

EYFS Progression of knowledge and skills



EYFS	NC	Foundation for National Curriculum - Key Skills/Knowledge		
		Two Year Olds	Nursery	Reception
UW: The Natural World	Science	- Responds to and explores some seasonal changes and natural materials e.g. feeling crunchy leaves, touching snow, looking at growth in plants. Explores some differences in materials and changes that occur e.g. feeling different textures, mixing ingredients together, looking at light up toys/experiencing the dark. Name some familiar animals/minibeasts, explore how they move, noises they make, what they eat, through play.	Talks about seasonal changes and natural materials. Notifies and talks about the life cycle of plants and an animal. Name some familiar animals and their babies, explore how they move, noises they make, what they eat, through play. Explores and talks about some differences in materials and changes that occur e.g. melting of chocolate, mixing colours together, floating/sinking. Explores and talks about forces they can feel e.g. wind pushing them forwards, water pushing boat up when they try to push it down, pull of a pull back car.	- Uses topic specific vocabulary when talking about seasonal changes, natural materials and what they experience with their senses whilst outside. Names and draws some familiar plants and animals, their features and what they need to grow, including some nocturnal and diurnal animals. - Makes predictions, tests out and sorts materials and changes e.g. waterproof/not waterproof, floats/sinks, melts in sun, strong/weak, gets bigger/smaller shadows.
		- Responds to and looks at photos of their family and familiar people showing interest. Explores/shows interest in images/artefacts/objects related to familiar key events (within their experience). Responds to questions about their immediate past such as 'What happened?' Shows understanding of familiar routine using now/next or visual timetable or via actions e.g. after snack takes plate to the counter, orders coat then outside images on now/next board.	Talks about photos of their family and familiar people/events. Explores and talks about images/artefacts/objects related to familiar events and some events in history e.g. own Christening and Christening of parent. Talks about some events in British history e.g. Guy Fawkes. Sequences images of familiar routine/story using vocabulary 'first' 'then' 'last'.	- Uses topic specific vocabulary when talking about photos of family and familiar people and events. Compares and talks about images/artefacts/objects related to familiar events now and in the past e.g. going to the seaside now compared to that in the past. - Uses topic specific vocabulary when talking about some events/people in British history e.g. Guy Fawkes, Queen's coronation, Royal weddings. Sequences familiar events/stories using vocabulary 'first', 'then', 'next', 'last', 'after', 'beginning', 'middle', 'end', 'finally', in conversation and in illustrations/photos.
		- Responds to and explores some changes to familiar environment e.g. Shouts when spotting the hole being dug in the road, points to the trees blowing in the wind, jumps in new puddles forming. Explores and enjoys experiencing different environments e.g. Visiting the woods, farm, garage, other parts of school.	Talks about changes in their environment e.g. 'The snow's falling on the slide', 'the plants have lots of leaves on them now'. - Can name some familiar places and talk about how they got there and some key features e.g. 'I went to Redcar on the bus and went past the vertical pier, then I got a lemon top from Pacittos.' 'I went on an aeroplane to Majorca. We played on the beach and made sandcastles.' Compares and talks about their environment with another e.g. Looking at images of their homes to others around the world. Creates and follows simple maps of their classroom/school or other areas familiar to them e.g. making a map to show where they've hidden the eggs for an Easter egg hunt, orienteering around the site going on a bear hunt.	- Uses topic specific vocabulary when talking about changes in their environment e.g. 'It's <i>Winter</i> now, I can see <i>ice</i> on the ground' - Uses topic specific vocabulary when talking about some familiar places; discussing and giving detail of how they travelled there and key features e.g. 'We went to Blackpool in the car, they've got lots of lights and a tower. I went up the tower and stood on the glass floor! It was really high up, I could see all down the beach to the rides.' Compares and talks about familiar aspect within two or more different environments e.g. <i>what can grow</i> in garden at home, in a city, in the arctic, (Looking at maps) identifies sea on North East coast and sea around X (linked to text or child's experience).' Creates and follows own maps of areas familiar to them including some key buildings/features e.g. making a map to show how they get to school – draws West Dyke Road and the row of shops, follows map around classroom to find the hidden treasure using key features to help direct them – water station, brick area etc.

