



Challenge, Equality & Opportunity

Long Term Progression for EYFS

HFS EYFS Long Term Progression – Communication and Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 / ELG
<p>I enjoy listening to longer stories and to others in one-to-one or small groups, when conversation is of interest to me.</p> <p>I show interest in playing with sounds, songs and rhymes.</p> <p>I understand the use of classroom stationary.</p> <p>I am beginning to learn new vocabulary and use it.</p> <p>I am beginning to use full sentences in my play.</p>	<p>I can follow directions (even if not intently focused).</p> <p>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>I still listen but can change my own focus of attention.</p> <p>I listen to familiar stories with increasing attention and recall.</p>	<p>I show an understanding of prepositions (such as under, on top, behind) by carrying out an action or selecting the correct picture.</p> <p>I understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>I am beginning to understand humour, e.g. nonsense rhymes and jokes.</p> <p>I show variability in listening behaviour.</p>	<p>I respond to instructions with more elements.</p> <p>I can engage with non-fiction books.</p> <p>I listen and respond to ideas expressed by others in conversations or discussions.</p> <p>I can develop social phrases.</p> <p>I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>I am able to follow a story without pictures or props.</p> <p>I understand questions such as who; why; when; where and how.</p> <p>I use language to imagine and recreate roles and experiences in play situations.</p> <p>I connect one idea or action to another using a range of connectives.</p> <p>I link statements and stick to a main theme or intention.</p> <p>I can ask questions confidently to clarify my understanding I can use new vocabulary when it is appropriate.</p>	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - 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 teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

<p>I will listen to an adult modelling and beginning to copy.</p>	<p>I am beginning to understand why and how questions</p> <p>I am beginning to describe events in my play.</p>	<p>I can introduce a storyline or narrative into my play</p>	<p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I have an increasing vocabulary to draw on in conversation</p> <p>I can engage verbally back and forth.</p>	<p>I can hold a conversation confidently.</p> <p>I can engage in conversation with my teacher, friends and other children</p> <p>I use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.</p>	<p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support from their teacher.</p>
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HFS EYFS Long Term Progression – Personal, Social, Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
<p>I can consider other's needs.</p> <p>I can invite others to play.</p> <p>I am beginning to notice similarities and differences.</p> <p>I am beginning to recognise the impact of my actions.</p> <p>I can build some strong relationships with familiar adults.</p> <p>I can explore feelings through role play.</p>	<p>I can seek out companionship with adults and other children, sharing experiences and play ideas.</p> <p>I can enjoy a sense of belonging through being involved in daily tasks.</p> <p>I can develop an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>I can assert my own ideas.</p>	<p>I am proactive in seeking adult support to find compromises.</p> <p>I can be increasingly flexible and cooperative.</p> <p>I can express a wide range of feelings in my interactions.</p> <p>I can adapt my behaviour to different situations.</p> <p>I can show confidence in choosing resources and perseverance in carrying out a chosen activity.</p>	<p>I can be outgoing towards people and willing to try new things.</p> <p>I can recognise that I belong to different communities and social groups and communicate freely about my own home and community.</p> <p>I have a clear idea about what I want to do in my play and how I want to go about it.</p> <p>I am able to often manage my feelings and tolerate situations</p>	<p>I can understand my own and other people's feelings, offering empathy and comfort.</p> <p>I can take steps to resolve conflicts with other children by finding a compromise sometimes with support.</p> <p>I can say what I do well and what I am getting better at.</p> <p>I am a confident child when a new activity is introduced. I will give it a go.</p> <p>I can talk about my own and others' feelings, behaviours and consequences.</p> <p>I can make a healthy snack.</p>	<p>ELG: Self-Regulation</p> <p>- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>- 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.</p> <p>ELG: Managing Self</p> <p>- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>

I enjoy trying new fruit at snack time.	<p>I can develop particular friendships with other children.</p> <p>I am beginning to work cooperatively with others.</p> <p>I can talk about why keeping healthy, both mentally and physically is important.</p>	<p>I can explore how to keep my body healthy.</p> <p>I can explain 'the rules'.</p>	<p>in which my wishes cannot be met.</p> <p>I can learn and practice good dental hygiene and why it is important</p> <p>I know right choices and I know wrong choices.</p>	<p>I understand my own feelings.</p> <p>I understand how other people are feeling.</p> <p>I can manage my personal hygiene, personal needs, dressing independently.</p>	<p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships:</p> <ul style="list-style-type: none"> - 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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Vocabulary

