

Reception Learning Overview							End Points
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
	All About Me	Into the Woods	Our World and Beyond	Food Glorious Food	Can We Explore It?	In and around the Sea	
Focus	All about me, my family and pets My Emotions People Who Help Us	Autumn Into the Woods Diwali Christmas here and around the world	Winter Chinese New Year Where we live Our Planet- UK and Spain Space	Healthy Eating Our bodies Where Does Our Food Come Easter	Spring Life Cycles Growing Recycling	Summer Under the Sea Hot and Cold Places Transition	
Enrichment Experiences	Visitor to school to talk about Hedgehogs Emergency Service visit into school Indian Food Tasting Grandparent Special reader story Session		TRIP –Imagine That Chinese food tasting Local area walk- to the roads linked School House Teams		Tadpoles – in class Hatching chicks		
Possible texts & Traditional Tales	We Are Family In My Heart The Invisible string Non –fiction texts – People Who Help Us	Everywhere Bear Non-fiction texts – Bears Christmas Story Christmas Around the World	Goodbye Autumn, Hello Winter Here We Are A Ticket Around the World Non-fiction texts – Space Milly,Molly,Mandy stories	Keeping Healthy Food Around the World Handa’s Surprise Where does my food come from? Amelia Earhart (Little People, Big Dreams)	Tadpoles Promise What The Ladybird Heard 10 Things I can Do To Help My World Greta Thunberg (Little People, Big Dreams)	Poles Apart The Whales’ Song Only One You Marvellous Me!	

Progression through Development Matters in Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Listening, Attention and Understanding</p> 	<p>Understand how to listen carefully. Understand why listening is important. Engage in story times. Listen carefully to rhymes and songs paying attention to how they sound.</p>	<p>Listen and talk about stories to build familiarity and understanding Learn rhymes, poems and songs. Engage in non-fiction books.</p>	<p>Asks questions to find out more information. Listens to non-fiction to develop a deep familiarity with new knowledge and vocabulary. Can retell a story once he/she has developed a deep familiarity with the text.</p>	<p>Listen and talk about stories to build familiarity and understanding Can retell a story. Learns rhymes, poems and songs.</p>	<p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To follow a story without pictures.</p>	<p>To have conversations with adults and peers with back and forth exchanges. Listen carefully to stories and ask/answer relevant questions in both small groups and whole class.</p>	<p>Holds conversations when engaged in back-and-forth exchanges with his/her teachers and peers. .Listens attentively and responds to what s/he hears with relevant questions and actions when being read to and during whole class discussions and small group interactions. Makes comments about s/he has heard and asks questions to clarify his/her understanding.</p>
<p>Speaking</p> 	<p>Talk to class teacher and support staff. Talk in front of a small group. Learn new vocabulary.</p>	<p>Answer questions in front of whole class. Learn and use new vocabulary throughout the day.</p>	<p>Articulate his/her ideas and thoughts in well- formed sentences 'and' and 'because'. Describe events in some detail. Talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Share ideas in front of whole class. Use talk to help work out problems. Connect one idea or action to another using a range of connectives. Start to develop social phrases.</p>	<p>Use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. Use new vocabulary in different contexts.</p>	<p>Can talk to different adults around school. Can talk in full sentences using past, present and future tense in small groups, whole class and one- to- one discussions. Use talk to explain how things work and why things might happen using vocabulary introduced in stories and non-fiction texts.</p>	<p>Can 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

