



## St John's Primary School

### Progression of skills





#### **Early Years Foundation Stage Aims:**

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.


#### **The EYFS seeks to provide:**


- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

**St John's Primary School Progression of Communication and Language**


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p><b>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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</b></p>
<p>Speaking</p> 	<p>To talk in front of a small group.</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To link statements and stick to a main theme</p> <p>To talk about why things happen To talk in sentences using a range of tenses</p>	<p><b>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.</b></p>


## St John's Primary School Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self- Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p><b>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 focussed 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.</b></p>
Managing Self 	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E.</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p><b>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.</b></p>


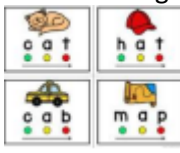
<p>Building Relationships</p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>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.</p>
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## St John's Primary School Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills 	To move safely in a space  To stop safely  To develop control when using equipment  To follow a path and take turns  To work cooperatively with a partner	To balance  To run and stop  To change direction  To jump  To hop  To explore different ways to travel using equipment	To roll and track a ball  To develop accuracy when throwing to a target  To dribble using hands  To throw and catch with a partner  To dribble a ball using feet  To kick a ball to a target	To create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus  To jump and land safely from a height  To develop rocking and rolling  To explore traveling around, over and through apparatus	To use counting to help to stay in time with the music when copying and creating actions  To move safely with confidence and imagination, communicating ideas through movement  To explore movement using a prop with control and coordination  To move with control and coordination, expressing ideas through movement  To move with control and coordination, copying, linking and repeating actions	To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball and keeping score  To work cooperatively as a team	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.


					To remember and repeat actions, exploring pathways and shapes		
<p>Fine Motor skills</p> 	<p>To use a dominant hand To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly &amp; cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy letters using a lead in and lead out</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations 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.</p>

## St John's Primary School Progression of Literacy


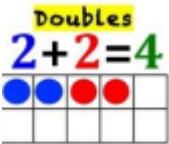
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p><b>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, non-fiction, rhymes and poems and during role play.</b></p>
<p>Word reading</p> 	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To begin to blend sounds together to</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4Tricky</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4Tricky Words (the l is put pull full as and has his her go no to</p>	<p><b>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>


	<p>read words using the taught sounds</p>	<p>into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed /d/, - er, -est) To read longer sentences containing Phase 4 words and Tricky Words</p>	<p>into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed /d/, - er, -est) To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
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					To read books matching their phonics ability		
<p>Writing</p> 	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>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</p>


## St John's Primary School Progression of Mathematics


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Number</b> 	To recognise numbers 1-3  To begin to subitise to 3  To find one more of numbers to 3  To find one less of numbers to 3  To explore the composition of 2 and 3	To recognise numbers 1-5  To begin to subitise to 5  To find one more of numbers to 5  To find one less of numbers to 5  To explore the composition of 4 and 5	To recognise numbers 0-8  To subitise to 5  To find one more of numbers to 8  To find one less of numbers to 8  To explore the composition of 6, 7 and 8  To match the number to quantity	To recognise numbers 0-10  To explore the composition of 9 and 10  To practise number bonds to 10  To know addition facts to make 5  To find one more of numbers to 10  To find one less of numbers to 10  To estimate a number of objects	To recognise numbers to 20  To revise number bonds to 5  To explore how to make numbers above ten using tens and ones  To match the number to quantity	To solve simple number problems  To recap the composition of each number to 10  To know addition and subtraction facts to 10 To know doubling facts	<b>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.</b>
<b>Numerical Patterns</b> 	To say which group has more  To say which group has less  To compare quantities to 3 To count to 5	To compare quantities to 5  To compare equal and unequal groups  To count to 10	To count to 15 To count objects to 10  To compare quantities to 8  To begin to understand the difference between odd and even	To count to 20 To compare quantities to 10  To explore odd and even numbers  To order numbers to 10 To count back from 10	To count to 25  To add numbers  To subtract numbers  To find the missing number	To count to 30 and beginning to count higher (100).  To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even  To double numbers up to 10	<b>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</b>

			<p>numbers up to 8 To combine two groups of objects</p>	<p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems</p>	<p>To find half of numbers up to 10 To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	
<p>Shape, Space and Measure</p> 	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>


**St John's Primary School Progression of Understanding of the World**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Past and Present</p> 	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Seaside)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Farming)</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People, Culture and Communities</p> 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p>	<p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>To know that Christians celebrate Easter</p>	<p>To know that people in other countries may speak different languages (French and Chinese to and to include new languages of children in class)</p>	<p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on</p>

	To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world						knowledge from stories, non-fiction texts and (where appropriate) maps.
<p>The Natural World</p> 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>

<p>Technology</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about esafety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>
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## St John's Primary School Progression of Expressive Art and Design

Skill	Autumn 1 Pumpkin Soup	Autumn 2 Penguins	Spring 1 Chinese Dragons	Spring 2 Kandinsky	Summer 1	Summer 2	Early Learning Goal
<p>Creating with Materials</p> 	<p>To name colours</p> <p>To experiment with mixing colours using a variety of different media (paint, pastel, oil pastel, colouring pencils)</p> <p>Children practise rolling, pushing, pinching and forming the dough.</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>Collage tearing paper into strips and simple shapes.</p> <p>To load an object with paint and print it (Finger painting penguins)</p> <p>To know how to work safely and hygienically</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To use a large paint brush and sponge to make a design.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienical</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials.</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p><b>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.</b></p>

	<p>To know how to work safely and hygienically</p> <p>To use nonstatutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>	<p>To use some cooking techniques (spreading, cutting, threading, coring)</p> <p>To use different construction materials</p>	<p>To use tools to cut and join wood</p> <p>To know the names of tools</p>				
<p>Being imaginative and expressive</p> 	<p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well known stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> <p>To perform to parents at the end of the year.</p>	<p>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>



		To sing entire songs						
		To use costumes and resources to act out narratives						