

EYFS Progression Document – Autumn 1

All About Me -My feelings -My friends and family -My Community -Autumn			
Subject	Nursery 1	Nursery 2	Reception
<u>Understanding the World</u> Geography - My community - Weather Golden Thread- Our Changing World Science - Season change - autumn. Golden Thread- Physics: Seasonal Changes	Objective: -Explore and respond to different natural phenomena.	Objective: -Use their sense in hands on exploration of natural materials.	Objective: -Name and describe people who are familiar to them. -Draw information from a simple map.
	Knowledge: -To know the name the community landmarks (school, church). -To know that leaves fall down. -To know that the leaves are now brown -To know I will see brown leaves and conkers. -To know leaves come from trees.	Knowledge: -To know the name of community landmarks (school, church, post box, village hall). -To know that the leaves change colour, and the wind blows them down. -To know that the leaves are now brown, orange and red. -To know I will see pinecones, acorns and orange and red leaves. -To begin to know that pinecones, acorns and leaves come from trees	Knowledge: -To know the name of community landmarks and on a map (school, church, post box, village hall). -To know the season is autumn, and the weather is windy. The season was summer, and it was hot. -To know that some trees have leaves that change colour and fall down and some trees stay green all of the time. -To know the name of conkers, pinecones, acorns, berries and the colours of leaves -To begin to know that pinecones come from pine trees, conkers from horse chestnut tree and acorns from an oak tree
	Skills: -To make observations of community landmarks – school and church	Skills: -To make observations of community landmarks – school, church, post box, village hall	Skills: -To make observations about community landmarks – school, church, post box and village hall and look at these on a map

	-To make observations of the leaves falling down -To compare that the leaves were green and are now brown -To explore leaves and conkers that have fallen down -To observe leaves on the tree and the ground	-To observe leaves that have fallen down and have changed colour from green -To make comparisons of how the leaves change colour and are now brown, orange and red -To explore pinecones, acorns and leaves -To observe pinecones, acorns and leaves on the trees and the ground	-To observe the seasonal change from summer to autumn outside and look at photos, books and non-fiction books -To make comparisons and ask questions about how some trees have leaves that change colour and fall down and some trees stay green all of the time. -To make observations of conkers, pinecones, acorns, berries and leaves -To use non-fiction books and photos to see that pinecones come from pine trees, conkers from horse chestnut tree and acorns from an oak tree
	Vocabulary: -church, school, leaf, leaves, brown, conker, fall, tree	Vocabulary: -post box, village hall, wind, windy, blow, different, tree, pinecones, acorns, red, orange	Vocabulary: -community, map, autumn, season, berries, change, blowing, pine tree, horse chestnut tree, oak tree
Understanding the World History - My family Golden Thread- History and Me	Objective: -Make connections between the features of their family and other families.	Objective: -Begin to make sense of their own life story and family history.	Objective: -Talk about members of their immediate family and community.
	Knowledge: -To know the name mum, dad, brother and sister (if immediate family). -To know that when you are born you are a baby.	Knowledge: -To know the name of their family member/ who lives in their house. -To know that I was a baby and I am now a child.	Knowledge: -To know the names of wider family, e.g. grandparents, aunts and uncles. -To know how they have changed since they were a baby.

	Skills: -To observe mums and dad and parent structure within stories and photos. -To look at photographs of a baby.	Skills: -To name everyone who lives in their house. -To make observations using photos to identify they were a baby and of themselves in a photo now.	Skills: -To make comparisons about similarities and differences between different family structures and wider family members, e.g. grandparents. -To make observations and comparisons using photos of themselves as a baby and now.
	Vocabulary: -mum, dad, brother, sister	Vocabulary: baby, child, family, home	Vocabulary: aunt, uncle, grandparent, baby, toddler, child
Understanding the World R.E. - Being special – where do we belong? Golden Thread- Comparing World Religions	Objective: -Express preferences and decisions.	Objective: -Develop their self of responsibility and membership of their community.	Objective: -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways.
	Knowledge: -To know I can share what I like. -To know I can make comments about birthdays -To know that I wear school uniform to come to school -To know that babies are welcomed into the world -To know the name of carrot and potato	Knowledge: -To know I am special -To know what happens on my birthday. -To know that I wear my school uniform to show I am part of my school community. -To begin to know that there are different faiths.	Knowledge: -To know that everyone is unique and valuable and say something that makes them special -To name and remember occasions that made them feel special -To discuss how I am welcomed into groups. -To know that there are different faiths and that Christians are baptised into the Christian faith.

