

## Discovery MAT - Reception Skills Progression Map

### Progression of Communication and Language

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• To be able to follow simple instructions</li> <li>• To understand how to listen carefully</li> <li>• To understand why listening is important</li> <li>• To listen to stories</li> <li>• To listen to rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to two-step instructions</li> <li>• To engage in story times and join in with repeated phrases during 'Favourite five story time'</li> <li>• To begin to respond to how and why questions</li> </ul>	<ul style="list-style-type: none"> <li>• To understand new vocabulary</li> <li>• To ask questions to find out more</li> <li>• To understand a range of complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a story without looking at pictures</li> <li>• To retell a story with support</li> <li>• To be able to follow complex instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To retell a story independently</li> <li>• To understand questions such as who, what, where, when, why and how</li> </ul>	<ul style="list-style-type: none"> <li>• To have conversations with adults and peers with back and forth exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• To talk to a familiar adult</li> <li>• To learn new vocabulary</li> <li>• To talk in front of a small group of peers</li> <li>• To participate in show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• To answer questions during whole-class discussions</li> <li>• To use new vocabulary throughout the day</li> <li>• To talk in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• To talk to adults outside of the classroom</li> <li>• To use social phrases</li> <li>• To begin to use conjunctions when speaking</li> <li>• To ask specific questions in show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• To use new vocabulary in different contexts</li> <li>• To share their work to the class</li> <li>• To engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• To speak in the correct tense</li> <li>• To link statements and stick to a main theme</li> <li>• To use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• To talk to different adults and children around the school</li> <li>• To describe events in great detail</li> <li>• To talk about why things happen</li> <li>• To talk in well-formed sentences using a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• 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</li> </ul>

## Progression of Personal, Social and Emotional Development

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>To know a range of emotions</li> <li>To follow one-step instructions</li> <li>To be able to recognise how people show emotions</li> <li>To sit on the carpet for whole-class inputs</li> </ul>	<ul style="list-style-type: none"> <li>To use their words to talk about how they are feeling</li> <li>To begin to consider the feelings of others</li> <li>To focus during short whole-class inputs</li> <li>To focus during 1-1 and group work activities</li> <li>To sit throughout an assembly</li> </ul>	<ul style="list-style-type: none"> <li>To adapt behaviour to a range of situations</li> <li>To focus during longer whole-class inputs</li> <li>To follow two-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>To consider the feelings and needs of others</li> <li>To set a target or goal to improve upon</li> <li>To identify and moderate their own feelings socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>To know how to control their emotions</li> <li>To set a target and reflect on progress throughout</li> </ul>	<ul style="list-style-type: none"> <li>To follow instructions of three steps or more</li> <li>To focus during extended whole class teaching</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>To put own coat on independently</li> <li>To use the toilet and wash hands independently</li> <li>To explore different areas in the provision with support</li> <li>To follow and understand the class and school rules.</li> </ul>	<ul style="list-style-type: none"> <li>To have confidence to try new activities</li> <li>To explore different areas in the provision independently</li> <li>To put shoes and socks on independently</li> <li>To brush teeth independently</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show resilience when faced with a challenge</li> <li>To practise doing buttons</li> <li>To do up a zip</li> </ul>	<ul style="list-style-type: none"> <li>To show resilience and perseverance when faced with a challenge</li> <li>To understand healthy eating</li> <li>To begin to understand privacy</li> </ul>	<ul style="list-style-type: none"> <li>To identify and name healthy foods</li> <li>To manage own basic needs independently</li> <li>To get changed for PE with support</li> <li>To discuss P.A.N.T.S</li> </ul>	<ul style="list-style-type: none"> <li>To show a 'can do' attitude</li> <li>To understand the importance of healthy food choices</li> <li>To get changed for PE independently</li> <li>To be able to confidently talk about P.A.N.T.S</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>To develop the confidence to speak to familiar adults in the classroom</li> <li>To speak to peers</li> <li>To seek support of adults when needed</li> <li>To know a safe place</li> </ul>	<ul style="list-style-type: none"> <li>To have positive relationships with adults in the classroom</li> <li>To play with children who are playing with the same activity</li> <li>To begin to develop friendships</li> </ul>	<ul style="list-style-type: none"> <li>To take turns when playing a game</li> <li>To begin to work as a group with support</li> <li>To comfort someone when they are upset</li> </ul>	<ul style="list-style-type: none"> <li>To play with children outside of the classroom during playtimes</li> <li>To listen to the ideas of other children and agree on a solution and compromise</li> </ul>	<ul style="list-style-type: none"> <li>To develop relationships with other adults outside of the classroom</li> <li>To work as a group</li> </ul>	<ul style="list-style-type: none"> <li>To have confidence to communicate with adults around the school</li> <li>To have strong friendships</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul>

