



EYFS

Progression Document

History Progression

	Nursery	Reception
Chronological Understanding	<ul style="list-style-type: none"> • I am starting to use the vocabulary, today, tomorrow and yesterday in the correct context. • I talk about significant events in my life. • I can follow a visual timetable and understand the sequence of a day in school. 	<ul style="list-style-type: none"> • I can use the vocabulary today, tomorrow, yesterday in the correct context. • I am beginning to understand that some events happened out of my own timeline. • I can talk about events in my life. • I can sequence events using time specific words. • I can sequence my own story ideas using story stems to support including the vocabulary first, next, after that, finally. • I know some similarities and difference between things in the past and now drawing on my experiences and what I have learned in class.
Historical Enquiry	<ul style="list-style-type: none"> • I am beginning to show interest in artefacts. • I show interest in characters in stories. • I comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • I take an interest in and comment on unknown objects • I take an interest in and comment on familiar situations from the past. • I ask and answer “why” questions about a text that has been read to me. • I engage with non-fiction books. • I listen to and talk about nonfiction books and apply new knowledge and vocabulary. • I talk about my ideas regarding artefacts using my knowledge or seeking more information. • I understand the past through settings, characters and events encountered in books.
Cultural, ethnic and religious diversity	<ul style="list-style-type: none"> • I can talk about my own family and people around me. • I am curious about the people around me. 	<ul style="list-style-type: none"> • I can talk about my own family and the people around me and describe features of them. • I understand that not everyone celebrates the same celebrations but how we celebrate are similar. • I can talk about the lives around me and their role in society.
Change and continuity	<ul style="list-style-type: none"> • I comment on photos and images and can begin talk about similarities and differences. • I compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • I am understand what different and similar means. • I can compare and contrast the different stages in life cycles.

Art Progression

	Nursery	Reception
Drawing	<ul style="list-style-type: none"> Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray. Use a range of chalks/pencil crayons/pencils thick and thin. 	<ul style="list-style-type: none"> Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow pattern. Produce lines of different thickness and tone using pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Investigate different lines: Straight, curved, wavy, dashed.
Painting	<ul style="list-style-type: none"> Explore using different sized brushes and rollers with poster paint, messy mark making tray. 	<ul style="list-style-type: none"> Enjoy using a variety of different tools including different size brushes, sponges and fingers. Recognise and name primary colours. Explore and mix colours. Investigate colour mixing using poster, powder and watercolour paints. Explore working with paint on different surfaces and in different ways.
Printing	<ul style="list-style-type: none"> Print using body parts (hands, feet, fingers) to create a continuous flow of printing. 	<ul style="list-style-type: none"> Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. Each print precise and clear.
Sculpture	<ul style="list-style-type: none"> Use smaller finger movements beginning to develop and use the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears. Progressing to use knives, numbers and letter cutters in playdough area. Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles, people & animals to build for purpose. 	<ul style="list-style-type: none"> Build/construct height/width/balance/secure buildings using: Duplo (autumn term), Mobile, Knex, wooden block and Lego. Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/

	<ul style="list-style-type: none"> Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper 	<p>weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.</p> <ul style="list-style-type: none"> Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects.
Art analysis	<ul style="list-style-type: none"> View books from other cultures. 	<ul style="list-style-type: none"> Look and talk about what they have produced describing simple techniques and media used. Look at stories from other cultures.