EAD: Being Imaginative	Music	• Joins in with Nursery rhymes/songs verbally and/or with actions. • Responds to and explores some environmental sounds both indoors and outdoors. • Explores the sounds that instruments make. • Enjoys listening to a range of familiar music and beginning to listen to music from other cultures or linked to celebrations.	• Joins in with Nursery rhymes/songs verbally and with actions where appropriate. • Explores some environmental sounds repeating action to create sound. • Listens to and responds to a range of music e.g. Music for key celebrations, from different cultures, fast/slow music, exciting/sad music – responds by moving/dancing if different ways. • Explores the sounds that instruments make and how these can be changed. • Explores body percussion then begins to keep a beat and copy back. • Beginning to clap syllables in words e.g. for name. • Explores instruments then begins to keep a beat and copy back.	• Identifies and remembers songs from memory, joining in or singing independently with words and actions. • Listens to and responds appropriately to a range of music e.g. Music for key celebrations, from different cultures, fast/slow music, crashing music – responds by moving/dancing if different ways, appropriately matched to reflect the music tempo. • Explores a range of instruments in a safe manner. • Appropriately selects instruments/sounds to represent something else e.g. feeling sad/excited, part of story. • Uses instruments to create own sounds and rhythms. • Keeps to/copies a beat using body percussion or an instrument.
Fine Motor Skills/ Exploring Media and Materials	Art	• Explores mark-making through various methods both indoors and outdoors. • Explores a range of art materials e.g. paints, sponges, brushes, paper, card, boxes, playdough, string etc. • Explores of methods e.g. ripping, gluing, dabbing, brushing, smudging, printing.	• Explores mark-making through various methods both indoors and outdoors, giving some meaning to marks made e.g. 'That's Mummy' • Marks are used to make a recognisable picture forms. • Explores a range of art materials and methods and beginning to select these for a purpose e.g. chooses to use collage paper and glue to create pattern on paper plate, selects lead pencil to draw picture then coloured felt tips to fill in, chooses the plastic bottle to represent the rocket ship and adds circle paper shapes to represent the windows. • Explores mixing paints/mediums to create other colours/textures e.g. mixing blue and yellow paint to create green, mixes water with cornflour formable sculptures/pictures, mixes sand in paint to create gritty texture. • Beginning to develop fine motor skills to use a range of tools and manipulate art materials e.g. using scissors to snip through paper, uses rolling pin to flatten clay, uses brush to paint an arched shape on paper.	• Marks are used to make a detailed picture forms e.g. adds wiggly lines to represent hair on character, draws triangle shapes for sharp teeth on monster, adds rectangles to show bricks on house. • Explores a range of art materials and methods and select these for a purpose e.g. chooses oil pastels to create sunset sky – smudging colours together, chooses sticky tape to join 2 boxes together to create house with two storeys, uses the side of stick to dip in paint and make fence posts on painting. • Knows what colours mix together to create secondary colours e.g. green, purple, orange, pink, grey as well as creating lighter/darker shades. • Plans verbally/draws what they are intending to create, reviews what they are making, and makes adaptations to creation. • Develops fine motor skills to effectively use a range of tools and manipulate art materials e.g. using scissors to cut around an image, uses spatula to shape dough to create planned object, uses small sponge to dot painted leaves on tree branches.