## Progression of Physical Development

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• To follow instructions</li> <li>• To work on simple tasks independently</li> <li>• To move safely in a space</li> <li>• To stop safely</li> <li>• To work cooperatively with a partner</li> <li>• To balance</li> <li>• To work sensibly with others</li> <li>• To jump and land</li> </ul>	<ul style="list-style-type: none"> <li>• To balance</li> <li>• To run and stop</li> <li>• To change direction</li> <li>• To hop</li> <li>• To roll and track a ball</li> <li>• To explore different ways to travel using equipment</li> <li>• To explore different movements</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a movement with control</li> <li>• To move confidently in different ways</li> <li>• To develop accuracy when throwing to a target</li> <li>• To dribble using hands</li> <li>• To throw and catch with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• To balance and safely use apparatus</li> <li>• To create short sequences using shapes, balances and travelling actions</li> <li>• To jump and land safely from a height</li> <li>• To explore travelling around, over and through apparatus</li> <li>• To create short sequences linking actions together and including apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• To move with control and coordination, expressing ideas through movement</li> <li>• To use counting to help to stay in time with the music when copying and creating actions</li> <li>• To move safely with confidence and imagination, communicating ideas through movement</li> <li>• To move with control and coordination, copying, linking and repeating actions</li> </ul>	<ul style="list-style-type: none"> <li>• To sprint with control</li> <li>• To run at a steady, gentle pace</li> <li>• To work as a team cooperatively</li> <li>• To work as a team in a relay race</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• To begin to use a tripod grip</li> <li>• To use a dominant hand</li> <li>• To begin to write taught letters using correct formation</li> <li>• To hold scissors correctly and make snips in paper</li> <li>• To use tweezers</li> <li>• To thread large objects</li> <li>• To use large peg boards</li> <li>• To hold a fork and spoon correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately draw lines, circles and shapes to draw pictures</li> <li>• To hold and use a knife correctly</li> <li>• To hold scissors correctly and cut along a straight and zig zagged lines</li> <li>• To write taught letters using correct formation</li> <li>• To use big paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>• To hold scissors correctly and cut along a curved line</li> <li>• To thread small objects</li> <li>• To use small peg boards</li> <li>• To sit letters on a line</li> <li>• To begin to control the size of letters</li> </ul>	<ul style="list-style-type: none"> <li>• To hold scissors correctly and cut out large shapes</li> <li>• To write letters using the correct letter formation and control the size of letters</li> </ul>	<ul style="list-style-type: none"> <li>• To hold scissors correctly and cut out small shapes</li> <li>• To use thinner paint brushes</li> </ul>	<ul style="list-style-type: none"> <li>• To hold scissors correctly and cut various materials</li> <li>• To create drawings with details</li> <li>• To independently use a knife, fork and spoon to eat a range of meals</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>