Myself, Feelings, being gentle, rights, responsibilities, talents, families, home, friends, challenge, perseverance, help, exercise, healthy food, physical activity, sleep, clean, body, fears, growth, hygiene

HFS EYFS Long Term Progression – Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ ELG
<p>I can grasp and release with two hands.</p> <p>I can begin to focus on balance and movement.</p> <p>I can show a preference for a dominant hand.</p> <p>I can create lines and circles pivoting from the shoulder and elbow.</p>	<p>I can manipulate a range of tools and equipment in one hand.</p> <p>I am developing spatial awareness.</p> <p>I can begin to form recognisable letters independently</p> <p>I can do a physical challenge when instructed and extended by an adult.</p>	<p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>I can move across climbing equipment using alternate feet.</p> <p>I can use simple tools to create changes to materials.</p> <p>I can move with confidence, control and grace.</p>	<p>I can manipulate a range of tools and equipment in one hand (tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves, or ribbons).</p> <p>I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>I can successfully complete a physical challenge.</p>	<p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>I can handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>I can cut shapes with scissors. (not templates)</p> <p>I move with coordination and balance – independently.</p> <p>I can tell you our daily routine.</p>	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and co-ordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing. - Use the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery.

<p>I am learning to move confidently.</p> <p>I am beginning to use small and large apparatus outside.</p>	<p>I can move my full body during squiggle dance time.</p> <p>I am beginning to describe how the body feels when still and when exercising.</p> <p>I am increasingly confident using a balance bike.</p>	<p>I can roll in different ways with control. (Pencil roll and introduce rock and roll to crouching).</p> <p>I can travel and stretch in different ways.</p> <p>I am beginning to balance with control.</p> <p>I can move around, under, over, and through different objects and equipment.</p> <p>I know I need to wash my hands.</p> <p>I can ride a balance bike confidently.</p>	<p>I can confidently move around an obstacle course.</p> <p>I understand the five a day rule.</p> <p>I can move along to music in an open space.</p> <p>I can join a range of different movements together.</p> <p>I am beginning to use a two wheel pedal bike.</p>	<p>I know why I need to wash my hands and when.</p> <p>I can run with an awareness of the space and of others.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw an object at a target.</p> <p>I am beginning to consistently catch equipment using two hands.</p> <p>I can move a ball in different ways, including bouncing and kicking.</p>	<p>- Begin to show accuracy and care when drawing.</p>
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Vocabulary

Dance: Move, Dance, Shake, Body Parts, Turn, High, Low, Big, Small, Curved, Ball, introduce beat and the idea of repeat beginning with again

Gymnastics: Forwards, Backwards Sideways, Bench, Mat, Table, Roll, (pencil roll, rock and roll) Long, Slow, On, Off, Stretched, Curled, Tuck, (reference to pike as a long straight shape and straddle as a wide shape) Body parts Tall, Small, Shape, Star, wide, Hold, Still, Jump, Hop, Bounce, Travel, Copy.

Fundamentals/Games: Rules, Follow, Game, Walk, Jog, Throw, Target Jump, Run, Hop, Skip Fast, Pass, In pairs.

Go, stop, forwards, backwards, under, over, through, behind, up, down, safe.

Tweezers, grip, hold

HFS EYFS Long Term Progression – Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
<p>Week 1 s a t p</p> <p>Week 2 i n m d</p> <p>Week 3 g o c k is</p>	<p>Phase 2</p> <p>Graphemes:</p>	<p>Phase 3 Graphemes:</p> <p>ai ee igh oa oo oo ar or</p> <p>ur ow oi ear air er</p>	<p>Phase 3:</p> <p>Review Phase 3</p>	<p>Phase 4:</p> <p>Short vowels with adjacent consonants</p>	<p>Phase 4:</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p>