PD:Fine Motor Skills/EAD: Exploring Media and Materials	DT	• Explores connection – Joining and separating pieces together e.g. duplo bricks, train tracks, sticking stickers to paper, magnets. • Explores threading – cheerios to spaghetti, cotton reels on laces, skipping ropes through hoops. • Explores enclosing – containing themselves/others or objects e.g. creating dens with support, adding objects to stacking boxes, using bricks to create wall around animal. • Explores construction through various resources both indoors and outdoors e.g. wooden bricks, sticklebricks, mud and stones, puzzles, train tracks, boxes and sticky tape, dough and chocolate chips. • Explores transforming – mixing different substances together to create new things e.g. mixes colour into shaving foam, stirs dry ingredients together to create cake mix, mashes banana/peas, uses cutters in playdough, wraps scarf around head.	• Give meaning to connection, enclosure, construction or transformation e.g. Chooses to join material together with pegs, creates a home for the lion with bricks so he doesn't get out, uses milk crates to make a train outside, uses material around shoulders to create a cape. • Explores sewing/weaving e.g. ribbons between branches, threading laminated pictures, leaves in between garden twine. • Beginning to plan materials/methods for a own/given purpose verbally or drawn e.g. Teacher reads 'The Three Little Pigs' and asks children to create a new home for the pigs – child plans and makes a house using bricks and connects these with cement (mud). • With an adult, follows instructions to create a food item e.g. decorating a pizza, making an apple crumble, making a soup. • Explores a range of foods through smelling, feeling, cooking and tasting.	• Plans verbally/draws what they are intending to make for given/own initiated purpose, reviews what they are making, and makes adaptations to creation e.g. plans to create a home for all the dinosaurs using wooden blocks, material and pegs – tests out home and it won't fit in the Apatosaurus so stacks bricks higher and stretches material up, using a peg to fix it in place. • Creates detailed constructions with various different materials, connections and methods e.g. creates large den using tarpaulin, broom handles, bricks and pegs, making a door from community play open blocks and a camp fire from logs and sticks. • Follows simple pictorial/written instructions to create a food item e.g. making playdough, creating a sandwich, creating toffee/chocolate apple for Bonfire night. • Explores a range of foods through smelling, feeling, cooking and tasting, including how healthy it is and where it comes from.

PD:Gross Motor / Fine Motor / PSED Managing Self				
	PE- Gross Motor	- Has control over their whole body by continually practising larger movements e.g. running, waving, kicking, crawling and jumping. Explores climbing and moving around/under/into spaces safely e.g. into and through a tunnel without hitting their head, ducking down to fit in a den, lifting foot up enough to move up the ladder. Walks up and down stairs safely – lifting feet up enough so as not to trip. Balances, steers and rides a three wheeled bike/scooter whilst pushing along and avoiding some obstacles. Kicks, throws and can catch a large ball.	Matches gross motor movement to task/activity e.g. crawls through smaller tunnel, decides to run/walk on plank depending on the length/width of the wood, moves brush in large movements to pain the fence. Climbs confidently and safely on larger equipment. - Walks up and down stairs/climbing apparatus using alternative feet. - Balances, steers and pedals a three wheeled bike whilst steering to avoid obstacles. Balances, steers and pushes along a two-wheeled bike/scooter whilst steering to avoid obstacles. Beginning to pedal a two-wheeled bike with stabilisers. Kicks, throws and can catch a ball/other objects e.g. bean bag, throws foam javelin. - Beginning to copy/remember sequence of movements related to music/rhythm. Beginning to show preference to dominant side of body.	- Has control with fundamental movements and develops further skills e.g. varied ways of rolling, hopping, running faster, skipping and climbing. Develops core strength to have good posture when sitting and balancing still for a short time. - Balances, steers and pedals a two-wheeled bike whilst steering to avoid obstacles without stabilisers. - Develops confidence, competence, precision and accuracy when engaging in activities with a ball e.g. throwing, catching, kicking, passing, batting and aiming. - Uses some vocabulary to describe movement and directionality. Combines/remembers different movements with ease and fluency in response to the obstacles or music/rhythm provided.
	PE- Fine Motor	Developing manipulation and control e.g. using both hands to successfully thread large beads/bobbins, uses hammer to hit peg, use spring loaded/looped scissors to make snips in the paper, moves construction pieces around to fit together successfully. Participates in finger/action rhymes, songs and games, imitating and anticipating actions. Pours liquid from one container into another with a larger opening, spilling some.	- Has control over fundamental movements and develops further fine motor skills e.g. successfully threads beads/laminated pictures, uses rolling pin and shape cutter with playdough, use scissors to cut lines in paper, manipulates construction pieces to connect or form shape (fitting train track pieces together/twisting nut and bolt to loosen or fix). Shows preference to dominant hand. - Can move and rotate lower arms and wrists independently. - Can turn pages in a book - sometimes a few at a time.	- Develops confidence, competence, precision and accuracy when using a range of tools e.g. pencils, paintbrushes, scissors, knives, rollers, hole punches, needles, gardening tools. - Has a dominant hand. - Can turn pages in a book - one at a time.