PE Progression		
	Nursery	Reception
Fundamental movement skills	<ul style="list-style-type: none"> I can begin to demonstrate balance. I can negotiate space safely. I can follow instructions with support. I can explore movements. I can make guided choices. I can balance whilst stationary and on the move. I can run and stop. I can change direction. I can jump and land. I can hop and land with control. I can explore different ways to travel. 	<ul style="list-style-type: none"> I am beginning to balance. I am beginning to run and stop. I can change direction. I can jump. I can hop. I can explore different ways to travel using equipment.
Games	<ul style="list-style-type: none"> I can roll a ball to a target I can stop a rolling ball I am starting to accurately throw to a target I can bounce and catch a ball I can dribble a ball with my feet I can kick a ball I can safely run and stop I can throw and keep score I can play a game and show an understanding of the roles I can move safely when playing games I can work cooperatively I can work with others to play a team game 	<ul style="list-style-type: none"> I am starting to roll and track a ball. I am starting to use accuracy when throwing to a target. I am starting to dribble with hands. I can throw and catch with a partner. I can dribble a ball with your feet. I can kick a ball to a target. I can throw and practise keeping score. I can follow instructions and move safely when playing tagging games. I can learn to play against an opponent. I can play by the rules and develop coordination. I can explore striking a ball and keeping score.

		<ul style="list-style-type: none"> I can work cooperatively as a team.
Dance	<ul style="list-style-type: none"> I can listen with increased attention to sound. I can move to the sounds. I can remember the sequence of movements. I can explore movement skills. I can negotiate space safely. I can follow instructions with support. 	<ul style="list-style-type: none"> I can count to help stay in time with music when copying and creating actions I can move safely with confidence and imagination, communicating ideas through movement. I can explore movement using a prop with control and co-ordination. I can move with control and coordination, expressing ideas through movement. I can move with control and coordination, copying, linking and repeating actions. I can remember and repeat actions, exploring pathways and shapes.
Body management (gymnastics)	<ul style="list-style-type: none"> I can copy and creates shape with my body. I can create shapes whilst on apparatus. I can balance and take weight on different parts of my body. I can jump and land safely. I can rock and roll. I can copy and create short sequences linking actions together. 	<ul style="list-style-type: none"> I can create short sequences using shapes, balances and travelling actions. I can start to balance safely using apparatus. I can start to jump and land safely from a height. I can rock and roll. I can explore travelling around, over and through apparatus. I can create short sequences linking actions together and including apparatus.

Science Progression Concepts		
Concept	Nursery	Reception
Biology: Animals including humans	<ul style="list-style-type: none"> I am beginning to recognise the effect of changing seasons on the natural world around me. I can describe the key features of the life cycle of an animal. I am beginning to understand the need to respect and care for the natural environment and all living things. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I use all my senses in hands-on exploration I am beginning to make simple predictions with help from an adult. 	<ul style="list-style-type: none"> I explore the natural world around me. I can describe some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. I can describe some important processes and changes in the natural world around me: hibernation. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I can make simple predictions with help from an adult. I make observations of animals.

	<ul style="list-style-type: none"> I can choose equipment to help me follow my own enquiry of interest. 	<ul style="list-style-type: none"> I record my observations in drawings, writing and photographs. I select equipment to help me follow my own enquiry of interest, e.g. Which mini beasts live in the outdoor classroom?
Biology: Plants	<ul style="list-style-type: none"> I plant seeds and care for growing plants with help from an adult. I explore the natural world around me. I can talk about plants I have observed. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I use all my senses in hands-on exploration. 	<ul style="list-style-type: none"> I plant seeds and care for growing plants. I can describe the key features of the life cycle of a plant. I know what some parts of a flower are called. I can identify the difference between a plant and a tree. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I use all my senses in hands-on exploration. I make observations of plants. I record my observations in drawings, writing.
Physics: Sound	<ul style="list-style-type: none"> I explore musical instruments. I explore sounds within my environment. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I am beginning to make simple predictions with help from an adult. I can choose equipment to help me follow my own enquiry of interest. 	<ul style="list-style-type: none"> I explore volume and pitch using musical instruments. <p>Working Scientifically:</p> <ul style="list-style-type: none"> Makes simple predictions with support. I can carry out a simple set up experiment (comparing pitch). I can talk about similarities and differences. I record my observations in drawings, writing and photographs.
Physics: Earth and Space and seasonal	<ul style="list-style-type: none"> I am beginning to recognise the effect of changing seasons on the natural world around me. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in the outdoor environment. I use all my senses to investigate objects in nature and my environment. 	<ul style="list-style-type: none"> I know some similarities and differences between the natural world around me and contrasting environments, drawings on my experiences and what has been read in class. I understand some important processes and changes in the natural world around me including the seasons. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I record my observations in drawings, writing and photographs.
Physics: Forces and Magnets	<ul style="list-style-type: none"> I explore with magnets I explore with ramps e.g cars/balls. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I am beginning to make simple predictions with help from an adult. 	<ul style="list-style-type: none"> I understand that some objects float and some sink. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I take part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. I can make simple predictions with help from an adult.

