

Penketh Primary School – RE progression through EYFS

UTW – People, Culture and Communities



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps.
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class.
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps.

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shred human experience	Vocabulary-
Reception Skills	<ul style="list-style-type: none"> Compare & contrast characters from stories, including figures from the past Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> Know about similarities & differences between themselves & others, & among families, cultures & traditions Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> Understand that some places are special to members of their community 	<ul style="list-style-type: none"> Talk about members of their immediate family & community Enjoys joining in with family customs & routines 	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Can describe special and significant events in their own lives such as a birthday or trip to the cinema. Can explain what is the same and what is different between themselves and their friends when describing features eg skin colour, hair colour, features, language they speak. 	<ul style="list-style-type: none"> To recall the story of Christmas and explain why it is a special event linking to the birth of Jesus. Can talk about the festival of Diwali and understand that that is celebrated by different religious beliefs. Can name the celebration of Eid and what it means. Can name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences. 	<ul style="list-style-type: none"> Children to read different Bible stories and think about the similarities and differences. Can talk about why some Christians read the Bible every day and what messages can be taken from the stories read. Children to learn the meaning of the word 'message', and how important the Qur'an messages are for Muslims. Children to recall the first revelation of the Qur'an to Muhammad in the cave at Hira. Can talk about the way a Muslim would take care of the Qur'an. Can talk about the differences between a special book and a holy book. 		<ul style="list-style-type: none"> Can recall the story of Creation and why this has an important message about caring for the world. Can understand what a Torah is and how Jewish people use it. Can explain the story of Muhammad and the Crying Camel and how this helps Muslims to look after the world. 	<ul style="list-style-type: none"> Can name key features of a Church. Can talk about why a Church is an important place for Christians to visit. Can talk about the importance of the 'call to prayer' for Muslims. Can identify a Mandir and its key features including a murti.

Christianity – Church	Christianity – God	Christianity – Jesus	Hindu-Dharma	Islam	Judaism
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. Class floor books to be used to showcase a learning journey over time of significant events.

Penketh Primary School – PSHE progression through EYFS

PSED/PD/UTW



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG (PSE)

Self-regulation

- Show an understanding of their feelings & begin to regulate their behaviour accordingly.
- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong & try to behave accordingly.
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices.

Building Relationships

- Work & play cooperatively & take turns with others.
- Form positive attachments to adults & friendships with peers.
- Show sensitivity to their own & other's needs.

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms. Is proactive in seeking adult support and able to articulate their wants and needs. 	<ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Knows that other children do not always enjoy the same things, and is sensitive to this. 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene. Recognise that they belong to different communities & social groups & communicates freely about own home & community. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. 	<ul style="list-style-type: none"> Good touch Bad Touch Private Secret Real Fake Feelings Responsibility

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Able to explore the classroom with interest. Develop friendships with new children. Form positive attachments to staff and children. Understand that people have different beliefs than them and accept difference. Able to understand what makes a good friend. Engages in a range of physical activity. 		<ul style="list-style-type: none"> Can resolve minor conflicts in friendship groups. Can manage own feelings and know who to go to for support. Understands and follow the routines of the school day. Can talk about how to look after our world e.g. picking up litter, recycling etc. Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. Knows who to go to if lost- Knowing who is a stranger. 		<ul style="list-style-type: none"> Can talk in detail about the school behavioural expectations in class and around the school. Can talk about how others may feel who are less privileged than we are- linking for other countries. Understand that parts of their body need to be kept private. Can talk about different food groups and which foods are good for our health and teeth. 	

Health and Well Being	Relationships	Living in the Wider World
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations of the day. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.

Penketh Primary School – Music progression through EYFS

EAD – Being Imaginative and Expressive



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG
 - Sing a range of well-known nursery rhymes & songs.
 - Perform songs, rhymes, poems & stories with others & - when appropriate – try to move in time with music.

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Respond imaginatively to music e.g. this music sounds like dinosaurs. Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes. Explore & engage in music making & dance, performing solo or in groups. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody. Make Music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant High/ low Repeat Rhythm Sound Beat Follow

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Can sing along to a familiar song as a class group. 	<ul style="list-style-type: none"> Can sing along to new songs (Nativity) as a group. Can sing some songs in smaller groups. 	<ul style="list-style-type: none"> Can move in time to music (dance) Can create movement to match different sounds in stories. Can follow signals for 'stop and go' 'louder and quieter'. 	<ul style="list-style-type: none"> Can follow the beat with a range instruments. Can follow a simple musical pattern. 	<ul style="list-style-type: none"> Make their own musical instrument and explain the sounds that it makes. 	<ul style="list-style-type: none"> Play a musical instrument in time to the beat of a song.