	PE-Managing self	Beginning to dress themselves independently e.g. pulling up trousers, putting arms in coat, wrapping cape around shoulders, pulling hat down on head. - Can take off and put on own shoes with easier fastenings/larger opening e.g. Velcro trainers, wellies, slip on garden shoes/sandshoes. - Shows awareness/indicates their nappy/pants are wet/dirty. Beginning to use/show interest in the potty/toilet. Washes hands independently using pump action soap and lift up taps. Drinks through straw and from cup with some spills without choking. Feeds self using a spoon/fork and can successfully stab food using fork. - Can bite, chew and swallow most foods given to them, safely. - Can hold a toothbrush in one hand and put it to their teeth, beginning to move this around as if ‘brushing teeth’	- Puts on coat independently, most of the time fastening zips/buttons on their own. - Mainly dry and clean during the day. - Can manage and use the toilet independently. Washes hands independently using pump action soap and twisting taps. Drinks through straw and from cup without spills or choking. Beginning to use dominant hand to hold knife whilst making attempts at cutting up own food. - Can bite, chew and swallow most foods given to them, safely. - Can hold a toothbrush in one hand and brush teeth side to side and/or up and down, mainly using lower arm movement to control the brush. - Has some awareness of the factors that support their overall health & well-being such as; regular exercise, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	- Puts on coat independently, fastening zips/buttons on their own. Manages own needs such as using the toilet and washing hands independently. - Can pour and drink from a cup independently without spills or choking. - Uses dominant hand to hold knife whilst making some successful attempts at cutting up and spreading food. - Can brush teeth independently, rotating arm and wrist to control the brush. Knows and talks about factors that support their overall health & well-being such as; regular exercise, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.

Maths/ CL / UW / PSED	Computing	• Explores technology in environment and role play e.g. age appropriate software on IWB/computer, I pads, role play TV remotes, devices, cameras. • Explore using finger to drag and drop on age appropriate software on touch-screen devices. • Explores taking photos using devices e.g. camera/Ipad. • Follows simple instructions	• Follows 2 / 3 step instructions • Explores directing a simple robot/remote controlled toy. • Beginning to orders instructions with images up to 3 or 4 parts. • Takes photos of self and beginning to direct camera to subject using devices. • Knows how to and can access some age appropriate software on touch-screen devices. • Beginning to use devices for purpose e.g. asks for Ipad to take photograph, points remote towards 'TV' in role play area, uses buttons on CD player to initiate music to play. • Knows some ways how technology can help them communicate with others.	• Orders instructions with images up to 3 or 4 parts. • Directs a simple robot/remote controlled toy along a simple route, debugging if not effective. • Accesses and uses some age-appropriate software independently including completing tasks/games, and creating content e.g. digitally painting a picture or creating music. • Beginning to use a mouse to navigate around a computer screen. • Knows some ways how technology can be used for others to communicate with themselves. • Knows some ways how technology can help them find information online. • Knows some ways that my information can be put on the internet. • Knows some rules to keep safe when using technology. • Knows to speak to an adult, say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset online.
