



Saplings' Progression of Skills For the Early Years Foundation Stage



"Do everything in Love" 1 Corinthians 16:14

At Ide Hill Church of England Primary School we seek the 'abundant life' that Jesus promised for all. Pupils, staff and families flourish within the caring community of our beautiful village. All are nurtured through the learning and experiencing of respect, responsibility and love, 'and the greatest of these is love.'



'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.' This document maps out the progression of skills for each area of learning, prime and specific. It is linked to the Saplings' Long Term Plan.

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
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The progression of skills has been mapped across the year. We aim for certain skills to be taught specifically in each term to ensure that there is a clear sequence and structure to this progression. We also understand that all children are unique. In order to personalise learning for individuals and provide the nurture that they need, the progression can also be viewed as follows:

Skill							
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Although the progression remains unchanged, the term names have been removed to allow for flexibility and the development of each individual child.



Skill							ELG
Communication and Language							
Listening, Attention & Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>To follow routines and modelled talk "Good morning. How are you?"</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To remember key events in a story</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p> <p>To continue to listen to a wide range of stories, rhymes and poems</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To listen and engage with stories or non-fiction texts</p> <p>To make links with their own experiences from what they have heard/learnt in class</p>	<p>To understand questions such as who, what, where, when, why and how and use them</p> <p>To listen and engage with stories or non-fiction texts</p> <p>To make links with their own experiences from what they have heard/learnt in class</p>	<p>To have conversations with adults and peers with back and forth exchanges</p> <p>To listen and engage with stories or non-fiction texts</p> <p>To make links with their own experiences from what they have heard/learnt in class</p>	<p>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 questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p>
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs about experiences that are familiar to them</p> <p>To share family routines and special occasions with others</p> <p>To learn new vocabulary</p>	<p>To begin to answer questions in front of class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To begin to talk in sentences using conjunctions e.g. and, because</p> <p>To demonstrate use of past tense and use he/she/him/her correctly</p> <p>To recount things that have happened in</p>	<p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books and learn new vocab</p> <p>To ask questions to find out more</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To develop talking in sentences using different tenses and conjunction</p>	<p>To talk to different adults around the school or in small groups</p> <p>To recite poems or stories and use own ideas to create new ones</p> <p>To use recently introduced vocabulary into their discussions</p> <p>To talk about similarities and</p>	<p>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</p>



			their day or events talked about in school			differences in the past and present To discuss future events To talk about why things happen To develop talking in sentences using a range of tenses and conjunctions	conjunctions, with modelling and support from their teacher.
C&L is developed throughout the year through high quality interactions, modelling back and forth conversation, daily group and partner discussions, Circle Time, Show & Share sessions, PSHE, sharing a wide variety of books, singing, T4W actions, helicopter stories, weekly interventions if needed, book vote and daily story							



Personal, Social Emotional Development

Skill							ELG
Self-Regulation Colour Monster/Zones of Regulation Nurture Nook	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow onestep instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow twostep 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 follow 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 their immediate impulses when appropriate. Give focussed 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 wellies on independently To use the toilet independently To explore different areas within the Year R environment To choose and follow class rules	To develop class rules and understand the need to have rules To have a go at doing up a coat/take off jumper/put back on To know where to put things back in the classroom when finished with To feel confident using resources in	To begin to show resilience and perseverance in the face of challenge To follow class rules and understand why we have them To have a go at doing up a coat/take off jumper/put back on with increasing independence	To develop independence when putting on coats, jumpers, wellies, waterproof clothing when needed during day To follow class rules and be able to explain why we have them To not to give up, be positive	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To develop independence to get ready for Forest School	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



		the environment, asking for help if necessary	To practise doing buttons/buckles on shoes				
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 have positive relationships with all Year R staff	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 with collaboration, turn taking and compromise 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 and recognise other's emotions	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.