	<ul style="list-style-type: none"> I can choose equipment to help me follow my own enquiry of interest. 	<ul style="list-style-type: none"> I record my observations in drawings, writing and photographs. I can comment on unknown objects, based on my own exploration.
Chemistry: Materials and State of Matter	<ul style="list-style-type: none"> I explore how things work. I can talk about found objects. I explore mixing materials e.g. in the mud kitchen. I explore separating materials e.g. using sieves. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I show curiosity in my environment. I use all my senses in hands-on exploration of materials. 	<ul style="list-style-type: none"> I can choose equipment to help me follow my own enquiry of interest e.g. what to mix the mud with, which sieve to use. I can comment on unknown objects, based on my own exploration. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I can carry out a simple set up experiment (sorting materials) that enables me to talk about similarities. I can classify materials based on their similarities. I record my observations in drawings, writing and photographs.
	<ul style="list-style-type: none"> I understand that materials can change e.g. baking, making cornflour gloop. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I observe and talk about changes when mixing e.g. cornflour and water. 	<ul style="list-style-type: none"> I understand that some materials can change state e.g. melting and baking. <p>Working Scientifically:</p> <ul style="list-style-type: none"> I observe and talk about the changes in objects over a period (melting).
Chemistry: Rocks and Soil		

Science Progression Working Scientifically		
Concept	Nursery	Reception
Asking questions and recognizing that they can be answered in different ways.	<ul style="list-style-type: none"> I show curiosity in my environment. With help, I can choose equipment to help me follow my own enquiry of interest. 	<ul style="list-style-type: none"> I select equipment to help me follow my own enquiry of interest, eg, Which mini beasts live in the outdoor classroom? I take part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. I can carry out a simple set up experiment (sorting materials) that enables me to talk about similarities.
Making observation and taking measurements	<ul style="list-style-type: none"> I show curiosity in my environment. I use all my senses in hands-on exploration. 	<ul style="list-style-type: none"> I make observations of animals. I make observations of plants.

		<ul style="list-style-type: none"> I observe and talk about the changes in objects over a period (melting).
Engaging in practical enquiry to answer questions.		<ul style="list-style-type: none"> I can classify materials based on their similarities and differences
Recording and presenting evidence	<ul style="list-style-type: none"> With help I record my observations in photographs. 	<ul style="list-style-type: none"> I record my observations in drawings, writing and photographs.
Answering questions and concluding		
Evaluating and predicting	<ul style="list-style-type: none"> I am beginning to make simple predictions with help from an adult. 	<ul style="list-style-type: none"> I can make simple predictions with help from an adult.
Communicating findings		

Geography Progression		
Concept	Nursery	Reception
Locational knowledge	<ul style="list-style-type: none"> I can talk about my home and the places I go to. I can recall where objects belong. I can match parts of objects that fit together. I know some landmark buildings in the local environment and can talk about why they are important. I ask and comment about where I live and the area around me. 	<ul style="list-style-type: none"> I can talk about my home and the places. I go to in the immediate environment. I know that we live in England. I know we have different landscapes in this country. I know the landmark buildings in the local environment and can talk about why they are important. I know what an island is.
Place knowledge	<ul style="list-style-type: none"> I use my knowledge or experience to compare buildings, foods, weather, animals and landscape. I am starting to recognise different types of buildings, food, weather, animals and landscapes. I can look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> I know that some places are faraway and we can't walk there. I know that different countries have different landscapes. I can make inferences about locations using my previous knowledge.
Human and physical geography	<ul style="list-style-type: none"> I notice differences and similarities between people. I show an interest in different occupations. I can use vocabulary (trees, rivers, beaches etc) in the correct context. 	<ul style="list-style-type: none"> I can create different play environments (beach, city, forest etc) in small world I can name features when playing in the small world e.g. trees, mountains, rivers, beach. I can describe the natural landscape of a biome.