PSED: Self-regulation/ Managing Self/ Building Relationships	PSHE and RSE	<i>For age related 'Managing Self – Health and well-being' skills please see 'PE- Managing Self' section above.</i> • Expresses a range of emotions. • Regulates emotions with adult support where adult labels emotions and why they may feel that way. • Beginning to make own choices e.g. what to play with. • Confident when taken out to less familiar settings and environments – enjoys exploring new places with a familiar adult. • Beginning to understand that actions have consequences, although these may not be those the child desired e.g. sits on time out when asked, gives up the bike to another child when told to share. • Increasing participation in collective cooperation as their experience of routines and understanding of some boundaries grow e.g. stops and listens for 'Team Stop', tidies up toys when asked, comes to the table for snack time. • Beginning to play alongside others' play. • With some support from a familiar adult, will separate from parent/carer comfortably.	<i>For age related 'Managing Self – Health and well-being' skills please see 'PE- Managing Self' section above.</i> • Talks about their emotions using words such as; happy, sad, cross, worried, excited. • Increasingly able to recognise own emotions and regulate these with lessening amounts of adult support. • Beginning to understand how others might be feeling e.g. says 'the giant is sad because he has no nice clothes' when listening to a story, when talking about what we're doing at the weekend says 'my baby brother is excited because we're going to the caravan tomorrow and he likes the park there'. • Increasingly able to make steps towards resolving conflicts with other children sometimes with adult support e.g. negotiates with peer that they will have the pushchair for one loop around the classroom after adult prompt, gives their friend some of the bricks they had collected to 'share'. • Can make own choices and will select activities/materials/resources for a set task/goal (either self-initiated or provided for them). • Developing a sense of responsibility and membership of a community e.g. picks up rubbish from the floor and puts it in the bin without being asked, returns the garden spade to the box so 'some else can have a turn'. • Beginning to be more outgoing towards unfamiliar people whilst within a safe context of a familiar setting. • Increasingly able to follow rules without adult prompting, understanding why they are important e.g. encourages peer to stop running in class because they 'might fall over'. • Plays with one or more other children, extending and elaborating on others' ideas. • With some support, can carry out decisions, respecting the wishes of the rest of the group e.g. joins in with pretending to be 'the wolf' when group wanted to be 'pigs' even though he wanted to play Batman. • Developing friendships with other children. • Will separate from parent/carer comfortably when coming to the setting.	<i>For age related 'Managing Self – Health and well-being' skills please see 'PE- Managing Self' section above.</i> • Talks about their feelings and opinions. • Identifies and moderates own feelings socially and emotionally e.g. when upset that another child who took one of their train carriages, they stop themselves from getting upset because they realise the child wanted to join in, so continues to play giving prompts for their peer. • Considers others' feelings and perspectives and beginning to regulate behaviour accordingly e.g. sees friend was upset that he didn't get a bike to ride on, so offered for them to sit on the back of the trike then swaps who is driving on the next ride round the playground. • Can make own choices and will select activities/materials/resources for a self-initiated task/goal whilst controlling their immediate impulses where appropriate e.g. when choosing to make a rocket, waits to be able to have a turn at the box modelling tub to find the main body of the rocket then shares the glue spreader with a peer. • Has a sense of responsibility and membership of a community e.g. tidies an area in the classroom that they haven't played in, holds open the door for their peers/an adult, tells the caretaker to be careful when going outside because it's slippery, hold the hand of one of the younger children as they cross the bridge. • Communicates with unfamiliar people whilst within a safe context of a familiar setting. • Generally able to follow rules without adult prompting, understanding why they are important e.g. encourages peer to stop running in class because they 'might fall over'. • Works and plays cooperatively and takes turns with others. • Gives focused attention to what the teacher says, responding appropriately even when engaged in an activity, showing they can follow instructions involving several actions. • Forms positive attachments to adults and friendships with their peers.

Long term Plan of the Fundamental skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timeline	Art - Skill and vocabulary					
2YO	Exploring paints and making marks Paint		Explore a range of art materials. 'Materials, chalk, paint, crayons, pencil.		Snip paper Ripping	
Nursery	Ripping paper Snip	Snip through paper.	Mixing paints	Create with a purpose in mind (adults scaffolding imaginary creations)	Explore a range of art resources and discuss the effect	Review what they have created.
Reception	Review what they have created. Pincer grip to carefully add materials to their work	Explore a range of art materials , choosing them for a purpose	Cut around an image	Mix colours for a purpose	Plan, do, review their creations.	Life-like representations of people and animals. Explore making models .
