



# Progression of Skills in the Continuous Provision Document

## PROGRESSION OF SKILLS AND KNOWLEDGE DOCUMENT- CONTINUOUS PROVISION

Children are expected to...

### Creative Area

**Skills-** See progression information below.

**Knowledge-** The vocabulary of the tools and techniques used. The vocabulary involved with textures. A knowledge of colours, different materials and their properties. Construct, snip, crunch, twist, fold, flatten, squash, squeeze, poke, rough, smooth, rigid, flexible etc.

Nursery	Autumn (Beginning Reception) (End of Nursery)	Spring	Summer
<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to simple instructions.</li> <li>• Be beginning to use a glue stick, spreader etc. with some support from an adult.</li> <li>• Be beginning to show control in sharing resources after modelling by an adult.</li> <li>• Often use both hands when using scissors, open and closing the blades.</li> <li>• Uses simple resources and may join flat surfaces using glue.</li> <li>• Be beginning to make a simple model, expressing a simple idea.</li> </ul> <p><b>Paint/Draw</b></p> <ul style="list-style-type: none"> <li>• Enjoy using hands, feet and fingers to paint.</li> <li>• May use a thick paint brush in the palm of their hand.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Listen to instructions and follow the rules.</li> <li>• Use a glue stick appropriately, twist and replace the lid. Use a glue spreader.</li> <li>• Share resources with support after modelling by an adult.</li> <li>• Use a tape dispenser to cut the correct amount of tape.</li> <li>• Use easi-grip scissors and/or child scissors (which may not be held correctly)</li> <li>• Be beginning to use materials for a purpose.</li> <li>• Use simple cutting and sticking techniques.</li> <li>• Be beginning to use relevant vocabulary.</li> <li>• Add other materials to develop models such as tissue paper, glitter etc.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Be beginning to use tools with control and use materials and resources with a purpose.</li> <li>• Share ideas, resources and skills with little support.</li> <li>• Be beginning to talk about the materials they have used and why.</li> <li>• Be beginning to talk about the process/techniques they have used.</li> <li>• Use the relevant vocabulary.</li> <li>• Develop the ability to refine their ideas, build on their models and know how to improve them (scrunch, twist, fold, roll.)</li> <li>• Be beginning to join resources together in a variety of ways using string, hole punches, tape etc.</li> <li>• Consider the placing of resources to create simple representations.</li> </ul> <p><b>Paint/Draw</b></p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Remember the knowledge and skills acquired in Autumn and Spring.</li> <li>• Share ideas, resources and skills.</li> <li>• Have clear intentions and evaluate, adapt, improve and test their models.</li> <li>• Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc.</li> <li>• Have extended their vocabulary in describing materials/textures. Such as rough, smooth, rigid, flexible.</li> <li>• To improve models by adding texture.</li> <li>• Adapt the materials and resources used, such as cutting things to the correct size and shape.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify some colours.</li> <li>• Take part in early mark making with paint.</li> <li>• Print with larger blocks and sponges.</li> <li>• Use simple tools.</li> <li>• Be beginning to draw lines and circles.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings which they give meaning to.</li> <li>• Make marks on their picture to represent their name.</li> </ul> <p><b>Sculpture/playdough</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to simple instructions</li> <li>• Pile and stack clumps of playdough.</li> <li>• Use hands to squash playdough and develop muscle control.</li> <li>• Use little detail.</li> <li>• Use some simple tools, but not showing much control, (rolling pin etc.)</li> <li>• Explore and make marks in clay.</li> </ul>	<p><b>Paint/Draw</b></p> <ul style="list-style-type: none"> <li>• Know what a paint brush is used for.</li> <li>• Use a thick paintbrush.</li> <li>• Wash and replace the resources used with adult support.</li> <li>• Identify colours.</li> <li>• Paint/draw lines and circles to represent an object or person.</li> <li>• Draw/paint simple things they observe.</li> <li>• Engage in mark making.</li> <li>• Express their emotions through drawings/paintings.</li> <li>• Print with blocks and sponges.</li> <li>• Use tools for a purpose (with support.)</li> <li>• Squeeze a paint bottle (with support) to get the correct amount of paint into a palette. Adult to model initially.</li> </ul> <p><b>Sculpture/Playdough</b></p> <ul style="list-style-type: none"> <li>• Learn the rules.</li> <li>• Be developing muscle control by manipulating clay/playdough by rolling, cutting, pinching etc. Poke the playdough/clay with tools.</li> <li>• Bang and pound the clay/playdough to form different shapes.</li> <li>• Use simple tools such as a rolling pin and cutters. Rolling out and cutting out forms and begin to “pretend” with them.</li> <li>• Roll a sausage shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thick/thin paintbrushes.</li> <li>• Wash and replace the resources used with little prompting.</li> <li>• Mix and explore primary colours.</li> <li>• Paint/draw bodies of an appropriate size with some extra details.</li> <li>• Draw/paint simple things from memory and beginning to draw self-portraits, buildings and landscapes.</li> <li>• Print with small blocks and sponges.</li> </ul> <p><b>Sculpture/Playdough</b></p> <ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Make something that they can give meaning to.</li> <li>• Have developed some fine motor skills e.g. twist, pull, pinch, poke etc.</li> <li>• Develop a variety of techniques. Can join shapes together to create recognisable forms.</li> <li>• Roll a sausage shape into a coil and roll dough/clay into a ball.</li> <li>• Add details such as mouth and eyes.</li> </ul>	<p><b>Paint/Draw</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes for a purpose, adding detail. Independently wash and replace the resources used.</li> <li>• Colour match to a specific colour and shade. Paint/draw with detail (bodies with sausage limbs and additional features)</li> <li>• Draw/paint self-portraits, landscapes and buildings. Create patterns/ meaningful pictures when printing and print with a variety of resources.</li> </ul> <p><b>Sculpture/Playdough</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Make something with clear intentions using a variety of techniques and shapes to sculpt. Have developed good control over skills such as twisting, pulling, poking, pinching etc.</li> <li>• Uses tools such as plastic knives to cut and mould.</li> <li>• Create people and things in a vertical position and become skilled in joining and forming clay/playdough.</li> <li>• Pay attention to details and create designs that have patterns.</li> </ul>
--	---	--	---

