

St Michael And All Angels EYFS

Progression of Communication & Language

	End of Autumn	End of Spring	End of Summer
Pre-School 2-3			
Listening, attention and understanding	<p>1- Focus on an activity of their own choice. 2 - Listen to talk with interest 3 - Shows an interest in what other children are playing and sometimes joins in. 4 - Understands many more words that they can say between 200-500 words 5 - Understands simple questions and instructions like "Where's your hat?" or "What is the boy in the picture doing?"</p>	<p>1 - Listen to simple stories, using pictures to aid understanding 2 - Identify familiar objects and properties 3 - Understand and act out simple instructions, e.g. find your coat, wash your hands 4 - Understand and act on longer sentences like "make teddy jump" or "find your coat". simple 5 - Understand simple questions about 'Who?' 'What?' and 'Where?'</p>	<p>1 - Shift from one task to another if you get their attention 2 - Understand action words by pointing to the right picture in a book. For example "Who is jumping?"</p>
Pre-School 3-4			
Listening, attention and understanding	<p>1 - Enjoy singing, music and toys that make sounds. 2 - Listen to and respond to a simple instruction with 3 key words. 3 - Understand action words. 4 - Listen to other people's talk with interest but easily distracted by other things. 5 - Begin to understand simple questions. 6 - Listen to simple stories and understand what is happening, with the help of pictures.</p>	<p>1 - Listen to longer stories and begin to join in simple refrains. 2 - Begin to retell parts of a story which is very familiar to them. 3 - Begin to follow instructions with two parts. 4 - A growing understanding of simple questions about who, what and where.</p>	<p>1 - Listen to longer stories and join in repeated refrains. 2 - Retell the main parts - be able to talk about familiar books, and be able to tell a long story. 3 - Understand and follow a question or instruction that has two parts. 4 - Understand 'why' Questions. 5 - Follow stories read to them and talk about the pictures in the book. 6 - Use prepositions when following instructions.</p>
Reception			
Listening, attention and understanding	<p>1 - Understand why listening is important. 2 - Listen to and follow an instruction. 3 - Follow instructions provided they are not over-engaged in own choice activity. 4 - Listen to stories with increased attention and recall. 5 - Ask and respond to 'why' questions. 6 - Show interest in the lives of other people or events. 7 - Listen to one another in one to one or small groups. 8 - Show interest in non-fiction books.</p>	<p>1 - Know that they need to be quiet and concentrate when listening. 2 - Maintain attention, concentrating and sitting quietly during appropriate activities. 3 - Respond to instructions involving a two-part sequence. 4 - Listen and respond to ideas expressed by others in conversation and discussion. 5 - Remember key points from story without needing prompts. 6 - Show specific interest in a non-fiction book linked to a topic or theme.</p>	<p>1 - 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. 2 - Make comments about what they have heard and ask questions to clarify their understanding. 3 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Pre-School 2-3

Speaking	<ul style="list-style-type: none"> 1 - Start to develop conversations 2 - Develop pretend play 3 - Uses up to 50 words 4 - Puts two or three words together: "more milk"? 5 - Asks questions, such as the names of people and objects 	<ul style="list-style-type: none"> 1 - Use the speech sounds p, b, m, w 2 - Pronounce /r/w/y - f/th - s/sh/ch/dz/j - multisyllabic words. 	<ul style="list-style-type: none"> 1 - Uses around 300 words 2 - Linking up to 5 words together 3 - Uses pronouns (me, him, she) and using plurals and prepositions (in, on, under) 4 - Follow instructions with three key words like: "Can you wash dolly's face?" 5 - Can speech be understood? Monitor and consider whether a hearing test might be needed.
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Pre-School 3-4

Speaking	<ul style="list-style-type: none"> 1 - Start to develop conversation. 2 - Develop pretend play eg 'putting baby to sleep. 3 - Begin to become more confident with pronouncing /r/w/y - f/th - s/sh/ch/dz/j - multisyllabic words. 	<ul style="list-style-type: none"> 1 - Know an increasing range of rhymes and songs. 2 - Hold a conversation with an adult or a friend and continue it for 3 turns. 3 - Further develop pretend play, using talk to organise their play. 	<ul style="list-style-type: none"> 1 - Sing a large repertoire of songs and know many rhymes. 2 - Use longer sentences of four to six words (may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'). 3 - start a conversation with an adult or a friend and continuing it in turns. 4 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
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Reception

Speaking	<ul style="list-style-type: none"> 1 - Expand their vocabulary to include new words related to topic or theme. 2 - Continue to use new vocabulary when the topic or theme has ended. 3 - Ask questions to support understanding. 4 - Retell a simple past event in correct order. 5 - Use talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences. 6 - Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword. 	<ul style="list-style-type: none"> 1 - Use new vocabulary in different contexts. 2 - Ask questions to learn more about an event or a task. 3 - Use complete sentences more regularly. 4 - Use language to explore imaginary events, storylines and themes. 5 - Use language to imagine and recreate roles and experiences in play situations. 6 - Link statements and stick to a main theme or intention. 7 - Use talk to organise, sequence and clarify thinking, feelings and ideas. 8 - Connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> 1 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 2 - Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 3 - 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.
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Progression of PSED

Self-Regulation	End of Autumn	End of Spring	End of Summer
Pre-School 2-3			
	<ul style="list-style-type: none"> 1 - Does not seem excessively worried, sad or angry 2 - Establish their sense of self 	<ul style="list-style-type: none"> 1 - Express a range of emotions 	<ul style="list-style-type: none"> 1 - Can be easily calmed if upset. 2 - Increasingly able to talk about and increasingly able to manage their emotions. 3 - Safely explore their emotions beyond their normal range through play and stories.
Pre-School 3-4			
Manage own emotions and feelings	<ul style="list-style-type: none"> 1 - Find ways to calm themselves through being calmed and comforted by key person. 2 - Feel strong and secure enough to express range of emotions. 3 - Begin to talk about their emotions and begin to manage them 	<ul style="list-style-type: none"> 1 - Begin to explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy 	<ul style="list-style-type: none"> 1 - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand others emotions and feelings	<ul style="list-style-type: none"> 1 - Engage with others, to reach my own goals. 	<ul style="list-style-type: none"> 1 - Beginning to understand how others might be feeling through facial expressions and body language. 	<ul style="list-style-type: none"> 1 - Begin to understand how others might be feeling
Behaviour	<ul style="list-style-type: none"> 1 - Begin to develop some independence, rejecting help. 2 - Manage transitions for self. 	<ul style="list-style-type: none"> 1 - Begin to show 'effortful control', waiting their turn and resisting impulse to grab what they want. 2 - Following rules more without reminders 	<ul style="list-style-type: none"> 1 - Increasingly follow rules, understanding why they are important. 2 - Do not always need an adult to remind them of a rule. 3 - Develop appropriate ways of being assertive. 4 - Talk with others to solve conflicts.
Reception			
Manage own emotions and feelings	<ul style="list-style-type: none"> 1 - Identify and moderate their own feelings socially and emotionally e.g. calming down after being upset. 	<ul style="list-style-type: none"> 1 - Recognise themselves as a valuable individual. 2 - Confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding 	<ul style="list-style-type: none"> 1 - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 2 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 3 - 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.
Understand others emotions and feelings	<ul style="list-style-type: none"> 1 - Consider the feelings of others e.g. going to children who are upset 	<ul style="list-style-type: none"> 1 - Understand why others may feel happy or sad because of events that have happened. 2 - Think about the perspectives of others. 	
Behaviour	<ul style="list-style-type: none"> 1 - Work towards goals and show patience towards others 2 - Control my own behaviour with some reminders from adults 	<ul style="list-style-type: none"> 1 - Work towards goals and show increasing patience towards others 2 - Control my own behaviour with increasing independence 	