Explore pulse, rhythm and duration	Exploring pitch, timbre, tempo and dynamics.	Exploring sounds, instruments and symbols.
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Penketh Primary School – Geography progression through EYFS

UTW – The Natural World



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UTW: The Natural World

- Explore the natural world around them, making observations and drawing pictures of plants and animals.
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Focus	Location	Place	Human and Physical	Geographical skills and fieldwork	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Recognise some similarities & differences between life in this country & life in other countries. 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Examine change over time. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map. Interpret range of sources of geographical information, including maps, globes, photographs. 	<ul style="list-style-type: none"> Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' make distinctions in their observations. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Knows where our school is and why our school has its name. Knows that some people live in houses different to our own. 	<ul style="list-style-type: none"> Explore and describe the school grounds including, trim trail, playground, field etc. Can describe similarities and differences between the different locations around school. Can name different building people go to worship, church, temple, synagogue. Can describe the seasonal changes and what we have observed. 	<ul style="list-style-type: none"> Can talk about the impact of human activity – recycling. The impact on animals and the environment. Can name some oceans in around UK. 	<ul style="list-style-type: none"> Can describe the jobs people do in our community to help to protect it. Can talk about significant places in Warrington. Plan a route from home to school. To use a BeeBot to plan a route and explain direction. 	<ul style="list-style-type: none"> Can talk about the best places to plant in the school grounds and why. Draw a map of where and what is planted in our outdoor area. Can name the 4 different countries in the UK and spot these on a map when looking at homes around the world. 	<ul style="list-style-type: none"> Can describe the environment and what we see on photographs. Can name some significant castles/buildings around the UK.

My School, My Area	Warrington	The UK
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key learning knowledge and skills. Timeline of events to be placed up on class walls so children can continually retrieve prior learning. Class floor books to be used to showcase a learning journey over time of significant events.

Penketh Primary School – History progression through EYFS

UW – Past and Present/The World



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW – Past and Present

-Talk about the lives of the people around them & their roles in society

-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events. Compare & contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said. Understands questions such as who, why, when, where & how. Understands a range of complex sentence structures including tense markers. Engage in non-fiction books. 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences. Ask questions to find out more & to check understanding of what has been said. 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events. 	<ul style="list-style-type: none"> Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night. Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> To describe special events that have happened in my life. To describe special families members and why they are special. To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can describe who 'Guy Faulks' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare Christmas traditions from the past to today. 	<ul style="list-style-type: none"> Can compare a range of homes describing similarities and differences. To discuss the life of James Cook and his work with maps. To compare boats from the past with boats today. 	<ul style="list-style-type: none"> Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information. Can compare transport from the past to transport today. 	<ul style="list-style-type: none"> Can identify old and new homes and explain their features. Explore tools used for building and compare to today. Talk about memories in the past, black and white photographs and compare to today. What is special about my home? 	<ul style="list-style-type: none"> To identify members of the Royal Family. To talk about significant events in the Royal Family.

Significant person	Significant event	Significant places	Changes within living memory
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Penketh Primary School – Design and Technology progression through EYFS

EAD: Creating with Materials & Being Imaginative and Expressive



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG
 - 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

Focus	Designing	Making	Evaluating	Technical Skills	Food Technology	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding. Create collaboratively sharing ideas, resources & skills. 	<ul style="list-style-type: none"> Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking. Create representations both imaginary & real-life ideas, events, people & objects. 	<ul style="list-style-type: none"> Express & communicates working theories, feelings & understandings. Responds imaginatively to art works & objects. Return to & build on previous learning, refining ideas & developing their ability to represent them. Discuss problems & how they might be solved. 	<ul style="list-style-type: none"> Use different techniques for joining materials. Use tools independently, with care & precision. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns & change. Know & talk about the different factors that support their overall health & well-being. 	Cutting, measure, folding, joining, gluing, tearing, decorate, printing, tools, strong, shape, materials, textiles, wheels, equipment, like, dislike, improve, better, cutting, plants, animals, farming, foods.