## Progression of Literacy

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>To independently look at books</li> <li>To hold books the correct way and turn pages correctly</li> <li>To sequence a familiar story</li> <li>To understand books should be read from left to right</li> <li>To listen to a story</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times and join in with repeated phrases during 'Favourite five story time'</li> <li>To begin to answer questions about the stories read to them</li> <li>To enjoy a range of books including fiction, non-fiction, poems and rhymes</li> <li>To understand the WOW words identified from stories</li> </ul>	<ul style="list-style-type: none"> <li>To begin to answer questions about what they have read</li> <li>To act out stories</li> <li>To predict what may happen next in a story</li> <li>To sequence a story independently</li> <li>To talk about how characters might be feeling in a story that has been read to them</li> </ul>	<ul style="list-style-type: none"> <li>To retell a story</li> <li>To talk about the characters in the books they are reading</li> <li>To suggest how a story might end</li> <li>To begin to read with expression</li> </ul>	<ul style="list-style-type: none"> <li>To talk about how characters might be feeling in the books they are reading</li> <li>To use vocabulary that is used in the book they are reading</li> <li>To use the WOW words identified from stories we have been reading</li> <li>To begin to hot seat characters</li> </ul>	<ul style="list-style-type: none"> <li>To confidently answer questions about what they have read</li> <li>To independently talk about the characters in the book they are reading</li> <li>To know that information can be retrieved from books</li> <li>To read with expression</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>To recognise their name</li> <li>To recognise set 1 sounds</li> <li>To orally blend</li> <li>To begin to blend sounds together to read words using the taught sounds</li> </ul>	<ul style="list-style-type: none"> <li>To recognise set 1 sounds + sp fr</li> <li>To blend sounds to read words using taught sounds</li> <li>To read books matching their phonics ability with support</li> </ul>	<ul style="list-style-type: none"> <li>To begin to read longer words</li> <li>To recognise taught digraphs in words and blend the sounds together</li> <li>To read sentences containing red words</li> <li>To independently read books matching their phonics ability</li> </ul>	<ul style="list-style-type: none"> <li>To begin learning set 2 sounds.</li> <li>To read longer words including those with double letters</li> <li>To independently read books matching their phonics ability</li> </ul>	<ul style="list-style-type: none"> <li>To continue learning set 2 sounds.</li> <li>To read longer words including those with double letters</li> <li>To read red words which have been taught in RWI</li> <li>To independently read books matching their phonics ability</li> <li>To begin applying 'Fred in your head' skill</li> </ul>	<ul style="list-style-type: none"> <li>To recall set 2 sounds.</li> <li>To read longer words including those with double letters</li> <li>To read red words which have been taught in RWI</li> <li>To independently read books matching their phonics ability</li> <li>To begin applying 'Fred in your head' skill</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>To copy their name</li> <li>To give meanings to the marks they make</li> <li>To write initial sounds</li> <li>To copy taught letters</li> </ul>	<ul style="list-style-type: none"> <li>To independently write their name</li> <li>To use the correct letter formation</li> <li>To begin to write CVC words</li> </ul>	<ul style="list-style-type: none"> <li>To begin to write words, labels and captions</li> <li>To understand that sentences start with a capital letter and end with a full stop</li> </ul>	<ul style="list-style-type: none"> <li>To form lowercase letters correctly</li> <li>To begin to spell words independently and phonetically</li> <li>To spell some red words correctly</li> </ul>	<ul style="list-style-type: none"> <li>To begin forming capital letters correctly</li> <li>To begin to use capital letters at the start of a sentence</li> <li>To begin to use a full stop at the end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>To form lower case and capital letters correctly</li> <li>To write simple sentences using a capital letter, finger spaces and full stop</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>

				<ul style="list-style-type: none"> <li>To begin to write sentences using fingers spaces</li> </ul>	<ul style="list-style-type: none"> <li>To use finger spaces when writing a sentence</li> <li>To begin to read their work back</li> </ul>	<ul style="list-style-type: none"> <li>To read their work back and check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others</li> </ul>
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**Progression of Mathematics**

