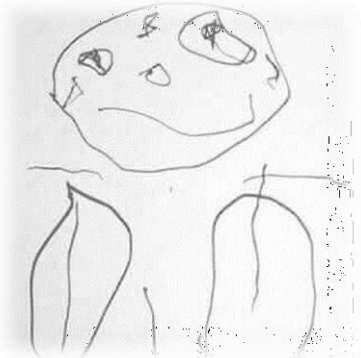



EYFS skills progression

Progression skills in art		
	Nursery	Reception
Drawing: Knowledge	<p>Knows that pencils and pens can make marks on a surface.</p> <p>They understand that they can use closed shapes and lines to represent objects.</p> <p>They identify different components of what they see such as human anatomy (eyes, arms etc) and know that they can reference them using drawing.</p> <p>Know that some drawing apparatus may look different and make different marks.</p> <p>E.g. pencil, pen, felt tips, pencil crayons</p>	<p>Know that different types of pencils or drawing utensils can make different marks on a surface.</p> <p>Know which pieces of equipment are appropriate for drawing or making marks.</p> <p>Can identify components of objects such as human anatomy (eyes, arms etc) and natural forms (leaves and trees) and represent these using appropriate shapes.</p> <p>Know that some drawing utensils move / feel differently to others. E.g. more efforts required to make darker</p>
Drawing: Skill	<p>Can hold drawing medium (pencil, chalk etc) with some control using a full grip.</p> <p>Can close lines using some control to create a shape.</p> <p>Can represent human forms and features using simple shapes from memory or seen.</p> <p>Can make marks on different surfaces such as cardboard, paper etc</p>	<p>Can hold drawing medium (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip).</p> <p>Can create lines and shapes that more clearly reference a given shape or concept.</p> <p>Using drawing apparatus, they can create basic shapes that represent objects.</p> <p>Can begin to represent different textures of an object using pencils, chalk and charcoal.</p>
Example		

Progression skills in Design

	Nursery	Reception
Generating Ideas (design)	I am learning to explore different materials so that I can think of ideas about how to use them, and what to make.	I am learning to join different materials together.
Making (See specific knowledge as)	I am learning to be creative and to choose the best materials to express my ideas.	I am learning to develop my ideas and choose materials to express my ideas
Evaluation	I am learning to make simple models and to talk about them.	I am learning to talk about my models and find ways to improve them.
Food and Nutrition	I am learning to make healthy choices about food,	I am learning to make healthy choices and make healthy snacks e.g. sandwiches.
Construction	I am learning to make simple models.	I am learning to join with tape, glue, pipe cleaners, wool, string, split pins. I am learning to cut using scissors
Textiles	I am learning to explore different materials using my senses	I am learning to explore different textures.
Mechanisms	I am learning to make simple models.	I am learning to use split pins. I am learning to make my model move by selecting appropriate resources

Progression skills in Geography		
	Nursery	Reception
Locational knowledge	<p>As a geographer:</p> <ul style="list-style-type: none"> ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>As a geographer:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. Teach children about places in the world that contrast with locations they know well.
Place knowledge	<p>As a geographer:</p> <ul style="list-style-type: none"> ▪ Explore and respond to different natural phenomena in their setting and on trips. <ul style="list-style-type: none"> ○ Encourage toddlers and young children to enjoy and explore the natural world. ○ Encourage children's exploration, curiosity, appreciation and respect for living things. 	<p>As a geographer:</p> <ul style="list-style-type: none"> ▪ Recognise some similarities and differences between life in this country and life in other countries. Teach children about places in the world that contrast with locations they know well. ▪ Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people.
Human and Physical Geography	<p>As a geographer:</p> <ul style="list-style-type: none"> ▪ Understand 'Why?' questions ▪ Make connections between the features of their family and other families. ▪ Notice differences between people 	<p>As a geographer:</p> <ul style="list-style-type: none"> ▪ Ask questions to find out more and to check they understand what has been said to them. ▪ Can I make observations of the environment and explain how things work and why they might happen. ▪ Understand the effect of changing seasons on the natural world around them. <ul style="list-style-type: none"> ○ Guide children's understanding by draw children's attention to the weather and seasonal features. ○ Provide opportunities for children to note and record the weather. ○ Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

As a geographer:

- Understand position through words alone (no pointing)
- Describe a familiar route.
 - Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.
 - Take children out around Nursery recall the route and the order of things seen on the way.
 - Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

As a geographer:

Draw information from a simple map.

- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Familiarise children with the name of the road, and or village/town/city the school is located in.
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
- Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
- Explore the natural world around them
 - Provide children with frequent opportunities for outdoor play and exploration.
 - Encourage hands on interactions with the outdoors to foster curiosity
 - Create opportunities to discuss how we care for the natural world around us.
 - After close observation, draw pictures of the natural world, including animals and plants.

