

Abingdon Primary School – Early Years Foundation Stage (EYFS) Progression of Skills Document 2025-2026



Progression of Communication and Language							
Communication and Language skills are continually developed throughout the year, through high-quality interactions, daily group discussions, circle times, stories and singing. All children have their understanding of language assessed on entry into Reception, and Communication and Language intervention groups are put in place, to support those children who have gaps in their understanding or who require further support with their listening and attention skills. The children have a weekly session dedicated to developing their Communication and Language Skills.							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	- To take part in Listening and Attention Games (e.g. rhyming, alliteration, silly soup, clapping syllables) - To understand how to listen carefully - To understand why listening is important - To understand and follow instructions that contain one part (e.g. get your coat) - To listen carefully to a story - Asking and answering 'what' questions	- To engage in story times, joining in with repeated phrases and actions - To learn rhymes, poems and songs - To listen carefully to rhymes and songs, paying attention to how they sound - Asking and answering 'who' questions	- To talk about key events in a story - To understand and follow instructions that contain two parts (e.g. get your coat, and wait at the door) - To engage in non-fiction texts (People Who Help Us) - Asking and answering 'when' questions	- To identify the main characters in the story and talk about their feelings - Asking and answering 'where' questions - To listen to and talk about selected non-fiction (animals), to develop a deep familiarity with new knowledge and vocabulary	- To link events in a story to their own experiences - Asking and answering 'how' questions - To listen to and talk about selected non-fiction (planting and growing), to develop a deep familiarity with new knowledge and vocabulary	- To 'hot seat' characters from a story - Asking and answering 'why' questions - To ask questions to find out more, and to check they have understood what has been said to them - To hold conversations with adults and peers, with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged, in back-and-forth exchanges with their teachers and peers.
Speaking	- To know and use vocabulary linked to their topic 'All About Me/Autumn' - To use longer sentences, containing four to six words - To start a conversation with a friend or adult - To talk about objects they found on their Autumn Walk	- To know and retell 'Room on the Broom' - To know and use vocabulary linked to their topic 'Festivals and Celebrations' - To be able to sing a large repertoire of songs and nursery rhymes - To develop their communication, but may have problems with: irregular tenses, plurals and some sounds (e.g. r, j, th, ch) - To talk about different celebrations in their own life	- To know and use vocabulary linked to their topic 'People Who Help Us' - To articulate ideas and thoughts in well-formed sentences - To develop social phrases (e.g. good morning, how are you?) - To talk about what they want to be when they are older - To describe events in detail	- To know and retell 'The Little Red Hen' - To know and use vocabulary linked to their 'Who Lives Where' topic - To connect one idea or action, using a range of conjunctions (e.g. and, because, but) - To talk about animals, where they live and what they look like, using well-formed sentences	- To know and retell 'Jack and the Jelly Bean Stalk' - To know and use vocabulary linked to their 'Growth and Change' topic - To talk about their family history and how they have changed over time - To use talk to help, work out problems and organise thinking and activities	- To know and retell 'The Gingerbread Man' - To know and use vocabulary linked to their 'Once Upon a Time' topic - To express their ideas using past and present tenses - To talk about why things happen and how things work - To talk about their favourite times in Reception, using the correct past tense	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems, when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Progression of Personal, Social and Emotional Development

