



Progression across EYFS F1 to F2



Communication and Language	Autumn Term- Ourselves		Spring Term-Traditional Stories		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
	<ul style="list-style-type: none"> ● To focus for a while although can be easily distracted. ● To concentrate intently on an activity of their own choosing for a short period. ● To engage in pretend play. ● To understand and act on longer sentences. ● To listen to a simple story with the help of pictures. ● To try speaking to an adult although may become frustrated when they cannot make themselves understood. ● To start to say how they feel using simple words and actions/gestures. ● To talk but may just flit from topic to topic. ● To use speech sounds p, b, m, w but may still be learning to pronounce l, rw, y, f, th and have difficulty with words like 'banana'. ● To talk about family members, ● To talk about celebrations at home. ● To sing rhymes. ● To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. 	<ul style="list-style-type: none"> ● To talk about themselves and others. ● To sing songs. ● To speak about a range of texts. ● To know about others. ● To know familiar songs. ● To describe different story and non-fiction texts. ● To know about different festivals. ● To be able to talk about how different people help us. ● To begin to talk about why things happen using new vocabulary learnt. 	<ul style="list-style-type: none"> ● To begin to use a wide range of vocabulary in the correct context. ● To talk in short sentences that others can understand. ● To listen to, and follow simple instructions and respond to questions appropriately. ● To listen to traditional stories and retain key vocabulary. ● To be able to talk about the setting, characters and the structure of the story. ● To be able to use connectives e.g. Once upon a time and then. ● To listen to, and follow simple instructions and respond to questions appropriately. ● To talk in short sentences that others can understand. ● To know that stories have a beginning, middle and an end. ● To be able to answer questions related to the story. 	<ul style="list-style-type: none"> ● To describe features of traditional stories. ● To talk about the role of healthy food and exercise in staying health. ● To know different traditional stories. ● To know a range of healthy food and exercise. ● Express their ideas and feelings about their experiences. ● To describe familiar texts with detail and using full sentences. ● To being to ask questions about familiar aspects of their environment and their learning. ● To know different features of texts. ● To talk confidently about why things happen using new vocabulary learnt. ● To engage in meaningful conversations with others. 	<ul style="list-style-type: none"> ● To listen to traditional stories and retain key vocabulary. ● To be able to answer questions and share opinions using the relevant vocabulary. ● To be able to talk about the setting, characters and the structure of the story. ● To be able to use connectives e.g. Once upon a time and then. ● To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. ● To be able to answer questions and share opinions using the relevant vocabulary. ● To be able to talk about the setting, characters and the structure of the story with confidence. ● To know that stories have a beginning, middle and an end. ● To be able to answer questions related to the story. ● To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. 	<ul style="list-style-type: none"> ● To label and sort living things. ● To begin to research using a search engine. ● To describe habitats. ● To name and sort a range of living things. ● To be able to talk about different habitats. ● To engage in meaningful conversations with others. ● To be able to order a range of life cycles. ● To be able to give facts about a specified subject. ● To learn about different life cycle of animals and plants. ● To know a range of facts. ● To engage in meaningful conversations with others. To retell a story: Non-fiction and Fiction.