<p>Week 4 ck e u r l Week 5 h b f l Tricky words: is, I, the</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. I can join in with rhymes and am showing an interest in stories with repeated refrains. I can sequence familiar stories using pictures. I can recognise initial sounds.</p> <p>Writing: I give meaning to marks whilst holding my pencil in a tripod grip.</p> <p>I can write initial sounds.</p> <p>I can use initial sounds to label characters.</p>	<p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Writing: I can write my name.</p> <p>I can copy and begin to create story maps and retell stories.</p> <p>I can sequence a story – using the following vocabulary:</p>	<ul style="list-style-type: none"> • words with double letters • longer words <p>Tricky words: was you they my by all are sure pure</p> <p>Reading: I can re-read books matched to my phonic ability with some fluency.</p> <p>I can ask and answer questions about story book characters.</p> <p>Writing: I can explain the main events of a story and give simple descriptions of characters.</p> <p>I can write and use some of the tricky words such as I and The.</p> <p>I can write CVC words and label CVC, CVCC, CCVC words.</p> <p>I can write a short sentence.</p>	<ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <p>Reading: Story structure-beginning, middle, end. Retelling stories to an audience, nonfiction books.</p> <p>I can retell a story with actions and or picture prompts as part of a group.</p> <p>I can use story language when acting out a narrative.</p> <p>I can think of rhyming words.</p> <p>Writing: I can make phonetically plausible attempts to spell</p>	<ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>Tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Reading: Non-fiction texts, internal blending, distinguishing capital letters and lowercase letters.</p> <p>I can listen to stories, accurately anticipating key events & respond to what I hear with relevant comments, questions, and reactions</p> <p>I can retell a story using new vocabulary from the story.</p> <p>Writing: I can draw pictures of characters/ events / settings in a story which may include labels, sentences or captions.</p> <p>I can write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.</p>	<ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words <p>Reading: Common theme in traditional tales, identifying characters and settings.</p> <p>ELG: Word Reading: -Say a sound for each letter in the alphabet and at least 10 digraphs. -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.</p> <p>ELG: Comprehension: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories. -Use and understand recently introduced vocabulary during role play and discussions about stories (non-fiction, rhymes and poems).</p> <p>ELG: Writing: -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.</p>
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	<p>beginning, middle and end.</p> <p>I can write invitations to celebrations and Christmas letters/lists.</p> <p>I can retell stories related to events through acting/role play and images.</p>	<p>I am beginning to use finger spaces.</p>	<p>words that are usually correct.</p> <p>I can draw pictures of characters/ events / settings in a story.</p> <p>I can create my own story maps, writing captions and labels, using short simple sentences.</p> <p>I can use and to extend my short sentence.</p> <p>I can use a capital letter at the start of my sentence.</p>	<p>I can form lowercase and capital letters correctly.</p> <p>I can read my sentences to you.</p>	<p>-Write simple phrases and sentences that can be read by others.</p>
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Vocabulary

Letter, word, sentence, full stop, phoneme, grapheme, digraph, trigraph, sound, blend, segment

HFS EYFS Long Term Progression – Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
<p>Number and place value – Numbers to 5</p> <p>I can count up to three or four objects by saying one number name for each item</p> <p>I can count actions or objects that cannot be moved</p> <p>I can recognise numerals 1-5</p>	<p>Number and place value – Comparing groups</p> <p>I can compare quantities of identical objects</p> <p>I can compare quantities of nonidentical objects</p> <p>Addition and subtraction – Change within 5</p>	<p>Addition and subtraction – Numbers to 5</p> <p>-I can find the total number of items in two groups by counting all of them.</p> <p>I can say the number that is one more than any number.</p> <p>I can find one more or one less from a group of up to 5 objects.</p>	<p>Addition and subtraction – Numbers to 10</p> <p>-In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.</p> <p>I can find number bonds to 10 using a ten frame.</p>	<p>Addition and subtraction – Count on and back</p> <p>-I can add 1,2 or 3 to any number to 10 by counting on</p> <p>-I can take away by counting back.</p> <p>-I can find doubles to 5 +5</p> <p>Measurement – Measure</p> <p>-I can order two or three items by length or height</p> <p>Geometry – Exploring patterns</p>	<p>Number and place value –Numbers to 20</p> <p>I can count reliably to 20, place numbers in order and say which number is one more or one less</p> <p>Multiplication and Division – Numerical patterns</p> <p>-I can count in 1s and 10s to 100</p> <p>-I can double numbers to 5 +5</p> <p>-I can solve practical problems involving halving and sharing</p> <p>-I can use practical resources to find odd and even numbers.</p>