Children in Reception have a 'Circle Time' session once a week, which has a PSED focus. Just like KS1 and KS2, Reception follow the 'Jigsaw' Scheme of Work, and the knowledge gained in Reception is built upon as the children transition throughout school. In addition to our 'Circle Time' session, social skills (such as: sharing, turn taking, playing) are continually practised and built upon, during Continuous Provision time. Rules, routines, and high expectations are reinforced continually, throughout the children's time in Reception.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	- To start recognising and managing their own feelings - To know why it is good to be kind and use gentle hands. - To talk about their feelings using words like: happy, sad, angry, worried. - To begin to understand how others might be feeling - To follow one step instructions	- To find solutions to conflicts and rivalries - To know which words to use to stand up for myself, when someone does or says something unkind	- To set a goal and work towards it. - To say how I feel when I achieve a goal and know what it means to feel proud. - To understand the link between what I learn now, and the job I might like to do when I am older - To follow two step instructions	To be able to wait for what they want and control their immediate impulses	- To know I can use 'Calm Me Time' to manage my feelings - To express their feelings and consider the feelings of others - To identify and moderate their own feelings socially and emotionally - To understand the impact of unkind words.	- To express how I feel about moving to Year 1 - To talk about my worries and/or the things I am looking forward to about being in Year 1 - To share my memories of the best bits of this year in Reception - To follow three step instructions - To maintain focus, for extended periods of time	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 focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	- To increasingly follow school and classroom rules - To understand why rules are important - To select and use activities and resources, with help when needed. - To understand healthy and unhealthy food choices - To be increasingly independent in meeting their own self-care needs (e.g. going to the toilet, putting my coat on)	- To know what being responsible means and develop a sense of responsibility - To see myself as a valuable individual, by identifying something I am good at - To understand that everyone is good at different things. - To understand that being different makes us all special - To remember rules, without needing an adult to remind them.	- To understand that if I persevere, I can tackle challenges - To demonstrate perseverance and resilience, in the face of a challenge - I can tell you about a time I didn't give up until I achieved my goal - I know how to brush my teeth and why it is important - I know how to keep myself safe online (Safer Internet Week)	- To understand that I need to exercise to keep my body healthy - To wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. - To know how to help myself go to sleep and understand why sleep is good for me - To know which foods are healthy and not healthy, and can make healthy eating choices. - To understand how moving and resting are good for my body.	- To manage their own self-care needs and personal hygiene, completely independently (including: getting dressed and using the toilet) - Explain the reason for rules and know right from wrong	- To know the parts of the body. - To know some things I can do and foods I can eat to be healthy. - I know how to be a safe pedestrian (Keeping Safe Week)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships	• To know how it feels to belong and that we are similar and different • To work with others to make school a good place to be (e.g. sharing) • To play with one or more other children, extending and elaborating play ideas • To develop positive relationships with the children and staff in Reception	• To know how to be a good friend • To show confidence in new social situations • To be more outgoing with unfamiliar people	• To use kind words to encourage my friends. • To build and maintain, constructive and respectful relationships	• To know who my safe adults are and how to say safe if they are not close by me	• To identify some of the jobs I do in my family and how I feel like I belong • To know how to make friends to stop myself from feeling lonely. • To know how to be a good friend. • To know ways to problem solve and stay friends. • To think about the perspectives of others	• To have confidence to communicate with adults around school • To have strong friendships • Work and play cooperatively and take turns with others	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.
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Progression of Physical Development

Gross Motor Skills: Children in Reception have daily access to our Outside Provision, no matter what the weather. Our Outside Environment is set up and designed to help develop the children's gross motor skills. This includes: climbing and balancing equipment, water area, sand area, wheel barrows, large brushes, throwing and catching equipment etc. In addition to this, the children have access to the 'Track' at lunchtime, where they can utilise balance bikes, pedal bikes and scooters. The children also have a weekly PE Lesson delivered by Mr Rowe, which follows the Primary PE Passport Curriculum.