## Small World/ Construction Area

### Skills- Small world:

To act out a narrative, story and recreate personal experiences.

### Skills-Construction:

To balance, enclose and connect various resources appropriately. To design with a purpose in mind.

### Knowledge- Small world:

To develop knowledge of different small worlds and the vocabulary associated with them. To name figures, objects such as occupations and jungle or arctic animals etc. To develop a wealth of experiences and events. To have an increased knowledge of cultures, community, occupations and of past lives or events.

### Construction:

To have a knowledge of various buildings in real life in order to replicate them. To name the resources and materials needed in order to construct. To have a knowledge of how different materials behave when constructing.

#### Nursery Construction

- Listen and respond to simple instructions.
- Use large blocks for building simple towers.
- Use simple sets such as duplo.
- Be beginning to build a basic design that has been discussed.

#### Small World

- Listen and respond to simple instructions.
- Play with familiar resources, cars, farm etc.
- Link some small world play to a familiar rhyme or story.
- Be beginning to pretend one object represents another.
- Be beginning to build a familiar small world, house etc.

#### Autumn Construction

- Learn the rules of the area, e.g. Put the resources away when finished.
- Be beginning to share the resources with adult support.
- Use large blocks, cubes, cuboids and can join using sets such as duplo etc.
- Build simple models with walls, roofs and towers.

#### Small world

- Learn the rules of the area.
- To take part in simple, familiar pretend play (using familiar resources such as farm, cars, dolls.)
- Participate in small world play related to rhymes and stories.
- Build simple, familiar small worlds and recreate familiar experiences using figures.

#### Spring Construction

- Know and follow the rules independently.
- Take turns and share the resources independently.
- Use smaller blocks, bricks to construct. Uses various shaped blocks such as cylinders etc.
- Build models which replicate those in real life using a variety of resources.
- Design and construct with a purpose, using a wide range of resources such as lego and multilinks.
- Be beginning to use screws/ nuts, bolts, hammer and nails.

#### Small world

- Know and follow the rules independently.

#### Summer Construction

- Explain the reasons for the rules.
- Create collaboratively, sharing ideas with others.
- Use very small bricks/blocks and lego in various shapes.
- Build, adapt and refine their models. To test them and make them better. To return to and build on previous learning.
- Share the knowledge and skills of the processes used with others.
- Use screws/nuts and bolts, hammer and nails with precision and control.

#### Small world

- Explain the reasons for the rules.
- Compare and contrast small worlds they have created.

	<ul style="list-style-type: none"> <li>• (dolls house etc)</li> <li>• Know the names of familiar small world figures.</li> <li>• Be beginning to use talk to organise themselves in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Build complex small worlds using a wide range of resources.</li> <li>• Enhance small world play with simple resources.</li> <li>• Use acquired knowledge and new vocabulary to develop story lines in their play with others</li> <li>• Confidently talk about their small worlds and storyline. -</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance small world play with resources that they pretend are something else.</li> <li>• Use a wide range of vocabulary developed throughout the year in their play.</li> <li>• Invent and recount narratives in small world play with others.</li> </ul>
--	--	--	--

### Fine Motor Area

**Skills-** See progression information below.

**Knowledge-** Name one handed tools and equipment. New vocabulary of techniques and processes, such as threading, pouring, snipping, slicing etc