Progression through Development Matters in PSED

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Self-Regulation</p> 	<p>Recognise and identify different emotions Understand how people express different emotions Join in with one-to-one and small group activities. Able to follow simple one-step instruction or action.</p> <p>Jigsaw: Being Me In My World</p>	<p>Talk about their different emotions. Consider how others are feeling. Join in with whole class activities.</p> <p>Jigsaw: Celebrating Differences</p>	<p>Is able to identify own feelings in different social situations. Is able to identify own emotions. Able to follow a two-step instruction or action.</p> <p>Jigsaw: Dreams and Goals</p>	<p>Is able to identify and begins to moderate own feelings socially and emotionally. Consider the feelings and needs of others.</p> <p>Jigsaw: Healthy Me</p>	<p>Is able to pay attention to the teacher during one-to-one, small group and whole class discussions and respond appropriately. Able to follow a three-step instruction or action.</p> <p>Jigsaw: Relationships</p>	<p>Is able to pay attention to the teacher and respond appropriately even when engaged in another activity. Can set themselves a target and reflect on own progress. Can control impulses and wait and take turns. Can understand how others are feeling.</p> <p>Jigsaw: Changing Me</p>	<p>Is able to give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. Can set and work towards simple goals, is able to wait for what s/he wants and control his/her impulses when appropriate. Shows an understanding of his/her feelings and those of others, and is beginning to regulate his/her behaviour accordingly.</p>
<p>Managing Self</p> 	<p>Can wash hands independently. Can put coat on Independently. Can open and pack book bag with support. Is gaining independence going to the toilet. Explore the different areas of provision in Early Years.</p>	<p>Follows class rules and routines. Begins to zip coat up independently. Can open and pack book bag independently. Can spend longer periods of time on both independent and focussed tasks</p>	<p>Understands class rules and routines and follow them independently. Can talk about themselves in a positive manner. Confident to try new activities, experiences. Begins to feel like a valued individual in their class. Can access and use the resources in the</p>	<p>Persevere when completing independent/focussed tasks Begins to show resilience when challenged. Know and talk about the different factors that support health-regular physical activity, healthy food choices and</p>	<p>Begins to show perseverance in the face of challenge. Sees him/herself as a valuable individual. Knows and can talk about the different factors that support his/her overall wellbeing: -sensible amounts of 'screen time'</p>	<p>Can talk about and explain reasons for class rules. Shows resilience and perseverance in the face of challenge.</p>	<p>Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge. Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. Manages own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy choices.</p>

			provision independently.	Tooth brushing.	- having a good sleep routine -being a safe pedestrian		
Building Relationships 	Confident to speak to peers, class teacher and support staff. Ask for help when need.	Play with children who are playing the same game. Talk to children who are playing the same game. Begin to develop friendships.	Begin to build constructive relationships. Can take turns with others. Can work and play cooperatively.	Begins to think about the perspective of others. Builds positive relationships with all staff in Early Years.	Can think about the perspective of others. Can work collaboratively in a small group.	Play cooperatively with peers. Take turns and share, taking into account the feelings of others. Has developed a friendship group.	Works and play cooperatively and take turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and to others' needs
Progression through Development Matters in Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross Motor 	Complete PE Locomotion Walking & Jumping Move safely in a space. Run and stop safely. Jump correctly. Develop control when using equipment. Follow a path and take turns. Climb on, jump from and land safely from outdoor equipment. Work cooperatively with a partner.	Complete PE Gymnastics High/ low/over/ under & moving Balance and safely use equipment. Change direction when moving in different ways. Jump and land safely from a height. Develop rocking and rolling. Hop and skip. Explore different ways to travel using equipment.	Complete PE Dance Dinosaurs & Nursery Rhymes Use counting to help to stay in time with the music when copying and creating actions. Move safely with confidence and imagination, communicating ideas through movement. .Move with control and coordination, copying, linking and repeating actions.	Complete PE - Ball Skills Hands Roll and track a ball. Bounce a ball. Develop accuracy when throwing to a target underarm. Dribble using hands. Throw and catch with a partner underarm. Develop batting skills.	Complete PE - Ball Skills Feet Dribble a ball using feet. Dribble a ball through obstacles. Kick a ball. Kick a ball to a target. Pass a ball. Explore striking a ball and keeping score.	Complete PE - Attack and Defence Games for understanding Develop accuracy when throwing and practise keeping score. Follow instructions and move safely when playing tagging games. Learn to play against an opponent. Play by the rules and develop coordination. Work cooperatively as a team	Demonstrates strength, balance and coordination when playing. Moves energetically such as running, jumping, dancing, hopping, skipping and climbing. Is able to negotiate space and obstacles safely, with consideration for self/others.