	<ul style="list-style-type: none"> I can talk about what I've experienced or seen in photos. 	<ul style="list-style-type: none"> I know some features of the biomes (tundra, desert, forest, savannah, oceans) I can talk about the differences between a biome with an extreme climate and my own. I understand that other countries have their own foods, significant buildings, traditional clothing and languages.
Skills and fieldwork	<ul style="list-style-type: none"> I know that there are different countries. I draw plans/ maps of my immediate environment. I can use construction/ small world to create my own landscape. I can pull information from a simple map. 	<ul style="list-style-type: none"> I know there are many different countries in the world. I know on a map that the sea is blue, the land is green and brown and snow is white. I can create my own map of an imaginary place using a basic key. I can ask questions about maps and globes. I can name some hot and cold countries.

Music Progression		
Concept	Nursery	Reception
Singing	<ul style="list-style-type: none"> I can often sing an entire song e.g. simple rhymes, pop songs, songs from TV programmes, songs from home. I have strong preferences for songs I like to sing and/or listen to. 	<ul style="list-style-type: none"> I can sing a range of well-known nursery rhymes and songs. I can experience and begin to demonstrate songs that use two notes (so-mi interval). I can sing songs, matching the starting pitch given to me. I can sing the shape of the melody. I can sing with a group or on my own.
Rhythm	<ul style="list-style-type: none"> I can clap/tap to the pulse of the song I am listening to. I can clap/tap to the pulse of the song I am singing. I can interpret the sound of instruments physically, e.g. tiptoeing to the sound of a xylophone. I imitate the actions of musicians, e.g. pretend to play the trumpet, piano, guitar. 	<ul style="list-style-type: none"> I can keep a steady beat with actions and body percussion. I can identify if a pattern is following the beat or the rhythm. I can experience and begin to demonstrate songs that have one sound and two sounds in a heartbeat.
Performing	<ul style="list-style-type: none"> I add sound effects to stories using instruments. I can lead or follow other children in their music making, i.e. being a conductor. I listen and respond to others in pair/group music making. 	<ul style="list-style-type: none"> I can hold and play a range of instruments. I can perform songs, rhymes, poems and stories with others. I can move in time with music.

	<ul style="list-style-type: none"> • I can operate equipment such as CD players, handheld devices, keyboards. • I play instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). • I can hold and play instruments to produce a musical sound 	<ul style="list-style-type: none"> • I can follow simple instructions to start and stop together. • I can find and record sounds using recording devices. • I can play instruments (including imaginary ones such as air guitar) to match the structure of the music.
Listening	<ul style="list-style-type: none"> • I can identify and match an instrumental sound. • I can match music to pictures/visual resources. • I can describe the sound of instruments e.g. scratchy sound, soft sound. • I can create visual representations, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> • I can experience, demonstrate and describe SAME and DIFFERENT sounds. • I can listen to different types of music. • I can say what I think about the music. • I can describe changes in music and compare pieces of music. • I can accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.
Composing	<ul style="list-style-type: none"> • I create my own songs, often with a real sense of structure, e.g. a beginning and an end. • I join elements of familiar songs with improvised singing. • I create sounds in vocal sound games. • I change some or all of the words of a song. 	<ul style="list-style-type: none"> • I can create my own patterns of sounds using instruments and body sounds. • I can repeat my pattern for an audience.