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Can work together to make structures e.g. building a house/home/school. Can use colour and materials to express how they are feeling through own creations using a variety of textures. 	<ul style="list-style-type: none"> Can use an increasing range of tools such as; building tools and gardening tools with accuracy. Begins to talk about the effect of exercise and food on their health. 	<ul style="list-style-type: none"> Can create own representations in relation to space and sea; explain how they work and what they have used and why. Can use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts. 	<ul style="list-style-type: none"> Can brush own teeth and talk about the importance of good oral health. Can use different materials to design and make their own modes of transport. 	<ul style="list-style-type: none"> Can draw designs for the things that they build and label each element. Can verbally evaluate their work and explain what is good and one thing that could make it better. 'From food to fork'. Understand where food comes from and experience growing their own vegetables, harvesting, preparing, and eating. 	<ul style="list-style-type: none"> To use a range of materials and split pins to connect and join materials to make a moving puppet.

Food	Mechanisms	Structures
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Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Playdough/Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.

Penketh Primary School – Computing progression through EYFS

Understanding the World: Computing Overview



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG
NO ELG's are represented for this area.

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Completes a simple program on electronic devices. 	<ul style="list-style-type: none"> Begin to list different IT in their home. 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online. Can use the internet with adult supervision to find and retrieve information of interest to them. 	<ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen. 	<ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies. 	Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme

Reception Knowledge	Autumn 1 Me and My Family	Autumn 2 Seasons and Celebrations	Spring 1 The Ocean	Spring 2 Transport	Summer 1 Growth and Change	Summer 2 Castles and Dragons
	<ul style="list-style-type: none"> Can turn on an iPad, open a programme and follow instructions. 	<ul style="list-style-type: none"> Can explain how to stay safe when using the internet. Can follow teachers' instructions when using an online interactive programme such as paint or draw. 	<ul style="list-style-type: none"> Can write a variety of CVC words using a keyboard. 	<ul style="list-style-type: none"> Can use the iPad and class cameras to take their own images. Can send a group class email to a different class and wait for a response. 	<ul style="list-style-type: none"> To collect information about the measurement of plants and see which was the best environment for growing in. 	<ul style="list-style-type: none"> Can use 'Google' to find out more information about animals and use the images to support their own representations. Can explain who 'hector' is and why we use him.

E-Safety	Computer Skills	Programming	Word Processing skills	Data Collection
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Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.
 Role-play areas will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled.
 Explicit teaching will be needed within this area when using iPads and researching. This should take place in small, guided groups.

Penketh Primary School – Art progression through EYFS

Expressive Arts and Design – Creating with materials



Active Learning - Motivation	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG

- 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

Focus	Drawing	Painting	Texture and collage	Explore	Vocabulary
Reception Skills	<ul style="list-style-type: none"> Use a range of tools competently & safely. Explore different textures. <p>Encourage accurate drawings of people.</p> <ul style="list-style-type: none"> Create representations of both imaginary & real-life ideas, events, people & objects. Explore, use & refine colour mixing techniques. Use colour for purpose, including creating moods. 	<ul style="list-style-type: none"> Experiment to create different textures. Use tools to create different textures. Use a range of materials to create different textures. Manipulate materials to have a planned effect. 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding. 	<ul style="list-style-type: none"> Respond imaginatively to artworks & objects. Explore, use & refine a variety of artistic effects to express their ideas & feelings. Expresses & communicate working theories, feelings & understandings in the form of art work & objects. 	<p>Texture, shape, 2D, observation, imagination, scale, size, fine motor skills, Experiment, properties of clay, plasticine, model, observation, imagination, demonstrate, modelling. Experiment, media, understand, textural effects, observation, imagination, Experiment, printing, media, understand, techniques</p>

Reception Knowledge	Autumn Me and My Family/ Seasons and Celebrations	Spring The Ocean/ Transport	Summer 1 Growth and Change/ Castles and Dragons
	<ul style="list-style-type: none"> Can draw representations of myself and others. Can use drawings to tell a story. Explores what happens when you mix prime colours. Begin to describe different textures. Uses colour to express their feelings. 	<ul style="list-style-type: none"> Can talk about the changes to colours as we mix. Captures experiences and responses with a range of media, such as paint and other materials or words. Create own stamps and produce repeating patterns. Can draw different sea creatures, remembering important features. 	<ul style="list-style-type: none"> Can explain how colours can be changed. Can complete a simple weave using paper, card or fabric. Can select their own tools and resources and give reasons for their choices. Can create their own castle using clay and modelling tools to add detailed features. Can create observation drawing of flowers and pastels.

Painting	Drawing	Texture and Collage
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Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fiction texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

Penketh Primary School – PE progression through EYFS



PD: Gross Motor Skills/ Fine Motor Skills/ EAD: Being Imaginative and Expressive

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG (PD)
 - Negotiate space & obstacles safely, with consideration for themselves & others.
 - Demonstrate strength, balance & coordination when playing.
 - Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.