Physical Development

Skill							ELG
Gross Motor Skills	To move safely in a space	To balance	To create short sequences using shapes, balances and travelling actions	To roll and track a ball	To throw with one hand and catch with two	To develop accuracy when throwing and practise keeping score	<p>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</p>
	To stop safely	To run and stop		To develop accuracy when throwing to a target	To move with control and coordination	To follow instructions and move safely when playing tagging games	
	To develop control when using equipment	To change direction		To balance and safely use apparatus	To dribble using hands	To learn to play against an opponent	
	To follow a path and take turns	To jump	To jump and land safely from a height	To throw and catch with a partner	To throw and catch with a partner	To play by the rules and develop coordination	
	To work cooperatively with a partner	To hop	To develop rocking and rolling	To dribble a ball using feet		To explore striking a ball and keeping score	
	To begin to stay in time to music	To explore different ways to travel	To explore traveling around, over and through apparatus	To kick a ball to a target		Working co-operatively in a team	
	To copy and create actions, expressing ideas through movement with control	To begin to stay in time to music			To count and stay in time to beat when clapping, marching		
		To copy and create actions, expressing ideas through movement					
Fine Motor Skills	To begin to use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	<p>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.</p>
	To apply correct pressure when using pens/paintbrushes	To hold scissors correctly and begin	To hold scissors correctly and cut along a straight, curved and	To take more care when drawing, using more detail	To take increasing care when drawing to colour within lines and add details	To develop foundations for efficient, accurate,	



	To mark make using different shapes	cut along a straight and zigzagged lines	zigzagged line with increasing independence	To write letters using the correct letter formation (ascenders and descenders) and begin to control the size of letters		fluent handwriting style	
	To begin to use a tripod grip when using mark making tools	To use a tripod grip when using mark making tools and preference for a dominant hand	To thread small beads, pegs etc	To use tools safely and correctly	To write letters using the correct letter formation and control the size of the letters	To create drawings with details and colour inside the lines	
	To use tweezer to transfer objects	To accurately draw lines, circles and shapes to draw pictures	To write taught letters using correct formation	To use tools safely and correctly	To paint using thinner paintbrushes	To use a range of tools and equipment in the environment effectively and safely	
	To thread large beads	To write taught letters using correct formation, using enough pressure with pencil on paper	To hold a knife and fork correctly		To use smaller construction toys like lego blocks and meccano		
	To use tools effectively in malleable resources	To hold a knife and fork correctly					
	To begin begin to copy letters						
	To hold scissors correctly and make snips in paper						
	To hold a knife and fork correctly						



Literacy							
Skill							ELG
Comprehension	To use pictures to tell stories	To engage in story times, joining in with repeated phrases and actions	To act out stories To begin to predict what may happen in the story	To retell a story To follow a story without pictures or props	To begin to answer questions about what they have read To recognise repeated words or phrases	To listen attentively to stories, anticipating key events accurately and commenting what they have read with relevant comments, questions and reactions.	<p>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</p>
	To sequence familiar stories	To begin to answer questions about the stories read to them	To suggest how a story might end To show an understanding of new vocabulary or phrases	To recognise repeated words or phrases To talk about the characters in the books they are reading	To know the difference between different types of text – poem, non-fiction To talk about characters and plot and develop their own narratives	With some prompting, begin to show understanding of some unfamiliar words or phrases from texts that are read aloud to them.	
	To independently look at book, holding them the correct way and turning pages	To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To express a preference for a rhyme or story To recognise the title, author, illustrator and blurb	Introduce new vocabulary and understand meaning	To use vocabulary that is influenced by their experiences of books	To know that information can be retrieved from books	
	To understand that print has meaning and can be used for different purposes	To recognise the title, author, illustrator and blurb	To recognise the title, author, illustrator and blurb		To use new vocabulary/phrases and use new words in their discussions	Introduce new vocabulary and use new words in their own sentences independently, discussion and in their play	
Word Reading	To recognise their name	To recognise their name	To read longer words including those with double letters	To read longer words including those with double letters	To read words with short vowels and adjacent consonants	To read words with phase 3 long vowel sounds with adjacent consonants	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their</p>
	To learn sounds:	To learn sounds:		To learn sounds:			



	<p>/s/ as in sun /p/ as in pan /a/ as in apple /n/ as in net /t/ as in tap /m/ as in mouse /i/ as in insect /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite</p> <p>Tricky words: l, the, to, go, no, into</p> <p>To recognise initial sounds</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>/ck/ as in duck /h/ as in hat /e/ as in elephant /b/ as in bat /u/ as in umbrella /f/ as in frog and cliff /r/ as in rabbit /l/ as in ladder /l/ as in shell /s/ as in dress</p> <p>Double consonant letters, Two-syllable words</p> <p>Tricky words: l, the, to, go, no, into</p> <p>To recognise initial, middle and some end sounds</p> <p>To blend sounds to read words using taught sounds</p> <p>To begin reading captions and simple sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To learn sounds: Phonic Sounds: /j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle /z/ as in bugs /k+w/ as in queen</p> <p>Tricky words: he, she, we, me, be, was, my, you, her, they, all, are</p> <p>To recognise initial, middle and end sounds</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon</p> <p>Tricky words: he, she, we, me, be, was, my, you, her, they, all, are</p> <p>To recognise initial, middle and end sounds</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words</p> <p>To read compound words</p> <p>To learn sounds: /ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure /uh/ as in hammer</p> <p>Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>To read longer words</p> <p>To read compound words</p> <p>To learn sounds: wh,ph /ai/ alternatives (e.g. a-e, ay, a) /ee/ alternatives (e.g. ea, e-e, y) /igh/ alternatives (e.g. y, i-e, ie) /oa/ alternatives (e.g. o, oe, o-e)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Writing</p>	<p>To copy their name</p>	<p>To write their name</p>	<p>To form lowercase letters correctly</p>	<p>To form lowercase letters correctly and</p>	<p>To form lowercase and capital letters correctly</p>	<p>To form lowercase and capital letters correctly</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by</p>