Progression across EYFS F1 to F2



Physical Development	Autumn Term- Ourselves		Spring Term-Traditional Stories		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
	<ul style="list-style-type: none"> ●To take care of toileting needs independently. ●To independently use a range of appropriate resources (crawl in tunnels, use Lego etc). <ul style="list-style-type: none"> ● To run, jump, climb and begin to use stairs independently. ● To develop their manipulation and control, exploring different tools and materials. ● To develop their manipulation and control, exploring different tools and materials. ●To begin to show a preference for a dominant hand. <ul style="list-style-type: none"> ● To sit comfortably and hold scissors in their preferred hand. ● To open and close the scissors smoothly with no paper to cut. ●To begin to show awareness of moving equipment safely with peers. ●To copy dance moves and to move to different kinds of rhythms ●To independently put on their coats, with some support for the zipper and buttons. ●To know about personal hygiene and the importance of being clean and tidy. ●To know that washing hands is important after using the toilet and before we eat. 	<ul style="list-style-type: none"> ●To use a dominant hand. ●To begin to form recognisable letters which are formed mostly correctly. ●To use climbing equipment safely and competently. ●To begin to negotiate space effectively. ●To know which hand to write with. ●To know how to use the trim trail safely. ● To know how to use scissors effectively. ● To know how to make anticlockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> ●To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. ●To know that they need to use tools with a dominant hand. ●To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. ●To know how to use the outdoor climbing equipment. ●To know what making right food choices looks like. ● To show independence in self-help skills such as toileting and dressing. ●To hold the pencil correctly using a tripod grip. ●To begin to form numbers and familiar letters, e.g. letters in their name. ●To look at books independently whilst turning pages one at a time. ● Using balancing apparatus. ● To mark make using a comfortable grip when using pencils and pens. ● To have explored Dough Gym to include low-load control. ● To develop their shoulder, elbow and wrist pivot. 	<ul style="list-style-type: none"> ●To handle tools, objects, construction and malleable materials safely and with increasing control. ● To negotiate space effectively. ●To show good practice with regard to exercise, eating, sleeping and hygiene. ●To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. ●To know why it is important to handle different apparatus safely. 	<ul style="list-style-type: none"> ● To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities. ● To develop their hand/eye coordination. ● To develop their movements to balance, ride and use balls. ● To climb using alternate feet, including climbing stairs. ● To balance on one leg, momentarily. ● To hop, skip and climb. ● To begin to work in a team or group. ● To increasingly remember a sequence of movements related to rhythm and rhyme. ● To understand how to use equipment safely. ● To grasp and release with two hands to throw and catch a large ball. ● To comfortably hold a pencil, pen or paintbrush. To understand how to use equipment safely. ● To use one-handed tools and equipment - snipping with scissors independently. ● To hold mark making tools with thumb and all fingers. ● To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting. ● To cut a straight and curved line. 	<ul style="list-style-type: none"> ●To use a pencil effectively to form recognisable letters, most of which are formed correctly. ●To show good control and coordination in large and small movements. ●Demonstrate strength, co-ordination and balance. ●To use cutlery correctly. To cut with precision.



Progression across EYFS F1 to F2



	<ul style="list-style-type: none"> •To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. 		<ul style="list-style-type: none"> •To use one-handed tools and equipment - snipping with scissors with support. •To show the 'thumb up' of holding scissors. •To make one simple snip on a piece of paper, initially with support and then independently. 		<ul style="list-style-type: none"> •To cut a circle, square and complex shape. •To have a dominant hand. •To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation. 	
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PSED	Autumn Term- Ourselves		Spring Term-Traditional Stories		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
	<ul style="list-style-type: none"> •To separate from main carer and learn to adapt to the Nursery environment. •To find ways to calm themselves and/or be calmed by a familiar adult. •To select and use activities and resources, with some support if needed. •To learn about daily routines and classroom rules. •To be aware of the nursery behaviour expectations. •To express a range of emotions. •To begin to have a sense of who they are. •To begin to self-regulate during transition times but may struggle. •To begin to show 'effortful control', beginning to wait rather than grab. •To play with increasing confidence. 	<ul style="list-style-type: none"> •To describe a friend. •To know and demonstrate friendly behaviour. •To understand how to be a good friend. •To learn to join in with whole group activities. •To choose an activity independently. •To describe and show friendly behaviour. •To begin taking turns with their friends. •To learn about a range of different festivals. •To learn about important dates in their lives. •To be able to talk about different festivals. •To understand why different people celebrate different things. 	<ul style="list-style-type: none"> •To begin to explore a range of emotions. •To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. •To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. •To talk about how they feel. •To begin to understand how others are feeling. •To begin to show 'effortful control', beginning to wait rather than grab. •To self-select activities and seek help if necessary. •To have high levels of wellbeing and involvement. •To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. 	<ul style="list-style-type: none"> •To learn right from wrong. •To understand how to make the right choices and the consequences of not making the right ones. •To understand that people need help. •To identify ways of being helpful to others and how this will make them feel. •To be able to talk about why a character has made a poor choice and what the consequences are. •To be able to talk about how the character could have made a better choice. •To talk about the effect my behaviour has on others. 	<ul style="list-style-type: none"> •To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. •To begin to solve conflicts. •To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. •To talk about how they feel. •To begin to understand how others are feeling. •To become more confident and outgoing with the unfamiliar and changes in routine. •To see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. •To invite others to play and attempt to join in others' play. •To play with one other or more children, extending play. 	<ul style="list-style-type: none"> •To describe a range of different habitats around the world. •To learn about the different family structures. •To be able to talk about the relationships they have at home with their family and friends. •To talk about the world that we live in and how there are similarities and differences when looking at different aspects. •To understand right from wrong and explain what the right choice would be.



