



EYFS Progression Document – Spring 1

Animals			
-Winter -Polar habitats -Woodlands -Rainforests			
Subject	Nursery 1	Nursery 2	Reception
<u>Understanding the World</u> Geography - location of hot and cold places - weather in winter	Objective: -Explore materials with different properties.	Objective: -Know that there are different countries in the world and talk about the differences. -Explore collections of materials with similar and on different properties.	Objective: -Recognise some similarities and differences between life in this country and life in other countries -Recognise that some environments are different that the one in which they live
Golden Thread- Investigating places Science - habitats of different animals - name common animals - observe winter seasonal change - freezing – changing states of matter Golden Thread- Investigating living things	Knowledge: -To know that a woodland has trees and a fox lives there. -To know that a rainforest has trees -To know that a parrot lives in a rainforest -To recognise a map -To know a polar habitat is very cold and polar bears live there -It is cold and I can recognise a snow and a snowman	Knowledge: -To know that a woodland has lots of trees and bushes and a fox and squirrel live in the woods. -To know that a rainforest has trees and it is hot -To know that a parrot and tiger live in a rainforest -To recognise land and sea on an age-appropriate map -To know a polar habitat is very cold and has snow and polar bears and seals live there. -It is cold and I can recognise snow, a snowman and ice.	Knowledge: -To know that a woodland has lots of trees and bushes and a squirrel, robin, fox and hedgehog live there. -To know that a rainforest has tall and short trees and it is hot -To identify that a tree frog, snake, sloth and monkey live in the rainforest. -To recognise land and sea on an age-appropriate map and a rainforest and polar habitat -To know a polar habitat is it very cold with snow and ice and polar bears, arctic fox, seals and narwals -The season is winter, and the weather is cold. The season was autumn, and it was windy. Recognise snow, ice, holly, berries and a snowman.

	Skills: -To name a fox and say that it lives in the woods -To look at a picture of a rainforest and recognise that it has trees -To name a parrot and say that it lives in the rainforest -To explore and name an age-appropriate map -To look at pictures of a polar habitat and recognise that it is very cold and polar bears live there -To identify that it is cold when we get snow	Skills: -To name a fox and squirrel and that a woodland has trees and bushes -To look at a rainforest through stories and pictures and say that it is hot -To name a parrot and a tiger and that they live in a rainforest -To explore and use an age-appropriate map to identify land and sea -To look at a polar habitat through stories and pictures and say it is very cold and polar bears and seals live there. -when outside to identify that it is cold and name snow, ice and a snowman	Skills: -To name a squirrel, robin, fox and hedgehog and say that they live in a woodland. - To name a woodland and recognise that it has trees and bushes in pictures and their local environment. -To name a rainforest and identify that it has tall and short trees. -To name a tree frog, snake, sloth and monkey live in the rainforest, match them to pictures and identify them in fiction and non-fiction books. -To point to and name land and sea on an age-appropriate map and a rainforest and polar habitat -To identify a polar habitat from images and recognise that it is very cold with snow and ice. - To name polar bears, arctic fox, seals and narwals, match them to pictures and identify them in fiction and non-fiction books. -To identify that season is winter, and the weather is cold. To recall that previous the season was autumn, and it was windy. - To identify and name snow, ice, holly, berries and a snowman in pictures and their environment.
	Vocabulary: -fox, wood, tree, rainforest, parrot, map, polar, bear, cold, snow, snowman	Vocabulary: -squirrel, bushes, hot, tiger, land, sea, seal, ice	Vocabulary: -woodland, bushes, robin, hedgehog, rainforest, tree frog, snake, sloth, monkey, polar, arctic fox, narwal, land, sea, map, snow, ice, holly, berries, winter