Progression skills in History

	Nursery	Reception
Chronological understanding	<ul style="list-style-type: none"> I am learning to use words like then, first to talk about a sequence of events. I am learning to talk about important things that have happened to me and my family. <p>Vocabulary: first, then, after, next, finally</p>	<p>I am learning to talk about events in my own life and in the lives of family members.</p> <p>Vocabulary: yesterday, last week, at the weekend, this morning, last night.</p>
Historical inquiry	<ul style="list-style-type: none"> I am beginning to understand why and how questions? <p>Vocabulary: how, why, because.</p>	<p>I can answer how and why questions about experiences</p> <p>Vocabulary: how, why, because, find out, I wonder what/if/when/why?</p>
Knowledge and Interpretation	<p>I am learning to talk about how I have changed and grown over time.</p> <p>I can:</p> <ul style="list-style-type: none"> comment and ask questions about aspects of my familiar world such as where I live <p>Vocabulary : I can see, I saw, same, different, change, what happened?, why?, because.</p>	<p>I can:</p> <ul style="list-style-type: none"> make observations of people, animals and plants and explain why some things occur, and talk about growth and changes over time. <p>Vocabulary: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>

Progression skills in ICT

	Nursery	Reception
Logic	<p>I am learning to use talk to organise my play. To talk about what I am going to do and who I am going to be.</p> <p>I am learning to talk about my point of view</p> <p>I am learning to answer question “why” questions</p> <p>I am learning to talk about what I see using the correct words.</p>	<p>I am learning to articulate my ideas.</p> <p>I am learning to ask questions.</p> <p>I am learning to explain how things work.</p> <p>I am learning to say why things might happen.</p>
evaluation	<p>I am learning to make different models and talk about them.</p>	<p>I am learning to talk about models and finding ways to improve them.</p>
Algorithms sequencing and decomposition	<p>I can explore and uses simple repetition in music and dance.</p> <p>First next after last</p> <p>I can say what happens when I press and swipe on a game using the iPad or white board.</p> <p>I am learning to understand questions and follow instructions with 2 parts.</p>	<p>To know a sequence of instructions or a set of rules to get something done.</p> <p>First, next, after, last,</p> <p>I can make predictions about what a program will do next.</p> <p>I can program a bee bot one instruction at a time.</p>
patterns	<p>I am learning to create AB patterns</p> <p>I am learning to sort by different criteria.</p>	<p>To create AAB patterns</p> <p>I am learning to compare similarities and differences between features.</p>
abstraction	<p>I am learning to add important features to my models.</p>	<p>I can identify key features of a model.</p>

Progression skills in Music

	Nursery	Reception
Listening and appraising	<p>I can listen attentively to music.</p> <p>I am learning to move to music, expressing my thoughts and feelings</p>	<p>I am learning to listen carefully to the sounds I hear.</p> <p>I am learning to listen to what I have heard and talk my thoughts and feelings</p>
Singing	<p>I am learning to sing on my own.</p> <p>I am learning to sing in a group and to follow the melody and to match the pitch.</p>	<p>I am learning to sing my favourite songs.</p> <p>I am learning to match the pitch of another person.</p> <p>I am learning to sing the tune of a familiar song.</p>
Playing and performing	<p>I am learning to express my thoughts and feelings when dancing to music.</p> <p>I am learning to engage in music making, performing solo or in a group</p>	<p>I am learning to move and dance to music,</p>
Composing	<p>I am learning to create collaboratively, sharing ideas, resources and skills</p>	<p>I am learning to make up my own songs.</p> <p>I am learning to make ABAB patterns.</p>
Improvising	<p>I am learning to explore in music making.</p>	<p>I am learning to make sounds in different ways with different instruments and sound makers.</p> <p>I am learning to express my feelings and ideas using instruments</p>

Progression skills in PSED		
	Nursery	Reception
<i>Being Me in My World</i>	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people's feelings.</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights, and this means we should all be allowed to learn and play.</p> <p>I am learning what</p>	<p>I am learning to talk about what I like.</p> <p>I am learning to get to know others in my class.</p> <p>I am learning to talk and recognise feelings.</p> <p>I am learning the routines of school.</p> <p>I am learning to take responsibility.</p> <p><i>I am learning to take turns and share.</i></p> <p><i>I am learning to show good manners.</i></p> <p><i>I am learning to follow the rules and routines.</i></p> <p>I am learning to be kind.</p>
<i>Celebrating Differences</i>	<p>I know how it feels to be proud of something I am good at</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>
<i>Relationships</i>	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can work together and enjoy being with my friends.</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from being lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use calm me time to manage my feelings.</p> <p>I know how to be a good friend.</p>
<i>Changing Me</i>	<p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to help me be healthy.</p> <p>I know that I grow and change.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I can talk about how I feel about moving to School from Nursery.</p> <p>I can remember some fun things about Nursery this year.</p>	<p>I can name parts of my body.</p> <p>I can tell you some things I can do to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception</p>

Dreams & Goals	<p>I understand what challenge means. I can keep trying until I can do something. I can set a goal and work towards it. I know some kind words to encourage people with. I can start to think about the jobs I might like to do when I'm older. I can feel proud when I achieve a goal.</p>	<p>I can persevere and tackle challenges. I can tell you when I achieved a goal by not giving up. I can set a goal and work towards it. I can use kind words and encourage people. I understand the link between what I do now and jobs in the future. I can say how I feel when I achieve a goal and know how to feel proud.</p>
Healthy Me	<p>I am learning to talk about what I see using the correct words. I am learning to talk about how animals grow and change over time.</p>	<p>I understand that I need to exercise to keep my body healthy. I know how to help myself go to sleep and why sleep is good for me. I know which foods are healthy and which foods are not healthy and can make healthy eating choices. I know how to keep my teeth healthy. I can wash my hands thoroughly and understand why it is important, especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>