Nursery	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Listen and respond to simple instructions.</li> <li>• Use palmer/digital pronate grasp.</li> <li>• Use a spoon.</li> <li>• Explore a range of tools.</li> <li>• Hold scissors with both hands, and open and close the blades.</li> <li>• Use Easi-grip scissors.</li> <li>• Explore a range of tools. Be beginning to pour using large jugs.</li> <li>• Pick things up using whole hand.</li> <li>• Dough disco to explore playdough.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Show a preference for a dominant hand using a modified tripod grasp.</li> <li>• Stab food using a fork, use a knife and fork with support.</li> <li>• Use a spoon independently.</li> <li>• Use one handed tool for example making snips in paper with scissors. Not moving forwards with the scissors. (Scissors may not be held correctly) and Easigrip scissors may be used.</li> <li>• Be exploring a wide range of tools such as paint brushes, spoons etc.)</li> <li>• Pour from one container to another (may be spilling)</li> <li>• Use one handed equipment such as tweezers to transfer objects (using a cylindrical grasp.)</li> <li>• Thread large beads onto a lace.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow the rules independently.</li> <li>• Be using the tripod grasp (with prompting.)</li> <li>• Be using a knife to cut soft food such as bananas or strawberries and spreading butter etc. (At snack time on toast.)</li> <li>• Use scissors to cut in a straight line and cut a piece of paper in half. With prompting, scissors will be held correctly.</li> <li>• Be using their non- dominant hand to guide the paper.</li> <li>• Cut out a simple shape. Use a range of tools confidently.</li> <li>• Pour with increasing accuracy</li> <li>• Use tweezers to pick up objects using a pincer grip, with little prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Hold a pencil effectively in preparation for fluent writing using the tripod grasp</li> <li>• Use a knife for cutting and use a knife and fork independently.</li> <li>• Hold scissors correctly, and cut out complex shapes with accuracy. Can cut fabric and other materials.</li> <li>• Use a variety of tools, confidently, safely and with competence.</li> <li>• Pour with accuracy from a variety of containers.</li> <li>• Use tweezers and other one-handed equipment, hole punches etc. with control.</li> <li>• Thread small beads and objects with precision.</li> <li>• Use nuts and bolts effectively, thread and unthread using finger and thumb grip.</li> </ul>

	<ul style="list-style-type: none"><li>• Thread pipe cleaners through large holes.</li><li>• Dough disco to improve finger muscles.</li></ul>	<ul style="list-style-type: none"><li>• Use finger and thumb pincer grip and manipulate small parts for a purpose e.g. screw a nut onto a bolt.</li><li>• Thread a lace through holes, moving in and out.</li><li>• Dough disco will be improving finger dexterity.</li></ul>	<ul style="list-style-type: none"><li>• Dough disco has improved dexterity.</li></ul>
--	--	---	---

## Sand and Water Area

**Skills- Sand.** See progression information below.

**Knowledge –Sand.** Knowledge of new techniques and vocabulary such as, dig, scoop, flatten, mould, sculpt, manipulate, fill, tip, manipulate, empty, fill, deep, shallow.

**Skills- Water.** See progression information below.

**Knowledge- water.** Knowledge of new techniques and vocabulary such as funnel, guttering, pouring, empty, full, nearly full, nearly empty, absorption, waterproof etc. Knowledge of floating and sinking and the properties of different materials and how they behave in water.

<p><b>Sand</b> <b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Use hands to dig in the sand and fill a bucket.</li> <li>• Be beginning to use a large spade/shovel.</li> <li>• Use hands to mould the sand and bury things.</li> <li>• Be beginning to talk about their creations/intentions.</li> </ul> <p><b>Water</b> <b>Nursery</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Be beginning to pour from large jugs.</li> <li>• Fill and empty a large container (may not be accurate.)</li> <li>• Explore floating and sinking using boats and stones.</li> </ul>	<p><b>Sand</b> <b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Pour sand using hands and large jugs.</li> <li>• Use a one- handed tool, large shovel etc to fill a bucket or container.</li> <li>• Dig with hands, shovels, buckets.</li> <li>• Model using hands and simple tools.</li> <li>• Bury objects using hands, large shovels.</li> <li>• Move their hands and fingers without having to use their shoulders.</li> <li>• Be beginning to comment on what they have made and how they have made it.</li> </ul> <p><b>Water</b> <b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Pour from large jugs with some accuracy.</li> </ul>	<p><b>Sand</b> <b>Spring</b></p> <ul style="list-style-type: none"> <li>• Know and follow the rules independently.</li> <li>• Pour sand using spades and shovels.</li> <li>• Select an appropriate size of spade or shovel to fill their bucket or container. E.g. Small bucket, small spade.</li> <li>• Dig with spades and large spoons.</li> <li>• Model with shaped containers, make a sand castle.</li> <li>• Bury objects using spades, large spoons etc.</li> <li>• Tip sand off a spoon by moving and rotating just their wrist.</li> <li>• Comment on what they have made and explain how.</li> </ul> <p><b>Water</b> <b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Know and follow the rules independently.</li> <li>• Pour from a teapot or watering can.</li> </ul>	<p><b>Sand</b> <b>Summer</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Pour sand using a funnel or tubing.</li> <li>• Be skilled in using a range of one-handed tools such as a rake, shovel, scoop etc.</li> <li>• Use small scoops and teaspoons to fill pots and moulds, carefully and with good hand and eye coordination.</li> <li>• Dig using teaspoons, measuring spoons and forks.</li> <li>• Use small resources such as lolly sticks, twigs, matchsticks etc to add definition and design to the things they are creating in the sand.</li> <li>• Bury objects using teaspoons and small utensils.</li> <li>• Explain to others the methods and processes they have used. Share their skills with others.</li> </ul> <p><b>Water</b> <b>Autumn</b></p>
--	--	--	---