Timeline	Design and Technology					
2YO	Explore joining large Duplo and other construction pieces 'Join, Balance, build,'		Sticking materials together Stick,		Den building with adults, Large construction 'Balance, clip, connect, cover, squeeze'	
Nursery	Den building with adults, Large construction 'Balance, clip, connect, cover'	Create with a purpose in mind 'plan, resources'	Joins small construction pieces 'Join, connect, stick, detail,'	To plan and review their models 'Plan, review,'	'Cook, mix, changes, cut, hygiene'	Develop models and creations 'Develop, enhance, before and after, tinker/tweak'
Reception	Review what you have created 'Review,'	Follow a recipe/ instruction – where does the food come from Cook, mix, changes, cut, hygiene, clean, peel.'	Explore sewing actions 'through, pincer, in, under'	Create dens 'Balance, clip, connect, cover, squeeze, dark, inside, outside, on,	Create different structures using a range of resources. 'Plan, create, team work,	To follow theirs and others plans using small and large construction and junk modelling. Then review.
Display hall Timetable	PE					
2YO	Walk up and down stairs safely 'Step, up, down'		Explore climbing safely 'Assistance, help, balance, climb '		Explore a range of one-handed tools 'scissors, pencil, safely, scoop, paint brush, pouring, rolling'	
Nursery	Explore a range of one-handed tools 'scissors, pencil, safely, scoop, paint brush, pouring, rolling, throwing and catching (large objects)	Develop accuracy when kicking/ throwing a large ball 'kick, throw, catch, under arm, stop,'	Develop fine motor control 'pincer grip, thread, pencil, hold, draw, write, paint'	Develop a dominant hand 'Copy name, write name, simple representations of people and animals.'	Use a range of large equipment safely. 'Bench, jump, hop, safely, climb, assist/help, slide, crawl '	
Reception	To develop cutlery skills 'knife, fork, cut, slice, scoop, spoon'	To develop ball skills and control using smaller balls 'kick, throw, catch, under arm, stop, bounce,'	Develop a dominant hand to write 'write, copy, letter formation.		'Develop core muscles Yoga/ Balance bikes/ Core skills sessions 'Balance, roll, squat, push, glide,'	Use a range of large apparatus safely. 'Bench, jump, hop, safely, climb, assist/help, slide, shuffle, obstacle course
BB	RE					
2YO	Look at celebrations linking to themselves, Special stories linking to religion. Easter stories 'Celebrate, birthdays, weddings, Halloween, Christmas, traditions. Jesus, Christians, Diwali, Ramadan, Eid.'					
Nursery	Look at celebrations linking to themselves Celebrate, birthdays, weddings, Halloween, Christmas, traditions. Jesus, Christians.		Begin to compare festivals and religious events with peers 'Diwali, Ramadan, Eid, celebrate,'		Discuss similarities and differences of Christianity to other religions. 'Similarities, differences, unique, traditions.'	

Reception	Discuss similarities and differences of Christianity to other religions. ‘Similarities, differences, unique, traditions.’		Begin to compare festivals and religious events with peers ‘Diwali, Ramadan, Eid, celebrate, traditions, fasting, culture, community.’		Explore life in this country and life in others linking to stories. ‘Countries, globe, world, maps,’	
Timeline	Computing					
2YO	Role play of electrical equipment ‘telephone, till, remote, microwave, cooker, laptop.’ Explore Ipad’s and computers ‘click, picture’					
Nursery	Exploring painting programmes on the IWB ‘Drag, click, change, picture,’	Developing mouse skills ‘click, hold, drag, release, move’	Ipad for a purpose ‘pictures, programme,’		Explore programming and coding using beebots and rebots. ‘Program, code, explore, test.’	
