



Childs Name:	Date of Birth:
Class Teacher:	Key Worker:

Personal, Social and Emotional Development

PSED Self-Regulation	Autumn 1	<ul style="list-style-type: none"> • Recognises basic feelings (happy, sad, worried). • Begins to express feelings with adult support. • Seeks comfort from familiar adults. • Begins to follow simple instructions. • Manages short periods of waiting with support.
	Autumn 2	<ul style="list-style-type: none"> • Names feelings more confidently. • Begins to manage frustration with adult help. • Listens in small-group situations. • Follows 1–2 step instructions. • Shows awareness of others’ feelings.
	Spring 1	<ul style="list-style-type: none"> • Talks about feelings and reasons for them. • Uses simple calming strategies with reminders. • Maintains attention for longer periods. • Begins to manage impulses in familiar routines.
	Spring 2	<ul style="list-style-type: none"> • Regulates emotions more independently. • Uses taught strategies to calm down. • Follows instructions involving multiple steps. • Reflects on behaviour with adult support.
	Summer 1	<ul style="list-style-type: none"> • Identifies and labels a range of emotions. • Explains how actions impact others. • Shows increased self-control. • Sustains concentration for longer activities.
	Summer 2	<ul style="list-style-type: none"> • Manages emotions effectively. • Controls impulses appropriately. • Follows complex instructions. • Reflects on learning and behaviour.



	ELG'S	<ul style="list-style-type: none"> • 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 activity, and show an ability to follow instructions involving several ideas or actions.
PSED Managing Self	Autumn 1	<ul style="list-style-type: none"> • Separates from carers with reassurance. • Begins to follow daily routines. • Starts to make simple choices. • Attempts basic self-care with support. • Shows pride in small achievements.
	Autumn 2	<ul style="list-style-type: none"> • Understands classroom rules and expectations. • Begins to try tasks independently. • Develops confidence to join in activities. • Begins to manage dressing with support. • Takes responsibility for belongings with reminders.
	Spring 1	<ul style="list-style-type: none"> • Managing Self • Shows confidence to try new activities. • Makes choices and decisions independently. • Completes familiar tasks without help. • Manages personal hygiene routines increasingly independently. • Begins to persevere when tasks are challenging.
	Spring 2	<ul style="list-style-type: none"> • Shows resilience when tasks are difficult. • Understands and explains simple rules. • Takes responsibility for learning resources. • Manages transitions confidently. • Maintains focus during adult-led activities.
	Summer 1	<ul style="list-style-type: none"> • Works independently for extended periods. • Makes safe choices. • Completes self-care routines independently. • Shows pride in achievements. • Takes responsibility for own behaviour.
	Summer 2	<ul style="list-style-type: none"> • Shows confidence and resilience.



		<ul style="list-style-type: none"> • Completes tasks independently. • Understands expectations and responsibilities. • Demonstrates readiness for KS1 routines.
	ELG's	<ul style="list-style-type: none"> • 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.
PSED Building Relationships	Autumn 1	<ul style="list-style-type: none"> • Forms relationships with key adults. • Plays alongside peers (parallel play). • Begins to share space and resources. • Responds to name and adult interaction. • Seeks adult support during play.
	Autumn 2	<ul style="list-style-type: none"> • Engages in play with one or two peers. • Begins to take turns in supported activities. • Uses simple language to communicate needs. • Begins to resolve conflict with adult help. • Develops trust in adults.
	Spring 1	<ul style="list-style-type: none"> • Develops friendships with peers. • Cooperates in play and shared tasks. • Uses language to negotiate play. • Shows empathy and kindness to others. • Listens and responds to peers
	Spring 2	<ul style="list-style-type: none"> • Resolves simple conflicts with decreasing adult support. • Takes turns independently. • Works collaboratively in groups. • Understands different viewpoints. • Shows responsibility within friendships.
	Summer 1	<ul style="list-style-type: none"> • Builds secure friendships. • Initiates cooperative play. • Shows empathy and respect consistently. • Supports peers.