	<ul style="list-style-type: none"><li>• Fill and empty a large bucket or container.</li><li>• Be beginning to transfer water using a large container and use guttering.</li><li>• Be beginning to understand the concept of floating and sinking. Using small world animals, boats, stones etc.</li><li>• Use sponges.</li></ul>	<ul style="list-style-type: none"><li>• Fill and empty cups and various sizes of container.</li><li>• Be beginning to measure capacity and use tubing, bottles and guttering to transfer water.</li><li>• Experiment with floating and sinking using a variety of resources and materials and can comment on their findings.</li><li>• Be beginning to have an awareness of how materials behave in water.</li></ul>	<ul style="list-style-type: none"><li>• Explain the reasons for the rules.</li><li>• Pours accurately from a cup, glass or bottle.</li><li>• Uses a funnel correctly.</li><li>• Fill and empty bottles of various sizes.</li><li>• Measure capacity and manage bottles with different lids.</li><li>• Use tubing, guttering and small utensils (spoons) effectively to transfer water and can adapt their techniques appropriately.</li><li>• Experiment, explain and comment on floating and sinking using natural materials and resources, considering the properties of the materials used. E.g. the absorption/ waterproof factors.</li></ul>
--	--	--	---

## Role Play Area

**Skills:** See progression document below.

**Knowledge:** Build up a knowledge of experiences, events, themes and stories. Knowledge of new vocabulary developed through new experiences, events, stories etc.

### Nursery

- Listen and respond to instructions.
- Recreate familiar roles, mums and dads.
- Play alongside others engaged in the same theme.
- Pretend one object represents another.

### Autumn

- Learn the rules of the area.
- Play with familiar resources.
- Be beginning to use their own experiences to develop an idea and intention.
- Recreate familiar roles such as mum, dad, pets etc.
- Play out a role alongside others using familiar vocabulary.
- Pretend an object represents something else even though they are not similar, with reference to their own experiences.

### Spring

- Know and follow the rules independently.
- Recreate real life experiences/ events such as doctors, restaurant, dentist etc.
- Extend and elaborate their play ideas and intentions.
- Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline.
- Use child centred vocabulary.

### Summer

- Explain the reasons for the rules.
- Use their imagination to develop their own storylines.
- Take account of every one's ideas.
- Develop and act out a narrative with others.
- Invent, adapt and recreate narratives and stories based on a stimulus such as a favourite film or character.
- Make use of props and materials when role playing characters.
- Use and understand a wide range of vocabulary that has been introduced over the Autumn and spring.

## Music, Singing and Dancing Area

**Skills:** See progression document below.

**Knowledge:** Identify and name different instruments and how to play them. A knowledge of a wide variety of songs and dances. Music vocabulary such as volume, pitch, rhythm, beat etc. A knowledge of dance and performance.

Nursery	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Listen and respond to music, emotionally and physically.</li> <li>• Move/dance to music and copy basic actions.</li> <li>• Join in with some songs and rhymes., copying sounds, rhythms, tunes and tempo.</li> <li>• Explore a range of instruments and play them in different ways.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Know the names of simple instruments, drum, shaker.</li> <li>• Be beginning to watch a performance for a short period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Be beginning to remember and sing a large repertoire of songs.</li> <li>• Be beginning to sing the pitch of a tone sung by another person, (“pitch match”)</li> <li>• Be beginning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Be beginning to create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Enjoy music and respond to music.</li> <li>• Name a variety of instruments.</li> <li>• Play a given instrument to a simple beat.</li> <li>• Move to music, copy some basic actions and remember some simple sequences.</li> <li>• Watch dances and performances for short periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Remember and sing a large repertoire of songs.</li> <li>• Listen carefully to rhymes and songs paying particular attention to how they sound.</li> <li>• Sing in a small group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making, performing solo or in groups.</li> <li>• Select their own instruments and play them in time to the music.</li> <li>• Express their feelings and responses to music.</li> <li>• Learn short routines and be beginning to match pace.</li> <li>• Develop control and grace in movement and are increasingly able to use and remember sequences and patterns of movement.</li> <li>• Watch dances and performances.</li> <li>• Share their likes and dislikes about dances/performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Have built up a large repertoire of songs, poems and rhymes.</li> <li>• Sing in a group or on their own matching pitch and following melody.</li> <li>• Know how to use a variety of instruments and can change the tempo and dynamics whilst playing.</li> <li>• Be beginning to compose their own simple tunes and create sound effects.</li> <li>• Understand emotion through music and can identify if music is sad, scary etc. and express their opinion.</li> <li>• Learn longer dance routines, matching pace and putting sequences together.</li> <li>• Replicate some dances and performances.</li> <li>• Combine different movements with ease and fluency, developing overall body strength, coordination and balance.</li> <li>• Express their own opinions of dances and performances.</li> <li>• Create simple dances of their own.</li> </ul>