Fine Motor Skills: In Reception, the children have daily opportunities to develop their fine motor skills, by participating in a range of activities during Continuous Provision time. This includes: threading, cutting, playdough, peg boards etc. Children who are identified as having poor fine motor skills, are targeted daily.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	- To move safely in a space - To stop safely - To run and stop - To change direction confidently and competently - To use a balance bike successfully - To develop control, when using equipment - To develop balance (e.g. balancing on planks, stilts etc.) - To become increasingly independent with dressing (e.g. coats)	- To balance on a scooter - To practise throwing and catching bean bags - To follow a path and take turns - To throw a ball - To strike a ball, using my hand - To change speed when running - To go up steps, stairs and apparatus, using alternate feet - To take part in some group activities/games	- To jump and land safely from a height - To explore different ways of travelling (e.g. rolling, crawling, walking, jumping, running) - To develop control when hopping and skipping - To explore changing direction to avoid others or obstacles - To hold a position on different body parts, showing stillness - To combine different movements, with ease and fluency	- To run skilfully - To show increasing control over an object (e.g. pushing, patting, throwing, catching, kicking) - To balance on one leg - To move through an obstacle course skilfully - To negotiate space successfully - To pick up, carry and put equipment down with care	- To negotiate space and obstacles safely - To find a good space, taking consideration for others - To twist and turn - To reach and bend - To move with control and in different directions - To roll a ball and stop a ball - To catch an object successfully (e.g. bean bags, hoops, large balls, scarves)	- To develop confidence, competence and precision when engaging in activities that involve a ball - To throw a ball underarm, by aiming - To catch a ball - To kick a ball with power and accuracy - To roll and receive a ball with accuracy - To develop overall body strength, balance and agility when playing alone or in a group	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.
Fine Motor Skills	- To mark make, using a dominant hand - To begin to use one handed tools (e.g. scissors, paintbrushes) - To hold scissors correctly and make snips in paper - To develop hand strength (dough-disco) - To use tweezers to transfer objects and thread large beads - To begin to copy letters	- To hold scissors correctly and cut straight/curved lines - To use a tripod grip, when using any mark making tool - To accurately draw lines, circles and shapes when drawing - To hold a fork and spoon correctly - To be able to do my zip - To hold a knife and use it to cut food	- To hold scissors correctly and cut circles - To use a tripod grip, when using any mark making tool - To thread smaller beads - To use small pegs - To write letters, using the correct letter formation	- To hold scissors correctly and cut squares - To write letters using the correct letter formation, and to be able to control the size of the letters	- To hold scissors correctly and cut more complex shapes - To paint using thinner brushes - To write letters using the correct letter formation, control the size of the letters and think about where the letters sit on the given line	- To hold scissors correctly and cut more complex shapes - To create drawings, with details - To independently use a knife, fork and spoon to eat a range of meals - To be confident in their skills as a writer.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Progression of Literacy

Literacy: Children in Reception are taught Literacy daily, and all learning stems from a high-quality text that is linked to our half-termly topics. In the Spring and Summer Terms, we use some aspects of Jane Considine's 'Fantastic Foundations' scheme, to develop the children's writing skills.

Phonics: In addition to their daily Literacy Session, the children also have a daily Phonics Session. At Abingdon Primary School, we follow the 'Read Write Inc' Phonics Scheme. Following four weeks of whole class teaching in Autumn 1, the children are assessed and put into progress groups, to ensure they are working at their challenge level. Children are re-assessed and re-grouped at the end of each half term (or sooner, if rapid progress is made).

