

Communication & Language

Nursery Progression: Baseline / Autumn

COMMUNICATION & LANGUAGE
<p>Listening, Attention & Understanding</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Listen to and remember simple stories with pictures.</p> <p>Sing a large repertoire of songs.</p> <p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Understand longer instructions, such as 'make teddy jump' or 'where's mummy's coat?'</p>
<p>Speaking</p> <p>Learns new words very rapidly and is able to use them in communicating and is beginning to use word endings (e.g. going, cats).</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Use up to 300 words and put 4 or 5 words together to make short sentences, such as 'want more juice' or 'he took my ball'.</p> <p>Ask lots of questions. They will want to find out the name of things and learn new words.</p> <p>Use action words such as 'run' and 'fall' as well as words for the names of things and can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>

Nursery Progression: Spring / Summer

COMMUNICATION & LANGUAGE
<p>Listening, Attention & Understanding</p> <p>Enjoy listening to longer stories and can remember key events.</p> <p>Understands use of objects (e.g. "What do we use to cut things?").</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p>
<p>Speaking</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Questions why things happen and gives explanations.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p>

Reception Progression: Baseline / Autumn

COMMUNICATION & LANGUAGE
<p>Listening, Attention & Understanding</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Is able to respond to stories (without props/pictures), with relevant comments.</p> <p>Understands emotions of others and begins to respond appropriately.</p> <p>Understands 'how' questions.</p> <p>Understand words that describe sequences such as "first we are going to the shop, next we will play in the park".</p>
<p>Speaking</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events and anticipate what might happen next, recall and relive past experiences.</p> <p>Introduces a storyline or narrative into their play by linking statements and sticking to a main theme or intention.</p>

Reception Progression: Spring / Summer

COMMUNICATION & LANGUAGE
<p>Listening, Attention & Understanding</p> <p>Understand how to listen carefully and why listening is important. and listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.</p> <p>Understands 'why' questions.</p>
<p>Speaking</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives.</p> <p>Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>

Reception Progression: ELG

COMMUNICATION & LANGUAGE
<p>Listening, Attention & Understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including accurate past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Personal, Emotional & Social Development

Nursery Progression: Baseline / Autumn

PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
<p>Managing self</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>Shows understanding and cooperates with some boundaries and routines and can select and use activities and resources with help.</p> <p>Expresses own preferences and interests.</p> <p>Separate from main carer with support and encouragement from a familiar adult.</p> <p>Find ways to calm themselves when being calmed and comforted by a key/familiar person.</p>
<p>Self-Regulation</p> <p>Welcomes and values praise for what they have done. Beginning to follow some rules without needing to be reminded by an adult.</p> <p>Talk with others to solve conflicts and begin to understand how others might be feeling.</p> <p>Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>
<p>Building relationships</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Keeps play going by responding to what others are saying or doing.</p>

Nursery Progression: Spring / Summer

PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
<p>Managing self</p> <p>Dresses with help, e.g. puts arms into open-fronted coat and is becoming increasingly more independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine and show confidence in asking adults for help.</p> <p>Have a growing ability to distract myself when upset. and express their own feelings such as sad, happy, cross, scared, worried.</p> <p>Have established my sense of self. and thrive as they develop self-assurance.</p>
<p>Self-Regulation</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Aware that some actions can hurt or harm others and will try to help or give comfort when others are distressed.</p>
<p>Building relationships</p> <p>Can play another child or in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Develop a sense of responsibility and membership of a community.</p>

Reception Progression: Baseline / Autumn

PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
<p>Managing self</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>They have their own ideas and plan ways to carry them out effectively.</p> <p>Confidently speak to others about own needs, wants, interests and opinions.</p> <p>Aware of the boundaries set, and of how to behave in the setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>
<p>Self-Regulation</p> <p>Develop appropriate ways of being assertive.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>Express own feelings and consider/respond to the feelings of others.</p>
<p>Building relationships</p> <p>Initiates conversations, attends to and takes account of what others say.</p>

Reception Progression: Spring / Summer

PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
<p>Managing self</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate own feelings socially and emotionally.</p> <p>Describe myself in positive terms and talk about own abilities.</p>
<p>Self-Regulation</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Begin to be able to negotiate and solve problems without aggression.</p> <p>Think about the perspectives of others.</p>
<p>Building relationships</p> <p>Explains own thinking/ideas and asks appropriate questions of others.</p> <p>With support of an adult, takes steps to resolve conflicts with other children , e.g. finding a compromise.</p> <p>Build constructive and respectful relationships.</p>

