



Barnett Wood Infant School

Progression of Skills in EYFS



Early Years Foundation Stage Intent at Barnett Wood

At Barnett Wood Infant School, we believe that the experiences gained in the Early Years provide the essential foundation for all future learning and supports our children in becoming kind, confident, successful learners. We recognise that early childhood education is important in itself and it is essential that we provide rich learning experiences as part of a broad and balanced curriculum in order to support the development of the whole child.

Early Years Foundation Stage Aims (Taken from the Statutory Framework for EYFS September 2021)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership** working between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Barnett Wood Infant Schools Progression of Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
 Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important	To engage in story times, joining in with repeated phrases and actions.	To ask questions to find out more To begin to understand humour	To retell a story using learnt story language To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask

	To be able to follow simple instructions	To begin to understand how and why questions To respond to instructions with more than one step.	To understand a range of complex sentence structures				questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
 Speaking	To talk in front of a small group To talk to class teacher and LSAs To learn new vocabulary	To answer questions in front of the whole class To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their learning to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Barnett Wood Infant Schools Progression of Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
 Self-regulation	To recognise different emotions. To understand how people show emotions	To talk about how they are feeling To begin to consider the feelings of others	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To following instructions of three steps or more	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control

	To focus during short whole class activities To follow one-step instructions	To adapt behaviour to a range of situations					their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 Managing Self	To wash hands independently To put coat and shoes on independently To get changed for P.E. with support To explore different areas within the EY environment To use the toilet independently To understand the importance of healthy food choices	To understand the need for our school rules To put P.E. kit on independently To have the confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zip To practise doing buttons	To develop independence when dressing and undressing for activities such as P.E. and use of the digging area. To identify and name healthy foods	To manage own basic needs independently	To show resilience and perseverance in the face of challenge To show a 'can do attitude' To put uniform on and do up buttons, zips and buckles with minimal support	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	• Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.

		To have positive relationships with all Reception staff					
Barnett Wood Infant Schools Progression of Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
 Gross motor skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner	To balance To run and stop To change direction To jump To hop To explore different ways of travelling using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	• Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

					To remember and repeat actions, exploring pathways and shapes		
 Fine motor skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using the correct formation To begin to hold a knife correctly and use to cut food with support To use tap-a-shape tools effectively	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver	To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals	• Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. • Use a range of small tools including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing.

Barnett Wood Infant Schools Progression of Literacy

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
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 Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	• Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
 Word Reading 	To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk) To recognise taught Phase 2 tricky words (is, the, I) To begin to blend sounds together to read words using the taught sounds.	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise Phase 2 taught Tricky Words (put pull full as and has his her go no to into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read words with double letters To begin to read longer words	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read longer words including those with double letters To read words with s/z/ in the middle	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with short vowels and	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with Phase 3 long vowel	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

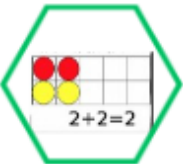
		To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their ability	To read words with –es/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their ability	adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed /d/, -er, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed /d/, -er, -est) To read longer sentences containing Phase 4 words and Tricky words To read books matched to their phonics ability.	
 Writing	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lower-case letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lower-case letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lower-case and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence	To form lower-case and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

					To spell some taught tricky words correctly	To read their work back and check it makes sense	
					To begin to read their work back		

Barnett Wood Infant Schools Progression of Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, 'have a go', **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
 Number	To recognise numbers 1-3 To begin to subitise to 3 To represent numbers on fingers To subitise different arrangements, both unstructured and structured, including using the Hungarian number frame (dice patterns) To count each thing once to find out how many. To know that each number is one more than the previous number when counting (connect this to the staircase pattern)	To subitise objects and sounds to 2,3 and 4 To explore the five-ness of 5 To count sets to 5, saying one number for each object To make 5 in different ways (fingers, objects, counters etc) To count 5 and 5 to make 10 altogether To recognise numerals to 5 To begin to subitise to 5 To know that anything can be counted, including actions and sounds.	To match numerals to quantities within 5 To continue to develop subitising skills for numbers within and beyond 5. To subitise to 5 focussing on dice patterns To explore the composition of 5. To begin to identify missing parts for numbers within 5. To explore the composition of 6 and 7 as '5 and a bit'. To explore 6 and 7 as finger patterns.	To understand that 2 equal groups can be called a double and connect this to finger patterns To see how doubles can be arranged in a ten frame. To understand the composition of 7 and represent this in different ways. To order numbers to 8	To sort odd and even numbers according to their shape. To subitise to 6. To continue to understand the composition of '5 and a bit' (including 10 frames) To explore the composition of 10 in a range of representations (e.g. ten frames)	To generalise about 1 more than and one less than to numbers within 10. To identify when sets can be subitised and when counting is necessary. To begin to develop conceptual subitising skills including when using a rekenrek. To automatically recall number bonds to 5. To add more and take away. To recall double facts	- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts

	To spot smaller numbers hiding inside larger numbers To explore the composition of 3 and 4	To identify when a set can be subitised and when counting is needed. To begin to develop the language of 'whole' when talking about objects that have 'parts'. To focus on the composition of 3 and 4.					
 Numerical pattern	To say which group has more To say which group has less To compare sets of objects by matching To compare quantities to 3 To count to 4 To hear and join in with the counting sequence. To develop counting skills and know that the last number counted shows us how many.	To compare sets of objects by matching To use 'more than', 'fewer than' and 'equal' to compare sets.	To verbally count beyond 20. To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern.	To compare sets and use language of comparison: more than, fewer than, and equal number to. To focus on equal and unequal groups when comparing numbers. To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern. To use language of 'less than'.	To continue to develop counting skills, counting larger sets as well as counting actions and sounds. To continue to develop a sense of magnitude, knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. To compare and sort quantities and numbers including sets of objects that have different attributes.	To verbally count beyond 20. To count in 2s. To apply double fact knowledge when counting larger amounts.	- Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

					To order numbers To play track games to understand ordinality (1 st , 2 nd , 3 rd)		
 Shape, Space and Measure	To match objects To sort objects To recognise and name circles and triangles To recognise and name squares and rectangles	To compare and explore size, mass and capacity To explore simple patterns To copy simple repeating patterns To continue simple repeating patterns To create simple repeating patterns	To compare and explore mass To compare and explore capacity To find a balance	To explore and compare length To explore and compare height		To order and sequence time To talk about time	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

Barnett Wood Infant Schools Progression of Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Topic	All about me	Let's celebrate/Back in Time	On the move!	Amazing Animals	Fun at the Seaside	Our Wonderful World	
	To know about my own life story To know how I have changed	To know about figures from the past (Mary Anning) To know some similarities and	To talk about the lives of the people around us. To know that the emergency services	To know about the past through settings, characters and events encountered in books read in class	To know about some similarities and differences between things in the past and now, drawing on	To know about some similarities and differences between things in the past and now, drawing on experiences and	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their

Past and Present		differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Emergency services, old and new transport)	and story telling. (Extinct animals)	experiences and what has been red in class (Seaside, holidays old and new)	what has been red in class. (Minibeasts, Around the World- variety of countries, linked to where our pupils are from)	experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
 People, Culture and Communities	To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and their peers. (birthday celebrations, family celebrations, significant features) To know about and navigate their new learning environment, indoors and outdoors. To know the name of the village the	To talk about how Hindus celebrate Diwali. To talk about the Christmas Story and how it is celebrated. To talk about how Jews celebrate Hanukkah. To know that people around the world have different religions.	To talk about Chinese New Year	To know about people who use transport to help us within the local community. To know that Christians celebrate Easter. To talk about how Hindus celebrate Holi.	To talk about how Muslims celebrate Ramadan. To identify similarities and differences between different cultures celebrations.	To know that people in other countries may speak different languages. To know that simple symbols are used to identify features on a map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	school is in. (Ashtead) To know about the features of the immediate environment in Ashtead (different types of houses, buildings)						
 The Natural World	To ask questions about the natural environment. To respect and care for natural environments.	To know about and recognise the signs of Autumn. To know about the features of earth and how it has changed (dinosaurs)	To know about and recognise the signs of Winter. To know about some important processes and changes in the natural world including states of matter (freezing)	To know and recognise the signs of Spring. To plant seeds. To know how to care for growing plants and talk about changes. To know that some animals are nocturnal To know about different habitats. To know the difference between herbivores and carnivores.	To know about features of my own immediate environment and how they might vary from another. (comparing seaside and inland environments)	To know about features of my own immediate environment and how they might vary from another. (space & around the world- exploring different countries)	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changes of matter.
 Technology	To show an interest in technological toys such as IWB, learnpads, toys with knobs, pulleys and buttons To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB/minimash on the computer and begin to change colours	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB/minimash on the computer,	To use the IWB, changing games and programmes	To explore how a bee-bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we stay safe online To use the bee-bots and program them to go forwards and backwards	There are no ELG's that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