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	- To use pictures (or picture clues) to retell stories - To sequence familiar stories - To look at books independently, holding them the correct way and turning pages	- To recreate a story using key points in their own play - To engage in story times, joining in with repeated phrases and actions - To learn rhymes, poems and songs - To enjoy an increasing range of books (including: fiction, non-fiction, poems)	- To talk about what they have heard, by retelling a story in their own words - To begin to predict what may happen in the story - To suggest how a story might end	- To follow a story without prompts or pictures - To talk about the characters in the books they are reading - To make predictions about what may happen next	- To be able to retell a story accurately enough, so an adult knows what it is - To begin to answer questions about what they have read - To use vocabulary that is influenced by their experiences of books and topics	- To answer questions about what they have read - To show understanding of what a story is, by discussing characters, events and settings - To know that information can be retrieved from books - To use vocabulary that is influenced by their experiences of books and topics	Demonstrate an 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.
RWI Group Expectations	End of Aut1: Group B	End of Aut2: Group C	End of Spr1: Ditty	End of Spr2: Red	End of Sum1: Green	End of Sum2: Purple	Say a sound for each letter in the alphabet and at least 10 diagraphs.
Word Reading	- To recognise and say the first 16 Set 1 Sounds: m a s d t i n p g o c k u b f e - To hear and identify the initial sounds - To orally blend cvc words (Fred talk) - To recognise their own name - To develop their phonological awareness, so they can: - Spot rhymes - Count syllables in words - To know how to handle a book correctly	- To recognise and say all Set 1 Sounds: m a s d t i n p g o c k u b f e l h r j v y w z x - To blend sounds together to read cvc words, using taught sounds (Fred Talk, Read the Word)	- To recognise and say all Set 1 Sounds, and the following Set 1 Special Friends: sh, ch, th, qu, ng, nk - To blend sounds together to read words containing taught Set 1 special friends (Special friends, Fred Talk, Read the Word) - To know the following 'red tricky words': I, the	- To recognise and say all Set 1 Sounds, and all Set 1 Special Friends: sh, ch, th, qu, ng, nk, ff, ll, ss, ck - To blend sounds together, to read words containing 4/5 sounds - To read simple phrases and sentences - To know the following 'red tricky words': I, the, to, into	- To recognise and say all Set 1 Sounds and Special Friends, and the following Set 2 Special Friends: ay, ee, igh, ow, oo, oo - To blend sounds together to read words containing taught Set 2 Special Friends - To read simple phrases and sentences - To know the following 'red tricky words': I, the, to, into, no, go, so	- To recognise and say all Set 1 Sounds and Special Friends, and all of the Set 2 Special Friends: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy - To read sentences, that include known sounds and red tricky words - To know the following 'red tricky words': I, the, to, into, no, go, so, he, she, me, my, of	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing	• To write their own name, with support of their name card • To give meanings to the marks they make • To write initial sounds, using a sound mat	• To write their name independently • To write initial sounds, independently • To begin writing cvc words, by writing the sounds they can hear in words. • To begin to form letters correctly	• To write cvc words independently • To begin to write cvcc words, and words containing taught special friends, with support. • To continue to practise letter formation, so form my letters correctly	• To write cvc, cvcc and words containing taught special friends, independently • To begin writing simple phrases and sentences (e.g. I can see.../ Put the jam on) • To write simple lists and labels • To continue to practise letter formation, so form my letters correctly	• To write simple sentences • To write simple instructions (e.g. How to plant a Sunflower seed) • To know how to form all letters correctly	• To write simple sentences that can be read by others. • To write a simple story, including a beginning, middle and end section • To re-read what they have written, to check it makes sense. • To know how to correctly form capital letters	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
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Progression of Mathematics

Children in Reception are taught Maths daily. In Reception we use the NCETM Mastering Number Programme as the basis of our maths lessons. This programme is designed to develop the children's 'number sense' and fluency skills, ready for Year 1. In addition, learning about shape, space and measure is delivered weekly using the White Rose Reception Maths planning.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	- To recognise numbers 1-3 - To subitise 1-3 - To find one more than a number within 3 - To find one less than a number within 3 - To explore the composition of numbers 1-3.	- To recognise numbers 0-5 - To begin to subitise 1-5 - To find one more than a number within 5 - To find one less than a number within 5 - To explore the composition of numbers 4 and 5 - To know number bonds to 5 (e.g. 1+4, 3+2, 5+0) - To find and represent 0 - To begin to explore parts and wholes	- To explore composition, using Part-Part Whole Models - To recognise numbers 0-8 - To subitise 1-5 - To find one more than a number within 8 - To find one less than a number within 8 - To explore the composition of 6 and 7 - To match numerals to quantities (1-10)	- To recognise numbers 0-10 - To explore the composition of 7 - To find one more than a number within 10 - To find one less than a number within 10	- To recognise numbers 0-20 - To explore the composition of 10 - To know some number bonds to 10 (e.g. 1+9, 10+0, 5+5) - To represent numbers within 20 using a Rekenrek.	- To recap number bonds to 5 - To recap number bonds to 10 - To know doubling facts - To know addition and subtraction facts (within 10) - To explore numbers beyond 20	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 double facts.
Numerical Patterns	- To say which group has more - To say which group has less - To compare quantities within 3 - To count to 5 - To match and sort different objects and patterns - To begin to explore size, mass and capacity - To explore simple patterns	- To compare quantities within 5 - To compare equal and unequal groups - To identify and name 2D shapes (triangle, circle, square, rectangle) - To recognise 2D shapes in the environment.	- To count to 10 - To count objects to 10 - To compare quantities to 8 - To order numbers to 8 - To explore length, height and time	- To compare quantities within 10 - To explore doubles (within 10) - To explore odd and even numbers (within 10) - To count backwards from 10 - To copy and continue AB, ABB and ABC patterns - To identify and name simple 3D shapes (sphere, cuboid, cone, pyramid, cylinder)	- To count to 20 - To combine two groups of objects - To order numbers to 20 - To use positional language - To explore more complex patterns	- To count beyond 20 - To know odd and even numbers - To double numbers within 10 - To share quantities equally - To explore addition and subtraction	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Progression of Understanding the World