## Investigation Area

**Skills:** See progression document below.

**Knowledge:** A knowledge of how to use a variety of tools and equipment, and to name them. Develop a wide vocabulary of investigative language and scientific processes/ techniques. E.G. magnifying glass, binoculars, timers ,funnels, lens, mirror, magnet, experiment, test, investigate, predict, record, results, dissolve, absorb, melt, liquid, substance etc.

Nursery	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Explore different materials using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Explore materials with different properties.</li> <li>• Repeat actions that have an effect.</li> <li>• Be beginning to explore and use simple tools and equipment.</li> <li>• Notice and ask questions about differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Show curiosity and use all their senses in hands on exploration of resources.</li> <li>• Be beginning to have their own ideas.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about the differences between materials and the changes they observe.</li> <li>• Explore how things work and question why things happen.</li> <li>• Explore simple tools and equipment and how to use them.</li> <li>• Be beginning to use some science words.</li> <li>• Be beginning to develop and share their ideas.</li> <li>• To have a simple guess – What might happen? (may not be realistic).</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Describe and look closely at what they see, hear, feel when exploring.</li> <li>• Have their own ideas.</li> <li>• Explore materials, and describes the properties/ changes they have observed.</li> <li>• Make links and notice patterns in their exploration and learn by trial and error.</li> <li>• Use simple tools and equipment safely.</li> <li>• Be beginning to ask simple questions.</li> <li>• Use some scientific vocabulary.</li> <li>• Work with others, copy ideas and develop skills together.</li> <li>• Be beginning to predict what will happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Explore the environment, making observations and drawing pictures of their investigations.</li> <li>• Explore materials and develop ideas of grouping, sequences, cause and effect.</li> <li>• Find ways of solving problems, new ways to do things and find methods to test their ideas.</li> <li>• Answer how and why questions in detail.</li> <li>• Explain why things occur and the changes they observe.</li> <li>• Explain similarities and differences in a variety of materials.</li> <li>• Use simple tools and equipment safely and with confidence. Be beginning to record their findings.</li> <li>• Ask simple questions.</li> <li>• Use a wide range of scientific vocabulary.</li> <li>• Work independently to develop skills and can share these skills with others.</li> <li>• Make a simple prediction about what will happen based on previous knowledge/ learning.</li> </ul>

## Computing/technology Area

**Skills:** See progression document below.

**Knowledge:** Vocabulary concerning computing/ technology including naming equipment. How to use the technology and have a clear understanding of internet safety.

<b>Nursery</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"><li>• Listen and respond to instructions.</li><li>• Explore toys and equipment similar to real technology.</li><li>• Explore a range of equipment with support, torches, cameras, remote control cars, touch screens.</li></ul>	<ul style="list-style-type: none"><li>• Learn the rules of the area.</li><li>• Recognise and explore toys and equipment similar to real technology such as mobile phones etc. and talk about them.</li><li>• Explore technology such as a touch screen and be using it independently.</li><li>• Be beginning to recognise common uses of technology beyond school.</li><li>• Using vocabulary to name simple equipment.</li><li>• Understand some simple Internet safety rules.</li></ul>	<ul style="list-style-type: none"><li>• Know and follow the rules.</li><li>• Explore a range of technology including a keyboard and mouse.</li><li>• Use cameras, torches, a touch screen, remote control cars etc. independently.</li><li>• Discuss what happens when buttons are pressed/ instructions are given.</li><li>• Recognise simple technology in the world around us such as printers, computers etc.</li><li>• Create images using paint tools.</li><li>• Be developing a wide range of computing vocabulary, names of equipment etc. and be beginning to apply it.</li><li>• Developing an awareness of Internet safety and who to talk to if they are concerned.</li></ul>	<ul style="list-style-type: none"><li>• Explain the reasons for the rules.</li><li>• Use a range of technology independently, touch screens, keyboard and mouse etc.</li><li>• Explore programming a beebot/code-a-pillar app on ipads with simple code.</li><li>• Discuss what happens when instructions are given. How do they know what to do?</li><li>• Create images using paint tools independently and with confidence and complete basic editing.</li><li>• Use cameras, take images on Ipads etc. competently.</li><li>• Build up a wide vocabulary of computing/ technology language, names of equipment etc and use it appropriately and in context.</li><li>• Have a good understanding of Internet safety and understand who to talk to if they are concerned about online content.</li></ul>