<p>I can select the correct numeral to represent 1-5</p> <p>Addition and subtraction – Sorting I can sort into groups</p> <p>I can say the number that is one more or less to 5</p> <p>Measurement – Time -I am beginning to use everyday language related to time - I can order and sequence familiar events -I can measure short periods of time in simple ways</p>	<p>- I can find one more I can find one less</p> <p>Measurement – Measure -I can order two items by weight or capacity</p>	<p>In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting I am beginning to record, using marks that I can interpret and explain.</p> <p>Addition and subtraction – Numbers to 10 I can combine two groups to find the whole</p> <p>Number and place value – Numbers to 10 I can count objects to 10, and begin to count beyond 10 I can count an irregular arrangement of up to ten objects I can say the number that is one more. I can find one more or less from a group of up to ten objects. I can count out up to six objects from a larger group. I can compare groups up to 10. I can use the language of ‘more’ and ‘fewer’</p>	<p>I can find number bonds to 10 using a part whole model. I am beginning to subtract by guessing how many are hiding. I can record, using marks that I can interpret and explain.</p> <p>Geometry – exploring patterns -I can make simple patterns. -I can explore more complex patterns. -I can continue a repeating pattern with three colours/shapes/objects -I can recognise and create symmetrical patterns.</p>	<p>-I can make simple patterns. -I can explore more complex patterns. -I can continue a repeating pattern with three colours/shapes/objects. - I can recognise and create symmetrical patterns.</p>	<p>ELG: Number: -Have a deep understanding of numbers 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.</p> <p>ELG: Numerical Patterns: -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.</p>
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		<p>to compare two sets of objects.</p> <p>Addition and subtraction – Count on and back I can find pairs with a total of 6 or 7</p> <p>Geometry – Shape and Space I am beginning to use mathematical names for solid 3D shapes and flat 2D shapes I can use mathematical terms to describe shapes. I can select a particular named shape. I can use familiar objects and common shapes to create and recreate patterns and build models. I can describe relative position such as ‘behind’ or ‘next to’.</p>			
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NCETM Maths:

<p>Show numbers to 5 using concrete resources. Match numeral and quantity to 5. Say on number name for each item. Quickly say how many there are (up to 3) subitise. Count to 5 using different mathematical resources.</p>	<p>Count objects, claps, movements up to 10. Match numeral and quantity (within 10). Quickly say how many there are (up to 5). Recall number bonds up to 5. Start to give some linked subtraction facts. Start to recall some double facts 1 and 1 is 2.</p>	<p>Show how numbers to 10 are made up using different models e.g. part whole, ten frame. Recognise the numerals to 10 and match to quantity consistently. Recognise quantities up to 5 without counting. Recall number bonds up to 5 and some to 10. Match subtraction facts with number bonds. Recall some double facts within 10.</p>
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<p>Match numeral and quantity up to 5.</p> <p>Solve simple problems with numbers up to 5.</p> <p>Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this.</p>		
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Vocabulary:
Number and Place Value: number, zero 1-20 count on/back lots, more, few, fewer, compare, sort, order, before, after, less, many, most, the same as, ones, pair

Addition and Subtraction: add, more, altogether, takeaway, number line, one more, one less, equals, equal to, double, half, how many? make, total

Fractions: double, half, whole

Measure: days of the week, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, fast, slow, old, new, watch, clock, always, never, first, size, weight, capacity, time, money long, longer, longest, short, shorter, shortest, heavy, light, empty, full, tall, small, large, thick, thin, low, deep, ruler, far, near, holds, container, weigh, weighs coin, buy, sell, pay, price, how many?

Multiplication and Division: times, counting in ones, twos, fives, tens, lots of, groups of, once, twice, five times sharing, share, set, group, left, left over

Geometry (Position and Direction): position, distance, after, before, in, on, inside, under, on top of, behind, next to, above, below, top, bottom, side, outside, around, underneath, in front, front, back, before, middle, up, down, forwards, backwards, across, close, far, along, to, from, slide, roll, turn, stretch, bend, move.

Geometry (Properties of Shape): shape, group, sort, round, flat, straight, make, build, draw, square, circle, triangle, cube, cuboid, sphere

General / Problem Solving: listen, join in, say, think, imagine, remember, start from, start with, start at, look at, point to, put, place, fit, change, split, carry on, what comes next? find, choose, collect, use, make, build, tell me, pick out, talk about, explain, show me read, write, finish, copy, colour, tick, cross, draw, draw a line between, join (up), ring, arrow, count, work out, answer, fill in, check, in order, every, each.

