enjoys print independently and knows that it carries meaning from left to right and top to bottom. Show interest in letters on a keyboards, Shows awareness of rhyme and alliteration, rhythm, syllables and identifies initial letters in their name and familiar words. Beginning to include mark making and early writing in their play. Attempts to write their own name or others names using lines and circles.
	R	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f. Enjoys and increasing range of books and print using vocab influenced by their reading and suggests how a story might end. Continues a rhyming string and identifies alliteration and hears the initial sound. Segments and blends simple words. Imitating adults writing by making continuous lines of shapes and symbols, including in their play. Begins to make letter – type shapes to represent the letters they have been taught. Can write their own name.	ff, l, ll, ss, j, v, w, x, y, z. the, l, he, she, is, to, go, of, as, we, are, you, into. Anticipates key events, talks about them and principal characters. Knows that information can be retrieved from books, comp and print. Begins to read some high frequency words and some phonically decodable simple sentences. Begins to make letter – type shapes to represent the letters they have been taught. Remembers the rhymes for letter formation. Breaks flow of speech into words and segments words into individual sounds.	zz, qu, ch, sh, th, ng, ai, ee. be, me, his, no, so, has, do, her, my, by, ask, our. Includes everyday literacy artefacts in their play. Begins to read some high frequency words and some phonically decodable simple sentences. Begins to segment the sounds in words and writing a grapheme for every phoneme heard. Uses their developing phonic knowledge to creating text to communicate meaning for an increasingly wide range of purposes e.g. labels, name tags, lists, tickets etc..	igh, oa, oo, oo, ar. says, they, said, was, were, put, all, there, like. Engages with books and other reading materials at an increasingly deeper level. Includes everyday literacy artefacts in their play. Confidently segments the sounds in words and writing a grapheme for every phoneme heard. Uses their developing phonic knowledge to creating text to communicate meaning for an increasingly wide range of purposes e.g. labels, name tags, lists, tickets etc..	or, ore, se, ur, ow, -es, -ed oi, ear, here, where, today, when, what, push, pull. Continues a rhyming string and identifies alliteration. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with phonic knowledge. Writes recognisable letters which are correctly formed. Spells words accurately using the phonics they know. Writes simple sentences that can be read by others.	air -ze, -se, ure, er, -ve. friend, school, out, one, once, your, love, house, full, little. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writes recognisable letters which are correctly formed. Spells words accurately using the phonics they know. Writes simple sentences that can be read by others.
Mathematics Number, Numerical Patterns, Shape Space and Measure	N	<b>Numbers</b> <b>Comparison</b> – says things like lots or more <b>Counting</b> – says some counting words to 3, possibly in order <b>Cardinality</b> – Use number words when asked to give one, two or three things.	<b>Space Spatial awareness</b> – filling empty containers / investigates fitting themselves inside and moving through spaces - modelling language 'inside, over, under, between and squeezing through'. <b>Shape</b> Pushes objects through different shaped holes and attempts to fit shapes into spaces. Beginning to select a shape for a specific space. Uses blocks to create their own simple structures.	<b>Pattern</b> Becoming familiar with patterns and daily routines, predicting what comes next in stories and arranging items into their own patterns. <b>Measure</b> Shows an interest in size and weight, explores capacity by selecting and filling, begins to understand things might happen now.	<b>Number</b> <b>Comparison</b> – beginning to compare and recognise changes in numbers of things – more, lots, same. <b>Counting</b> – Begins to say numbers in order – some in the correct order. <b>Cardinality</b> – takes or gives 2 or 3 objects from a group, beginning to notice numerals, beginning to count on their fingers.	<b>Space</b> Moves their bodies and toys around objects and fits into spaces, remembers way around familiar environments, responds to some spatial and positional language, explores how things look from different viewpoints <b>Shape</b> Chooses puzzle pieces and tries to fit them in, recognises when objects have the same shape, makes simple constructions.	<b>Pattern</b> Joins in and participates in repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. <b>Measure</b> Explores differences in size, length, weight and capacity. Understands immediate past and future, anticipates times of day e.g. dinner
	R	Numbers to 5, Comparing groups within 5, 3D and 2D shape	Change within 5, Number bonds within 5, Space	Numbers to 10, Comparing numbers within 10, addition to 10, measure	Measure, Number bonds to 10, Subtraction, exploring patterns	Counting on and counting back, numbers to 20,	Numerical patterns, shape, measure (volume and capacity)
Understanding of the World People and Communities, The World, Technology	N	Has a sense of their own immediate family and relations / pets. In pretend play, imitates everyday actions and events from own family and cultural background. Explores objects by linking together different approaches: shaking, hitting etc.. Remembers where objects belong. Matches objects that fit together. Seeks to acquire basic skills in turning on and operating some digital equipment. Operates mechanical toys.	Beginning to have their own friends and learns that they have similarities and differences that connect them to and distinguish them from others. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life. Noticing detailed features of their environment. Can talk about some of the things they have observed in nature. Plays with water investigating "low technology" such as washing and cleaning.	Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Enjoys playing with small world reconstructions building on first hand experiences. Noticing detailed features of their environment. Uses pipes, funnels to move water. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras and touch screen devices.	Shows interest in different occupations and ways of life indoors and outdoors. Enjoys playing with small world reconstructions building on first hand experiences. Shows care and concern for living things and the environment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound or images.	Remembers and talks about significant events in their own experiences. Recognises and describes special times or events with family and friends. Can talk about some of the things they have observed in nature. Shows care and concern for living things and the environment. Growing an understanding of growth and decay over time. Plays with a range of materials to learn cause and effect.	Knows that some things make them unique and can talk about some of the similarities and differences in relation to friends and family. Can talk about some of the things they have observed in nature. Comments about aspects of their familiar world. Knows that information can be retrieved from digital devices and the internet. Knows how to operate simple equipment e.g. remote control
	R	Enjoys joining in with family customs and routines and talks about past and present events in their own life and in the lives of family members. Knows about similarities and differences between themselves and others, among families, communities, cultures and traditions.	Knows about similarities and differences between themselves and others, among families, communities, cultures and traditions. Knows that other children do not always enjoy the same things and is sensitive to this. Developing and understanding of growth and decay over time	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion and maps.	Talk about the lives of the people around them and their role in society. Know some similarities and differences between different religious and cultural communities in this country. Shows care and concern for living things and the environment	Know some similarities and differences between things in the past and now, 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. Looks closely at similarities, differences, patterns and changes in nature	Understand the past through settings, characters, and events encountered in books and storytelling. Explain some similarities and differences between life in this country and life in other countries. Understand some important processes and changes in the natural world around them,

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		Comments and asks questions about their familiar world Begin to understand the effect their behaviour can have on the environment Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps K: Using a computer Uses ICT hardware to interact with age-appropriate computer software. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can create content by drawing on a screen.	Shows care and concern for living things and the environment Is beginning to look closely at similarities, differences, patterns and changes in nature K: All about instructions Completes a simple program on electronic devices Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	Talks about how things happen and why they work Talking about the features of their immediate environment and how they might vary from one another K: Programming Beebots Completes a simple program on electronic devices. Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	Explores the natural world around them, making observations and drawing pictures of animals / plants Explain some similarities and differences between life in this country and life in other countries – when appropriate maps. K: Computing systems and networks, exploring hardware. Uses ICT hardware to interact with age appropriate computer software. Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	Makes observations of animals and plants and explains why some things occur. Know some similarities and differences between the natural world around them K: Data handling and introduction to data Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	including the seasons and changing states of matter. Uses ICT hardware to interact with age appropriate computer software. Can create content such as a video recording, story and draw a picture on screen. Can use the internet with adult supervision to find and retrieve information of interest to them.
EAD Creating with materials, Being imaginative and expressive	N	Creates sounds by rubbing, shaking, tapping, striking or blowing. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways e.g. combining colours. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.	Joins in and sings songs. Uses 2D and 3D structures to explore materials and express ideas. Begins to make believe by pretending using sounds, movements, words, objects and beginning to describe sounds and music e.g. Scary music.	Shows an interest in the way sound makers and instruments sound e.g. loud/quiet Continues to explore moving in a range of ways e.g. mirroring Continues to explore colours and how colours can be changed. Creates rhythmic sounds and movements. Uses movement and sounds to express experiences, expertise, ideas and feelings.	Explores and learns how sounds and movements can be changed. Enjoys joining in with moving, dancing and ring games. Uses various constructions materials e.g. balancing and stacking Experiments and creates movement in response to music, stories and ideas. Notifies what other children and adults do, mirroring what is observed.	Sings familiar songs e.g. pop songs Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects. Sings to self and makes up simple songs. Engages in imaginative play based on own idea or first hand or peer experiences and uses resources to create props or create imaginary ones to support play.	Taps out simple repeated rhythms and develops an understanding of how to create and use sounds intentionally. Uses tools for a specific purpose. Creates sounds, movements, drawings to accompany stories. Plays alongside other children who are engaged in the same theme.