Focus	Gymnastics movements	Basic movement and games	Dance	Fine motor skills	Health and Self Care	Vocabulary – To be used daily.
Reception Skills	<ul style="list-style-type: none"> Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding. Combine different movements with ease & fluency. Develop overall body strength, coordination, balance & agility. 	<ul style="list-style-type: none"> Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming. Develop confidence, competence, precision & accuracy with activities that involve a ball. Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes. 	<ul style="list-style-type: none"> Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences. Watch & talk about dance & performance art, expressing their feelings & responses. Explore & engage in dance, performing solo or in groups. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Can manage their own personal hygiene. Know and talk about the different factors that support their overall health and wellbeing. Can describe the importance of physical activity, healthy eating, tooth brushing, good sleep routines. 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Reception Knowledge	<p>Autumn 1 Me and My Family</p> <p>Autumn 2 Seasons and Celebrations</p> <ul style="list-style-type: none"> I can climb on large and small equipment. I can balance on a bench, strip of wood or beam. I can adjust my speed to avoid obstacles. I can manage my own personal hygiene such as washing my hands and brushing my teeth. I can use a variety of mark making tools with control. 	<p>Spring 1 The Ocean</p> <p>Spring 2 Transport</p> <ul style="list-style-type: none"> I can travel across balancing equipment using different body parts. I can give my opinion about a movement or actions and explain what is good and what can be improved. I can talk about the importance or exercise and sleep. I can throw and catch a ball with accuracy. I can hold my pencil with a dominant hand and write recognisable letters for all set one sounds. 	<p>Summer 1 Growth and Change</p> <p>Summer 2 Castles and Dragons</p> <ul style="list-style-type: none"> I can ride a balance bike effectively and with control. I can explain a healthy diet and different food combinations. I can write with a clear tripod grip and create accurately formed letters ready for joining. I can demonstrate skills and techniques to the rest of my class. I can move in time to music and change my movements in response to what I hear. 			
Games		Dance		Self-Evaluation		

Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. In addition to this they have a weekly PE session in the main school hall which cover, fundamental movement skills, dance, games and gymnastics apparatus work throughout the year. Reception children also transition through to having a PE session with our school sports coach in the spring and summer term in preparation for the Year 1 school year.

Penketh Primary School – Science progression through EYFS



UTW: The Natural World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Seasonal changes	Everyday materials	Plants	Animals including humans	Vocabulary – To be used daily.	
Reception Skills	<ul style="list-style-type: none"> Describe what they see, hear & feel whilst outside Observational drawings of the natural world Discuss how to care for the living things & their habitats Examine change over time Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes that they notice. Characteristics of liquids & solids e.g. cooking eggs, melting chocolate. Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water. 	<ul style="list-style-type: none"> Extend vocabulary: blossom, buds, bulb, evergreen, deciduous. Describe what they see, hear & feel whilst outside. Name & describe some plants. Draw pictures of plants. 	<ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health. Describe what they see, hear & feel. Identify different parts of their body & animals. Be able to show care and concern for living things. Know the effects exercise has on their bodies. Have some understanding of growth and change. Talk about things they have observed including animals. Observational drawings of animals. 	Test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment, heavy, light, float, sink, stretch, snap, magnetic, baby, toddler, child, teenager, adult, egg, caterpillar, chrysalis, bark, stick, branch, seasons, melt, liquid, solid, hard, soft, kitten, puppy, foal, calf etc	
Reception Knowledge	Autumn 1 Me and My Family Autumn 2 Seasons and Celebrations	Spring 1 The Ocean Spring 2 Transport	Summer 1 Growth and Change Summer 2 Castles and Dragons	<ul style="list-style-type: none"> Can name own body parts using the text Funny Bones as a support – all above + shoulders, ribs, backbone, knees, elbow. Can piece back together the parts of the body and locate upon request. Can name their five senses and what each one does. Can name the 4 seasons. Can talk about similarities and differences between each season. Can name the characteristics of each season. Can talk about hibernation and migration. 	<ul style="list-style-type: none"> Know the effects of heating and cooling on ingredients such as melting and freezing. Can classify a set of objects by their materials – wood, plastic, fabric, and glass. Can name the characteristics of materials. Can describe the most suitable materials for building and give explanations as to why. 	<ul style="list-style-type: none"> All plants need water, light and warmth to grow and survive. A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight. Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds. Can describe the life cycle of a chick using correct terminology e.g. embryo, incubation, hatching. Knows that meat is produced from animals.

Seasonal Changes	Everyday Materials	Plants	Animals including humans
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