HFS EYFS Long Term Progression – Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
I can talk about members of my immediate family and community.	I understand that some places are special to members of my community.	I can compare and contrast characters from stories, including figures from the past.	I can talk about the lives of the people around me and their roles in society.	I can comment on images of familiar situations in the past.	ELG: Past and Present: -Talk about the lives of the people around them and their roles in society.
I can draw my family and can tell you about	I can recognise that people have	I can explore and talk about changing states	I can understand the effect of changing	I can understand the past through settings, characters and events encountered in	-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

<p>them from my drawing.</p> <p>I can share a family photo that is a happy memory.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can discuss family traditions and learn about others.</p> <p>I know about significant individuals</p>	<p>different beliefs and celebrate special times in different ways.</p> <p>I can talk about a few significant people in history and ask questions.</p> <p>I know some similarities and differences between different religious and cultures and understands why others celebrate.</p> <p>I can explore the natural world around me.</p> <p>I can explore noncontact forces (gravity and magnetism).</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story</p>	<p>(freezing/ melting, floating/ sinking).</p> <p>I can use aerial photographs/ simple maps to locate objects in 'real life'.</p> <p>I can explore a google map of our school.</p> <p>I can draw my own simple maps.</p> <p>I can tell you what people in our community do to help us.</p>	<p>seasons on the natural world around me.</p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>I can identify emergency situations and know who to call.</p> <p>I can explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>I can explore old artifacts and tell you why they are old.</p>	<p>books read in class and storytelling.</p> <p>I can make comparisons of settings and fictional settings. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read in class.</p> <p>I can discuss when and how things grow.</p> <p>I can tell you about someone else and what they believe and celebrate.</p>	<p>-Understand the past through settings, characters and events encountered in books read in class and through storytelling.</p> <p>ELG: People, Culture and Communities: -Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>-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.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World: -Explore the natural world around them, making observations and drawing</p>
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Vocabulary

Locational Knowledge: home, school, village, town, city

Place Knowledge: Great Park, Newcastle

Physical/Human: Hot, cold, weather, seasons, autumn, winter, spring, summer, house

Geographical skills: map, direction

Animals: head eyes nose mouth ears hands fingers feet toes arm animal face hair leg human knee fish elbow birds back

Plants: tree leaf flower stem seed petals trunk fruit branch roots leaves bulb

Materials: material wood glass paper hard soft metal wood rock plastic fabric smooth shiny rough

Seasonal Changes: Summer day Spring dark Autumn light Winter night Season Moon

Forces, Earth & Space: Earth Moon Sun star Planet space Sound, Light & Electricity: loud quiet loud volume sound

Now, order, role, lives, same, modern, questioning, then, history, job, before I was born, find out, past, person / people, after I was born, compare, ask, present, place, when my parents were little, old, a long time ago, when my grandparents were little, new

HFS EYFS Long Term Progression – Expressive Arts and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can develop storylines in my pretend play.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I am beginning to draw self-portraits.</p> <p>I can build models which replicate those in real life, using a variety of resources.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can join items in a variety of ways (sellotape, masking tape, string and split pins).</p> <p>I can make music and move to music.</p> <p>I can learn some dance routines and</p>	<p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p>I know how to improve models (scrunch, twist, fold, bend, roll).</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can listen attentively, move to, and talk about music, expressing my feelings and responses.</p> <p>I can find the pulse by copying an adult.</p> <p>I can play a 1- note pattern in time with the pulse</p> <p>I can independently select additional tools</p>	<p>I can create collaboratively sharing ideas, resources and skills.</p> <p>I can change the tempo and dynamics whilst playing music.</p> <p>I know how to use a wide variety of instruments.</p> <p>I can invent ways to find the pulse.</p> <p>I am beginning to create simple 2- note patterns to accompany a song.</p> <p>I can begin to understand emotion through music and can describe music in simple terms e.g., 'happy', 'sad' or</p>	<p>ELG: Creating with Materials:</p> <ul style="list-style-type: none"> - 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>ELG: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> -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.

	<p>songs matching pace.</p> <p>I can chose a song I like to dance to.</p> <p>I can participate in the Reception Nativity.</p>	<p>I know how to secure boxes, kitchen rolls, decorate bottles.</p> <p>I can create my own independent creations.</p> <p>I can listen to a variety of music.</p> <p>I am beginning to design before building a model.</p>	<p>(stamps, rollers etc.) to improve my painting.</p> <p>I can create patterns or meaningful pictures when printing.</p> <p>I can use improved vocabulary to describe (e.g. flexible, rough, rigid).</p>	<p>'scary'. I can draw with details.</p> <p>I can mix colours and add white or black correctly to get the colour I want.</p> <p>I can observe my creation and make changes.</p>	
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Vocabulary

Colour and colour names.

Names of common equipment used.

Bright, dark, straight, curved, messy, bumpy, smooth, shiny, big, small, pattern.

Painting, portrait, landscape, picture, print, sculpture, collage.

Hard, soft, fold, bend, roll, twist, scrunch, flexible, rough, rigid