			Remember and repeat actions, exploring pathways and shapes.				
<p>Fine Motor</p> 	<p>Mark make using different pencils, pens and chalk.</p> <p>Begin to use a tripod grip when using mark making tools.</p> <p>Use tweezers to transfer objects.</p> <p>Thread large beads.</p> <p>Begin to copy letters.</p> <p>Can hold scissors correctly and make snips in paper.</p> <p>Can paint using a thick brush.</p> <p>Can hold a fork and spoon correctly.</p>	<p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Can hold scissors correctly and cut along straight and zigzagged lines.</p> <p>Use a tripod grip when using mark making tools.</p> <p>Can accurately draw lines, circles and shapes to draw pictures.</p> <p>Can write taught letters using correct formation.</p> <p>Begin to hold a knife correctly and use to cut food with support.</p>	<p>Use a tripod grip when using mark making tools.</p> <p>Can hold scissors correctly and cut along a curved line.</p> <p>Thread small beads.</p> <p>Use small pegs.</p> <p>Can write taught letters using correct formation.</p> <p>To paint using a medium sized brush.</p>	<p>Can hold scissors correctly and cut out large shapes.</p> <p>Can write letters using the correct letter formation and control the size of letters.</p> <p>Can thread small beads.</p>	<p>Can hold scissors correctly and cut out small shapes.</p> <p>Can write letters using the correct letter formation and control the size of letters.</p> <p>To paint using thinner paintbrushes</p>	<p>Can hold scissors correctly and cut various materials- paper, card, tape.</p> <p>Can create drawings with details.</p> <p>Can write letters using a tripod grip using the correct letter formation, controlling the size of letters.</p> <p>Can independently use a knife, fork and spoon to eat a range of meals.</p>	<p>Is beginning to show accuracy and care when drawing.</p> <p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Uses a range of small tools, including scissors, paintbrushes and cutlery.</p>

Progression through Development Matters in Literacy							
Skill	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Reading Comprehension 	Can use pictures to tell a story. Sequence familiar stories. Independently look at book, holding them the correct way and turning pages. Engage in story times.	Begins to answer questions about the stories read to them. Enjoys an increasing range of books including fiction, non-fiction, poems and rhymes.	Can act out a simple story. Can predict what may happen in a story. Can suggest how a story may end.	Can retell a story. Can follow a story without pictures or props. Can talk about the characters in the books they are reading	Can answer questions about what they have read. Can use vocabulary that is influenced by their experiences of books. Uses and understands recently introduced vocabulary during discussions about stories, rhymes and role-play.	Uses and understands recently introduced vocabulary during discussions about non-fiction and poems. Knows that information is retrieved from books.	Anticipates , where appropriate, key events in stories Demonstrates an understanding of what has been read by retelling stories and narratives using his/her own words and recently introduced narrative Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
Word Reading Supersonic Phonics 	Can recognise name. Can hear and say initial sounds. Can oral blend and segment sounds to hear 3 letter words. Supersonics Phonics Basics 2 : s/a/t/p/i/n/m/d/g/o/c/k Begin to blend sounds together to read words using the taught sounds. Can read common exception words:	Supersonic Phonics Basics 2: s /a /t /p /i /n /m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b// f / ll/ ff /ss Can read 3 letter words using taught sounds. Can read common exception words: go/no/has/his/as/of/into	Supersonic Phonics Basics 3: j /v/ w/ x/y/z/ zz/ qu/ ch/ sh/ th/ng/ ai/ ee/igh/ oa/ j/ v/ w/ x/ ch/ sh/ th/ ng/ ai/ee/igh/ oa Can read words and begins to read captions and sentences using taught sounds. Can read common exception words:	Supersonic Phonics Basic 3: oo/oo/ar/ or/ ur/ ow/ oi/ er/ oo/ oo/ ar/ or/ ur/ ow/ oi/ er Can read words, captions and sentences using taught sounds. Can read common exception words: some/ come so/ do/	Supersonic Phonics Basics 3: ure/ ear/air/ oo/ oo/ ar/ or/ ur/ ow/ oi/ er / oo, oo, ar, or, ur, ow, oi, er, ure, ear, air Can read words consistent with phonic knowledge by sound blending. Can read common exception words: little/ out	Supersonic Phonics Basics 3: s/ a/ t/ p/i /n/ m/ d/ g/ o/ c/ k/ e/ u/ r, h, b, f, l, ll, ss, ff/ oo/ oo/ ar/ or/ ur/ ow/ oi/ er/ ure/ ear/ air Reads aloud simple sentences and books that are consistent with his/her phonic knowledge Can read common exception words:	Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words. Can read words consistent with phonic knowledge by sound blending. Is able to say a sound for each letter in the alphabet and at least 10 digraphs.