		<ul style="list-style-type: none"> Communicates confidently with adults and peers
	Summer 2	<ul style="list-style-type: none"> Works flexibly with different peers. Manages conflict independently or seeks support appropriately. Shows leadership and cooperation. Demonstrates secure relationships with adults and peers.
	ELG's	<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.
Communication and Language		
C&L Listening, attention & understanding	Autumn 1	<ul style="list-style-type: none"> Begin to understand how to listen carefully and that listening is important. Listen to adults and peers one-to-one and in small groups in familiar situations. Show interest and enjoyment when listening to songs, rhymes and simple stories. Maintain attention to an adult for short, supported periods during key routines and carpet times.
	Autumn 2	<ul style="list-style-type: none"> Maintain attention to an adult during whole-class and small-group sessions with support. Listen with interest to fiction, non-fiction, songs, rhymes and poems. Begin to maintain attention to peers during short partner or group activities.
	Spring 1	<ul style="list-style-type: none"> Listen attentively to stories and discussions and respond appropriately. Maintain attention in whole-class carpet sessions with reduced adult prompts. Listen to peers and begin to respond to what they say.
	Spring 2	<ul style="list-style-type: none"> Listening and Attention Listen with sustained attention during longer stories and group discussions. Follow a simple set of instructions in different classroom contexts. Begin to listen while doing (emerging two-channelled attention).
	Summer 1	<ul style="list-style-type: none"> Maintain attention to adults and peers in larger group discussions. Listen carefully and respond with relevant comments or questions. Attend to longer non-fiction texts and discussions linked to learning themes.
	Summer 2	<ul style="list-style-type: none"> Listens attentively in a range of contexts. Responds thoughtfully in discussion and conversation. Asks relevant questions to clarify understanding. Demonstrates deep understanding of stories and information texts. Maintains attention while listening and doing.



		<ul style="list-style-type: none"> Engages confidently in sustained back-and-forth exchanges.
	ELG's	<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.
C&L Speaking	Autumn 1	<ul style="list-style-type: none"> Communicate needs, thoughts and feelings using simple sentences. Speak clearly enough to be heard by adults and peers. Begin to take turns in conversations with familiar adults. Use familiar vocabulary linked to daily routines, classroom areas and play.
	Autumn 2	<ul style="list-style-type: none"> Speak in full sentences, using conjunctions such as and. Begin to describe personal experiences and play using more detail. Ask simple questions to find out more (what, where). Communicate confidently with familiar adults and peers.
	Spring 1	<ul style="list-style-type: none"> Use sentences of increasing length to explain ideas and experiences. Begin to use past tense when talking about what has already happened. Take turns more consistently in conversations and group talk. Begin to explain ideas using because with adult modelling.
	Spring 2	<ul style="list-style-type: none"> Ask and answer questions using who, what, where and why. Use joining words (and, but, because) to extend ideas. Talk in more detail about familiar events, stories and experiences. Orally retell familiar stories and rhymes using actions, pictures or props.
	Summer 1	<ul style="list-style-type: none"> Express ideas and feelings clearly using well-formed sentences. Use past, present and future tense with increasing accuracy. Explain ideas, events or processes using expanded sentences. Ask questions to clarify understanding and deepen conversations.
	Summer 2	<ul style="list-style-type: none"> Participates confidently in class, group and one-to-one discussions. Explains ideas clearly, including reasoning and predictions. Uses a varied vocabulary accurately and fluently. Recounts narratives and shared experiences in sequence. Speaks with confidence to an audience. Uses language flexibly and effectively in preparation for Year 1.



	ELG's	<ul style="list-style-type: none"> 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.
Physical Development		
PD Gross Motor	Autumn 1	<ul style="list-style-type: none"> Move confidently around the indoor and outdoor environment. Walk, run and climb with increasing control and awareness of space. Begin to negotiate space safely, avoiding obstacles and other children. Explore travelling in different ways (walking, running, crawling). Begin to develop core strength through climbing, pushing, pulling and digging.
	Autumn 2	<ul style="list-style-type: none"> Run, jump and climb with increasing confidence and coordination. Begin to balance on large body parts (e.g. feet, bottom, tummy). Throw large objects using an underarm action. Kick a stationary ball, coordinating standing foot and kicking foot. Show increasing stamina and willingness to be active for longer periods.
	Spring 1	<ul style="list-style-type: none"> Jump two feet to two feet with control. Begin to hop on one foot with support and increasing balance. Balance on small body parts such as one foot for short periods. Roll in different ways (egg roll, log roll). Throw and catch large balls using hands and body to support success
	Spring 2	<ul style="list-style-type: none"> Travel confidently in different ways, including running, hopping and climbing. Balance while changing direction and speed. Catch a ball using a scoop action. Begin to combine movements (e.g., run and jump, climb and balance). Show awareness of safety when using apparatus.
	Summer 1	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination during physical play. Hop several times on the same foot. Throw and kick balls with increased accuracy and control.