Managing Self	Pre-School 2-3		
	<ul style="list-style-type: none"> 1 - Starts to see themselves as a separate person. For example, do they decide what to play with/ what to eat/ what to wear? 	<ul style="list-style-type: none"> 1 - Grow in independence, rejecting help, for example "me do it." This can lead to frustrations and tantrums. 	<ul style="list-style-type: none"> 1 - Begin to show 'effortful control.' For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

	2-Can be easily calmed if upset 3-Use engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. 4-Learn to use the toilet with help.	2 - Learn to use the toilet with help, and then independently.	2 - Learn to use the toilet with help, and then independently. 3 - Can settle to some activities for a while.
Pre-School 3-4			
Understanding myself, my preferences and emotions	1 - Make simple decisions for myself 2 - Express preferences e.g where to play 3 - Begin to try new activities	1 - Begin to show some responsibility for resources and others. 2 - Show a growing confidence in trying something new. 3 - Begin to select and use activities and resources, with help when needed	1 - Show increased confidence in trying something new. 2 - Show some responsibility for resources and others. 3 - Develop their sense of responsibility and membership of a community. 4 - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Following rules	1 -Begin to talk about my emotions. 2 - Follow the rules with reminders.	1 - Becoming more responsible. 2 - Increasingly follow rules without adult support.	1 - Increasingly follow rules, understanding why they are important. 2 - Do not always need an adult to remind them of a rule.
Managing my needs and feelings	1 - Express my needs. 2 - Mostly dry and clean throughout the day - use the toilet with some support	1 - Managing my own needs more frequently	1 - Mostly dry and clean throughout the day - use the toilet with increasing independence
Reception			
Understanding myself, my preferences and emotions	1 - Select and use activities and resources, with increased confidence. 2 - Enjoy the responsibility of carrying out small tasks. 3 - Show that they can stick with an activity, even if it is challenging. 4 - Be outgoing towards unfamiliar people and be more confident in new social situations. 5 - Show confidence in asking adults for help. 6 - Be confident to talk to other children when playing and communicate freely about their home and community.	1 - Show resilience and perseverance in the face of challenge 2 - Willingly participate in a wide range of activities. 3 - Be able to talk about a challenging task and be prepared to have a go.	1 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 2 - Explain the reasons for rules, know right from wrong and try to behave accordingly. 3 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Following rules	1 - Explain the reasons for why we have rules	1 - Know right from wrong and try to behave accordingly	
Managing my needs and feelings	1 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet. 2 - Developing in confidence, independence and resilience	1 - Have an awareness of keeping teeth clean and not eating too many sweets. 2 - Understanding the importance of healthy food choices.	



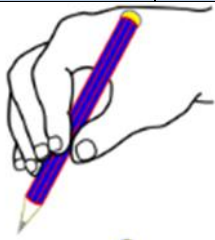
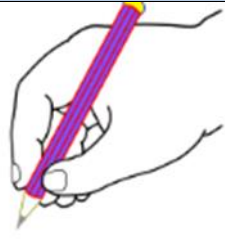
Building Relationships	Pre-School 2- 3
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	<ul style="list-style-type: none"> 1 - Express preferences and decisions; try new things and start establishing their autonomy. 2 - Engage with others through gestures, gaze and talk. 3 - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<ul style="list-style-type: none"> 1 - Develop friendships with the other children 	<ul style="list-style-type: none"> 1 - Has started to enjoy the company of other children and wants to play with them. 2 - Begin to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. 3 - Sometimes manage to share and take turns with others, with adult guidance and understanding 'yours' and 'mine'.
Pre-School 3- 4			
Confidence	<ul style="list-style-type: none"> 1 - Play with increasing confidence on their own or with other children. 	<ul style="list-style-type: none"> 1 - Begin to show increasing confidence in talking to adults and children in the class - in small group or 1:1 situation. 	<ul style="list-style-type: none"> 1 - Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
Friendships	<ul style="list-style-type: none"> 1 - Building friendships with others 	<ul style="list-style-type: none"> 1 - Engage with others in play - to develop friendships. 	<ul style="list-style-type: none"> 1 - Play with one or more children, extending and elaborating play ideas.
Others and Their Feelings	<ul style="list-style-type: none"> 1 - Begin to notice and ask questions about differences such as hair colour, gender, skin colour etc 2 - Begin to talk about their feelings 	<ul style="list-style-type: none"> 1 - Begin to show some cooperation in play situations, taking account of other's needs or wants. Begin to help find solutions to conflicts. 2 - Begin to share and take turns with adult support. 	<ul style="list-style-type: none"> 1 - Show cooperation when playing with others and understand they cannot always have their way. 2 - Begin to understand how others might be feeling. 3 - Help to find solutions to conflicts.
Reception			
Confidence	<ul style="list-style-type: none"> 1 - Show increasing confidence in new social situations. 	<ul style="list-style-type: none"> 1 - Show confidence when playing and talking to adults and peers. 	<ul style="list-style-type: none"> 1 - Work and play cooperatively and take turns with others. 2 - Form positive attachments to adults and friendships with peers. 3 - Show sensitivity to their own and to others' needs.
Friendships	<ul style="list-style-type: none"> 1 - Form positive relationships with familiar adults and peers. 2 - Initiate conversations, attending to and taking account of what others say. 3 - Initiate play, offering opportunities for others to join in 4 - Keep play going by responding to what others are saying. 5 - Play in a group and extending and elaborating play ideas. 	<ul style="list-style-type: none"> 1 - Play cooperatively with others and take account of their ideas. 2 - Build constructive and respectful relationships. 3 - Be happy to listen to others organisational ideas. 	
Others and their feelings	<ul style="list-style-type: none"> 1 - Explain own knowledge and understanding and ask appropriate questions of others. 	<ul style="list-style-type: none"> 1 - Show sensitivity to my own needs. 2 - Show sensitivity to others feelings. 3 - Take steps to resolve conflicts with others and attempt to find a compromise. E.g when two people want the bike I use the timer to take turns. 	