	R	Begins to build a collection of songs and dances. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Creates representations of both imaginary and real-life ideas, events, people and objects. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.	Begins to build a collection of songs and dances. Develops their own ideas through experimentation with diverse materials, e.g. light, protected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Introduces a storyline or narrative into their play. Chooses particular movements, instruments / sounds, colours and materials for their own imaginative purposes.	Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Uses combinations of art forms e.g. moving and singing.	Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Expresses and communicates working theories, feelings and understandings using a range of art forms e.g. movement, dance, music and the visual arts. Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher.	Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narrative and stories. Sing a range of well-known nursery rhymes and songs, performing songs, rhymes, poems and stories with others.
Key Vocab links for Year 1 curriculum subjects	Geo	Home, School, Nottingham, Local Area, shops, restaurants, café, park, church, mosque, Tesco, canal, bridge.	Wollaton Park, Lenton Park, woods, trees, woodland, hills, paths, plants, seasons, changes in weather.	Nottingham, city, train, tram, bus, car, road, path, bridge, bus stop, train station, Victoria Centre, canal, boats, journey to school, directional and positional language.	UK, Countries, maps, planet, earth, protect, sea, variety of environments, similarity, difference	Different parts of the planet earth – land. Forest, jungle, farm, desert, rain forest – different environmental regions.	Different parts of the planet earth – sea. Rain drop, puddle, stream, pond, canal, river, lake, sea, ocean.
	His	Past, present, family, community, traditions, mummy, daddy, grandparents, same, different	Same, different. Changes, seasons, old, new, alive, dead,	Past, present, old and new, parents, grandparents, similar, different	King, Queen, baby, doctor, nurse, firefighter, teacher,	Plants, seed, grow, change, a week ago, yesterday, tomorrow	Water cycle, weather, changes over time, yesterday, today, tomorrow
	Sci	Head, body, eyes, ears, mouth, teeth, leg, touch, see, smell, taste, hear, fingers, skin, tongue	Weather – sunny, rainy, windy, snowy Seasons – winter, summer, spring, autumn Sun, sunrise, sunset, day length	Object, material, wood, plastic, glass, rubber, metal, water, rock, brick, paper, clay, hard, soft, stretchy, rough, smooth, concrete	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves and names of animals.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of Plants in EYFS.	Weather – sunny, rainy, windy, snowy Seasons – winter, summer, spring, autumn
	Art	Draw, paint, picture, colour, brush, pencil, paper.	Colour, red, yellow, orange, blue, green, purple, white, black, mix, paint, water, stir, paper,	Mix, change, colour, lighter, darker, muddier, brown, thicker, thinner, drawing, pencil, lines, circles, shapes, painting, brush, big, little.	Look, see, notice, copy, imitate, sad, happy, angry, worried, art, pictures, me, you, them, looks like, feels like, sounds like, is the same as, is different to.	Line, circle, triangle, square, brush, pencil, pen, crayon, felt tip, chalk, stick, paint, powder, water, mix, change, rub, draw, colour.	My painting, picture, art, drawing, because, wanted, look like, feel like, copy, use, lighter, darker, saw, noticed, mixed colours, change, better / worse, harder, easier
	DT	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors	Cut, snip, stick, glue, fold, join, construct, build, stack, knife, fork, spoon, chop, stir, spread, mix, taste, make, design, tools, scissors
	IT	Keyboard, keys, log in, log out, mouse, moving, clicking, paint tool	Instructions, following, simple, game, give, order, specific, predict, debugging, algorithm,	Arrows, direction, simple, instructions, experiment, programming, hardware, commands, algorithm, unplugged, debug,	Hardware, tinker, technology, camera, photograph, video, album, selfie	Sorting, groups, yes or no questions, branching database, categorising, pictogram, interpret.	Information, retrieved, digital, device, internet, operate.
	Mu	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.	Listen, respond, style, music, sing, nursery rhymes, songs, improvise, playing, share and perform.
	RE	Family, religion, home country, community, birthday, celebration, Christmas / Eid.	Family, religion, home country, community, birthday, celebration, Christmas / Eid.	Family, religion, home country, community, birthday, celebration, Christmas / Eid.	Family, religion, home country, community, birthday, celebration, Christmas / Eid.	Family, religion, home country, community, birthday, celebration, Christmas / Eid.	Family, religion, home country, community, birthday, celebration, Christmas / Eid.
PE	Uniform, changing, quick, speed, lesson, listen, instruction, body parts, direction, awareness, heart rate	Control, coordination, slow, fast, high, low, fluently, free, awareness, run, space, creative, movements, walk	Throw, catch, watch, aim, target, push, roll, kick, hands, bounce, count, ready	Collect, ball control, games, bounce, count, hand, high, explore, safety, height	Look, watch, sight, hear, listen, run, direction, head up, together, counting, breathing	Throw, catch, watch, aim, target, ready, roll, bounce, count, help, team, partner	