## Reading Area

**Skills:** See progression document below.

**Knowledge:** Knowledge of how to read print. Knowledge of a variety of fiction/ non-fiction books. New vocabulary such as glossary, contents, index, author, illustrator etc. Knowledge of how to find out key information from a book. New knowledge derived from books. Knowledge of acting out a story from a book.

<b>Nursery</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"><li>• Listen and respond to instructions.</li><li>• Look after books, may need prompting.</li><li>• Have favourite books and enjoy sharing them with an adult or another child.</li><li>• Repeat words and phrases from familiar stories.</li><li>• Pay attention and respond to the pictures /words in books. Notice some print such as the first letter of their name. Ask questions about a book, make comments and share ideas.</li><li>• Develop play around favourite stories.</li></ul>	<ul style="list-style-type: none"><li>• Learn the rules of the area.</li><li>• Enjoy stories and books.</li><li>• Look after books.</li><li>• Realise that print has meaning</li><li>• Name different parts of a book and realise we read English text from left to right, top to bottom.</li><li>• Act out/ use puppets to recreate familiar stories.</li><li>• Realise the difference between fiction and nonfiction books.</li></ul>	<ul style="list-style-type: none"><li>• Know and follow the rules.</li><li>• Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary.</li><li>• Act out/ use puppets to</li><li>• retell a variety of stories, with attention to detail regarding characters etc.</li></ul>	<ul style="list-style-type: none"><li>• Explain the reasons for the rules.</li><li>• Talk about and discuss a variety of fiction/non- fiction books using a wide range of vocabulary.</li><li>• Have built up a knowledge of new vocabulary such as glossary, contents etc. associated with nonfiction books.</li><li>• Select non-fiction books and use their knowledge to find out information independently.</li><li>• Invent their own stories and/or adapt known stories and act them out.</li></ul>

## Maths Area

**Skills:** See progression document below.

**Knowledge:** Mathematical vocabulary, shape names, properties of shapes, language related to time, money, length weight and capacity. Knowledge of how to solve mathematical problems. Knowledge of pattern.

<p><b>Nursery Number</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• Realise/react to changes of amount in a group of up to three items.</li> <li>• Count in everyday contexts (sometimes skipping numbers.)</li> </ul> <p><b>Shape, Space and Measure.</b></p> <ul style="list-style-type: none"> <li>• Compare amounts using the language same, more, lots.</li> <li>• Compare sizes, weights etc. using the language bigger/little/ smaller, high/low, tall, heavy.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Explore shapes.</li> <li>• Understand position, may need prompting, gestures etc.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Notice patterns and arrange things in patterns.</li> </ul>	<p><b>Autumn- Number</b></p> <ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Have fast recognition of up to 3 objects without having to count them individually (“subitising”)</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>• Show “finger numbers” up to 5.</li> <li>• Link numerals to amounts.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language, more than/fewer than.</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (E.g. Circles, rectangles,</li> </ul>	<p><b>Spring Number</b></p> <ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link numeral with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the one more/one less than relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-10.</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Be beginning to describe solid 3D shapes and flat 2D shapes using mathematical language.</li> <li>• Use mathematical names for some solid 3D shapes and flat 2D shapes. Select particular named shapes.</li> <li>• Select, rotate and manipulate shapes and be</li> <li>• developing spatial reasoning skills.</li> </ul>	<p><b>Summer- Number</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Have developed a greater understanding of number to 10, including the composition of each number.</li> <li>• Subitise up to 5.</li> <li>• Automatically recall (without counting or other prompts) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Discuss and describe the properties of solid 3D shapes and flat 2D shapes using mathematical language.</li> <li>• Use mathematical names for solid 3D shapes and flat 2D shapes.</li> <li>•</li> </ul>
---	--	---	---

	<p>triangles and cuboids) using informal and mathematical language:</p> <ul style="list-style-type: none"> <li>• sides, corners, straight, flat, pointy and round etc. Select shapes appropriately, flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones, an arch, a bigger triangle etc.</li> <li>• Understand position through words alone, no pointing/prompting. Describe a familiar route and discuss routes and locations using words like, in front of and behind.</li> <li>• Make simple comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them E.g. spots, stripes, designs on wallpaper etc.</li> <li>• Extend and create patterns such as leaf, stick, leaf, stick.</li> <li>• Be beginning to notice an error in a repeating pattern.</li> <li>• Be beginning to describe a sequence of events using the words such as first, then etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.</li> <li>• Use everyday language related to time. Be beginning to use everyday language related to money.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns. Notice an error in a repeating pattern and correct it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a good understanding of spatial reasoning skills.</li> <li>• Compare and discuss length, weight and capacity.</li> <li>• Confidently use everyday language related to time and money.</li> </ul> <p><b>Pattern</b></p> <p>Verbally count beyond 20 recognising the pattern of the counting system. Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p>
--	--	---	---