		<ul style="list-style-type: none"> • Navigate space confidently during games and group activities. • Use large equipment safely, alone and with others
	Summer 2	<ul style="list-style-type: none"> • Move energetically using a range of movements (running, jumping, skipping, climbing). • Combine movements smoothly and fluently. • Demonstrate readiness for KS1 by sustaining physical activity confidently. • Show confidence and competence when using balls and equipment.
	ELG's	<ul style="list-style-type: none"> • 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.
PD Fine Motor	Autumn 1	<ul style="list-style-type: none"> • Use whole-hand grasps to manipulate objects and tools. • Explore mark making using large movements (arms, shoulders). • Demonstrate increasing hand-eye coordination when handling objects. • Begin to show preference for a dominant hand. • Use fingers to manipulate malleable materials (dough, clay).
	Autumn 2	<ul style="list-style-type: none"> • Use tools such as scissors, paintbrushes and mark-making tools with support. • Begin to control movements to make lines, shapes and simple forms. • Use fingers more independently (finger isolation). • Hold mark-making tools with increasing control and appropriate pressure.
	Spring 1	<ul style="list-style-type: none"> • Demonstrate improved hand-eye coordination when using tools. • Use scissors to make snips and simple cuts. • Begin to draw recognisable shapes and patterns. • Use dominant hand more consistently. • Manipulate small objects with increasing dexterity.
	Spring 2	<ul style="list-style-type: none"> • Hold a pencil or writing tool using a more mature grip. • Show control when drawing lines, shapes and simple pictures. • Begin to form recognisable letters and numerals in play. • Use small tools with increasing accuracy and intention.
	Summer 1	<ul style="list-style-type: none"> • Hold a pencil effectively with increasing control and precision. • Use scissors, cutlery and tools confidently and safely. • Show accuracy and care when drawing and colouring. • Begin to write recognisable letters with control.



	Summer 2	<ul style="list-style-type: none"> • Use a tripod grip in almost all cases. • Draw with increased precision, forming recognisable shapes and letters. • Manage tools and equipment confidently as part of daily routines. • Demonstrate foundations for a fluent, controlled handwriting style.
	ELG's	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy		
Literacy Comprehension	Autumn 1	<ul style="list-style-type: none"> • Handle books and talk about pictures. • Listen attentively to stories read aloud. • Begin to understand that print carries meaning. • Talk about characters, objects or events shown in illustrations.
	Autumn 2	<ul style="list-style-type: none"> • Answer simple questions about stories (who, what). • Retell familiar stories using actions, pictures or props. • Talk about story characters and events. • Begin to predict what might happen next.
	Spring 1	<ul style="list-style-type: none"> • Discuss stories read aloud and identify main characters. • Use story language during retelling and role play. • Answer questions using who, what, where. • Talk about information from simple non-fiction texts.
	Spring 2	<ul style="list-style-type: none"> • Retell stories in correct sequence using own words. • Answer how and why questions about stories. • Identify characters' feelings and motivations. • Use recently taught vocabulary when discussing texts.
	Summer 1	<ul style="list-style-type: none"> • Discuss events, settings and characters in detail. • Explain what has happened in a story and why. • Make connections between texts and personal experiences. • Use vocabulary from books in discussion and play.
	Summer 2	<ul style="list-style-type: none"> • Clearly explain what has been read or heard. • Answer questions using who, what, where, when, why and how. • Discuss texts with reasoning and personal responses.