	I / is / the / to		her/ was/ you/he/we/ she/ me/ be/ they/ my/ by/ are/ all		her/ was/ you	I/ is/ the/ to/ no/ go/ has/his/ as/ of/ into/ her/was/ you/he/ we/ she/ me/ be/ they/ my/ by/ are/ all/ some/come/ so/ do/ little/ out	
Writing 	<p>Can copy their name.</p> <p>Give meanings to the marks they make.</p> <p>Form taught lower case letters correctly.</p> <p>Write initial sounds.</p>	<p>Can write their name.</p> <p>Form taught lower case letters correctly.</p> <p>Begin to write CVC words using taught sounds.</p> <p>Begin to spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Begins to spell taught tricky words correctly.</p>	<p>Form taught lower-case letters correctly.</p> <p>Can spell words using taught sounds.</p> <p>Can spell some taught tricky words correctly.</p> <p>Begin to write short sentences using finger spaces.</p> <p>Can spell taught tricky words correctly.</p>	<p>Form taught lower-case correctly.</p> <p>Begin to form taught capital letters correctly.</p> <p>Can spell words by hearing the sound and writing the grapheme.</p> <p>Can write short sentences using finger spaces and a full stop.</p> <p>Begin to write longer words which are spelt phonetically which can be read by others.</p> <p>Can spell taught tricky words correctly.</p>	<p>Can form taught lower-case and capital letters correctly.</p> <p>Can write short sentences with words using a capital letter.</p> <p>Can write short sentences using finger spaces.</p> <p>Can write short sentences using a full stop.</p> <p>Write longer words which are spelt phonetically.</p> <p>Begins to reread what s/he has written to check it makes sense.</p> <p>Spell taught tricky words.</p>	<p>Can form taught lower-case and capital letters correctly.</p> <p>Can write short sentences with words with known sound-letter correspondences.</p> <p>Can write short sentences using a capital letter, finger spaces and a full stop.</p> <p>Can read their work back and check it makes sense.</p>	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letter.</p> <p>Writes recognisable letters, most of which are correctly formed.</p> <p>Writes simple phrases and sentences that can be read by others.</p>

	Progression through Development Matters in Maths						
Skill	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Number 	Can recognise numbers 1-3. .Begin to subitise to 3. Can find one more of numbers to 3. Can find one less of numbers to 3. Explores the composition of 2 and 3.	Can recognise numbers 1-5. Begin to subitise to 5. Can find one more of numbers to 5. Can find one less of numbers to 5. Explore the composition of 4 and 5.	Can recognise numbers 0-8. Can subitise to 5. Can find one more of numbers to 8. Can find one less of numbers to 8. Explores the composition of 6, 7 and 8. Can match the number to quantity.	Can recognise numbers 0-10. Explore the composition of 9 and 10. Begins to learn about addition facts that make 5. Can find one more of numbers to 10. Can find one less of numbers to 10. Can estimate a number of objects.	Knows addition number bonds to 5. Begins to learn subtraction facts up to 5. Begins to practise other number bonds to 10. Begins to learn double facts up to 5.	Can solve simple number problems. Understands the composition of each number to 10. Recalls number bonds to 5 including subtraction facts). Recalls some number bonds to 10. Knows doubling facts.	Automatically recalls (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. Has a deep understanding of number to 10, including the composition of each number. Is able to subitise up to 5.
Numerical Patterns Doubles $2+2=4$ 	Can say which group of objects has more. Can say which group of objects has... Can compare quantities to 3. Can count to 5	Can compare quantities to 5. Can compare equal and unequal groups. Can count to 10. Can compare different lengths.	Can count to 15. Can count objects to 10. Can compare quantities to 8. Begins to understand the different between odd and even numbers up to 8. Can combine two groups of objects. Can copy and continue a repeating pattern. Can compare different capacities.	Can count to 20. Can compare quantities to 10. Explores odd and even numbers. Can order numbers to 10. Can count back from 10. Can combine two groups of objects. Can take away objects and count how many are left. Can find missing number	Can count to 25. Can add numbers. Can subtract numbers. Can find the missing number. Can order numbers to 10. Can find the missing number in an addition and subtraction sentence problems. Can create a repeating pattern.	Can count to 30 and beginning to count higher (100). Knows that 1, 3, 5, 7 and 9 are odd. Knows that 2, 4, 6, 8, 10 are even. .Can double numbers up to 10. Can find half of numbers up to 10. Can share quantities equally.	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. Verbally count beyond 20, recognising the pattern of the counting system.