	To give meanings to the marks they make	To use the correct letter formation of taught letters	To begin to write sentences using fingers spaces	begin to use capital letters correctly	To begin to copy letters using a lead in and lead out	To copy letters using a lead in and lead out	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 copy taught letters	To write words and labels using taught sounds	To understand that sentences start with a capital letter and end with a full stop	To write sentences using finger spaces and full stops	To begin to write longer words which are spelt phonetically	To begin to write longer words and compound words which are spelt phonetically	
	To write initial sounds	To begin to write captions using taught sounds	To spell words using taught sounds	To spell words using taught sounds	To begin to use capital letters at the start of a sentence	To write sentences using a capital letter, finger spaces and full stop	
	To begin to write CVC words using taught sounds		To spell some taught tricky words correctly	To spell some taught tricky words correctly	To use finger spaces and full stops when writing a sentence	To spell some taught tricky words correctly	
			To begin to write own stories	To begin to write own stories	To spell some taught tricky words correctly	To read their work back and check it makes sense	
					To begin to read their work back	To begin to write own stories	
					To begin to write own stories	To begin to write own stories	



Maths							
Skill							ELG
Number	To recognise numbers 1-3	To recognise numbers 1-5	To recognise numbers 0-8	To recognise numbers 0-10	To recognise numbers to 20	To solve simple number problems	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 begin to subitise to 3	To begin to subitise to 5	To subitise to 5	To explore the composition of 9 and 10	To revise number bonds to 5	To recap the composition of each number to 10	
	To find one more of numbers to 3	To find one more of numbers to 5	To find one more of numbers to 8	To practise number bonds to 10	To explore how to make numbers above ten using tens and ones	To know addition and subtraction facts to 10	
	To find one less of numbers to 3	To find one less of numbers to 5	To find one less of numbers to 8	To know addition facts to make 5	To match the number to quantity	To know doubling facts	
	To explore the composition of 2 and 3	To explore the composition of 4 and 5	To explore the composition of 6, 7 and 8	To find one more of numbers to 10			
		To match the number to quantity	To find one less of numbers to 10				
			To estimate a number of objects				
Numerical Patterns	To say which group has more	To recognise 0-5	To begin to know number bonds to 5	To count to 20	To know number bonds to 10	To count to 30 and beginning to count higher (100)	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
	To say which group has less	To compare quantities to 5	To recognise 0-10	To compare quantities to 10	To count to 25	To know that 1, 3, 5, 7 and 9 are odd	
	To compare quantities to 3	To compare equal and unequal groups	To count to 15	To explore odd and even numbers /doubling/counting in 2s	To add numbers	To know that 2, 4, 6, 8, 10 are even	
	To count to 5	To count to 10	To count objects to 10		To subtract numbers	To double numbers up to 10	
			To compare quantities to 8	To order numbers to 10	To find the missing number		



			<p>To begin to understand the difference between odd and even numbers up to 8</p> <p>To make pairs</p> <p>To combine two groups of objects</p>	<p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s, looking at patterns</p>	<p>quantities can be distributed equally</p>
<p>Shape, Space and Measure</p>	<p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p>	<p>To recognise and name circles and triangles – 2D shapes</p> <p>To recognise shapes with 4 sides</p> <p>To recognise 1p and 2p</p> <p>To recognise o'clock</p> <p>To understand simple positional language</p>	<p>To explore meaning of mass and compare with different objects using cubes</p> <p>To understand the meaning of capacity</p>	<p>To begin to name some 3D shapes</p> <p>To explain why 3D shapes are different to 2D shapes</p> <p>To explore the properties of 3D shapes</p> <p>To begin to describe the properties of 3D shapes</p>	<p>To use positional and directional language correctly</p> <p>To begin to explore symmetry and rotation</p>	<p>To design and construct an object, considering space, shape and measure</p>	<p>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</p>