Progression of Physical Development			
Gross Motor Skills	End of Autumn	End of Spring	End of Summer
Pre-School 2-3			

	<p>1 - Develop control of their bodies when running, jumping and climbing.</p> <p>2 - Begin to use a slide independently</p> <p>3 - Jump with both feet off the ground at the same time.</p>	<p>1 - Fit themselves into spaces, such as tunnels, dens and large boxes and move around in them.</p> <p>2 - Begin to build independently with a range of appropriate resources</p>	<p>1 - Climb with increasing confidence.</p> <p>2 - Sits comfortably on a chair</p>
Pre-School 3-4			
Movement	<p>1 - Gain increasing control of their bodies when running, jumping, climbing, spinning and beginning to roll</p>	<p>1 - Continue to develop their movement, balancing, riding and ball skills</p> <p>2 - Begin to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>3 - Begin to remember sequences and patterns of movements - linked to music and rhythm</p> <p>4 - Go up steps one step at a time</p>	<p>1 - Continue to develop their movement, balancing, riding and attempt to catch a large ball</p> <p>2 - Begin to hop</p> <p>3 - Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>4 - Match their developing physical skills to tasks and activities in the setting.</p> <p>5 - Begin to use alternative feet to climb stairs</p>
Rolling	<p>1 - Beginning to roll e.g balls, tyres</p> <p>Roll large balls and equipment e.g. tyres to large targets.</p>	<p>1 - Roll large balls / hoops to a friend / cones/ along the floor - short distance.</p>	<p>1 - Increase the rolling distance to the target.</p> <p>2 - Roll small balls to a friend / cones/ skittles along the floor - short distance.</p>
Throwing/ Catching / Kicking	<p>1 - Explore throwing different objects and items.</p> <p>2 - Enjoy starting to kick.</p>	<p>1 - Throw balls and beanbags overarm.</p> <p>Explore kicking a static ball with both feet.</p>	<p>1 - Throw balls and beanbags overarm developing aim.</p> <p>2 - Attempts to catch a large soft ball with two hands. May cradle ball into chest.</p>
Jumping	<p>1 - Jump on the spot with two feet together and land safely.</p>	<p>1 - Jump with two feet together and jump forwards.</p>	<p>1 - Jump with two feet together and jump forwards and backwards.</p>
Bike Skills	<p>1 - Push along and beginning to control a didicar</p>	<p>1 - Ride and begin to control a balance bike</p>	<p>1 - Stop a balance bike safely</p>
Building	<p>1 - Build independently with a range of appropriate resources</p>	<p>1 - Begin to choose the right resources to carry out their own plan.</p> <p>2 - Begin to collaborate with others to manage large items, e.g crates, tyres</p>	<p>1 - Choose the right resources to carry out their own plan.</p> <p>2 - Collaborate with others to manage large items. Safely carry large equipment to carry out own plan.</p>
Reception			
Movement	<p>1 - Move freely with confidence in a range of ways;</p> <p>2 - Show an increase control when linking movements together;</p> <p>3 - Skipping, hopping and standing on one leg and hold a position for a few seconds;</p> <p>4 - Stand momentarily on one foot;</p> <p>5 - Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p> <p>6 - Mount stairs, steps or climbing equipment using alternative steps;</p> <p>7 - Going up steps or stairs using alternative feet;</p> <p>8 - Walk downstairs two-feet to each step;</p>	<p>1 - Skip, hop, stand on one leg for a larger amount of time.</p> <p>2 - Negotiate space carefully;</p> <p>3 - Travel with confidence and skill when moving around, under, over and through various equipment;</p> <p>4 - Recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc.</p> <p>5 - Start to experiment with different types of movements;</p>	<p>1 - Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>2 - Demonstrate strength, balance and coordination when playing;</p> <p>3 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

	<p>9 - Use large-muscle movements with to wave flags and streamers, paint and make marks with more precision and purpose</p> <p>10 - Know that it is good to be active and sometimes getting out of breath;</p> <p>11 - Responding to music showing appropriate movement and rhythm</p>		
Rolling	1 - Roll small balls to a friend / cones/ skittles along the floor - with increased precision. Roll thin hoops.	1 - Increase the rolling distance to the target.	1 - Roll a ball with two hands along the floor around my body. 2 - Roll a ball with one hand (right and left) along the floor around my body.
Throwing/ Catching / Kicking	<p>1 - Start to catch a larger ball.</p> <p>2 - Throw large balls to a partner with a short distance and to large targets.</p> <p>3 - Catch a large soft ball in the palms of hands and fingers Cradle into chest.</p> <p>4 - Kick a ball to a large target /space goal.</p>	<p>1 - Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.</p> <p>2 - Catch larger balls when throwing and catching with a partner from short distances</p> <p>3 - Kick a ball to a smaller/narrower target/space goal</p>	<p>1 - Show increasing control when throwing, catching and kicking a ball.</p> <p>2 - Increase the distance for throwing to a person/ target</p> <p>3 - Catch smaller balls, beanbags and equipment in two hands.</p>
Jumping	1 - Jumping forwards on two feet, increasing control over distance and height	<p>1 - Jump from two feet to one foot keeping my balance. Hopscotch</p> <p>2 - Jump with confidence forwards, backwards, sideways.</p>	<p>1 - Hop one foot to the opposite foot and then to the same foot, landing safely.</p> <p>2 - Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.</p>
Riding	1 - Begin to control a balance bike	1 - Control a balance bike around obstacles.	
Building	1 - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks		
Fine Motor Skills	Pre-School 2-3		
	<p>1 - Start eating independently and learning how to use a knife and fork</p> <p>2 - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	1 - Begins to manage buttons/ zips/ pour drinks with increasing independence.	<p>1 - Develop manipulation and control</p> <p>2 - Explore different materials and tools</p>
	Pre-School 3-4		
Fine Motor Skills	<p>1 - Begin to develop manipulation and control.</p> <p>2 - Explore different materials and tools.</p> <p>3 - Show an increasing desire to be independent.</p> <p>4 - Use large and small motor skills to do things independently - dressing and undressing, pouring drinks.</p> <p>5 - Start to eat independently</p> <p>6 - Attempt to get dressed/undressed and put on own coat with support if needed.</p>	<p>1 - Begin to use one handed tools and equipment, for example, making snips in paper with scissors.</p> <p>2 - Be increasingly independent in meeting their own care needs</p> <p>3 - Begin to make healthy choices about food, drink, activity for themselves</p>	<p>1 - Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>2 - Use a comfortable grip with good control when holding pens and pencils.</p> <p>3 - Eat independently and learning how to use a knife and fork.</p> <p>4 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>5 - Show a preference for a dominant hand.</p> <p>6 - Picking up tiny objects using pincer grasp;</p> <p>7 - Making simple model using smaller construction kits.</p> <p>8 - Beginning to show a preference for a dominant hand.</p>
The stages of grip development			