<u>Understanding the World History</u> - Golden Thread- N/A	Objective: -	Objective: -	Objective: -
	Knowledge: -	Knowledge: -	Knowledge: -
	Skills:	Skills:	Skills:
	Vocabulary: -	Vocabulary: -	Vocabulary: -
<u>Understanding the World R.E.</u> - What is special about the world? Golden Thread- Creation	Objective: -Explore and respond to different natural phenomena in their setting.	Objective: -Begin to understand the need to respect and care for the natural environment and all living things.	Objective: -Recognise that people have different beliefs.
	Knowledge: -To know that there are natural things around them whilst playing. -To know the world was created. -To know some people are special. -To begin to know some words in a class prayer to thank God. -To begin to care for the environment and living things.	Knowledge: - To name natural things they observe. - To know that some people believe that God created the world. - To know that some people believe that God is special. - To know the class prayer and understand that it special for some people. - To know that it is important to care for the environment and people around them.	Knowledge: -To be able to know the name for natural things that they like (discussions around beautiful things in nature) -To know Christians believe that the God created the world in 7 days -To know God is special for Christians because they believe he is the Creator and giver of life -To know Christians thank God for the world and for life in their prayers (Lord's prayer) and in songs -To know to look after the World God created and treat other people well.

	Skills: -To notice natural things around them whilst playing. -To talk about the fact that the world was created. -To discuss how some people are special. -To join in with some words in a class prayer to thank God. -To begin to show care for the environment and living things around them.	Skills: - To name natural things they observe - To talk about the fact that some people believe that God created the world - To talk about how some people believe that God is special - To recite the class prayer - To show care and respect for the environment and those around them through their actions	Skills: -To name something natural that they like (discussions around beautiful things in nature). -To listen to the creation story learning that Christians believe that the God created the world in 7 days. -To discuss how God is special for Christians because they believe he is the Creator and giver of life. -To join in saying prayers and singing songs (Lord's prayer) where Christians thank God for the world and for life.. -To show care and respect to the World God created and treat other people well.
	Vocabulary: Creation, world, care, prayer, God	Vocabulary: -special, God, creation, care, prayer, world	Vocabulary: -God, Creation, World, Christian, Church, Bible, pray, church
<u>Expressive Arts and Design</u> Art - Texture and collage	Objective: -Use their imagination as they consider what they can do with different materials.	Objective: -Develop their own ideas and then decide which materials to use to express them.	Objective: -Create collaboratively sharing ideas, resources and skills.

Golden Thread – Collage 	Knowledge -To know I can join using glue sticks - To know some people create pictures. -To know I can stick tissue paper and paper pieces onto paper.	Knowledge -To know I can join using glue sticks and masking tape -To know artists create pictures -To know I can make pictures to show my ideas using tissue paper and paper pieces - To know I can talk about my picture	Knowledge -To know I can join a variety of craft resources using glue sticks, masking tape and sellotape, e.g. craft stick, pom pom, feathers etc. -To name the artist Picasso to develop an understanding of collaging -To know I can use tissue paper and paper pieces to create different textures in my collage -To recognise and say one thing I could do to improve my collage
	Skills: -To join two things together using glue sticks -To talk about how some people create pictures. -To stick tissue paper and paper pieces onto paper to make a picture.	Skills: -To choose between glue and masking tape to join effectively -To talk about what an artist does -To express my ideas by sticking tissue paper and paper pieces to make an image. -To talk about the image I have made	Skills: -To know which resource to use to join craft materials effectively. -To identify and recognise Picasso art work. -To work as a group to create a collage with different textures by sticking using joining resources -To manipulate tissue paper in different ways (tear, scrunch, pat) to create a collage inspired by Picasso with different textures.
	Vocabulary: -join, glue stick, create picture, stick, tissue paper, paper pieces	Vocabulary: -masking tape, artist, talk about, sticking	Vocabulary: join, sellotape, Picasso, collage, tear, scrunch, pat, texture, feel, improve
<u>Expressive Arts and Design</u> D.T. - Build models	Objective: -Make simple models which express their ideas.	Objective:	Objective: -Create collaboratively sharing ideas, resources and skills.