Understanding the World involves guiding the children to make sense of their physical world and their community. Reception children have a weekly UTW session, where the children are taught key knowledge and vocabulary, which can be built upon when they move into KS1 and are taught RE, History, Geography and Science discreetly.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To begin to make sense of their own life-story and family's history	- To know about figures from the past (Ernest Shackleton) - To know about events in the past (Remembrance Day) - To use the language: today, tomorrow, yesterday, now, then	- To talk about the lives of the people around us - To know that the emergency services exist and what they do - To know about figures from the past (Florence Nightingale and Neil Armstrong)	To know about figures from the past (Mary Anning)	- To know how I have changed. - To understand that adults are older than them, so were born before them - To know some similarities and differences between things in the past and now (Toys in the Past) - To know about recent changes in the Royal Family (Queen Elizabeth II and King Charles)	To comment on images of familiar situations in the past (finding out about the Wright Brothers and planes in the past)	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	- To know about family structures and talk about who is part of their family - To identify similarities and differences between themselves and peers - To know the name of our school and that is located in Reddish - To know about features of the immediate environment and use language to name local places - To know there are many countries in the world and that in other countries people speak different languages	- To talk about the Christmas Story and how it is celebrated. - To talk about Diwali and how Hindu's celebrate - To know that people around the world have different religions - To recognise that people, have different beliefs and celebrate special times in different ways (Diwali, Christmas Story, Birthdays) - To talk about Bonfire Night and how I can keep myself safe. - To name some different places of worship (e.g.	- To know about people who helps us within the local community. - To name and describe people who are familiar to them (e.g. Emergency Services, teachers, hairdressers) - To talk about Chinese New Year and how it is celebrated.	- To know that there are different countries in the world and talk about differences (UK vs. Kenya) - To listen and new learn vocabulary, naming a larger bank of places in this country and worldwide. - To talk about Easter and know how Christians celebrate it	- To talk about Eid/Ramadan and how Muslims celebrate it - To talk about St George's Day and how this is celebrated	To compare and contrast characters from stories, including figures from the past	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has 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 – when appropriate – maps.

	(European Day of Languages)	Mosque, Church, Temple, Synagogue)					
The Natural World	- To know about and recognise the signs of Autumn - To identify the weather and explore the outdoor environment - To know how the natural world changes (e.g. leaves fall off) - To explore the local area, looking at maps and aerial views	- To identify similarities and differences between life in this county and Antarctica. - To recognise that some environments are different from the one in which they live.	- To know about and recognise the signs of Winter - To know how materials can change from one state to another (melting and freezing) - To know about space and name some planets	- To know about and recognise the signs of Spring. - To understand the need to respect and care for the natural environment (e.g. Plastic Pollution) - To recognise that some environments are different from the one in which they live (UK vs Kenya) - To know and talk about different habitats and animals that live within them. - To know what a herbivore and carnivore is, and give some examples.	- To understand the key features of the life cycle of a sunflower - To know how to care for a growing plant. - To observe growth over time. - To name and describe familiar plants they might see outside. - To understand the life cycle of a caterpillar	- To explore materials and talk about their properties. - To explore how different materials, sink and float. - To draw maps from real settings and imaginary story settings. - To draw simple information from a map	Explore the natural world around them, making observations and drawing pictures of animal 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 seasons and changing states of matter.

Progression of Expressive Arts and Design

Creating with Materials: In Reception, children have daily access to the 'Craft Table', where they can safely use and explore a variety of materials, techniques, tools and mediums, independently. The children have a weekly EAD session, where specific skills are introduced and taught. Follow up activities are then put within the Continuous Provision, to allow the children to have a go and practise the taught skill.