Progression across EYFS F1 to F2



	<ul style="list-style-type: none">•To grow in independence – “Me do it.”•To have high levels of wellbeing and involvement.•To use the toilet with support and increasing independence.•To wash your hands after using the toilet.•To engage through gesture and gaze.•To notice and ask about difference, e.g., skin colour.•To begin to develop friendships with others.• To enjoy playing alone, alongside and with others.•To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.		<ul style="list-style-type: none">•To be more confident in social situations.• To seek out companionship with adults and other children.•To enjoy playing alone, alongside and with others.•To invite others to play and attempt to join in others’ play.•To learn to look after resources within the class.•To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’.•To know that we must respect our resources and out them back when we have finished with them.		<ul style="list-style-type: none">•To be able to initiate play with peers and keep play going by giving ideas.•To show more confidence in new social situations.•To know that it is OK to challenge others, but they must remember to always be kind.•To begin to make similarities and differences between different festivals.	
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Progression across EYFS F1 to F2



Maths	Autumn Term- Ourselves		Spring Term-Traditional Stories		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
		<p>Areas of learning covered: Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. Repeated patterns</p>	<p>Areas of learning covered: 1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes.</p>	<p>Areas of learning covered: One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.</p>	<p>Areas of learning covered: Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.</p>	<p>Areas of learning covered: 2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. Numbers 0-10.</p>
	<p>Number:</p> <ul style="list-style-type: none"> • To combine objects. • To take part in finger number rhymes. • To react to changes in a group up to 3. • To recognise numbers 0-3. • To match the number to the correct quantity. • To show counting like behaviour. • To count in everyday contexts but may miss out or muddle number sequences. • To notice numbers around them, both inside and out. • To develop an awareness of numbers through rhymes and in their surroundings. • To counting verbally as far as they can go (up to 5). • To show finger numbers 0-3. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> • To note patterns. • To show an interest in patterns, songs and rhymes. <p>Shape, Space, Measure:</p> <ul style="list-style-type: none"> • To have some spatial awareness, e.g., climbing into a space, doing a puzzle. • To enjoy exploring spaces around them. 	<ul style="list-style-type: none"> • To count up to 10 objects with 1:1 correspondence . • To match quantities to numeral. • To begin to recognise numbers automatically on a dice/card to 5. • To find the total of 2 groups of objects. • To understand that addition means adding 2 sets of objects together. • To write numbers 0-10, forming them correctly. • To order numbers to 10. • To identify 2D shapes and 2D irregular shapes and talk about their properties. • To say the days of the week in the correct order and begin to order the months of the year. <p>• To understand and complete a repeated pattern.</p>	<p>Number:</p> <ul style="list-style-type: none"> • To recognise numbers 0-7. • To match the number to the correct quantity. • To give 2 or 3 objects from a group. • To count on their fingers – up to 5. • To point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. • To use some number names in play and be fascinated with big numbers. • To solve everyday problems to 5. • To have fast recognition of up to 5 objects. • To begin to understand that each counting number is one more than the one before. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> • To begin to predict what might happen in a predictable situation. • To talk about patterns around them. • To join in with simple patterns in rhymes, games, 	<ul style="list-style-type: none"> • To use nonstandard units to measure length, weight and capacity. • To use money during role play activities to buy items. • To begin to explore number bonds to 5 and begin number bonds to 10. • To be able to count to 20 independently • To use objects to solve addition and subtraction problems. • To share objects between a group of people equally. • To explore number bonds to 5. • To name the 3D shapes and describe their properties. • To read addition and subtraction number sentences. • To know that 3D shapes have faces, vertices and edges. • To recognise numbers 0-20. • To use a number line to help solve number problems. 	<p>Number:</p> <ul style="list-style-type: none"> • To recognise numbers 0-10. • To match the number to the correct quantity. • To complete number problems. • To know the 'cardinal principle' - the last number reached when counting tells them how many there are in total. • To show finger numbers up to 10. • To subitise numbers confidently. • To begin to write numbers correctly. • To separate a group of objects in different ways and know that the total is still the same. • To understand the 'order relevance' principle that the order they count the objects in is irrelevant; there will still be the same number. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> • To extend a simple ABABAB pattern. 	<ul style="list-style-type: none"> • To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. • To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. • To read the time to O'Clock on a digital and analogue clock. • To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. • To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. • To make observations of and compare length, weight and capacity. • To be able to count, order and recognise numbers to 20. • To understand odd/even numbers. • Double facts. • To recall number bonds to 10.



