



EYFS Progression Document – Summer 1

People Who Help Us -Police officers -Firefighters -Doctors and Nurses -Transport			
Subject	Nursery 1	Nursery 2	Reception
<u>Understanding the World</u> Science - forces Golden Thread- Physics – forces Geography – - maps - transport - landmarks – human and physical features Golden Thread- Investigating places	Objective: -repeat actions that have an effect.	Objective: -Show interest in different occupations. -Explore how things work -Explore and talk about different forces they can feel.	Objective: -Explore and talk about how things work and the different forces they can feel. -recognise some similarities and differences between life in this country and life in other countries.
	Knowledge: 1. To know what a map is and that Christmas is celebrated with Father Christmas bringing presents 2. To know that you can fly on an aeroplane and recognise car and train 4. To know England has bridges and beaches	Knowledge: 1. To know what land and sea are on an age-appropriate map and that Christmas is celebrated with Father Christmas, Christmas trees and Christmas dinner 2. To know that you can fly on an aeroplane and recognise car, bus, train 4. To know that a bridge goes over water and a beach has sand and the sea	Knowledge: 1. To know where Australia is on a map and that Sydney is in Australia and that they have BBQ's on Christmas day and we have Christmas Dinner 2. To know that you fly to Australia on an aeroplane and that they use car, bus, train and ferry 4. To know the landmarks in Sydney – Sydney Opera House, Harbour Bridge and Bondi Beach and that we have bridges and beaches in England
	Skills: 1. To identify a map and talk about how Christmas is celebrated	Skills: 1.To identify land and sea on an age-appropriate map and talk about how Christmas is celebrated	Skills: 1. To be able to use a simple map

	with Father Christmas bringing presents 2. To talk about where we find aeroplanes, cars and trains 4. To identify a bridge and beach in England	2.To talk about different forms of transport 4.To identify a bridge and a beach and talk about its physical features	2. To talk about transport that is used in Australia and compare it to transport used in England 4.To compare landmarks found in Australia and England
	Vocabulary: -map, Christmas, Father Christmas, presents, fly, aeroplane, car, train, English, bridge, beach	Vocabulary: -land, sea, map, Christmas, Father Christmas, Christmas dinner, Christmas tree, aeroplane, car, bus, train, bridge, beach, land sea, England	Vocabulary: -Australia, Sydney, map, bus, ferry, Sydney – Sydney Opera House, Harbour Bridge, Bondi Beach
<u>Understanding the World</u> History - Transport in the past - Historical figure - Amelia Earhart Golden Thread- World History Artefacts and Technology Social	Objective: -repeat actions that have an effect.	Objective: -Show interest in different occupations. -Explore how things work -Explore and talk about different forces they can feel.	Objective: -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past
	Knowledge: 3. To know a boat goes in the water 5. To know that aeroplanes fly in the air	Knowledge: 3. To know a boat goes in the water and that I can push toy boats in the water 5. To know that pilots fly planes and that planes have changed over time	Knowledge: 3. To know that in the past people travelled to Australia by boat and that it takes 5 weeks 5. Amelia Earhart lived a long time ago and was the first female pilot to try and fly around the world
	Skills:	Skills:	Skills:

	-To identify where I would find a boat -To identify where I would find an aeroplane	-To experiment pushing toy boats in the water and the pushback they feel -To look at pictures of aeroplanes now and in the past	3. To compare how people travelled to Australia in the past to how they travel to Australia today. 5. To discuss Amelia Earhart and her accomplishments
	Vocabulary: -boat, water, aeroplane, fly, air	Vocabulary: -boat, water, push, pilot, over time, change	Vocabulary: -past, today, Australia, boat, aeroplane, pilot, Amelia Earhart, world
Understanding the World R.E. - What places are special and why? -Eid -Christians Golden Thread- Comparing World Beliefs	Objective: -Notice differences between people.	Objective: -Talk about what they see, using a wide vocabulary.	Objective: -Understand that some places are special to members of their community. -Know some similarities and differences between different religious and cultural communities in this country
	Knowledge: -To know what a church is -To know what a bible is -To know that some people pray	Knowledge: -To know some places are special to different people -To know what a bible and cross are -To know that some books are special to different people	Knowledge: -To know that a mosque is where Muslims worship and a Church is where Christian's worship. -To know churches are special places for Christians and that I can find a bible, cross, stain glass window. -To know that a Mosque is a special place for a Muslim and that I can find a Qur'an, a crescent moon and a prayer mat
	Skills: -To look at pictures of a church and identify this -To explore a bible, sharing part of a story it contains	Skills: -To begin to understand that some places are special to different people	Skills: -To sort images of mosques and churches -To identify some features of a church (bible, cross, stain glass window)

