

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.