Progression across EYFS F1 to F2

	<ul style="list-style-type: none">• To begin to put objects inside each other.• To use their body to explore spaces.• To begin to know their way around familiar environments.• To explore shapes around them in their play. To begin to name 2D shapes.• To choose puzzle pieces and try to fit them in.• To make simple constructions		<p>dances, stories and predict what may come next.</p> <p>Shape, Space, Measure</p> <ul style="list-style-type: none">• To begin to name some irregular 2D shapes.• To begin to describe the properties of the irregular 2D shapes. • To respond to spatial and positional language.• To explore how things look from different views, points, near and far. • To explore different shapes and sizes.• To recognise when two shapes are the same.• To compare sizes. • To compare amounts and use words like 'lots' and 'more'.• To explore the difference in weight, length, size and capacity.• To attempt to make arches and enclosures in their play with construction sets.		<ul style="list-style-type: none">• To notice and correct an error in a simple pattern.• To explore repeating patterns in everyday objects. <p>Shape, Space and Measure:</p> <p>To begin to name 3D shapes.</p> <ul style="list-style-type: none">• To respond to and use the language of direction.• To use position.• To describe a familiar route.• To use words like 'in front of' and 'behind'.• To show an awareness of shape similarities and differences in objects.• To enjoy partitioning and combining 2D and 3D shapes, making new shapes.• To talk about and explore 2D and 3D shapes, talk about their names and some properties.• To combine shapes in play.• To find longer, shorter, heavier, lighter, more/less full of items in meaningful experiences.• To compare objects, size, length, weight and capacity.• To begin to describe a sequence of events, real or fictional using words like first... next... etc.• To recall the sequence of events in everyday life and stories	
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Progression across EYFS F1 to F2

	<ul style="list-style-type: none">• To add meaning to marks they make.• To make marks to be their name.• To enjoy the sensory experience of making marks.<ul style="list-style-type: none">• To distinguish between the marks that they make.• To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam.• To enjoy free drawing.• To copy movements.• Strand 1 'Twinkl Phonics'• To have favourite stories they love to share.<ul style="list-style-type: none">• To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play.• To handle a book carefully.• To maybe engage with print around them - digital and media texts.<ul style="list-style-type: none">• To talk about stories.• Upper body strength• Draw horizontal and vertical lines.	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Level 2 phonics	<ul style="list-style-type: none">• To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play.• To handle a book carefully.• To maybe engage with print around them - digital and media texts.• To understand why questions.• Use words to direct friends. Listen & respond to friends.• Spot and suggest rhymes;<ul style="list-style-type: none">• Count or clap syllables in a word;• Recognise words with the same initial sound.• Draw circles and some features in a picture.• Give meaning to marks.	<ul style="list-style-type: none">• Read a few common exception words matched to the school's phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly• Level 3 phonics.	<ul style="list-style-type: none">• Give new meaning to objects.• Can start a conversation with an adult or a friend and continue it for many turns.• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing.• Write some or all of their name.• Write some letters accurately.• To recognise familiar words and logos.	<p>writing the sound with letter/s.</p> <ul style="list-style-type: none">• Write short sentences with words with known soundletter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.• Form lower-case and capital letters correctly.• Level 4 phonics. <p>To recognise at least 10 digraphs. Write a sentence that can be read by others.</p>
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Progression across EYFS F1 to F2