Reception Progression: ELG

PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
<p>Managing self</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>
<p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
<p>Building relationships</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development

Nursery Progression: Baseline / Autumn

PHYSICAL DEVELOPMENT
<p>Gross Motor Skills</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Moves in a range of ways, such as slithering, huffling, crawling, walking, running and jumping.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<p>Fine Motor Skills</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>May be beginning to show preference for dominant hand.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently using a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>

Nursery Progression: Spring / Summer

PHYSICAL DEVELOPMENT
<p>Gross Motor Skills</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>
<p>Fine Motor Skills</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>

Reception Progression: Baseline / Autumn

PHYSICAL DEVELOPMENT
<p>Gross Motor Skills</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>
<p>Fine Motor Skills</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style e.g. beginning to form letters automatically, draw with increasing accuracy.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>

Reception Progression: Spring / Summer

PHYSICAL DEVELOPMENT
<p>Gross Motor Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired such as; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<p>Fine Motor Skills</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

Reception Progression: ELG

PHYSICAL DEVELOPMENT
<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>

Nursery Progression: Baseline / Autumn

LITERACY
<p>Comprehension</p> <p>Shows interest in familiar print in the environment e.g. first letter of name or age.</p> <p>Ask questions and makes comments about the book and shares their own ideas and develop play around favourite stories using props.</p> <p>Enjoys rhyming and rhythmic activities and join in with songs and rhymes by copying sounds, rhythms, tunes and tempo.</p>
<p>Word Reading</p> <p>Recognises some letters from their own name.</p> <p>Begins to join in with games involving oral blending/segmenting.</p> <p>Develop phonological awareness allowing them to; - spot and suggest rhymes; - count or clap syllables in a word; - recognise words with the same initial sound e.g. mum/Maisy.</p>
<p>Writing</p> <p>Sometimes gives meaning to marks as they draw and paint and make marks that stand for their name.</p> <p>Uses some of their print and letter knowledge in their early writing e.g. - writing a pretend shopping list; - writing 'm' for mummy;</p>

Nursery Progression: Spring / Summer

LITERACY
<p>Comprehension</p> <p>Understand that print has meaning and different purposes.</p> <p>Shows awareness that we read English text from left to right and from top to bottom, that the different parts of a book have a name and that pages are sequenced.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Joins in with conversations about stories, learning and using new vocabulary.</p>
<p>Word Reading</p> <p>Recognises own name.</p> <p>Begins to join in with games involving oral blending/segmenting .</p> <p>Hears and says some letter sounds.</p> <p>Orally blend and segment a few CVC words .</p>
<p>Writing</p> <p>Gives meaning to marks they make in a range of media and drawings/paintings are recognisable to others.</p> <p>Writes some letters accurately and writes some or all of their name.</p> <p>Developing correct posture for writing.</p>

Reception Progression: Baseline / Autumn

LITERACY
<p>Comprehension</p> <p>Describes main story settings, events and principal characters and is beginning to be aware of the way stories are structured.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play.</p> <p>Recite some songs or rhymes independently and can continue a rhyming string.</p>
<p>Word Reading</p> <p>Recognises familiar words and signs.</p> <p>Read all set 1 single letter sounds speedily and blend/segment using these sounds.</p> <p>Begins to read 4/5 sound words.</p> <p>Recognises a few common exception words.</p>
<p>Writing</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Can segment the sounds in simple words and blend them together.</p>

Reception Progression: Spring / Summer

LITERACY
<p>Comprehension</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books and suggests how the story might end.</p> <p>To use information books to share facts what they have learnt and to use the environment to retrieve facts.</p>
<p>Word Reading</p> <p>Recognise all single letter sounds and some digraphs and can blend and segment some words with known digraphs .</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begins to write spontaneously in play contexts e.g. writing a shopping list.</p> <p>Write short sentences with words with known sound letter correspondence and begins to show an awareness of capital letters and full stops and begins to form lower-case and capital letters correctly.</p>

Reception Progression: ELG

LITERACY
<p>Comprehension</p> <p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary</p> <p>Anticipate - where appropriate - key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. "</p>
<p>Writing</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