		-I know that some vegetables come from the ground	-To know that a Muslim tradition when welcoming a newborn baby is to whisper into their ear. -To know that at harvest farmers collect in plants and vegetables from the fields
	Skills: To show and share interests through play. -To share stories around birthdays -To recognise and identify my school uniform -To observe how babies can be welcomed into the world -To make observations about carrots and potatoes	Skills: -To recognise and name someone who is special. -To discuss and share stories around birthdays -To make comparisons between the clothes I wear at school and home and look at the school badge -make observations of vegetables that come from the ground -To listen to simple stories demonstrating there are different faiths -To share stories about how vegetables come from the ground	Skills: -To recognise something that makes me special -To discuss and share special occasions through talk and pictures -To explore the school badge and discuss how I am welcomed into groups. -To watch how Christians are baptised into the Christian faith. -To observe the Muslim tradition of welcoming a newborn baby by whispering in their ear through video -To explore non-fiction books to show how farmers collect plans and vegetable from the fields at harvest time
	Vocabulary: -like, school uniform, friend, play, carrot, potato	Vocabulary: -special, vegetable, like, not like, ground, soil, school	Vocabulary: -unique, religion, Christian, God, baptism, Muslim, harvest, farmer, welcome
Expressive Arts and Design Art - Drawing	Objective: Notice patterns with strong contrasts and be attracted by	Objective:	Objective: Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Golden Thread - Line	patterns resembling the human face.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	
	Knowledge -I know I can use crayons and felt-tip pens to make marks. -I know that the marks I make with crayons and felt-tip pens have meaning. - I know where I can draw in my classroom. -To know the pattern of the human face. -To know I can use crayons to draw the pattern of the human face.	Knowledge -I know I can use crayons, colouring pencils and felt-tip pens. -I know I can draw lines and circles using crayons, colouring pencils and felt-tip pens. -I know that I use whiteboard pens on a whiteboard -I know I can draw faces using crayons, colouring pencils and felt-tip pens. -I know I can draw faces to show the feelings happy and sad.	Knowledge -I know I can use crayons, colouring pencils, felt-tips, chalks, pastels and charcoals to mark make and the names of these. -I know to use the right colour for different pictures I create. -I know which drawing tool to use where/when. E.g. chalk on playground, whiteboard pen on a whiteboard -I know the human face has eyes, a nose and a mouth. -To know a self-portrait is a drawing of myself -To know a self-portrait can be done using different media, e.g. pencils and pastels
	Skills: -To make marks with crayons and felt-tip pens. -To give meaning to marks they make using crayons and felt-tip pens.	Skills: -To make marks with increased detail using crayons, colouring pencils and felt-tip pens.	Skills: -To name and make marks using crayons, colouring pencils, felt-tips, pastels chalks and charcoals.

	-To draw in appropriate places in the classroom -To explore the pattern of the human face -To use crayons to draw the pattern of the human face	-To draw lines and circles using crayons, colouring pencils and felt-tip pens. -To use a whiteboard pen to make marks on a whiteboard -To draw a face using pencil with increasing complexity and detail. -To draw their face using pencils, crayons or felt-tip pens with increasing complexity and detail showing emotion.	-To make marks to represent ideas with crayons, colouring pencils, felt-tips, chalks and charcoals. -To use chalk to draw on the playground, whiteboard pens on whiteboard and pens on paper -To draw a face using a chosen media. -To complete an observation drawing of themselves using a pencil and answering questions about it. -To draw a face with colours using pastels
	Vocabulary: mark, pen, crayon, paper, human face	Vocabulary: draw, pencil crayon, felt-tip pen, pencil, line, circle, happy, sad	Vocabulary: colour, lines, space, smooth, shiny, chalk, charcoal, pastels
Expressive Arts and Design D.T.	N/A		
Expressive Arts and Design Music - My musical self Golden Thread- Singing	Objectives: -Show attention to sounds and music.	Objectives: -Listen with increased attention to sounds.	Objective: -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.
	Knowledge: -To know I can listen to a song. -I know I can sing songs.	Knowledge: -To know I can listen to familiar songs. -I know some nursery rhymes.	Knowledge: -To know the words of the nursery rhymes: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up and how they sound.