		<ul style="list-style-type: none"> Retell stories independently using accurate vocabulary.
	ELG's	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Literacy Word Reading	Autumn 1	<ul style="list-style-type: none"> Enjoy listening to stories, songs and rhymes. Join in with repeated words and phrases. Begin to recognise own name and familiar environmental print. Develop phonological awareness through rhymes, rhythm and alliteration.
	Autumn 2	<ul style="list-style-type: none"> Recognise and say some letter sounds (Phase 2 or equivalent). Begin oral blending of simple words. Read simple VC and CVC words using known GPCs with support. Recognise some common exception (tricky) words.
	Spring 1	<ul style="list-style-type: none"> Blend and read CVC words using Phase 2 and Phase 3 GPCs. Begin to read simple sentences containing phonetically decodable words. Read a growing number of common exception words. Distinguish between letters, words and spaces
	Spring 2	<ul style="list-style-type: none"> Read sentences more fluently using decoding strategies. Read simple books matched to phonic knowledge. Show increasing confidence when reading aloud.
	Summer 1	<ul style="list-style-type: none"> Begin to read Phase 4 words with adjacent consonants. Secure Phase 2 and most Phase 3 tricky words. Read sentences and books with increasing fluency. Apply phonics independently when reading.
	Summer 2	<ul style="list-style-type: none"> Read aloud simple books confidently and fluently. Use phonics and word recognition independently. Read sentences smoothly with understanding. Demonstrate readiness for Year 1 word-reading expectations.
	ELG's	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.



		<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including • some common exception words.
Literacy Writing	Autumn 1	<ul style="list-style-type: none"> • Explore mark-making using large movements and a range of tools. • Give meaning to marks through talk and play. • Begin to understand that ideas can be written down. • Attempt to write own name or make recognisable marks.
	Autumn 2	<ul style="list-style-type: none"> • Use some recognisable letters when writing. • Represent sounds using initial phonemes in words. • Write labels, captions or simple words in play. • Begin to form some letters with support.
	Spring 1	<ul style="list-style-type: none"> • Segment sounds to spell simple words. • Write short phrases and captions that can be read by others. • Orally compose a sentence before writing. • Form lower-case letters with increasing accuracy.
	Spring 2	<ul style="list-style-type: none"> • Write simple sentences using phonetic knowledge. • Use finger spaces with support. • Begin to use capital letters and full stops. • Write for different purposes (lists, labels, messages)
	Summer 1	<ul style="list-style-type: none"> • Spell words using known phonemes with increasing accuracy. • Write short captions independently. • Use capital letters, finger spaces and full stops. • Re-read writing to check it makes sense.
	Summer 2	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. • Spell words using phonemes and some Tricky words correctly. • Form most letters correctly and write with confidence. • Independently write for a range of purposes (stories, captions, lists).
	ELG's	<ul style="list-style-type: none"> • 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.



Maths		
Number	Autumn 1	<ul style="list-style-type: none"> • Rote count from 1 (forwards) in play and routines. • Count small sets with one-to-one correspondence. • Understand counting is to find out “how many” and the last number said is the total. • Begin to represent amounts in their own ways (objects/marks) and explain what they mean.
	Autumn 2	<ul style="list-style-type: none"> • Rote counts on from a given number. • Counts objects, actions and sounds with increasing accuracy. • Uses zero to represent none. • Begins to recognise and identify numerals within 0–10 (and beyond where appropriate). • Begins to form numerals with adult modelling.
	Spring 1	<ul style="list-style-type: none"> • Begin to count up to 20 pictures, sounds or actions. • Recognises and matches numerals to quantities. • Orders numerals to 10 (and beyond where appropriate). • Begins to subitise smaller quantities. • Begins to partition sets using early part–whole understanding.
	Spring 2	<ul style="list-style-type: none"> • Says a number between two given numbers. • Adds by combining groups to find how many. • Subtracts by taking away objects from a group. • Relates addition and subtraction through part–whole language. • Improves numeral formation and explains thinking using own representations.
	Summer 1	<ul style="list-style-type: none"> • Partitions numbers into smaller parts and explains the total. • Adds and subtracts within 10 using practical resources. • Begins to recall addition and subtraction facts within 5. • Begins to understand teen numbers as one ten and some more.
	Summer 2	<ul style="list-style-type: none"> • Counts to 20 confidently in different contexts. • Securely links numeral to quantity. • Uses subitising confidently within smaller numbers. • Adds and subtracts within 10 and explains strategies used. • Forms numerals 0–10 accurately and consistently. • Shows increasing recall of number facts within 5 (and some within 10).
	ELG’s	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number.