Nursery Progression: Baseline / Autumn

MATHS
<p>Number</p> <p>Name groups of 1, 2 and 3.</p> <p>Recognises small groups without matching.</p> <p>Joins in with finger rhymes representing number.</p> <p>Explore songs & rhymes that involve splitting and recombining amounts to make the same total.</p>
<p>Numerical Pattern</p> <p>Connect some number names with an objects. Begins to count objects by saying one number name for each item.</p> <p>Shows an interest in numerals in the environment of personal significance.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Compares collection 1-4 where objects are the same.</p> <p>Explore finding one more/one less through songs, rhymes and games.</p> <p>Shares by “dealing out,” (usually only between 2 people).</p> <p>Makes small groups and may begin to recognise equal groups of small quantities (uses the language same).</p>

Nursery Progression: Spring / Summer

MATHS
<p>Number</p> <p>Begin to subitise small quantities (recognise quantities without counting).</p> <p>Show finger numbers up to 5.</p> <p>Explore composition to 5 by partitioning and recombining sets.</p>
<p>Numerical Pattern</p> <p>Recognises, says and identify numerals 1 to 3.</p> <p>Recites numbers to 10.</p> <p>Develops accurate one-to-one correspondence for small groups of objects when in a line.</p> <p>Compare collections upto 5 using the language of ‘more/ ‘less’.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Makes small equal groups (fewer than 5).</p>

Reception Progression: Baseline / Autumn

MATHS
<p>Number</p> <p>Subitise 1-3.</p> <p>Uses the language of and can identify ‘whole’ and ‘parts’</p> <p>Knows number combinations to 5.</p> <p>Names parts of any whole, or the whole given the parts.</p> <p>Begin to find all double facts up to double 3.</p>
<p>Numerical Pattern</p> <p>Count forwards and backwards within the number sequence 1 to 5.</p> <p>Accurately counts objects in a line to 5.</p> <p>Answers “how many” questions with the last number counted, understanding that this represents the total (the cardinal principle).</p> <p>Uses the language of ‘more’, ‘fewer’ and ‘less’ to compare two sets of objects up to 5.</p> <p>Identifies equal groups of objects by subitising.</p> <p>Shows one more/one less than 5 using concrete objects.</p> <p>Explore ways of making doubles using manipulatives.</p> <p>Understands the relationship between equal groups and finding doubles.</p>

Reception Progression: Spring / Summer

MATHS
<p>Number</p> <p>Subitise 1-4 (using different spatial and numeric structures)</p> <p>Knows number combinations to totals of 7.</p> <p>Names parts of any whole, or the whole given parts.</p> <p>Begin to learn number bonds to 5, including double facts.</p>
<p>Numerical Pattern</p> <p>Recognises, says and identify numerals 1 to 5 and begin to select the correct numeral to represent objects to 10.</p> <p>Counts with 1:1 correspondence a set of up to 10 objects.</p> <p>Place numbers 1 to 10 in the correct numerical order beginning to state the number just after or just before.</p> <p>Verbal counting to 20 is developing.</p> <p>Uses the language of ‘more’, ‘fewer’ and ‘less’ to compare two sets of objects up to 10 and identify which number is one more or one less than a given number to 10.</p> <p>Compare groups of objects when there is variation in size.</p> <p>Begins to use the language of greater than, less than and the same to compare two sets of objects.</p> <p>Solves small-number multiplying problems by grouping. Solves division/sharing problems, using concrete objects.</p> <p>Understands the relationship between sharing into two equal groups and finding half.</p> <p>Shares an even number of concrete objects in two equal groups and Exploring patterns, begins to see the link between doubles and halves.</p> <p>Explore all even/odd numbers up to 10 and understands that all even numbers can be shared equally and that all odd numbers can not be shared equally.</p>

Reception Progression: ELG

MATHS
<p>Number</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Automatically recall (without reference to rhymes, counting or other aides).</p> <p>Number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
<p>Numerical Pattern</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Understanding the World

Nursery Progression: Baseline / Autumn

UNDERSTANDING THE WORLD
<p>Past and present</p> <p>Remembers and talks about significant events in their own experiences.</p>
<p>People, Culture and Communities</p> <p>In small world play children talk about objects found in real life environments i.e. houses, trees, a park.</p> <p>Learns that they have similarities and differences that connect them or set them apart from others.</p>
<p>The Natural World</p> <p>Talk about the natural world using a wide range of taught vocabulary .</p> <p>Explore natural materials using all their senses and begin to discuss different/similar properties.</p>