	-To observe and take part in a prayer	-To identify a bible and a cross using pictures -To explore a bible that is special to some people and sharing a story it contains	-To identify some features of a mosque (Qur'an, crescent moon & star, prayer mat)
	Vocabulary: -church, bible, pray	Vocabulary: -special, places, bible, cross	Vocabulary: -Muslim, Mosque, Church, pray, Christian, stain glass window, Bible cross
<u>Expressive Arts and Design</u> Art - Painting – Van Gogh - Drawing on the IWB Golden Thread – Digital Media/ Form	Objective: -Start to make marks intentionally.	Objective: -Use drawing to represent ideas like movement or loud noises.	Objective: -Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Knowledge -To know some people create pictures and that I use a paint brush to paint marks in intentional space -To know I can make marks on Paint on the IWB using my finger	Knowledge -To know I can fill and paint a flower shape and that artists create pictures -To know I can draw shapes to represent what I hear and see	Knowledge -To know Van Gogh is an artist who painted sunflowers and that I can create my own sunflower painting using poster paint or watercolours -To know how to use the software Paint on the IWB to draw using a pencil and brush and how to change colour
	Skills: -To talk about how some people create pictures and to paint an intentional space using a paint brush	Skills: -To talk about what artists do and paint a flower shape - To draw shapes to represent what I hear and see	Skills: -To choose a paint medium to paint a sunflower in the style of Van Gogh -To use the software Paint to create pictures on the IWB using the pencil, brush and colour changing features.

	-To use my finger to make marks on the software Paint on the IWB		
	Vocabulary: -pictures, paint brush, marks, Paint, finger	Vocabulary: -fill paint, flower shape, artists, draw shapes, hear, see	Vocabulary: -Van Gogh, sunflowers, paint, watercolours, Paint, pencil, brush
Expressive Arts and Design D.T. - Taking photographs - portraits Golden Thread – Electrical systems	Objective: -To start to develop pretend play, pretending that one object represents another. For example, a child pretends to take a picture on a phone	Objective: -To develop their own ideas and then use media to express them	Objective: -To explore a variety of techniques using online media
	Knowledge -To know pictures can be taken on a phone -To know pictures can be taken of people	Knowledge -To know pictures can be taken on an iPad - To know pictures can be taken of people and put up on display	Knowledge -To know I can take photographs on the iPad and how to do this -To know what a portrait is and to know how to take a portrait of someone else and that they can be put up in galleries
	Skills: -To observe pictures being taken -To look at pictures that have been taken of people	Skills: -To take a picture using an iPad -To look at pictures of people on display	Skills: -To take a photograph using an iPad -To take a portrait of another person using an iPad
	Vocabulary: -picture, phone, people	Vocabulary: -picture, take, iPad, people, display	Vocabulary: -portrait, camera, photograph, gallery.

Expressive Arts and Design Music - Singing Golden Thread- Composing with notes	Objective: -Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.	Objective: -Sing the pitch of a tone sung by another person (‘pitch match’).	Objective: -To understand how to make use of props and materials when role-playing characters in narratives and stories.
	Knowledge: -To know some of the words to the rhyme ‘Polly had a Dolly’ -To know some of the words to the rhyme ‘Polly put a kettle on’ -To know some of the words to the rhyme ‘London’s burning’ -To know I can clap my hands together	Knowledge: -To know I need to copy the tune for ‘Polly had a Dolly’ -To know I need to copy the tune for ‘Polly put a kettle on’ -To know I need to copy the tune for ‘London’s burning’ -To know I can clap along to a song	Knowledge: -To know the words to the rhyme ‘Polly had a Dolly’ and use props to perform this -To know the words to the rhyme ‘Polly put a kettle on’ and use props to perform this -To know the words to the rhyme ‘London’s burning’ and use props to perform this -To know that music has a beat and I can clap a steady beat -To know I can copy a clapped rhythm
	Skills: -To sing along to ‘Polly had a Dolly’ joining in with some of the words. -To sing along to ‘Polly put a kettle on’ joining in with some of the words. -To sing along to ‘London’s Burning’ joining in with some of the words. -To begin to clap along to song	Skills: -To sing along to ‘Polly had a Dolly’, trying to match the tune -To sing along to ‘Polly put a kettle on’, trying to match the tune -To sing along to ‘London’s Burning’, trying to match the tune - To clap along to a familiar song	Skills: -To perform the rhyme ‘Polly had a Dolly’ using props -To perform the rhyme ‘Polly put a kettle on’ using props -To perform the rhyme ‘London’s burning’ using props - To clap along to a steady beat -To copy a clapped rhythm
	Vocabulary: -sing, copy, clap	Vocabulary: -sing, copy, clap	Vocabulary: -clap, beat, copy, rhythm