		To use the learnpad to take pictures.	begin to change colours and pen size.			To type their name using a keyboard (computer/learnpad/laptop)	
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Barnett Wood Infant Schools Progression of Expressive Arts and Design

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
 Creating with Materials	To name colours To experiment with mixing colours To create simple representations of people and objects (Frida Kahlo, self-portraits) To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (PVA, tape) To know how to work safely and hygienically	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (PVA, tape, masking tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To make mince pies by rolling out pastry, cutting circles and putting 1 tsp of mincemeat between the circles.	To experiment with different mark making tools such as art pencils, pastels and chalk. To explore different techniques for joining materials (PVA, tape, masking tape, tabs) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) to make a simple recipe for cupcakes. To know how the mixture will change when heated in oven.	To share creations and talk about the process To explore different techniques for joining materials (PVA, tape, masking tape, tabs, split pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-statutory measures (spoons, cups) to make animal biscuits. To mix, roll out dough with rolling pin and use cutters to	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings (seaside artefacts) To know how to work safely and hygienically	To use collage and cutting skills to make a piece of art (Henri Matisse) To know some similarities and differences between materials To learn about and compare artists (Henri Matisse and ?) To explore, use and refine a variety of artistic effects to express their ideas and feelings To share creations, talk about process and evaluate their work. To adapt work where necessary	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. *Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technology should be seen as tools to learn both from and with. (Birth to 5 matters, 2021)

	Learn how to cut soft fruit using a table knife. (Snack shack) To use different construction kits Introduce workbench safety (tap-a-shape, golf tees in malleable materials eg balsa wood, pumpkin)	Introduce hammer and nails, demonstrate how to use safely. Demonstrate use of sandpaper to smooth and shape blocks of balsa wood and soft woods. To know the names of tools	To use some cooking techniques Introduce screwdriver and bradawl, demonstrate how to use tools and screws safely using blocks of balsa wood. To know the names of tools	shape before cooking. Introduce saw (Japanese pull saw) initially with balsa wood but can include softwood such as pine as chn's skills progress. Demonstrate how to use safely. To know the names of tools	To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting- sandwiches with blunt knife) Introduce hand drill and G-clamp. Demonstrate how to use safely. To know the names of tools.	To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To make mini pizzas linked to topic of 'Around the World' (Italy) To use a kitchen knife under 1:1 supervision to chop ingredients such as pepper. Work collaboratively on a project of the children's choice using the skills and knowledge gained over their Reception year.	
 Being Imaginative and Expressive	To sing and perform nursery rhymes To add actions and movement to a song To talk about feelings towards a piece of music To experiment with using different voices	To perform songs in the Christmas performance to our families To begin to build a repertoire of songs To sing entire songs To investigate timbre of instruments and sound-makers	To match movements to music and follow musical cues To begin to recognise the structure of a song To follow simple notation To explore different ways of playing instruments	To move in time to music To create simple sound effects to accompany a song To follow simple notation To create descriptive sounds To respond to changes in tempo	To create narratives based around stories To act out well known stories To create narratives based around stories	To perform in the class assembly (songs, stories, poems) To invent their own narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

	To respond to simple musical instructions To copy simple musical instructions To copy simple sound and movement patterns To respond to musical cues To learn and perform Harvest songs at our celebration To experiment with different ways to create sound. To experiment with different instruments and their sounds To move to the pulse of the music To discriminate between sounds To play musical patterns using sound and silence	To create simple sound imagery inspired by a song To explore ways of sorting instruments To name some classroom percussion instruments To handle instruments with control To tap rhythms of words To sing songs with simple structures To compose simple rhyming lyrics To follow a simple graphic score To learn about musical traditions To use costumes and resources to act out narratives	To recall simple sound sequences To explore creative movement To recognise loud and quiet sounds To describe simple sound sequences To move in time with the music To play instruments to a steady pulse To name classroom percussion instruments To play untuned percussion to a steady pulse To follow a simple graphic score To use songs and music for creative movement To perform simple musical accompaniments To play simple rhythms To begin to create costumes and	To explore tempo, dynamics and duration when composing To control instruments, exploring different ways of playing To recognise the structure of a song To devise a movement sequence To devise a sound-and- movement sequence To teach others a singing game To compare singing games To perform a song and dance to an audience To learn dance routines To perform dance routines to an audience To associate genres of music with characters and stories			
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	To use costumes and resources to act out narratives		resources for role play	To create costumes and resources for role play			
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