	Autumn Term- Ourselves		Spring Term-Traditional Stories		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
UTW	<ul style="list-style-type: none"> • To begin to make sense of their own life-story and family history. •To talk about body parts and their functions. •To orally label body parts. To identify similarities and differences between themselves and peers. •To make self- portraits. •Children to begin to talk about significant events, • To enjoy playing with small world, building on their first-hand experiences. • To make connections between the features of their family and other families. • To be curious and show an interest in stories about people or animals. • To enjoy looking at photographs of themselves and other familiar people. • To begin to make their own friends. • In pretend play, to imitate everyday actions and events from their own family and cultural background. •To make toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image. • To explore and respond to their environment, natural phenomena and natural materials. • To use their senses. 	<ul style="list-style-type: none"> • To talk about how they have changed since they were a baby. • To talk about the changes they observe in their environment – Seasons link. To be able to recount changes within living memory. • Identify some similarities and differences between now and the past. • I can discuss daily weather/ seasons. • To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). • Answer basic questions about the past. • Talk, draw or write about aspects of the past. • I can talk about some features of the areas where I live. • To know the names of different body parts. • To know that there are many countries around the world. (Au1) To know that people in other countries may speak different languages. 	<ul style="list-style-type: none"> •To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. •To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses / doctors/fire fights/postman/ shop assistant etc). •To use the computer to complete a simple task. •Children to talk about significant events in their life. •To use the computer to complete a simple task. •To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. •Continue to use the computer to gain confidence in using the mouse. •To learn about Easter. •To understand the importance of looking after the environment. •To use senses to explore the world around them. •Children to talk about significant events in their life. 	<ul style="list-style-type: none"> •To identify and sort healthy/unhealthy foods. •To identify and group a range of fruits and vegetables. •To talk about a special event in their life. •Sort information using Venn Diagrams. •Know that their own experiences differ to those of others. •Identify some similarities and differences between ways of life in different periods. • I can talk about features of my own immediate environment and how environments may vary from one another. •I can make observations and express their views of the environment. 	<ul style="list-style-type: none"> •Make comparisons between habitats of farm animals and wild animals. •Talk about the life cycle of a plant and animals. •Make own habitats using a range of resources. •To be able to categorize animals by their characteristics. •To use senses to explore the world around them. •Children to talk about significant events in their life with confidence. •To know that there are different countries in the world and talk about the differences they have experiences or seen in photos. •To use the computer to complete a simple task. •Talk about where food comes from and bake a range of things. •Children to talk about significant events in their life with confidence. •To explore materials which will float and which will sink. 	<ul style="list-style-type: none"> •Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. •Talking about the life cycle of plants and animals and what they need to survive. •Exploring a range of habitats, looking at why the animal lives like that. •Understand key features of events. • I can explain why geographic changes occur. • I can ask questions about their familiar world (where they live). I can make similarities and differences between things in the past and now. Make similarities and differences between religions.