		<ul style="list-style-type: none"> • 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	Autumn 1	<ul style="list-style-type: none"> • Compares small quantities using language such as more, fewer and same. • Begins to notice number in the environment.
	Autumn 2	<ul style="list-style-type: none"> • Compares two quantities and identifies which has more, fewer or the same. • Begins to identify one more and one fewer using practical resources.
	Spring 1	<ul style="list-style-type: none"> • Identifies numbers that come before and after a given number. • Begins to notice patterns in the counting sequence.
	Spring 2	<ul style="list-style-type: none"> • Uses one more and one fewer more confidently. • Compares quantities in different contexts using appropriate language.
	Summer 1	<ul style="list-style-type: none"> • Explores odd and even numbers through grouping and sharing. • Explores doubling as adding the same number to itself. • Begins to explore sharing and halving as equal grouping. • Notices repeating patterns in the counting sequence.
	Summer 2	<ul style="list-style-type: none"> • Verbally counts beyond 20 recognising patterns in the counting system. • Compares quantities up to 10 using greater than, less than and same. • Explores patterns within numbers up to 10, including: odd and even, double facts, equal sharing
	ELG's	<ul style="list-style-type: none"> • 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 easily



Understanding the World		
Past and Present	Autumn 1	<ul style="list-style-type: none"> • Talks about their own life and family. • Shares personal experiences (e.g. birthdays, holidays). • Recognises familiar people from the past through photographs. • Begins to use simple time language such as before and now.
	Autumn 2	<ul style="list-style-type: none"> • Talks about events in their own life in simple sequence. • Recognises differences between then and now in familiar contexts. • Engages with stories set in the past. • Uses developing time language (e.g. yesterday, a long time ago)
	Spring 1	<ul style="list-style-type: none"> • Talks about changes over time in their own life. • Recognises routines and sequences of daily events. • Identifies simple similarities and differences between past and present. • Retells events from stories involving the past.
	Spring 2	<ul style="list-style-type: none"> • Talks about the lives of people around them and their roles. • Understands that objects and experiences change over time. • Uses a wider range of time vocabulary. • Sequences familiar events using simple chronology.
	Summer 1	<ul style="list-style-type: none"> • Explains differences between past and present experiences. • Talks confidently about events and people from stories. • Uses time language accurately. • Shows understanding that the past is different from now
	Summer 2	<ul style="list-style-type: none"> • Talks about the lives of people around them and their roles in society. • Describes similarities and differences between past and present. • Draws on stories, non-fiction and experiences to understand the past. • Orders events in a simple chronological way.
	ELG	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their 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	Autumn 1	<ul style="list-style-type: none"> • Talks about members of their immediate family. • Recognises familiar roles in the community (e.g. teacher, doctor). • Shows awareness of similarities and differences between themselves and others. • Begins to understand that people may have different traditions and experiences.
	Autumn 2	<ul style="list-style-type: none"> • Talks about special times and events celebrated by family. • Recognises that some places are special to people. • Begins to explore different occupations and roles in society. • Shows respect for similarities and differences between people.
	Spring 1	<ul style="list-style-type: none"> • Describes their local environment and places they know. • Begins to recognise different cultural traditions and celebrations. • Talks about people within their community. • Recognises similarities and differences between life in this country and others.
	Spring 2	<ul style="list-style-type: none"> • Describes features of different places. • Uses simple maps or pictures to talk about places. • Recognises differences between local and distant places. • Shows curiosity about people from different cultures.
	Summer 1	<ul style="list-style-type: none"> • Describes similarities and differences between ways of life. • Recognises and talks about different religions and cultures. • Explains features of their environment using observation and discussion. • Uses maps and photographs to support understanding.
	Summer 2	<ul style="list-style-type: none"> • Describes their immediate environment confidently. • Explains similarities and differences between life in this country and others. • Shows understanding of different cultural and religious communities. • Uses maps, stories and discussions to explain understanding.
	ELG	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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 (when appropriate) maps.



The Natural World	Autumn 1	<ul style="list-style-type: none"> • Explores the immediate environment using senses. • Talks about what they see, hear and feel outdoors. • Shows curiosity about plants, animals and natural materials. • Begins to notice changes in weather.
	Autumn 2	<ul style="list-style-type: none"> • Observes seasonal changes in the environment. • Names and describes some plants and animals. • Explores materials through touch, smell and sight. • Begins to show care for living things.
	Spring 1	<ul style="list-style-type: none"> • Observes plants and animals closely. • Describes features of living things. • Begins to understand growth and change. • Identifies changes linked to seasons.
	Spring 2	<ul style="list-style-type: none"> • Observes life cycles of plants or animals. • Describes changes over time through observation. • Compares different environments. • Begins to understand cause and effect in nature.
	Summer 1	<ul style="list-style-type: none"> • Explores and records observations of plants and animals. • Understands the effect of seasons on the environment. • Compares natural environments. • Demonstrates care and responsibility for living things.
	Summer 2	<ul style="list-style-type: none"> • Explores the natural world confidently. • Describes similarities and differences between environments. • Explains changes in the natural world, including seasons. • Uses observations to talk about growth, decay and change over time.
	ELG	<ul style="list-style-type: none"> • 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 seasons and changing states of matter