				Can compare different weights.			
Shape, Space and Measure 	<p>Can match and sort objects.</p> <p>Can finish a repeating pattern of 2 objects or colours.</p> <p>Can recognise and name 'circle', 'triangle', 'square' and 'rectangle'.</p>	<p>Can compare length, height, size.</p> <p>Can order the days of the week.</p>	<p>Can measure height and length using cubes.</p> <p>Can order objects by height and length.</p>	<p>Begin to explore the properties of 3D shapes.</p> <p>Can name 3 D shapes – cylinder, sphere, cones</p>	<p>Can describe the properties of 3D shapes.</p> <p>Can name 3 D shapes – cylinder, cube, sphere, cuboids, cones</p>	<p>Can finish a repeating pattern.</p> <p>Can make patterns using shapes.</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>
Progression Development Matters in Understanding of the World							
Skill	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Past and Present 	<p>Knows about own life-story.</p> <p>Identify that some things have changed/stayed the same from birth to age 4.</p> <p>Begin to sequence events and photographs from their own life.</p> <p>Can talk about the lives of the people around them and their roles in society – people in school, people in the community.</p> <p>Pupils use words such as yesterday, a long time ago, mum and dad.</p>	<p>To know and speak about some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas now and in the past)</p> <p>Talk about the order of events in a range of stories.</p>	<p>Knows about figures from the past and recent past (Neil Armstrong and Tim Peake) and knows why they are important.</p> <p>Know what has caused an event to take place in stories.</p> <p>Knows some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Milly, Molly, Mandy stories)</p>	<p>Knows about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Listens to and responds to story of Amelia Earhart (Little People, Big Dreams).</p>	<p>Know about the past through comparing everyday items from the past and present day – collection of historical items and begin to put them in order.</p> <p>Communicate this knowledge through discussion.</p> <p>Listen to and ask questions about the past.</p>	<p>Know about the past through settings, characters and events encountered in books read in class and storytelling (The Whales' Song)</p> <p>Focus on grandparents and what it was like when they were children.</p> <p>Pupils use words and phrases such as last week, years, nan and grandad.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. .Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