Progression across EYFS F1 to F2

	<ul style="list-style-type: none"> • To explore materials. • To talk about what they see using a wide vocabulary. • To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. • To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. • Operate simple equipment e.g. turn on CD player or use a remote control. • Use IT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • To know that people around the world have different religions. • To know that Mendi and Rangoli patterns are created to celebrate Diwali. • To begin to use a mouse/pad to navigate a computer. 	<ul style="list-style-type: none"> • Talk about the life cycle of a plant. • To use the computer to complete a simple task. • To talk about materials and changes they notice. • To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats 			
Significant Events	<ul style="list-style-type: none"> • Links to the Autumn festivals Harvest, Advent, Christmas, Christianity and Judaism; What special days do we celebrate? Christianity and Judaism; What special days do we celebrate? • Black History Month • What can we learn from faith and other stories? Humanism and Christianity. • Diwali • Halloween • Bonfire • Road Safety Week 		<ul style="list-style-type: none"> • Easter Story • Valentines day • Kindness Week • Pancake day • World Oral Health Day • World Book day • Global Recycling Day • Chinese New Year 			<ul style="list-style-type: none"> • Sun Awareness Week



Progression across EYFS F1 to F2



EAD	Autumn Term		Spring Term		Summer Term- Animals	
	F1	F2	F1	F2	F1	F2
	<ul style="list-style-type: none"> • To start to make marks intentionally. • To maybe give meaning to the marks they make. • To engage in pretend play. • To explore colours. • To create using small world and construction. • To show a range of emotions in their drawings. • To respond emotionally and physically to music. • To move and dance to music. • To explore their voice. • To enjoy songs and rhymes. • To explore different sound makers. • To create sound effects and movements, e.g., the sound of a car. • To use words to describe sounds and music. • To enjoy taking part in action songs. 	<ul style="list-style-type: none"> • Explore singing at different speeds and pitch to create moods and feelings. • Explore the different sounds instruments can make. • Discover how to use the voice to create loud/soft sounds. • Choose an instrument to create a specific sound. • To learn the names of different tools and techniques that can be used to create Art. • To learn a range of songs from around the world. • To learn a range of songs from around the world. • To learn the names of different tools and techniques that can be used to create Art. • To know that certain art types belong to different cultures. E.g. Africa. • For children to be able to safely construct with a purpose and evaluate their designs. • To show awareness of how to use musical instruments appropriately. • To experiment with creating different things and to be able to talk about their uses. • To show awareness of how to use musical instruments appropriately. 	<ul style="list-style-type: none"> • To use their senses to explore different materials. • To make simple models and talk about them. • To explore colours. • To take part in pretend play. • To create using small world and construction. • To join materials and explore textures. • To show a range of emotions in their drawings. • To explore colours and colour mixing. • To respond to their senses. • To make rhythmical and repetitive sounds. • To enjoy taking part in action songs. • To move, sing and listen whilst playing instruments. • To listen with increased attention to sounds. • To enjoy songs and rhymes. • To explore different sound makers. 	<ul style="list-style-type: none"> • Sing echo songs and perform movements to a steady beat. • Play instruments to a steady beat and understand how to hold and play an instrument with care. • Listen to music and respond by using hand and whole-body movements. • Listen to different sounds (animal/water etc) and respond with voice and movement. • To understand that pictures can be created by making observations or by using imagination. • To use a range of props to support and enhance role play. • To use paints, pastels and other resources to create observational drawings. • For children to be able to safely construct with a purpose and evaluate their designs. • To be able to play instruments along to a simple beat. • To identify and select resources and tools to achieve a particular outcome. • To be able to play instruments along to a simple beat. 	<ul style="list-style-type: none"> • To begin to develop stories using small world and equipment. • To explore using 2D and 3D structures. • To freely explore different materials and think about how they may use them. • To develop their own ideas. • To create closed shapes with continuous lines. • To draw with increasing complexity and detail. • To use their drawings to represent ideas like movements and loud noises. • To respond to their senses. • To maybe create their own songs. • To sing loudly. • To 'pitch match'. • To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. • To create sounds, movements and drawings to accompany stories. 	<ul style="list-style-type: none"> • Express feelings in music by responding to different moods in a musical score. • Choose different instruments including the voice to create sound effects in play. • Experiment performing songs and music together with body movements to a steady beat. • To know the different uses and purposes of a range of media and materials. • To describe ways of safely using and exploring a variety of materials. • For children to be able to safely construct with a purpose and evaluate their designs. • Selects tools and techniques needed to shape, assemble and join materials they are using.



Progression across EYFS F1 to F2