	16-26 Months	22-36 Months	30-50 Months	40-60 Months
Source:- Planning for Rapid progress	 <p>Fisted Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p>Palmer Grasp and</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	 <p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p>Tripod Grasp</p> <p>(Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>
Reception				
Fine Motor Skills	<ul style="list-style-type: none"> 1 - Use one handed tools and equipment, e.g. child scissors; 2 - Begin to hold pencil correctly and showing increasing control; 3 - Copy some letters, especially letters from own name. 4 - Begin to form recognisable letters; 5 - Show a preference for a dominant hand; 6 - Begin to show anti-clockwise movements and retrace vertical lines; 		<ul style="list-style-type: none"> 1 - Handle tools, objects, construction and malleable materials safely and with increasing control; 2 - Use a pencil and holding it effectively to form recognisable letters, especially letters in their own name. 	<ul style="list-style-type: none"> 1 - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; 2 - Use a range of small tools, including scissors, paint brushes and cutlery; 3 - Begin to show accuracy and care when drawing.

Progression of Literacy

	End of Autumn	End of Spring	End of Summer
Pre-School 2-3			
Comprehension	1 - Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 2 - Says some of the words in songs and rhymes. 3 - Copy finger movements and other gestures.	1 - Sings songs and says rhymes for example singing whilst playing 2 - Enjoys sharing a book with an adult.	1 - Asks questions about the book. Makes comments and shares their own ideas. 2 - Develop play around favourite stories using props.
Pre-School 3-4			
Comprehension	1 - Joins in song and rhymes, copying sounds, rhythms, tune and tempo 2 - Copy actions in songs and rhymes 3 - Sing songs and rhymes	1 - Begin to extend conversations about stories, starting to use new vocabulary	1 - Engage in extended conversations about stories, learning new vocabulary 2 - Hold a book, turning the pages and indicating an understanding of pictures and print;
Reception			
Comprehension	1 - Confidentially handle books turning pages and can follow print. 2 - Tell a story to friends by using picture/illustrations in a book. 3 - Begin to talk about events, characters and setting in books; 4 - Begin suggestions about what might happen next in a story.	1 - Describe events and characters in books; 2 - Make suggestions about what might happen next in a story; 3 - Read simple words and simple sentences; 4 - Talk about their favourite book/Author; 5 - Use vocabulary and events from stories in their play; 6 - Re-read books to build up their confidence, their fluency and their understanding and enjoyment in word reading.	1 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 2 - Anticipate - where appropriate - key events in stories; 3 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.
Pre-School 2-3			
Word Reading	1 - Has a favourite books and seeks them out to share with an adult, with another child, or to look at alone.	1 - Pay attention and respond to the pictures or the words.	1 - Repeats words and phrases from familiar stories. 2 - Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo
Pre-School 3-4			
Word Reading	1 - Show an interest in books. 2 - Enjoy sharing a story with an adult	1 - Know that print has meaning 2 - Know that text is read from top to bottom	1 - Join in with rhymes and stories; 2 - Begin to identify rhymes; 3 - Join in with the rhythm of well known rhymes and song; 4 - Begin to recognise their own name. 5 - Know we read text from left to right 6 - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 7 - Know we read text from left to right
Reception			

Word Reading	<ul style="list-style-type: none"> 1 - Recognise own name. 2 - Identify sounds in words, in particular, initial sounds; 3 - Segment and blend simple words demonstrating knowledge of sounds (with support); 4 - Link sounds to letters in the alphabet. 5 - Read individual letters by saying the sounds for them. 6 - Identify rhymes; 7 - Blend sounds into words, so that they can read short words made up of known letter-sound 	<ul style="list-style-type: none"> 1 - Read some letter groups that each represent one sound and say sounds for them; 2 - Read simple words and simple sentences; 3 - Read a few common exception words matched to the school's phonic programme; 4 - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> 1 - Say a sound for each letter in the alphabet and at least 10 digraphs; 2 - Read words consistent with their phonic knowledge by sound-blending; 3 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Pre-School 2-2			
Writing	1-Enjoys drawing freely.	1-Adds some marks to their drawings.	<ul style="list-style-type: none"> 1-Adds some marks to their drawings, which they give meaning to, for example, "That says Mummy" 2-Makes marks on their picture to stand for their name.
Pre-School 3-4			
Writing	<ul style="list-style-type: none"> 1 - Enjoys drawing / mark making freely. 2 - Show an interest in mark making e.g chunky chalks, rollers, paintbrushes 3 - Begin to add marks to their drawings 4 - Gives meaning to their mark, eg their name 	1 - Mark making with increased precision e.g chunky chalks, rollers, different sized paintbrushes	<ul style="list-style-type: none"> 1 - Draw lines and circles (anti clockwise) using gross motor movements; 2 - Tell an adult what they have drawn or painted; 3 - Draw lines and circles in the air, on the floor or on large sheets of paper;
Reception			
Writing	<ul style="list-style-type: none"> 1 - Be more confident in writing identifiable shapes 2 - Begin to form lower-case letters correctly; 3 - Recognise a capital letter at the start of their name; 4 - Segment and blend the sounds in simple words and naming sounds; 5 - Use tools for mark making with control; 	<ul style="list-style-type: none"> 1 - Become more confident at forming lower case letters 2 - Use their phonic knowledge to write words in ways which match their spoken sounds; 3 - Write some irregular common words; 4 - Talk about sentences and starting to write short sentences with support; 5 - Spell small, familiar words correctly and making phonetically plausible attempts at more complex words; 6 - Re-read what they have written to make sure it makes sense. 7 - Spell words by identifying the sounds and then writing the sound. 8 - Start to use full stops and show some awareness of finger spaces. and capital letters in the correct place. 	<ul style="list-style-type: none"> 1 - Write recognisable letters, most of which are correctly formed; 2 - Spell words by identifying sounds in them and representing the sounds with a letter or letters; 3 - Write simple phrases and sentences that can be read by others. 4 - Start to use capital letters 5 - Write simple sentences which can be read by themselves and sometimes by others;