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Number</b>	<ul style="list-style-type: none"> <li>To recognise numbers 1-3</li> <li>To begin to subitise</li> <li>To become familiar with concrete resources</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers 1-5</li> <li>To represent numbers 1-5</li> <li>To explore the composition of numbers 1-3</li> <li>To begin to subitise to 5</li> <li>To find one more of numbers to 5</li> <li>To find one less of numbers to 5</li> <li>To begin to match numeral to quantity</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of 0</li> <li>To recognise numbers 0-8</li> <li>To explore the composition of 4, 5, 6, 7 and 8</li> <li>To subitise to 5</li> <li>To find one more of numbers to 8</li> <li>To find one less of numbers to 8</li> <li>To match numeral to quantity</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers 0-10</li> <li>To explore the composition of 9 and 10</li> <li>To practise number bonds to 10</li> <li>To find one more of numbers to 10</li> <li>To find one less of numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers to 20</li> <li>To compose numbers beyond 10</li> <li>To revise number bonds to 10</li> <li>To match the number to quantity</li> <li>To subitise to 10</li> </ul>	<ul style="list-style-type: none"> <li>To share and group numbers</li> <li>To solve simple number problems</li> <li>To recap the composition of each number to 10</li> <li>To know addition and subtraction facts to 10</li> <li>To confidently subitise</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>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</li> </ul>
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>To match and sort groups</li> <li>To begin to compare amounts</li> <li>To say which group has more</li> <li>To say which group has less</li> <li>To count to 5</li> </ul>	<ul style="list-style-type: none"> <li>To compare quantities to 3</li> <li>To recognise when a group has the same, more or less</li> <li>To count to 10</li> <li>To begin to use 1-1 correspondence</li> </ul>	<ul style="list-style-type: none"> <li>To compare quantities to 8</li> <li>To count to 15</li> <li>To count objects to 10</li> <li>To begin to understand the different between odd and even numbers</li> <li>To combine two groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>To compare quantities to 10</li> <li>To count to 20</li> <li>To explore odd and even numbers</li> <li>To order numbers to 10</li> <li>To take away objects and count how many are left</li> </ul>	<ul style="list-style-type: none"> <li>To count to 25</li> <li>To understand counting patterns beyond 10</li> <li>To add numbers</li> <li>To subtract numbers</li> <li>To order numbers to 20</li> </ul>	<ul style="list-style-type: none"> <li>To count to 30 and beginning to count higher (100)</li> <li>To know odd numbers up to 10</li> <li>To know even numbers up to 10</li> <li>To double numbers up to 10</li> <li>To find half of numbers up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>

## Progression of Understanding the World

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• To know own life-story</li> <li>• To understand changes from a baby to now</li> <li>• To talk about the lives of the people around us</li> <li>• Use everyday language related to time.</li> <li>• To recognise similarities and differences within own community and the wider world.</li> <li>• To recognise traditions within own life and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about own experiences (Christmas) and family traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about figures from the past Neil Armstrong and Tim Peake.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss own experiences of Easter</li> <li>• To draw knowledge from Easter stories to talk about different traditions</li> <li>• To know about the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how transport has changed over time</li> <li>• To compare old and new transport in the UK.</li> <li>• To look at different forms of transport around the world. E.g., taxis, trains etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</li> <li>• To be able to talk about pirates</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>• To know about family structures and talk about who is part of their family</li> <li>• To use the correct names to identify who is in their family</li> <li>• To identify similarities and differences between themselves and peers</li> <li>• To know that there are many countries around the world</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To know about features of the immediate environment e.g. woods, park, creek, fire station, cemetery</li> <li>• To know the area of the school locality</li> <li>• To use the correct terminology to describe different types of houses</li> <li>• To talk about how Hindus celebrate Diwali</li> <li>• To talk about the Christmas Story and how it is celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about Chinese New Year</li> <li>• To know about people who help us within the local community e.g. fire person, police etc.</li> <li>• To recognise that there are different religions all around the world</li> <li>• To understand why God is important to Christians</li> <li>• To discuss Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>• To know that Christians celebrate Easter</li> <li>• To talk about different traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise different special places</li> <li>• To talk about other languages</li> </ul>	<ul style="list-style-type: none"> <li>• To know that simple symbols are used to identify features on a map</li> <li>• To discuss special stories (Bible)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• 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</li> </ul>