Reception	To programme and debug simple robots such as beebots. ‘coding, programme, plan, debug, test.’		Use and explore the ICT Suite to complete age appropriate programmes. ‘Click, drag, mouse skills, release, safety online.’ To use Ipads for a purpose and to complete age appropriate software. ‘picture, permission,’		Using computers for a purpose and safely. ‘Login, log out,’	
BB/Display Timeline	Science					
2YO	Discussing the seasons ‘Autumn, Summer, Winter, Spring, leaves, Snow, Sun, rain.’		Trying a range of different foods ‘Fruit, vegetable.’		Exploring sensory materials ‘soft, rough, hard, cold, warm,’	
Nursery	Discussing the seasons ‘Autumn, Summer, Winter, Spring, leaves, Snow, Sun, rain, clouds, fog, wind’	Explore a range of different foods, talking about texture, taste and using tools safely. (SEE DT)	Explore a range of sensory materials using a range of vocabulary ‘soft, rough, hard, cold, warm, stretchy, wet, bumpy, scratchy, full, empty, pour, sink and float’	Explore growth, including plants, animals and people. ‘Growth, change, time, height, length, food, long, short, more, less’	Exploring forces using cars and ramps/ water resources and magnets ‘Explore, how/why, predict, push, pull, fast, slow, direction, stick.’	Develop an understanding of a healthy lifestyle ‘Exercise, diet, choices, sleep, water, healthy,’
Reception	Explore growth and how to stay healthy, including plants, animals and people. ‘Growth, change, time, height, length, food, long, short, more, less, senses, touch, taste, smell, hear, see’	Explore and describe materials including forces. “Explore, explain, predict, push, pull, fast, slow, direction, stick.’	Exploring light and dark ‘shadows, light, dark, animals, nocturnal.’	Explain how to make choices for a healthy lifestyle including diet and exercise.	Discuss materials and their purposes ‘waterproof, float, sink, light, heavy, absorb, top, bottom,’	Carry out experiments, predict what will happen and test.
Daily TT	History					
2YO	Understand their daily routine ‘Now and next.’		Immediate past and understanding of sharing. ‘What happened, share,’		Describe photos of your family ‘Mam, dad, Nanna, Grandad’	
Nursery	Understand their daily routine ‘Now, next, then.’ Share photos or discuss events of their families. ‘Mam, dad, nanna, Grandad, celebrate, traditions.’		Photos of experiences they have had in class to discuss ‘Yesterday, today, tomorrow, when.’		To sequence a story ‘Beginning, middle and end, first, then, last.’	
Reception	Understand their daily routine ‘Now, next, then, after that, finally.’ Discuss and share your families and your traditions ‘Mam, dad, nanna, Grandad, celebrate, traditions, past, present, old and new.’		Changes over time ‘People, growth, plants, animals’		Compare and explore images or artefacts. ‘Castles, knights, old, new, queens, similarities, differences	To sequence a story ‘Beginning, middle and end, first, then, last, events, characters, settings.’
BB/Display	Geography					
2YO	Noticing features of a familiar environment ‘shop, class, school, house, park’		Exploring the world around them ‘Field, allotment, seasons, mini beasts.’		Enjoys going to different places with a familiar adult ‘Day trips, other areas of school, beach, trips.’	

Nursery	Verbally notices changes in the environment. 'Weather, seasons, temperature.'	Know some names of places and how they got their 'walk, bike, road, car, school, beach, bus, park.'	Creating and following simple maps of their classroom or school 'map, direction, forward, next to, under, on'	Comparing the environment they are familiar with to another one. 'Similarities, differences, past, present'
Reception	Weather and seasons 'temperature, time of year, Season, effects'	Comparing one country to another linking to stories. 'Atlas, world, country.'	Creating and following maps including local area and familiar location 'map, direction, forward, next to, under, on, travelling, Church, school, house, shops, railway line, road.'	Comparing the environment, they are familiar with to another one. 'Similarities, differences, past, present, grow, rural, grounds.'
BB	Music			
2YO	Singing simple nursery rhymes		Sing their own songs	Explore musical instruments 'tap, bang, play, hit, explore'
Nursery	Sing nursery rhymes and familiar songs	Clapping syllables 'Clap, syllable,'	Explore musical instruments, begin to keep a beat 'tap, bang, play, hit, explore, beat, copy,	Developing an understanding of rhyme. Listen and respond to music
Reception	Identify and remember songs from memory	To move in time to music. 'Beat, dance, move.'	Explore a range of instruments and know how to use them safely. To know how to use them to create different songs. 'Louder, quieter, soft, beat, pace, hard,'	Perform songs, rhymes and stories with others. 'Pulse, beat, loud, quiet, rhythm,