- Building habitats Golden Thread -Structures		-Develop their own ideas and then decide which materials to use to express them.	
	Knowledge -To know I can put loose parts on top of each other -To know I can make simple models using loose parts and wooden blocks to show my ideas -To know I can make models using junk modelling resources and basic tools, e.g. scissors and glue stick	Knowledge -To know I can place blocks and loose parts on top of each other to build and balance -To know I can decide which loose parts or wooden blocks to use to create my ideas -To know I can make models using junk modelling resources and basic tools, e.g. scissors, glue stick and masking tape	Knowledge -To know I can build structures using small world loose parts -To know I can build structures using junk modelling resources and basic tools, e.g. scissors and hole punches -To know I can design and build a home for a woodland animal using junk modelling, card and paper and know that I can use scissors, hole punches and join things in different ways, e.g. tabs.
	Skills: -To put loose parts on top of each other -To make simple models using loose parts and wooden blocks to show my ideas -To make models using junk modelling resources and basic tools, e.g. scissors and glue stick	Skills: -To place blocks and loose parts on top of each other to build -To decide which loose parts or wooden blocks to use to create my ideas -To make models using junk modelling resources and basic tools, e.g. scissors, glue stick and masking tape	Skills: -To explore and investigate what structures are using small world loose parts -To explore and investigate what structures I can build using junk modelling and basic tools, e.g. scissors, glue sticks, masking tape and hole punches -To create a home for a woodland, rainforest or polar animal using card, paper and different joining methods
	Vocabulary: -model, loose part, wooden blocks, scissors, glue stick	Vocabulary: -build, balance, junk modelling, idea, masking tape	Vocabulary: -structure, construct, tool, card, paper, join, hole punch, design

Expressive Arts and Design Music - Percussion - Moving in time with music Golden Thread- Polar percussion	Objectives: -Explore their voices and enjoy making sounds. -Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Objectives: -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Objective: -Listen attentively, move to and talk about music, expressing their feelings and responses.
	Knowledge: -To know I can make sounds with my voices -To know some actions in rhymes and songs -To know how to make the sounds to sing: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders	Knowledge: -To know I can move my voice up and down to sing a melody when singing familiar songs -To sing the melodic shape to sing the songs: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders -To know actions to the rhymes and songs: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders	Knowledge: -To know they can say how a song makes them feel -To know I can move my body in time with music. -To know the words to the songs Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders
	Skills: -To make sounds with my voices -To join in some actions in rhymes and songs -To make the sounds to sing: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders	Skills: -To move my voice up and down to sing a melody when singing familiar songs -To sing the melodic shape to sing the songs: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders -To join in the actions to the rhymes and songs: Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders	Skills: -To express their ideas and feelings about the songs: Baa, baa, black sheep, 5 Little Ducks and Incy Wincy Spider. -To move my body in time with music. -To learn the words to the songs Baa baa black sheep, 5 Little Ducks and Incy Wincy Spiders
	Vocabulary: -sound, voice, action, song	Vocabulary: -voice, action, rhyme, song	Vocabulary: -feel, move, in time, words, melody