Being Imaginative and Expressive: Children sing a variety of songs and nursery rhymes daily, and develop early musicianship, by exploring a range of percussion instruments, as part of our outdoor Continuous Provision. Additionally, the children are taught Music weekly, following the 'Charanga Scheme of Work' in line with Years 1-6.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	- To join materials using tape and glue - To use a variety of junk modelling materials to make something different - To draw and paint self-portraits with increasing detail (e.g. representing a face, with a circle) - To show different emotions in their drawings and paintings - To experiment with different mark making tools (pencils, crayons and wax crayons, paint) - To hold scissors correctly (with support) and make snips in paper - To print, using fruits and vegetables. - To explore paint, using paintbrushes and fingers - To use natural objects to create art (Andy Goldsworthy)	- To join materials using a flange join - To hold scissors correctly and cut curved and straight lines, independently - To experiment with different mark making tools (felt-tip pens, chalk, paint, crayons) - To explore collaging, using tissue paper - To explore Rangoli patterns - To make a variety of different Christmas crafts, using taught skills (e.g. Christmas Cards, Christmas trees, snowmen)	- To join materials using an L-Brace join - To hold scissors correctly and cut circles, independently - To experiment with different mark making tools (chalk, paint, crayons, pencils, felt-tip pens) - To explore printing and mono-printing. - To explore threading, using string (dream catchers) - To use paint and chalk to make a Space Scene	- To join materials using a split pin join - To hold scissors correctly and cut squares, independently - To experiment with different mark making tools (water colours, chalk, paint, crayons, pencils, felt-tip pens) - To explore paint, using sponges and water colours - To make using salt dough - To paint different animal skins and prints - To make a variety of Easter Crafts (e.g. Easter Cards, Easter Eggs, Chicks etc.)	- To know and name some primary and secondary colours - To explore colour and colour mixing - To explore shades and know how to make a colour darker or lighter - To hold scissors correctly and cut more complex shapes, independently. - To use cooking tools safely and hygienically (making crispy cakes and jam sandwiches) - To explore paint, using different utensils (e.g. forks) - To experiment with different mark making tools (oil pastels, water colours, chalk, paint, crayons, pencils, felt-tip pens) - To explore the work of Georgia O'Keefe and create pictures in a similar style	- To join materials using a tab join - To share their creations, talk about processes and evaluate their work - To make puppets for their fairy tale story - To explore, use and refine a variety of artistic effects, to express their ideas and feelings - To explore different ways of folding paper (paper aeroplanes) - To design and make, using a variety of junk modelling materials (boats) - To create collaboratively, sharing ideas, resources and skills. - To use technology safely - To use some different apps (e.g. PicCollage, Animated Drawings)	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.

Being Imaginative and Expressive	• To engage in pretend play, using an object to represent something else, even though they are not similar • To tap a pulse, keep the beat and say names in time. • To create and perform rhythm patterns (red and yellow/cat and monkey) using body percussion and untuned instruments. • To sing alone and as part of a group • To move to a pulse, noticing changes in tempo • To maintain tempo and keep a steady beat • To follow a conductor • To sing with increasing confidence	• To watch dance performances and express their feelings and responses • To know and sing, the following Songs for our Christmas Sing-a-Long: ○ I hear Angels ○ Mary Had a Baby ○ When Santa Got Stuck Up the Chimney ○ Jingle Bells ○ We Wish You a Merry Christmas ○ Rudolph the Red Nose Reindeer	• To begin to develop complex stories, using small world resources • To explore instruments and see what sounds they can make • To learn how to control the sounds we are making and explore how to change dynamics and tempo. • To use percussion instruments to play the rhythm of their name • To create seasonal word rhymes • To be able to play simple cat and monkey rhythms notes using tuned percussions. • To perform word patterns on tuned and untuned percussions in groups	• To make imaginative and complex 'small worlds' with small world equipment, blocks and construction materials. • To explore instruments and see what sounds they can make • To learn how to control the sounds we are making and explore how to change dynamics and tempo. • To use percussion instruments to play the rhythm of their name • To create seasonal word rhymes • To be able to play simple cat and monkey rhythms notes using tuned percussions. • To perform word patterns on tuned and untuned percussions in groups	• Develop storylines in their pretend play • To copy simple rhythms • To play and sing together keeping a steady tempo • To understand and use dynamics • To listen and respond to sounds in local environment. • To create a soundscape • To retell a familiar story through music	• To know and sing previously taught Nursery Rhymes and Songs • To sing in a group or on their own, increasingly matching the pitch and following the melody	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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