## Writing Area

**Skills:** See progression document below.

**Knowledge:** Phonic knowledge, knowledge of letter formation, sentence structure, capital letters, full stops, finger spaces etc. How to hold a pencil effectively, tripod grip

Nursery	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Use simple tools/ equipment such as chunky chalk, chunky pencils and chunky crayons. Be beginning to draw lines and circles.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings which they give meaning to.</li> <li>• Make marks on their picture to represent their name. Be beginning to write some letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Use the resources in the area and be supported in using the resources in other areas.</li> <li>• Use a comfortable grip showing a preference for a dominant hand when holding pens and pencils.</li> <li>• Write some letters accurately</li> <li>• Write some or all of their name.</li> <li>• Begin to use some of their print and letter knowledge in their early writing, e.g. Writing a list that starts at the top of the page. Writing an initial letter sound/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Be aware the resources can be used in other areas but must be replaced.</li> <li>• Develop the foundations of a good handwriting style.</li> <li>• Be beginning to show some control when writing/ drawing.</li> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound/s,</li> <li>• Write short sentences with capital letters and full stops. Some words are spelt correctly and others are phonetically plausible.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Can independently select and use the resources in the area and realise the resources can be used in other areas but must be replaced.</li> <li>• Hold a pencil effectively in preparation for fluent writing, (tripod grip)</li> <li>• Show accuracy and care when writing/ drawing.</li> <li>• Write recognisable letters most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write irregular high frequency words.</li> </ul>

### Messy Area.

**Skills:** See progression document below.

**Knowledge:** A knowledge of how to use a variety of tools and equipment, and to name them, spatula, whisk, masher, tongs, etc. a knowledge of vocabulary associated with textures: rough, smooth, lumpy, gooey, gritty, firm, soft, soggy, sticky, slimy, bouncy, wobbly, hairy, coarse, bristly etc. Knowledge of techniques.

<b>Nursery</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"><li>• Listen and respond to instructions.</li><li>• Explore tools and equipment. Select and use the resources/equipment with support.</li><li>• Show curiosity and explore different materials, textures etc. using all their senses. Explore materials with different properties.</li><li>• Manipulate and play with different materials.</li><li>• Use their imagination as they consider what to do with different materials/resources.</li></ul>	<ul style="list-style-type: none"><li>• Learn the rules of the area.</li><li>• Select and use the resources/equipment.</li><li>• Show curiosity when exploring new materials, experiences, textures etc.</li><li>• Use all their senses in hands on exploration and have their own ideas.</li><li>• Talk about what they see, hear, feel, smell and taste.</li><li>• Represent experiences in their play.</li><li>• Act out experiences.</li><li>• Developing fine motor skills, using techniques, tools and equipment.</li><li>• Realise cause and effect.</li></ul>	<ul style="list-style-type: none"><li>• Know and follow the rules.</li><li>• Select and use the resources and equipment with increasing independence.</li><li>• Describe what they see, hear, feel, smell and taste.</li><li>• Act out experiences with other people.</li><li>• Be beginning to find ways to solve problems and test their ideas.</li><li>• Be developing and practising fine motor skills through using and handling tools, equipment and techniques.</li></ul>	<ul style="list-style-type: none"><li>• Explain the reasons for the rules.</li><li>• Select resources and equipment with independence.</li><li>• Explain what they see, hear, feel, smell and taste.</li><li>• Review their findings.</li><li>• Develop a narrative or storyline into their play.</li><li>• Make predictions and test their ideas.</li><li>• Describe problems they encounter and suggest ways to solve the problem.</li><li>• Have developed fine motor skills needed for writing etc. through using and handling tools, equipment and techniques.</li></ul>

## Outside

**Skills:** See progression document below.

**Knowledge:** How to use large and small scale equipment. Identify and name a variety of plants and trees, common animals, hibernating animals, insects, parts of a flower and what plants need to grow. Knowledge of new tools and techniques. Have a knowledge of seasonal changes and a wide range of vocabulary, non-fiction texts and books. Knowledge of why exercise is important for our bodies. Knowledge of safety procedures.