Expressive Arts and Design		
Creating with materials	Autumn 1	<ul style="list-style-type: none"> • Explores a wide range of materials through sensory play. • Experiments freely with tools, media and materials. • Makes marks intentionally using drawing, painting and collage resources. • Manipulates materials using hands and simple tools. • Shows enjoyment and curiosity when exploring textures, colour and form.
	Autumn 2	<ul style="list-style-type: none"> • Develops control when drawing, painting and using tools. • Begins to combine materials to create simple outcomes. • Experiments with colour mixing and texture. • Uses materials with a purpose, not just exploration. • Talks about what they are making using simple vocabulary.
	Spring 1	<ul style="list-style-type: none"> • Creates recognisable representations from imagination and observation. • Selects appropriate tools and materials independently. • Begins to use techniques such as cutting, joining and shaping. • Explores drawing using lines and simple shapes. • Builds simple 2D and 3D forms using construction and malleable materials.
	Spring 2	<ul style="list-style-type: none"> • Plans simple creations using imagination or a stimulus. • Experiments with techniques such as printing, collage and sculpture. • Uses tools safely and with increasing accuracy. • Evaluates own work and makes changes. • Combines materials creatively to achieve a chosen effect.
	Summer 1	<ul style="list-style-type: none"> • Creates detailed pieces using a variety of techniques. • Uses colour, texture and form intentionally. • Refines work through evaluation and improvement. • Explains the process and choices made. • Uses a range of artistic, DT and digital media resources confidently.
	Summer 2	<ul style="list-style-type: none"> • Independently plans, creates and evaluates finished pieces. • Uses a wide range of tools, materials and techniques with confidence. • Combines artistic, construction and digital methods creatively. • Refines techniques based on experience. • Clearly explains ideas, processes and outcomes.



	ELG	<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
Being imaginative and expressive	Autumn 1	<ul style="list-style-type: none"> • Responds to sounds, movement and music. • Explores pretend play based on familiar experiences. • Uses actions, sounds and simple words to express ideas. • Joins in with songs, rhymes and action play. • Uses everyday objects as props in imaginative play.
	Autumn 2	<ul style="list-style-type: none"> • Begins to develop simple storylines in role play. • Uses voice, movement and props to represent ideas. • Explores instruments and vocal sounds. • Responds to music through movement. • Imitates actions, sounds and roles observed in others.
	Spring 1	<ul style="list-style-type: none"> • Develops narratives based on familiar stories. • Takes on roles confidently within play. • Explores rhythm, pitch and tempo through music. • Uses movement and gesture to express ideas and feelings. • Plays alongside and begins to interact with others in imaginative play.
	Spring 2	<ul style="list-style-type: none"> • Sustains role play over longer periods. • Uses language, movement and music together. • Adapts familiar narratives and stories. • Responds creatively to music, stories and art. • Begins to collaborate with others to develop ideas in play.
	Summer 1	<ul style="list-style-type: none"> • Invents original stories, music and movement. • Expresses emotions and ideas confidently through performance. • Experiments with instruments and sound patterns. • Uses dance, drama and music to represent characters and ideas. • Works collaboratively to create shared imaginative outcomes.
	Summer 2	<ul style="list-style-type: none"> • Invents, adapts and recounts narratives confidently. • Performs songs, rhymes, dances or drama to an audience.



Middleforth C of E Primary School

Reception Half Termly Progression of Skills Assessment Document

		<ul style="list-style-type: none">• Combines movement, music, drama and art seamlessly.• Sustains imaginative play with others.• Expresses ideas fluently and creatively using a range of art forms.
	ELG	<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><i>This document has been created by Middleforth C of E Primary School for assessment and tracking purposes in the Early Years Department. This progression document has been created using the Lancashire Key Skills Document, Development Matters and Birth to 5 Matters.</i></p>		