Personal, Social and Emotional Development PSHE - Crossing the road, stranger danger Golden Thread- Keeping Myself Safe	Objective: -Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. -Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.	Objective: -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Use large and small motor skills to do things independently, for example, manage buttons, zips and pour drinks. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Objective: -Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian. -Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.
	Knowledge: -To know I stop when I get to a road and only cross when told to -To know what a police car is and that it makes a loud noise -To know what a fire engine is and that it makes a loud noise -To know what an ambulance is and that it makes a loud noise	Knowledge: - To know I hold an adult’s hand to cross the road - To know who a police officer is and that they drive a police car -To know who a firefighter is and that they drive a police car - To know that doctors and nurse work in a hospital and that people go to hospital in an ambulance	Knowledge: -To know how to safely cross a road and not to speak to strangers when outside. -To know police officers help to keep us safe, drive a police car, and that I can call 999 for help and ask for police, fire fighters or an ambulance -To know firefighters help by rescuing people, drive a fire engine, and that I can call 999 for help and ask for police, fire fighters or an ambulance -To know doctors and nurses help by making people better, work in a hospital, and that I can call 999 for help and ask for police, fire fighters or an ambulance
	Skills:	Skills:	Skills:

	-To stop when I get to a road and only cross when told to -To recognise a police car and listen to the noise it makes -To recognise a fire engine and listen to the noise it makes -To recognise an ambulance and listen to the noise it makes	-To hold an adult's hand when I cross the road -To talk about how police officers drive police cars -To talk about how firefighters drive fire engines -To talk about how doctors work in a hospital and that ambulances take people there	-To demonstrate how to cross the road safely and talk about what to do if a stranger approaches me. -To talk about how police officers help us and how to call 999 for help -To talk about how firefighters help us and how to call 999 for help -To talk about how nurses and doctors help us and how to call 999 for help
	Vocabulary: -road, stop, police car, noise, fire engine, listen, ambulance	Vocabulary: -road, adult, police officer, police car, firefighter, fire engine, doctor, nurse, hospital, ambulance	Vocabulary: -safety, road, community, "stop, look, listen, think", stranger, police officer, police car, ambulance, firefighter, fire engine, doctor, nurse, hospital, 999.
Physical Development P.E. - Dribbling and football Golden Thread – Invasion games	Objective: -Enjoy starting to kick, throw and catch balls. -Develop manipulation and control.	Objective: -Continue to develop their movement, balancing, and ball skills.	Objective: -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
	Knowledge: -To know I can stop a ball with my foot -To know I can use my foot to kick a ball - To begin to know I look where I want my ball to go	Knowledge: - To know I can try to stop a ball by putting my foot on top -To know I use the side of my foot to kick a ball - To know I can kick a ball in an intended direction	Knowledge: -To know to stop a ball with the top of my foot, and to use the side of my foot to kick and pass a ball. -To know to 'dribble' the ball by using tiny taps with the side of my foot -To know to stop the ball with the top of my foot and look towards the goal before kicking to shoot a ball

			-To know I can 'dribble' a ball using tiny taps before stopping it with the top of my foot and shooting towards a goal
	Skills: -To stop a ball with my foot -To use my foot to kick a ball -To begin to look where I want my ball to look	Skills: -To top a ball by putting my foot on top -To use the side of my foot while kicking a ball -To begin to kick a ball in an intended direction	Skills: -To stop a ball with the top of my foot and pass it to someone else using the side of my foot -To dribble a ball around cones -To stop the ball and look towards the goal before shooting -To stop the ball I am dribbling to shoot towards a goal
	Vocabulary: -stop, ball, foot, look, kick	Vocabulary: -ball, foot, top, kick, towards	Vocabulary: -pass, dribble, goal, shooting,

Fine motor skills:

Handwriting:

-f x z / u w e / c o

Squiggle/ pen disco:

-spirals

SUMMER 2:

-loops