



Hampton Primary School Skills Progression 2022 - 23
Early Years Foundation Stage



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


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>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.</p>
<p>Speaking</p> 	<p>To talk in front of a small group</p>	<p>To answer questions in front of whole class.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p>	<p>To share their work to the class- standing up at the front</p>	<p>To link statements and stick to a main theme</p>	<p>To talk to different adults around the school</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>


	To talk to class teacher and LSAs To learn new vocabulary	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	To use new vocabulary in different contexts To engage in non-fiction books	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen and explain thinking To talk in sentences using a range of tenses	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.
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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 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more To complete some activities independently.	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.
Managing Self 	To wash hands independently To put coat and socks on independently To get changed with support To explore different areas within the Year R environment	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	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.

	To use the toilet independently					To put uniform on and do up zippers, buttons and buckles with minimal support	
Building Relationships 	<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.</p> <p>Show sensitivity to their own and to others' needs.</p>

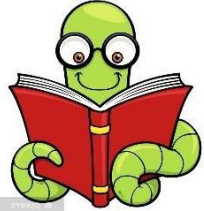
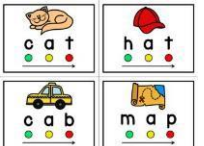
Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills 	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>


				To create short sequences linking actions together and including apparatus	through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	and keeping score To work cooperatively as a team	
<p>Fine Motor Skills</p> 	<p>To use a dominant hand</p> <p>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</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and 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 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>

	make snips in paper To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support To use tap and pin					
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Progression of Literacy

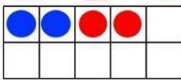
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in 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 rhymes</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>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.</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)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</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 l s s j v w x y 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 l s s j v w x y 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 l s s j v w x y 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 l s s j v w x y 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 4 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 l s s j v w x y 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 4 Tricky</p>	<p>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.</p>

	<p>To begin to blend sounds together to 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>To begin reading captions and sentences using taught sounds</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) 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>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) 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/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</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 phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>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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<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 lower- case 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 lower- case letters correctly and begin to former 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 lower- case 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 lower- case 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.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Number</p> 	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p>	<p>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)</p>

	<p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>and some number bonds to 10, including doubling facts.</p>
<p>Numerical Patterns</p> <p>Doubles</p> <p>$2+2=4$</p> 	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the difference between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</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 count to 25 To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>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.</p>
<p>Shape, Space and Measure</p>	<p>To match objects</p> <p>To sort objects</p>	<p>To recognise and name square and rectangle</p>	<p>To order objects by height and length</p>	<p>To recognise 9 o'clock and 10 o'clock</p>	<p>To measure capacity</p>	<p>To add money</p> <p>To recognise the time to o'clock</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have</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 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>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 begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</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>experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>
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Progression of Understanding the World


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p style="text-align: center;">Past and Present</p>	<p>To know about my own life-story –</p> <p>To know how I have changed –</p> <p>The different people in my family – how they are similar / different to me</p>	<p>To know about figures from the past (guy fawkes)</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 (Christmas/Nativity story)</p>		<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Neil Armstrong, how people used to travel and how they travel now)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Mary Anning)</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 (local Seaside history)</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>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>

People, Culture and Communities



The Natural World




			To know the different between herbivores and carnivores				
<p>Technology</p> 	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons introduction to ipads in IT sessions)</p>	<p>To know how to operate simple equipment To draw pictures on IWB and begin to change colours developing skills with different ipad games)</p>	<p>To begin to give reasons why we need to stay safe online (safer internet day) To access, understand and interact with a range of technology within the Year R environment</p>	<p>To use the IWB, changing games and programmes – Busy things/Phonics play games</p>	<p>To use the IWB, changing games and programmes Busy things/phonics play games</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>
Progression of Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal

Creating with Materials



<p>To name colours</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 - playdough</p> <p>To explore different techniques for joining materials (Glue Stick, tape)</p> <p>To explore different media to create sculptures and other structures</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use different construction materials in continuous provision</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>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To explore different media to create sculptures and other structures clay</p> <p>To explore different finishing and decorating materials Christmas cards, diva lamps</p> <p>To use different construction materials hedgehog houses from junk box models</p>	<p>To experiment with mixing colours</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk</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 non-statutory measures (spoons, cups)</p> <p>To explore uses of paper – folding, cutting, sticking, finishing Chinese new year creative activities</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 hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading icing onto biscuits for mothers' day.</p>	<p>To plan what they are going to make (construction, junk modelling)</p> <p>To draw more detailed pictures of objects vehicles</p> <p>To manipulate materials, exploring various joining techniques /construction kits and junk box modelling vehicles</p> <p>To create observational drawings and explore colour spring flowers</p> <p>To know how to work safely and hygienically cutting soft fruit</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To know some similarities and differences between materials</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 evaluate models and art work and adapt work where necessary</p>	<p>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.</p>
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<p>Being Imaginative and Expressive</p> 	<p>To learn nursery rhymes</p> <p>To experiment with different instruments and their sounds</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Progression of Charanga music scheme</p>	<p>To learn songs and actions to perform in the Christmas Play</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives – finger puppets and small world play related to nativity</p> <p>Progression of Charanga music scheme</p>	<p>To begin to create costumes and resources for role play – animal masks.</p> <p>Music and movement related to themes – Chinese new year: learn dragon and lion dance</p> <p>To begin to act out well known stories</p> <p>Progression of Charanga music scheme</p>	<p>To create costumes and resources for role play</p> <p>To begin to build up a repertoire of songs</p> <p>To talk about whether they like or dislike a piece of music</p> <p>Progression of Charanga music scheme</p>	<p>To move in time to music</p> <p>To adapt and act out well known stories</p> <p>To create narratives based around stories</p> <p>Progression of Charanga music scheme</p>	<p>To invent their own narratives, making costumes and resources – puppet shows for local beach town topic</p> <p>Perform repertoire of familiar songs</p> <p>Progression of Charanga music scheme</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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