		<ul style="list-style-type: none"> <li>To talk about why Christmas is special to Christians</li> </ul>					
<b>The Natural World</b>	<ul style="list-style-type: none"> <li>To ask questions about the natural environment</li> <li>To respect and care for the natural environments</li> <li>To begin to use the correct names for different types of animals</li> <li>To know the names for different body parts</li> </ul>	<ul style="list-style-type: none"> <li>To know about and recognise the signs of Autumn</li> <li>To investigate minibeasts in the woods.</li> <li>To identify and observe different trees, weather, woodland animals</li> <li>To confidently use the correct names for different types of animals</li> <li>To know that some animals are nocturnal</li> <li>To know about different habitats</li> <li>To know the different between herbivores and carnivores</li> </ul>	<ul style="list-style-type: none"> <li>To name some of the things in space.</li> <li>To name the planets of the solar system</li> <li>To begin to explore technology</li> </ul>	<ul style="list-style-type: none"> <li>To know about and recognise the signs of Spring</li> <li>To plant seeds, observe the growth of seeds and talk about changes</li> <li>To know how to care for growing plants</li> <li>To grow and eat vegetables</li> <li>To know where vegetables grow around the world</li> <li>To draw pictures of flowers/plants</li> <li>To learn about life-cycles of plants and animals</li> <li>To learn about the lifecycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>To know that some things in the world are man-made and some things are natural</li> <li>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</li> </ul>	<ul style="list-style-type: none"> <li>To know about and recognise the signs of Summer</li> <li>To explore the natural world around them.</li> <li>To compare oceans (hot and cold, coral reef/artic) and what lives there.</li> <li>To observe changing states of matter – ice – water.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>

### Progression of Expressive Arts and Design

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>To name colours</li> <li>To experiment with mixing colours</li> <li>To draw and colour with pencils and crayons</li> <li>To explore different techniques for joining materials (Glue Stick)</li> </ul>	<ul style="list-style-type: none"> <li>To use colours for a particular purpose</li> <li>To share their creations</li> <li>To explore different techniques for joining materials (Glue Stick, PVA)</li> <li>To make use of props during role play</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different mark making tools such as art pencils, pastels, chalk</li> <li>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</li> <li>To create some space art – similar to Jackson Pollock.</li> </ul>	<ul style="list-style-type: none"> <li>To role play stories</li> <li>To create props to use when retelling stories</li> <li>To share creations and talk about the process</li> <li>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</li> </ul>	<ul style="list-style-type: none"> <li>To know which prime colours you mix together to make secondary colours</li> <li>To plan what they are going to make</li> <li>To look at the different features of different vehicles.</li> <li>To design and make a vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>To know some similarities and differences between materials</li> <li>To use props to role-play through creating with materials.</li> <li>To explore, use and refine a variety of artistic effects to express their ideas and feeling</li> </ul>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

	<ul style="list-style-type: none"> <li>To begin to use different construction materials</li> <li>To explore a variety of materials to create a collage</li> </ul>	<ul style="list-style-type: none"> <li>To understand recycled materials can be used for another purpose</li> <li>To create natural sculptures and pictures using items found in the woods.</li> </ul>	<ul style="list-style-type: none"> <li>To create junk model rockets.</li> </ul>		<ul style="list-style-type: none"> <li>To explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>To share creations, talk about process and evaluate their work</li> <li>To adapt work where necessary</li> </ul>	
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>To sing and perform nursery rhymes</li> <li>To join in with whole school singing assemblies</li> <li>To talk about whether they like or dislike a piece of music</li> <li>To create musical patterns using body percussion</li> </ul>	<ul style="list-style-type: none"> <li>To join in with rhyme time</li> <li>To experiment with different instruments and their sounds</li> <li>To begin to build up a repertoire of songs</li> <li>To find the pulse in a piece of music</li> <li>To talk about the melody</li> <li>To sing in the Christmas Play</li> </ul>	<ul style="list-style-type: none"> <li>To create musical patterns using untuned instruments</li> <li>To begin to create costumes and resources for role play</li> <li>To move in time to music</li> <li>To recognise pitch in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>To associate genres of music with characters and stories</li> <li>To create costumes and resources for role play</li> </ul>	<ul style="list-style-type: none"> <li>To act out well known stories</li> <li>To follow a musical pattern to play tuned instruments</li> <li>To create narratives based around stories</li> <li>To copy and create different rhythms</li> </ul>	<ul style="list-style-type: none"> <li>To listen to poems and create their own</li> <li>To create own compositions using tuned instruments</li> <li>To invent their own narratives, making costumes and resources</li> <li>To perform poems, songs about the sea.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>