Nursery Progression: Spring / Summer

UNDERSTANDING THE WORLD
<p>Past and present</p> <p>Makes sense of their own life story and families history e.g. special times or events.</p> <p>Shows interest in people's different roles and ways of life.</p>
<p>People, Culture and Communities</p> <p>Shows an awareness of features within their immediate environment and begin to use taught vocabulary in their play.</p> <p>Talk about their own family and community and begin to develop positive attitudes towards others;</p> <p>Begin to talk about different beliefs, customs and ways people celebrate special times.</p>
<p>The Natural World</p> <p>Understand how to care for living things and the environment; Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work e.g. wind up toys and pulleys; talk about properties and changes to materials e.g. ice melts, float/sink.</p>

Reception Progression: Baseline / Autumn

UNDERSTANDING THE WORLD
<p>Past and present</p> <p>Talk about their favourite characters and recall some key events featured in previous stories.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>
<p>People, Culture and Communities</p> <p>Talk about features within their own immediate and contrasting environments using taught vocabulary;</p> <p>Begin to give opinions on the quality of the environment.</p> <p>Explore different countries/communities in the world and talk about the differences they have experienced or seen in photos.</p>
<p>The Natural World</p> <p>Looks closely at similarities, differences, patterns and change; Understand the effect of changing seasons on the natural world around them; Understand the key features of the lifecycle of a plant and animals.</p> <p>Explore and talk about different forces they can feel.; Explore changing states of materials e.g. cooking, heating, combining etc.</p>

Reception Progression: Spring / Summer

UNDERSTANDING THE WORLD
<p>Past and present</p> <p>Can talk about the roles of people who work in the community and how they may differ from the past i.e. police, firefighters, nurses.</p> <p>Explore similarities and differences between their present experiences and those that happened in the past.</p>
<p>People, Culture and Communities</p> <p>Know about similarities and differences in relation to places, objects, materials and living things;</p> <p>Begin to recognise some similarities and differences between life in this country and life in other countries;</p> <p>Explore similarities and differences between themselves and others, and those among families, communities and traditions.</p> <p>Begin to explore and draw information from simple maps.</p>
<p>The Natural World</p> <p>Looks closely at similarities, differences, patterns and change; Understand the effect of changing seasons on the natural world around them; Understand the key features of the lifecycle of a plant and animals.</p> <p>Explore and talk about different forces they can feel.; Explore changing states of materials e.g. cooking, heating, combining etc.</p>

Reception Progression: ELG

UNDERSTANDING THE WORLD
<p>Past and present</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Recall some important narratives, characters and figures from the past encountered in books read in class.</p>
<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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.</p> <p>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;</p>
<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Nursery Progression: Baseline / Autumn

EXPRESSIVE ARTS AND DESIGN
<p>Creating with Materials</p> <p>Begin to explore materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials; using their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>
<p>Being Imaginative and Expressive</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Joins in singing a range of favourite songs.</p> <p>Make rhythmical and repetitive sounds.</p>

Nursery Progression: Spring / Summer

EXPRESSIVE ARTS AND DESIGN
<p>Creating with Materials</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Explores colour and how colours can be changed.</p> <p>Realises tools can be used for a purpose.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>
<p>Being Imaginative and Expressive</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sings a few familiar songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Developing preferences for forms of expression.</p> <p>Listen with increased attention to sounds.</p> <p>Explore rhythms with a range of musical instruments.</p> <p>Remember and sing entire songs.</p>

Reception Progression: Baseline / Autumn

EXPRESSIVE ARTS AND DESIGN
<p>Creating with Materials</p> <p>Explores what happens when they mix colours and chooses particular colours to use for a purpose.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>
<p>Being Imaginative and Expressive</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Develop storylines in their pretend play.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

Reception Progression: Spring / Summer

EXPRESSIVE ARTS AND DESIGN
<p>Creating with Materials</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>
<p>Being Imaginative and Expressive</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Enjoys a range of poetry and may have a favourite.</p> <p>They represent their own ideas, thoughts and feelings through music, dance, role play and stories.</p> <p>Imitates movement in response to music.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

Reception Progression: ELG

EXPRESSIVE ARTS AND DESIGN
<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>