Nursery	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Listen and respond to instructions.</li> <li>• Enjoy starting to throw, kick and catch a ball.</li> <li>• Move in a variety of ways, running, stamping, crawling, climbing walking etc.</li> <li>• Spin, roll and use ropes, and use a tyre swing.</li> <li>• Use feet to scoot a scooter and a tricycle.</li> <li>• Explore natural materials using all their senses.</li> <li>• Create natural art with support. Show an awareness of care for the environment and living things.</li> <li>• Be developing their vocabulary. Manage washing hands with support/ prompting</li> <li>• Manage coat and fastenings with support.</li> <li>• Climb and squeeze themselves into different types of space.</li> <li>• Build with a range of resources. Count in everyday contexts. Compare amounts using the language same, more, lots. Compare sizes, weights</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the rules of the area.</li> <li>• Be developing balance and can stand on one foot for a couple of seconds, can walk along a low, wide balance beam.</li> <li>• Jump off a low object with both feet off the ground and jump over a small stationery object.</li> <li>• Throw a ball underhand. Begin to throw a ball overhand.</li> <li>• To scoot and ride scooters and trikes. Use large muscle movements to wave flags, scarves etc.</li> <li>• Go up steps and stairs, climb on apparatus using alternate feet.</li> <li>• Be developing physical skills to match tasks, such as deciding whether to crawl, walk or run across a plank, depending on its length, width.</li> <li>• Choose the correct resources to carry out ideas for example choosing a spade to enlarge a small hole.</li> <li>• Be beginning to collaborate with others to manage large items such as moving a long plank safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow the rules.</li> <li>• Hold a controlled, static balance on one leg and walk along a low, narrow balance beam.</li> <li>• Jump forward, taking off and landing on 2 feet, hop on one foot 3-5 times.</li> <li>• Developing confidence to throw a ball forwards in the air using an appropriate technique such as moving arms up and back, using upper trunk rotation, with arms and legs moving in opposition.</li> <li>• Balance and manoeuvre a trike, scooter around corners.</li> <li>• Develop overall body strength, balance, coordination and agility. Use a large range of large and small apparatus, alone and in a group.</li> <li>• Explore the natural world around them and describe what they see, hear and feel outside.</li> <li>• Have developed a wide vocabulary.</li> <li>• Understand and talk about the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for the rules.</li> <li>• Balance on an unstable surface with increasing control.</li> <li>• Jump and turn in the air, able to hop on alternate feet up to 10 times.</li> <li>• Has confidence to throw with some accuracy, can throw a tennis ball and hit a large target using underhand toss. Pedal and maintain balance on a trike/bike while manoeuvring around obstacles, negotiating space with consideration for themselves and others. Demonstrate strength, balance and coordination with confidence.</li> <li>• Use a range of large and small apparatus safely and shares skills with others. Revise and refine the fundamental skills they have acquired.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting</li> </ul>

<p>etc. using the language bigger/little/smaller, high/low, tall, heavy.</p> <ul style="list-style-type: none"> <li>• Notice patterns and arrange things in patterns.</li> <li>• Explore tools and techniques. Be beginning to show independence and try things on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Create natural art.</li> <li>• Talk about what they see and be beginning to develop a wide vocabulary. Plant seeds and care for growing plants.</li> <li>• Be beginning to understand the key features of the life cycle of a plant and an animal.</li> <li>• Be beginning to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about the differences they notice between materials and changes they notice.</li> <li>• Be beginning to put on coat, zip it up with support.</li> <li>• Be beginning to manage own needs, washing hands etc and have an awareness of the importance of regular physical activity.</li> <li>• Subitise</li> <li>• Describe a familiar route and discuss routes and locations.</li> <li>• Talk about and identify patterns around them.</li> <li>• Extend and create ABAB patterns using natural materials/resources. With support can build a basic outdoor shelter. Awareness of basic tools and how to use them safely Fire safety introduced, observing toasting etc. Be beginning to build self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect and care for the natural environment and all living things.</li> <li>• Draw information from a simple map. Recognise different environments.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Create natural creations and can talk about it Independently put on coat and zip it up.</li> <li>• Manage their own hygiene needs and can talk about the importance of regular physical activity.</li> <li>• Subitise</li> <li>• Develop spatial reasoning skills.</li> <li>• Continue copy and create repeating patterns using natural materials. Practise shelter building with support.</li> <li>• Continue using tools and equipment safely.</li> <li>• Realise the importance of fire safety and have knowledge of toasting etc. Developing self-confidence and a sense of responsibility.</li> </ul>	<p>environments, drawing on their experiences. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Have developed a wide and varied vocabulary. Describe their environment, drawing on knowledge from stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>• Create natural art, share their creations and explain the processes they have used.</li> <li>• Independently manage own hygiene needs and can explain the reasons why.</li> <li>• Can discuss and explain the reasons for regular physical activity.</li> <li>• Subitise up to 5. Use natural materials/resources to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. Construct a simple tripod structure, may need some support.</li> <li>• Use tools and equipment independently.</li> <li>• Continue to develop fire safety and explain the reasons.</li> <li>• Be confident in trying new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>
--	---	---	---