	Skills: -To show attention when listening to the songs: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up both on the interactive whiteboard and an adult singing.	Skills: -To listen to the full songs: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up on the interactive whiteboard -To listen to an adult singing: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up and how it sounds.	Skills: -To listen to the rhymes, poems and songs: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up and how they sound -To learn the rhymes, poems and songs: Head, shoulders, knees and toes, Happy and you know it and Wind the Bobbin up copying how they sound
	Vocabulary: look, hear, song	Vocabulary: sound, listen, rhyme	Vocabulary: speed, volume, rhythm, quiet, slow, fast
<u>Personal, Social and Emotional Development</u> PSHE - Who are their friends and family? Golden Thread- Me and My Relationships	Objective: -Develop friendships with other children -Safely explore emotions beyond their normal range through play and stories.	Objective: -Play with one or more other children, extending and elaborating play ideas. -Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.	Objective: -Express their feelings and consider the feelings of others. -Build constructive and respectful relationships
	Knowledge: -To know the name: mum, dad, brother and sister (if immediate family) -To know the names of some children in their class -To know to say when they are happy and sad.	Knowledge: -To know who lives in their house -To know the names of who is in their family -To know the name of one of their friends -To know when they are happy, sad, angry or worried	Knowledge: -To know who is in our immediate family -To know the names of who is in their family -To know the names of some of their friends -To know the correct word to identify how they are feeling at different points in the day -To know how others may be feeling throughout the day

	-To know to allow other children to play alongside them	-To know when others may be feeling happy and sad -To know I do can play with one or more children	-To know to share and turn-take resources with their friends in class
	Skills: -To identify and say mum, dad, brother and sister -To begin to show preference towards a friend in class -To play in the classroom alongside other children -To explore their emotions at different points in the day	Skills: -To say who lives in their house -To say the names of who is in their family -To say the name of one of their friends -To recognise when they are happy, sad, angry or worried -To say when others may be feeling happy and sad -To share and turn-take resources to play with one or more children	Skills: -To name who is in their wider family -To identify and say the names of people in their family -To identify and say the names of their friends -To identify how they are feeling at different points in the day -To share and turn-take resources with two or more children. -To recognise and say how themselves and others may be feeling throughout the day
	Vocabulary: mum, dad, brother, sister	Vocabulary: family, friend, happy, sad, angry, worried	Vocabulary: play, share, support, trust, feeling
Physical Development P.E. - Multi-skills - Golden Thread - mastering basic physical movements	Objective: -Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	Objective: -Continue to develop their movement and balancing skills. -Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Objective: -Revise and refine the fundamental movement skills they have already acquired. -Progress towards a more fluent style of moving, with developing control and grace.