<u>Personal, Social and Emotional Development</u> PSHE - Class rules, right and wrong, turn taking, setting myself a challenge Golden Thread- Me and My Future	Objective: -Find ways to calm themselves, through being calmed and comforted by their key person. -Express preferences and decisions. They also try new things and start establishing their autonomy.	Objective: -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts.	Objective: -Think about the perspectives of others. -Know the rules in the class -Recognise the school values in the class -Follow the rules throughout the day
	Knowledge: -To know I should try to follow the school rules: listen and learn, be kind and respectful and be safe -To know I should allow other children to play alongside me -To know I should say my preferences and decisions -To know I can say how I feel and not hit out with my hands -To know in winter, I wear a coat	Knowledge: -To know I should increasingly follow the school rules: listen and learn, be kind and respectful and be safe -To remember the school rules -To know I should take turns when playing -To know I should talk with others to solve conflicts or go to an adult for help -To know I must try to use my words and not my hands, developing appropriate ways of being assertive -To know in winter, I wear a coat and gloves	Knowledge: -To know the school rules: listen and learn, be kind and respectful and be safe -To know I must take turn when playing -To know I must talk with others to solve conflicts or go to an adult for support -To know I must use appropriate ways of being assertive -To know to challenge myself within my play -To know in winter I wear a coat, hat, scarf and gloves because it is cold
	Skills: -To begin to try and follow the school rules: listen and learn, be kind and respectful and be safe	Skills: -To increasingly try to follow the school rules: listen and learn, be kind and respectful and be safe	Skills: -To follow the school rules: listen and learn, be kind and respectful and be safe -To take turn when playing

	-To start to allow other children to play alongside me -To try to say my preferences and decisions -To say how I feel and not hit out with my hands -To wear a coat in winter	-To remember the school rules -To start to take turns when playing -To start to talk with others to solve conflicts or go to an adult for help -To try to use my words and not my hands, developing appropriate ways of being assertive -To wear a coat and gloves in winter	-To talk with others to solve conflicts or go to an adult for support -To use appropriate ways of being assertive -To challenge myself within my play -To wear a coat, hat, scarf and gloves in winter because it is cold
	Vocabulary: -safe, rule, play, feel, coat	Vocabulary: -school rule, follow, talk, words, gloves	Vocabulary: -rules, kind, respectful, take turn, solve, right, wrong challenge, hat, scarf
<u>Physical Development</u> P.E. - Dance Golden Thread - Dance	Objective: -Enjoy moving when outdoors and inside.	Objective: -Increasingly be able to use and remember sequences/ patterns of movements related to music and rhythm. -Use large-muscle movements to wave flags and streamers, paint and make marks.	Objective: -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. -Combine different movements with ease and fluency.
	Knowledge: -To know to stand in my given place, away from others to dance -To start to know I need put out my arms to help me stop my body -To begin to move my body -To know I can move my arms when dancing -To know I should start to look at my friend	Knowledge: -To know I must stand on my own to dance -To know I can put my arms out to help me stop my body -To know I should look at someone to copy and follow a dance move	Knowledge: -To know I must stand in a safe space when dancing -To know I need to use my arms to help me balance when stopping dancing -To know I must look at someone to copy their movement -To remember two movements to join together -To know I can move my body in different levels when performing my own dance moves

		-To know I can move my arms up and down when dancing using streamers and fabric -To know to look at my partner when facing them to see what movement they are doing	-To know I must look and listen to my partner to copy their movements
	Skills: -To stand in my given place, away from others to dance -To start put out my arms to help me stop my body -To begin to move my body -To move my arms when dancing -To start to look at my friend when dancing alongside each other	Skills: -To stand on my own to dance -To put my arms out to help me stop my body -To look at someone to copy and follow a dance move -To move my arms up and down when dancing using streamers and fabric -To look at my partner when facing them to see what movement they are doing	Skills: -To listen to and move to music safely in a space -To develop co-ordination and balance when moving and stopping -To copy simple dance moves -To join together different movements fluently -To perform my own dance moves, exploring moving on different levels -To copy a partner's simple movements whilst facing them and following them
	Vocabulary: -dance, arms out, stop, move, look	Vocabulary: -stand, copy, follow, dance move, up, down, fabric	Vocabulary: -safe space, balance, movement, join together, level
Fine motor – Squiggle Whilst you Wiggle/ Pen Disco focus – wavy lines	Squiggle Whilst you Wiggle/ Pen Disco focus – wavy lines	Squiggle Whilst you Wiggle/ Pen Disco focus – wavy lines	Handwriting Focus – a d n m h j y