Progression of Mathematics

Number	End of Autumn	End of Spring	End of Summer
Pre-School 2-3			
	<ul style="list-style-type: none"> 1 - Take part in finger rhymes 2 - Climb and squeeze themselves into different types of spaces. 3 - Build with a range of resources. 4 - Complete inset puzzles. 5 - Combine objects like stacking blocks and cups. Puts objects inside others and take them out again. 	<ul style="list-style-type: none"> 1-Count in everyday contexts, sometimes skipping numbers - "1,2,3,5" 2 -Compare sizes and weights, using gesture and language - bigger/little/smaller, high/low, tall, heavy. 	<ul style="list-style-type: none"> 1 - React to changes of amount in a group of up to three objects. 2 - Begin to Compare amounts using 'lots', 'more', 'same'. 3 - Notices patterns and arrange things in patterns
Pre-School 3 -4			
Comparison	<ul style="list-style-type: none"> 1 - React to changes of amount in a group of up to 3 items - within a number rhyme. 2 - Compare amounts using 'lots', 'more', 'same'. 3 - Make collections 4 - Make comparisons when a large different between amounts. 	<ul style="list-style-type: none"> 1 - Understand that collections can be the same even if the size of the objects are different. 2 - Make comparisons by matching, when they compare the number of children to the number of objects by giving each child one item each 3 - Begin to sort objects by recognising attributes and features of objects, such as colour, shape 4 - Begin to compare quantities. 	<ul style="list-style-type: none"> 1 - Compare quantities using language: 'more than', 'fewer than'. 2 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 3 - Experiment with their own symbols and marks as well as numerals. 4 - Sort objects by recognising attributes and features of objects, such as colour, shape, size or pattern.
Counting	<ul style="list-style-type: none"> 1 - Take part in finger rhymes with numbers. 2 - Count in everyday contexts - may skip numbers. 	<ul style="list-style-type: none"> 1 - Accurately count up to 3 objects (1 to 1 correspondence.) 2 - Recite number names to 5 	<ul style="list-style-type: none"> 1 - Recite numbers past 5 2 - Say one number for each item in order: 1,2,3,4,5. 3 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 4 - Begin to recognise some numerals
Cardinality	<ul style="list-style-type: none"> 1 - Begin to say some number names in sequence - to 3 	<ul style="list-style-type: none"> 1 - Begin to recognise up to 3 objects without counting them. 2 - Begin to know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 3 - Show finger numbers to 3. 	<ul style="list-style-type: none"> 1 - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). 2 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 3 - Experiment with their own symbols and marks as well as numerals. 4 - Solve real world mathematical problems with numbers up to 5. 5 - Show 'finger numbers' up to 5.
Composition			<ul style="list-style-type: none"> 1 - Solve real world mathematical problems with numbers up to 5

Spatial Awareness	<ul style="list-style-type: none"> 1 - Build with a range of resources. 2 - Complete insert puzzle 3 - Encourage children to respond to positional language such as 'in', 'out', 'on', 'in front', 'behind' 	<ul style="list-style-type: none"> 1 - Begin to understand and use positional language, such as 'on', 'under', 'over', 'through' and 'between', to describe the position of objects, their own bodies or when describing simple routes. 2 - Begin to understand some basic position language 	<ul style="list-style-type: none"> 1 - Understand position through words alone - for example, "The bag is under the table," - with no pointing. 2 - Describe a familiar route. 3 - Discuss routes and locations, using words like 'in front of' and 'behind'.
Shape		<ul style="list-style-type: none"> 1 - Match objects to pictures. E.g shadows 2 - Explore 2D and 3D shapes in play - begin to know some names. 3 - Begin to select shapes appropriately. 	<ul style="list-style-type: none"> 1 - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. 2 - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 3 - Combine shapes to make new ones - an arch, a bigger triangle, etc.
Pattern	<ul style="list-style-type: none"> 1 - Begin to notice simple pattern. 2 - Make line patterns. 3 - Explore printing to recreate patterns e.g spots. 4 - Make simple pattern arrangements 	<ul style="list-style-type: none"> 1 - Becoming increasingly independent in making AB pattern. 2 - Begins to talk about patterns they see in everyday situations eg stripes, spots etc 3 - Copy an AB pattern. 	<ul style="list-style-type: none"> 1 - Talk about and identifies the patterns around them. 2 - Extend and create ABAB patterns 3 - Notice mistake in AB pattern and correct.
Measure	<ul style="list-style-type: none"> 1 - Begin to use simple language related to size and weight eg big, little, small, heavy etc. 	<ul style="list-style-type: none"> 1 - Begin to compare objects related to size, length, weight and capacity. 	<ul style="list-style-type: none"> 1 - Make simple comparisons between objects relating to size, length, weight and capacity.
Reception			
Number	<ul style="list-style-type: none"> 1 - Solve real world mathematical problems with numbers up to 5. 2 - Recognise numerals to 5 and then 10; 	<ul style="list-style-type: none"> 1 - Understand 5 to 10 and all manipulations of the number; 	<ul style="list-style-type: none"> 1 - Have a deep understanding of numbers to 10, including the composition of each number; 2 - 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 double facts;
Comparison	<ul style="list-style-type: none"> 1 - One more / One less to 5 	<ul style="list-style-type: none"> 1 - Find one more or one fewer from a group of up to five objects, then ten objects; 2 - Use the language of 'more' and 'fewer' to compare two sets of objects; 3 - Understand the 'one more than/one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> 1 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
Counting Cardinality	<ul style="list-style-type: none"> 1 - Count out up to five objects from a larger group; 2 - Link the number symbol (numeral) with its cardinal value. 3 - Accurately count up to 5 and then 10 objects (1 to 1 correspondence.) 4 - Count objects to 10 and beginning to count beyond 10; 5 - Confidently subitise to 5 	<ul style="list-style-type: none"> 1 - Count an irregular arrangement of up to ten objects; 2 - Link the number symbol (numeral) with its cardinal number value to 10 3 - Count out up to ten objects from a larger group 4 - Count beyond 20 5 - Count objects, actions and sounds. 6 - Find the total number of items in two groups by counting all of them; 	<ul style="list-style-type: none"> 1 - Verbally count beyond 20, recognising the pattern of the counting system; 2 - Counting on 3 - Subitise (recognise quantities without counting) up to 5;
Composition	<ul style="list-style-type: none"> 1 - Represent numbers to 5 2- Begin to make numbers to 5 3- Show finger numbers to 5. 	<ul style="list-style-type: none"> 1 - Make numbers to 10 2 - Use the language of parts, whole, altogether 3 - Show finger numbers to 10. 	<ul style="list-style-type: none"> 1 - Begin to build numbers to 10