	-Walk, run, jump and climb – and start to use the stairs independently		
	Knowledge: -To know to avoid obstacles when walking and running around -To begin to know to put my arms out to help me balance -To know I need to lay on my back before rolling -To know I need to bend my knees and keep their arms by their sides to push their body up and jump -To know to push off the ball of the foot to attempt to hop -To know I try to stand on one leg in order to hop	Knowledge: -To know to try to keep and keep my arms close to my body when running around a space to avoid obstacles -To know to put my arms out to help me balance -To know to lay on my back to independently roll over -To know I jump with two feet and land in a squat with their hands forward -To know to jump with two feet off low steps -To know to keep my head and trunk stable and eyes focussed forwards to hop	Knowledge: -To know to move their arms up and down by their body to run safely -To know how to control my body to balance and walk over wooden planks -To know to lay on my back to efficiently roll over -To know I need to jump forwards off stepping stones -To know to keep my arms bent and swing forward as my support leg pushes off to hop on both left and right legs -To know I skip by 'galloping' and having a go at 'step, hop, switch'
	Skills: -To walk and run around a space developing control of their body and avoiding obstacles -To walk along a wooden plank on the floor putting their arms out	Skills: -To run around a space avoiding obstacles and trying to keep their arms close to their body -To balance along an object knowing to put their arms out to help them balance	Skills: -To run safely around a space negotiating obstacles and whilst moving their arms up and down by their body -To walk along a wooden plank off the floor with control over their body to balance -To lay on their back and efficiently roll over several times

	-To lay on their back to move their leg to push their body and roll over -To bend their knees with their arms by their sides to push their body up and jump -To land and push off the ball of the foot to attempt to hop	-To lay on their back to roll over independently -To jump with two feet leaving the floor and land in squat with hands forward -To jump off low steps and over low objects -To keep their head and trunk stable eyes focussed forwards to hop	-To jump forwards, across stepping stones and up onto a low step -To bend their arms and swing forward as support leg pushes off to hop on both left and right legs -To begin to learn to skip by 'galloping' and having a go at 'step, hop, switch'
	Vocabulary: kick, roll, walk, run, jump, climb	Vocabulary: balance, obstacle, land, squat	Vocabulary: negotiate, control, forwards, bent, swing
<u>Physical Development</u> Fine Motor Skills <u>Reception patterns:</u> -circles -vertical and horizontal lines -horizontal lines -wavy lines -zig-zag lines -curled lines <u>Nursery pattern:</u> -vertical and horizontal lines	Objective: -Reach out for objects as co-ordination develops.	Objective: -Build independently with a range of appropriate resources.	Objective: -Show a preference for a dominant hand to use one-handed tools and equipment.
	Knowledge: -know I can stack blocks together -know to put the threading string through the hole in the beads -know one peg can go into each of the holes on the pegboard -begin to hold tweezers in the correct direction -begin to know that scissors can be used to make snips	Knowledge: -begin to know that blocks must be placed on top of each other to balance -know to hold the threading string in one hand and the bead in another to thread -know to hold pegs using my thumb and finger -know to hold tweezers in one hand	Knowledge: -know that flat base is needed to build a balanced tower -identify and create ABAB patterns using beads threaded on a string and by putting pegs into pegboards -recognise, sort and arrange objects into groups using tweezers -know how to carry scissors safely -know to use my dominant hand to hold pens, pencils and whiteboard pens to give better control

	-know to make marks using pens, pencils and whiteboard pens	-begin to learn how to carry scissors safely with support -know to use my dominant hand to hold mark making tools	
	Skills: -begin to build towers using a range of resources -begin to hold the string to thread beads with support -independent hold tweezers the correct way up -start to hold assistive scissors -put pegs into pegboards in the correct direction -develop manipulation and control over mark making tools	Skills: -build a balanced tower of 4 or more blocks -begin to use a pincer grip to thread beads onto the string -independently hold tweezers in one-hand to pick up objects -with support hold scissors using their thumb and finger to make snips -develop their use of a pincer grip to put pegs into a pegboard -begin to use a dominant hand more consistently to hold mark making tools	Skills: -combine shapes to make new ones – an arch, a bigger triangle etc. -Use a pincer grip to thread beads into an ABAB pattern -Hold tweezers using tweezers to sort object -use scissors in their dominant hand to make snips -Use a pincer grip to put pegs into a pegboard -hold pencils and whiteboard pens in a dominant hand
	Vocabulary: -block, bead, string, pick up, peg, cut, hold, pen	Vocabulary: -build, tower, thread, tweezer, scissors, pegboard	Vocabulary: -stack, combine, balance, pattern, repeated, pincer grip, dominant hand