<p>People, Culture and Communities (RE/Geography)</p> 	<p>Knows about family structures and talk about who is part of their family. Can identify similarities and differences between themselves and peers. Knows about people who help us within the local community</p> <p>Discovery RE: Special People</p>	<p>Talks about how Hindus celebrate Diwali. Talks about the Christmas Story and how it is celebrated by Christians. Knows that people around the world have different religions (Hindus and Christians).</p> <p>Discovery RE: Christmas</p>	<p>Talks about how Chinese New Year is celebrated. To know Hardy Mill Primary School is located in Bolton. To know the country they live in. Knows that simple symbols are used to identify features on a map. Knows about features of the immediate environment. To know that there are many countries around the world. Knows that people in other countries may speak different languages (Spanish).</p> <p>Discovery RE: Celebrations</p>	<p>Knows that Christians celebrate Easter. To know that there are many countries around the world. Knows that people in other countries may speak different languages (Spanish). Knows some Spanish foods. Knows about some fruits Kenya (Handa's Surprise).</p> <p>Discovery RE: Easter</p>	<p>To talk about their own immediate environment – To begin to understand why it is important to look after the environment – Learn about (Greta Thunberg - Little People, Big Dreams) Understand stories from other cultures.</p> <p>Discovery RE: Storytime</p>	<p>Know that there are many countries around the world which experience different weather- hot/cold. Talk about the difference between their own country and Kenya and The Artic. To talk about where they are going on holiday – this country or another country. Use maps to identify hot and cold places and where they are going on holiday. Knows about a Church and a Mosque who worships there.</p> <p>Discovery RE: Special Places</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 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>
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<p>The Natural World (Geography/ Science)</p> 	<p>Can ask questions about the natural environment. Begins to respect and care for the natural environments- explore the EY outdoor area and learn about the different areas – how to use and look after the mud kitchen and the Willow tunnel.</p>	<p>Knows about and recognises the signs of Autumn. Draws pictures using pencils of what they see when exploring their school environment in Autumn.</p>	<p>Knows about and recognise the signs of Winter and makes comparisons with Autumn. Knows some important processes and changes in the natural world including states of matter (freezing/melting). Knows about features of own immediate environment and how they might vary from another. To know that we live on planet Earth and there are other 8 planets in the Solar System.</p>	<p>To know some important processes and changes in the natural world. To know that plants and animals provide us with food.</p>	<p>Knows about and recognises the signs of Spring and makes comparisons Autumn and Winter. Plants seeds, observes the growth of seeds and talk about changes. To know the difference between a plant and a flower. Learns about lifecycles of plants and animals.</p>	<p>Can name minibeasts and their habitats. Knows about and recognises the signs of Summer and makes comparisons between Autumn, Winter and Spring. Can explore talk about changing states of matter when temperature changes – (melting, freezing) Make ice lollies</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>
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Progression through Development Matters in Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p>Creating With Materials</p> <p>(Art/DT)</p> 	<p>Can name colours. Experiments with mixing colours using ready mixed paints. Can create simple representations of people and objects. Draws and colours with pencils and crayons. Explores different techniques for joining materials (Glue Stick). Can join and connect different construction materials –Duplo, large wooden bricks to represent ideas. Role plays using given props and costumes.</p>	<p>Can use colours for a particular purpose. Begins to share their creations. Can use some cooking techniques (spreading, cutting,) – Sandwiches for Diwali party. Explores different techniques for joining materials (Glue Stick, PVA)</p>	<p>Experiments with mixing colours using powder paints. Experiments with different mark making tools such as art pencils, pastels, chalk. To learn about the artist Gaudi and use knowledge of cutting, sticking and colour to create a mosaic. Role plays collaboratively, sharing ideas and props. Explores different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)-to make a rocket. Can join and connect different construction materials –Lego, small wooden bricks to represent ideas.</p>	<p>Knows which prime colours you mix together to make secondary colours. Can use some cooking techniques (spreading, cutting, threading, coring) Fruit Kebab Explores different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)-make a shaker</p>	<p>Can share creations and talk about the process. Can create detailed observational drawings with an art pencil and pastels of people and objects, plants and flowers. Can use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Salad Can make props and costumes for different role play scenarios - instruments</p>	<p>To learn about the artist Andy Goldsworthy and compare with Gaudi. Can use natural objects to make a piece of art in response to Andy Goldsworthy work, returning to and adapt their design as necessary. Can share creations, talk about process and evaluate their work. Can explore, use and refine a variety of artistic effects to express their ideas and feeling. Can join and connect a variety of construction materials to represent ideas.</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>

<p>Being Imaginative and Expressive (Music)</p> 	<p>Can sing and perform nursery and number rhymes. Begins to join in with whole school singing assemblies. Experiments with different instruments and their sounds. Can talk about whether they like or dislike a piece of music. Can create musical patterns using body percussion and respond and react musically to others, copying, and 'answering' Can use costumes and resources to act out narratives.</p>	<p>Learns and performs songs in the Christmas Play. Joins in with whole school singing assemblies. Begins to pitch match. Begins to sing the melodic shape of familiar songs. Can sing entire songs. Can use costumes and resources to act out narratives.</p>	<p>Perform a dragon dance for Chinese New Year. Joins in with whole school singing assemblies. Can create musical patterns using untuned instruments – bells, triangles and tap sticks. Begins to create costumes and resources for role play.</p>	<p>Joins in with whole school singing assemblies. Can perform a poem or story with others during World Book Week. Experience using simple age-appropriate music technology (recording, playing back, mic, headphones). Can act out well known stories. Can create costumes and resources for role play.</p>	<p>Can move in time to music. Can learn simple dance routines. Explore changes in tempo (fast and slow) using voice, body percussion, sound makers). Performs a song in whole school singing assembly. Can follow a musical pattern to play tuned instruments- glockenspiel and chimes. Can create narratives based around stories.</p>	<p>Performs in the Reception Showcase assembly (songs, poems, stories, dance). Listens to poems and create their own. Explore changes in dynamics (loud and quiet) using voice and sound makers. Can create own compositions using untuned and tuned instruments – bells, triangles and tap-sticks, glockenspiel and chimes. Can listen to pieces of music expressing his her/her feelings and responses.</p>	<p>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.</p>
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