		<ul style="list-style-type: none"> 4 - Begin to recall number bonds for numbers 0 to 10. 5 - Explore the composition of numbers to 10. 6 - Combine two groups of objects 	
Spatial Awareness	1 - Understand simple positional language -in, out, next to, behind discuss routes and locations/routes using words like 'in front of' and 'behind.'		1 - Describe their route-finding spatial awareness in more detail.
Shape	<ul style="list-style-type: none"> 1 - Identify, triangles, rectangles, squares and circles 2 - Describe features of shapes 3 - Sort the shapes 4 - Begin to combine shapes to make new ones 	<ul style="list-style-type: none"> 1 - Recognise and begin to name some 3D shapes 2 - Describe some features of 3D shapes 	1 - Make simple maps of familiar places
Pattern	1 - Use the resources independently to make an AB pattern.	<ul style="list-style-type: none"> 1 - Continue more complex patterns 2 - Independently make a more complex pattern e.g ABCD, AABB, AAB, ABB 3 - Make double numbers 4 - Make odd and even numbers 	1 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Measure	<ul style="list-style-type: none"> 1-Use the language of comparison such as 'size', 'mass' and 'capacity 2 - Talk about the routine of the day and using language like, before and after; 	<ul style="list-style-type: none"> 1 - Use 'heavy' and 'light' to compare mass 2 - Find a balance. 3 - Use the language 'full', 'empty', 'nearly full' and 'nearly empty' 4 - Compare length and height using correct language e.g shorter, taller 5 - Begin to compare 2 /3 lengths, weights and capacities 6 - Make comparisons between objects relating to length, size, weight and capacity 	1 - Use everyday language to talk about size, weight, capacity, position, distance, time to compare quantities;

Progression of Understanding of the World			
	End of Autumn	End of Spring	End of Summer
Pre-School 2 - 3			
Past and Present	1 - Share photos and memories	1 - Share photos and memories	1 - Share photos and memories
Pre-School 3-4			
Past and Present	1 - Show an interest from different characters from a variety of stories e.g. the Christmas story happened in the past.	1 - Begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none"> 1 - Comment on images of familiar situations from their past experiences; 2 - Know that they may have siblings that are older than them and that they may be older than a younger sibling;
Reception			
Past and Present	<ul style="list-style-type: none"> 1 - Remember and talking about significant events in their own experiences, e.g. birthday 2 - Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; 3 - Begin to understand that some familiar stories were set in a time before they were born. 	<ul style="list-style-type: none"> 1 - Begin to have an understanding for terms like, yesterday, last week and last year; 2 - Recognise and describe special times or events for family or friends, e.g. Eid, christening, Christmas; 3 - Begin to compare and contrast characters in stories about the past; 4 - Understand that people celebrate events like Eid and Christmas; 	<ul style="list-style-type: none"> 1 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 2 - Understand the past through settings, characters and events encountered in books read in class and storytelling.

		5 - Use appropriate language to describe the past, such as, 'in the past'. 6 - Talk about the lives of the people around them and their roles in society;	3 - Know and understanding that their grandparents are older than their parents;
Pre-School 2-3			
People, Culture and Communities	1 - Talk about their own family 2 - Make connections between the features of their family, for example similarities and differences.	1 - Make connections between the features of their family and other families.	1 - Begin to notice differences between people. 2 - Begin to talk about similarities and differences between different families.
Pre-School 3-4			
People, Culture and Communities	1 - Begin to notice differences between people	1 - Show interest in different occupations. 2 - Continue to develop positive attitudes about the differences between people.	1 - Name and describe people who are familiar to them. 2 - Begin to know that there are different cultures in the world. 3 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception			
People, Culture and Communities	1 - Talk about members of their immediate family and community; 2 - Name and describing people who are familiar to them. 3 - Show increased awareness in the lives of people who are well known to them; 4 - Talk about people that are helpful to them both, from within their family and from outside their family 5 - Draw information from a simple map; 6 - Recognise and describing special times or events for family or friends;	1 - Recognise some similarities and differences between life in this country and life in other countries; 2 - Recognise that people have different beliefs and celebrate special times in different ways; 3 - Begin to understand that not all people celebrate the same things as them; 4 - Have a greater understanding about why certain events are being celebrated; 5 - Start to show an interest in different occupations and ways of life;	1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 2 - 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; 3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. 4 - Remember and talking about significant events in their own experience;
Pre-School 2-3			
The Natural World	1 - Explore materials with different properties. 2 - Explore natural materials, indoors and outdoors	1 - Explore and respond to different natural phenomena in the setting.	1 - Explore and respond to different natural phenomena in the setting
Pre-School 3-4			
The Natural World	1 - Explore materials with different properties. 2 - Explore natural materials, indoor and outdoor. 3 - Explore and respond to different natural phenomena- eg standing in the rain, splashing in puddles, looking for worms, seeing spring flowers.	1 - Use all their senses in hands -on exploration of natural materials. 2 - Explore collections of materials 3 - Begin to talk about what they see. 4 - Explore how things work. 5 - Plant seeds and begin to care for plants. 6 - Begin to understand the key features of the life cycle of a plant and an animal. 7 - Begin to understand how to care for living things.	1 - Use all their senses in hands -on exploration of natural materials. 2 - Explore collections of materials with similar and/or different properties. 3 - Talk about what they see. 4 - Explore how things work. 5 - Show an awareness of the importance of the importance of the need to respect and care

			for the natural environment and all living things.
Reception			
The Natural World	<p>1 - Talk about some of the things they have observed such as plants, animals, natural and found objects;</p> <p>2 - Have greater awareness of seasonal change;</p> <p>3 - Ask questions about aspects of their familiar world such as the place where they live or the natural world;</p> <p>4 - Ask questions about some of the things they have observed such as plants and animals.</p>	<p>1 - Explore the natural world around them;</p> <p>2 - Describe what they see, hear and feel whilst outside;</p> <p>3 - Recognise some environments that are different to the one in which they live;</p> <p>4 - Understand the effect of changing seasons on the natural world around them.</p> <p>5 - Start to develop an understanding of growth, decay and changes over time;</p> <p>6 - Understand changing states of matter.</p>	<p>1 - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>2 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>3 - Understand some important processes and changes in the natural world around them, including the seasons</p> <p>4 - Identify features of living things, such as animals with legs or those with wings.</p>

Progression of Expressive Arts and Design				
		End of Autumn	End of Spring	End of Summer
Pre-School 2-3				
Creating with Materials		<p>1 - Notice patterns with strong contrasts and be attracted by patterns resembling human faces.</p> <p>2 - Explore paint using fingers and other parts of their body</p>	<p>1 - Explore paint using brushes and other tools.</p> <p>2 - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>1 - Explore different materials, using all of their senses to investigate them.</p> <p>2 - Make simple models</p>
Pre-School 3 - 4				
Creating with Materials			<p>1 - Explore different materials freely.</p> <p>2 - Explore a wide range of materials</p>	<p>1 - Explore different materials freely.</p> <p>2 - Further develop their own ideas and then decide which materials to use to express them.</p>
Painting	Control of paintbrushes	1 - Use hands and fingers for painting.	1 - Hold a paintbrush/ printing tools in the palm of my hand.	1 - Hold a paintbrush to make marks with more control.
	Use of tools	1 - Start to make marks intentionally, enjoy using hands, feet and fingers to make marks	1 - Hold a paintbrush/ printing tools in the palm of my hand.	1 - Use thick brushes to make marks with more control.
	Colour	1 - Know colour names.	1 - Explore colour by using pre-made paints.	1 - Begin to explore colour and colour-mixing.
	Technique	1 - Begin to express idea and feelings through marks, sometimes giving meaning to the marks they make.	1 - Paint enclosed spaces using lines and give meaning.	<p>1 - Makes marks by drawing circles and lines.</p> <p>2 - Begin to paint faces.</p> <p>3 - Show different emotions in their paintings, like happiness, sadness, fear, etc.</p>
Printing		1 - Print some simple shapes with an adult working with me :l: guiding my hand, so I press and lift off.	1 - Beginning to understand that to print, I must press down and carefully lift off the printing tool.	1 - Begin to print simple shapes with adult prompting for instructions.
Scissors		1 - Hold the scissors and open and close the blades.	1 - Make small snips into the paper.	2 - Uses scissors to make snips then cut along straight lines.