Understanding the World

Skill							ELG
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed</p> <p>Begin to explore new vocabulary</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>Begin to explore new vocabulary</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>Begin to explore new vocabulary</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To compare and contrast the past and present</p> <p>Begin to explore new vocabulary</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p> <p>Begin to explore new vocabulary and use it in context</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>Begin to explore new vocabulary and use it in context</p>	<p>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 experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated within our own families/traditions and by Christians around the world</p>	<p>To talk about Chinese New Year</p> <p>To know about people who help us within the local community</p> <p>Begin to explore new vocabulary</p>	<p>To know that Christians around the world celebrate Easter.</p> <p>Begin to explore new vocabulary</p>	<p>To know that people in other countries may speak different languages/have different traditions and customs</p> <p>To talk about similarities and differences between our local community/environment and others around world</p>	<p>To know that simple symbols are used to identify features on a map</p> <p>Begin to explore new vocabulary and use it in context</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has</p>



	<p>themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p> <p>Begin to explore new vocabulary</p>	<p>To know that people around the world have different religions</p> <p>Begin to explore new vocabulary</p>			<p>Begin to explore new vocabulary and use it in context</p>		<p>been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
<p>The Natural World</p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>Begin to explore new vocabulary</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know that some animals are nocturnal</p> <p>To know about features of the world and Earth</p> <p>Begin to explore new vocabulary</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p> <p>To know the different between herbivores and carnivores</p>	<p>To know about and recognise the signs of Spring</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To plant seeds</p> <p>To know how to care for growing plants</p> <p>Begin to explore new vocabulary</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about features of my own immediate environment and how they might vary from different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world</p>	<p>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 changing states of matter.</p>



			To know that some animals hibernate Begin to explore new vocabulary		Begin to explore new vocabulary and use in context	including states of matter Begin to explore new vocabulary and use in context	
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures To learn about e-safety	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size To learn about e-safety	To use the IWB, changing games and programmes To learn about e-safety	To use Seesaw to add their own observations to their learning journey – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information To be able to explain why e-safety is important	To begin to give reasons why we need to stay safe online and how they would stay safe To use the BeeBots and program them to go forwards and backwards To type their name using a laptop and use password	There are no early learning goals 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.
MFL				To find out if we have family in other countries and what language they speak To repeat modelled words and phrases: Bonjour/ tout le monde/Au revoir/Guten Tag/Buongiorno/tutti	To count to 10 in French To learn relevant words linked to children’s interests To say my name is in French/German/etc/ Je m’appelle	To count to 10 in French To learn relevant words linked to children’s interests when appropriate To answer simple questions: “What is your name? How are you?” in French/German/etc	



Expressive Arts and Design

Skill							ELG
Creating with Materials	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials</p> <p>To know how to work safely and hygienically</p> <p>To use a range of measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, stapler, hole punch)</p> <p>To know how to work safely and hygienically</p> <p>To use range of measures (spoons, cups)</p> <p>To use some cooking techniques and work safely and hygienically</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape), making a moving part</p> <p>To know how to work safely and hygienically</p> <p>To use range of measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>To use tools to cut and join wood</p>	<p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, split pins)</p> <p>To begin to explore, use and refine a variety of artistic effects</p> <p>To use a needle and thread to create simple stitches</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting,</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, drawing, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use a range of measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading,</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (Janet Bell and Henri Matisse)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling indepently</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>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.</p>



			To know the names of tools	threading, mixing, grating)	mixing, grating, adding flavours)		
Being Imaginative and Expressive	To sing and perform nursery rhymes	To perform a dance/ song in the Christmas Nativity	To join in with whole school singing assemblies	To join in with whole school singing assemblies	To move in time to music	To listen to poems and begin to create their own	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
	To experiment with different instruments and their sounds	and join in with Nativity songs	To create musical patterns using untuned instruments	To associate genres of music with characters and stories	To learn dance routines	To join in with whole school singing assemblies	
	To talk about whether the like or dislike a piece of music	To join in whole school Carol Concert	To begin to create costumes and resources for role play	To create costumes and resources for role play	To join in with whole school singing assemblies	To create own compositions using instruments	
	To create musical patterns using body percussion	To pitch match To sing the melodic shape of familiar songs			To act out well known stories	To invent their own narratives, making costumes and resources	
	To use costumes and resources to act out narratives	To begin to build up a repertoire of songs			To follow a musical pattern to play tuned instruments		
		To sing entire songs			To create own narratives based around stories read aloud in class		
	To use costumes and resources to act out narratives						