Pattern	1 - Make line patterns. 2 - Explore printing to recreate patterns e.g spots. 3 - Make simple pattern arrangements	1 - Becoming increasingly independent in making AB pattern. 2 - Copy an AB pattern.	1 - Create own AB pattern. 2 - Notice mistake in AB pattern and correct.
Drawing Skills	1 - Enjoys drawings / mark making. 2 - Begin to express idea and feelings through marks. 3 - Sometimes giving meaning to the marks they make. Start to make marks intentionally.	1 - Mark making with increased precision.	1 - Create closed shapes with continuous lines and begin to use these shapes to represent objects. 2 - Show different emotions in their drawings like happiness, sadness, fear, etc. 3 - Draw with increasing complexity and detail, such as representing a face with a circle and including details. 4 - Draw lines and circles.
Collage		1 - Collage includes all one texture, with larger pieces and big gaps between.	1 - Show interest in and describing the texture of things:
Making Skills	1 - Create my own piece of art - picture or model sometimes giving meaning.	1 - Create my own piece of art and gives meaning.	
Joining	1 - Begin to join construction pieces together to build.	1 - Begin to join different materials and explore different textures. e.g. craft/ junk modelling 2 - Uses glue sticks to join pieces.	1 - Join construction pieces together to build and balance. 2 - Use various construction materials. 3 - More confident at constructing stacking blocks vertically and horizontally, making enclosures and creating spaces 4 - Join different materials and explore different textures.
Sculpture	1 - Explore the clay/ dough.	1 - Begin to make marks in the clay / dough.	1 - Begin to manipulate the dough by squashing, rolling, pinching, twisting and cutting.
Building and constructing	1 - Build by stacking vertically.	1 - Join construction components by pushing, clicking, twisting, and snapping	1 - Begin to make enclosed spaces and shapes such as walls, tunnels, and houses. Begin to build horizontally. 1 - Begin to tessellate basic shapes.
Reception			
Creating with Materials		1 - Safely using and exploring a variety of materials, tools and techniques:	1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
Painting	Control of paintbrushes	1 - Holds the paintbrush with the correct grip with some reminders.	1 - Correctly holds and uses a fine brush to paint.
	Use of tools	1 - Use thick brushes with increasing control.	1 - Uses thin brushes to add detail and holds the brush with a tripod grip. 2 - Choose brush size appropriately for the task.
	Colour	1 - Mixes primary colours (red, yellow and blue) to appropriate consistency.	1 - Uses primary colours to make secondary colours, e.g. green, orange and purple. 2 - Adds white or black to alter a shade or tint of paint.
	Technique	1 - Paints enclosed spaces using lines and gives meaning. 2 - Paint faces with basic features.	1 - Paints potato people with no body or missing arms/legs. 2 - Paints simple shapes for other objects
			1 - Uses good control to correctly hold and paint carefully in the lines. 1 - Independently selects additional tools to add details and improvements to pictures, e.g. stamps and rollers. 1 - Mixes and matches to a specific colour or shade needed. 1 - Paints with detail including finer details such as fingers, ears, or items onto features.

				2- Paints from observation by making a careful study and then includes features and details in the pictures.
Printing		1 - Print simple shapes with adult prompting for instructions. 2 - Independently print simple shapes, supported with using the space to build up my composition.	1 - Independently print clear representations to create pictures without support.	1 - Add finer details without any support. 2 - Think carefully about the full picture and use the space.
Scissors		1 - Hold scissors correctly 2 - Cut along a straight line with improving in accuracy	1 - Cut a curved line. 2 - Cut simple shapes like circles, triangles and squares	1 - Cut around more complex shapes like people.
Pattern		1 - Use objects to copy a simple repeating pattern with two and then three items. 2 - Use objects to make own simple repeating pattern. Draw, paint, print and colour repeating patterns.		1 - Explore simple one line symmetry such as folding painted butterflies, drawing and using mirrors.
Drawing Skills	Technique	1 - Draws faces with basic features. Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	1 - Draws with some detail may including finer details such as fingers, ears, hair styles.	1 - Draws from observation by making a careful study. 2 - Draw with increasing detail e.g items onto features.
Collage (Texture)		1 - Collage includes all one texture, with larger pieces and smaller gaps between. 2 - Start to use a range of textures. 3 - Add a range of textures, e.g. smooth, rough, bendy and hard 4 - Experiment with different textures.	1 - Tears media into smaller pieces, but with gaps between. 2 - Layering of smaller pieces is evident, so there are fewer gaps 3 - Begin to weave.	1 - Makes collages/mosaics adding details with a wide range of textures Pieces are layers carefully, so there are no gaps
Making Skills		1 - Create own piece of art with some details. 2 - Begin to self-correct any mistakes. 3 - Begin to create collaboratively sharing ideas and resources.	1 - Return to artwork to edit and improve. 2 - Add details and features to enhance. 3 - Become increasingly able to create collaboratively sharing ideas, resources and skills.	1 - Review own work. Discuss strengths and areas for improvement. 2 - Make any improvements. 3 - Return to and build on their previous learning, refining ideas and developing their ability to represent them 4 - Create collaboratively sharing ideas, resources and skills. 5 - Share their creations, explaining the process they have used;
Joining		1 - Uses glue spatulas and PVA glue to join pieces. Know that PVA is stronger than using the glue stick. 2 - Joins items using tapes - masking and Sellotape - cutting lengths needed.	1 - Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	1 - Joins items which are cut, torn and glued. 2 - Uses techniques such as slots, tabs and ties, with some support.
Sculpture		1 - Make marks in the clay/ dough. 2 - Manipulate the dough by squashing, rolling, pinching, twisting and cutting. 3 - Make something and give meaning to it.	1 - Make something with clear intentions from start to finish. 2 - Select additional materials to incorporate and enhance my model.	1 - Use a variety of techniques, shapes and shapes to sculpt. 2 - Carefully select additional materials to incorporate and enhance my model.
Building and constructing		1 - Make enclosed spaces and shapes such as walls, tunnels, and houses. Build horizontally. Tessellate basic shapes.	1 - Cover and bridge my constructions by adding towers, roofs, bridges, and more detailed features. 2 - Balance items. 3 - Explore and add moving parts to my constructions.	1 - Adapt and improve my models with added features. 2- Add improvements to ensure stability, scale and that it fits the purpose. 3 - Combine materials, shapes, and textures to add details and complexity.

			4 - Work on a large and small scale.
Being Imaginative and Expressive	Pre-School 2-3		
	1-Introduce sounds to go with routines, for example wash hands and litter song. 2-Responds emotionally and physically to music when it changes 2-Anticipates phrases and actions in rhymes and songs like 'Peepo' 3-Explore their voices and enjoy making sounds.	1-Join in with songs and rhymes, making some sounds. 2-Make rhythmical and repetitive sounds. 3-Explore a range of sound makers and instruments and play them in different ways. 4-Start to develop pretend play, pretending that one object represents another, for example a wooden block is a phone.	1-Play and perform music with different dynamics, tempo, pitch and rhythm. 2-Listen to different types of music and singing, music from diverse cultures. 3-Use their imagination as they explore with different materials and consider what they can do with them.
Pre-School 3-4			
Small World	1 - Explore small worlds such as farms, castles, doll's houses and garages. 2 - Join in with small world play that retells simple stories, events and rhymes.	1 - Begin to use their imagination and make simple models to express their ideas. 2 - Begin to make 'small worlds' with blocks and construction kits. 3 - Begin to take part in pretend and small world play using objects to represent something else that may not be similar	1 - Use my own experiences to develop simple storylines. 2 - Beginning to enhance small world play by adding my own resources and constructions.
Role Play	1 - Start to develop pretend play 2 - Join in with role play that retells simple stories, events and rhymes. 3 - Play with familiar resources, e.g., Main items in the Home Corner.	1 - Take part in simple pretend play, 2 - Begin to develop stories and taking on a role in their play. 3 - Take part in pretend play using objects to represent something else that may not be similar.	1 - Use my own experiences to develop simple storylines.
Singing / Voice	1 - Use my voice for whispering, speaking, singing, and shouting 2 - Begin to take part in action songs and rhymes. 3 - Sing part/ most of some familiar songs. 4 - Know some of the words. 5 - Sing in a small group.	1 - Begin to remember and sing simple songs. 2 - Experiment with changing my voice with different tempos, pitch, and dynamics.	1 - Remember and sing entire songs. 2 - Sing the pitch of a tone sung by another person ('pitch match'). 3 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Exploring and playing instruments Compositions of music	1 - Explore a range of sound makers and instruments.	1 - Play instruments with increasing control.	1 - Create their own songs, or improvise a song around one they know. 2 - Play instruments with increasing control to express their feelings and ideas.
Listening and responding to Music	1 - Responds to sounds and music. (move and dance) 2 - Join in with songs and rhymes. 3 - Enjoy listening to music.	1 - Talk about how music makes me feel. 2 - Listen to songs/music with changes to pitch, tempo, and dynamics.	1 - Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
Reception			
Being Imaginative and Expressive	1- Use movement to express feelings; 2- Create movement in response to music; 3- Sing to self and making up simple songs; 5- Engage in imaginative role-play based on own first-hand experiences;	1- Use available resources to create props to support role-play. 2- Enjoy joining in with dancing and singing games;	1- Sing songs, making music and experimenting with ways of changing them; 2- Begin to build a repertoire of songs and dances; 3- Explore the different sounds of instruments;

	6	<p>3- Sing a few familiar songs;</p> <p>4- Imitate movement in response to music;</p> <p>5- Tap out simple repeated rhythms;</p> <p>6- Explore and learning how sounds can be changed.</p> <p>7- Retell and act out a familiar story.</p> <p>8- Build stories around toys, e.g. fire fighters rescuing trapped people;</p>	4- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	
Small World	<p>1 - Beginning to develop more complex stories.</p> <p>2 - Enhance small world play by adding own resources and constructions. B</p> <p>3 - Beginning to develop stories.</p>	<p>1 - Use construction kits, wooden blocks and loose parts.</p> <p>2 - Combine resources to make places with different buildings, a park with different features or a building with different rooms.</p> <p>3 - Use small world resources to retell a familiar event or known story in the correct sequence.</p>	<p>1 - Develop storylines and characters into my pretend play.</p> <p>2 - Invent, adapt and recount narratives and stories with my peers and teacher.</p>	
Role Play	<p>1 - Enhance my role play by adding my own resources and constructions.</p> <p>2 - Beginning to develop more complex storylines using my own experiences and known stories.</p>	<p>1 - More confident at enhance role play by adding own resources and constructions.</p> <p>2 - Develop complex storylines using own experiences and known stories.</p> <p>3- Use my imagination to develop complex storylines.</p>	<p>1 - Take part in group role play to retell a story.</p> <p>2 - Invent, adapt and recount narratives and stories with my peers and my teacher</p> <p>3 - Develop storylines and characters into pretend play.</p> <p>4 - Take part in group role play to retell a known story.</p> <p>5 - Collaborate with my peers to retell the story in the correct sequence.</p>	
Singing / Voice	<p>1 - Sing a whole familiar nursery rhyme and a familiar song.</p> <p>2- Sing in a group and keep in time.</p>	<p>1 - Show some control in using my singing voice to create changes in dynamics, tempo, or pitch.</p> <p>2 - Sing in tune and keep to the beat</p>	<p>1 - Sing a range of well-known nursery rhymes and songs.</p> <p>2 - Perform songs, rhymes, poems</p> <p>3 - Sing in a group and match the pitch and follow the melody.</p> <p>4 - Sing a range of well-known nursery rhymes and songs.</p> <p>5 - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	

<p>Exploring and playing instruments Compositions of music</p>	<p>1 - Explore how to make sounds using body percussion and percussion instruments. Name a few familiar instruments, e.g., drum, keyboard or guitar. Copy and join in with a simple beat. Describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.</p>	<p>1 - Play an instrument in time to a simple piece of music. 2 - Experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo.</p>	<p>1 - Compose, adapt, and play my own composition 2 - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p>Listening and responding to Music</p>	<p>1 - Respond when I listen to music. 2 - Talk about how music makes me feel. 3 - Listen to songs/music with changes to pitch, tempo, and dynamic</p>	<p>1 - Talk about emotions in the music, e.g., This music sounds happy, sad, or scary. 2 - Express opinion on a piece of music.</p>	<p>1 - Listen to pieces of music and recognises some familiar instruments that are playing. Talk about what a piece of music reminds me of.</p>