



EYFS Progression Document – Summer 2

At the Beach -Sea Creatures -Summer -At the Beach -Materials			
Subject	Nursery 1	Nursery 2	Reception
UTW Geography - Weather Golden Thread - Our Changing World Science - Beaches & Summer - Golden Thread – Physics: Seasonal Changes Golden Thread – Chemistry: Materials	Objective: -Explore natural materials inside and outside.	Objective: -Talk about the differences between materials and changes they notice. -Talk about what they see using a wide vocabulary.	Objective: -Explore the natural world around them. -Describe what they see, hear and feel whilst outside.
	Knowledge: -To know the name of an ice lolly and ice cream -To know I wear a sunhat when it is hot. -To know that at the beach is sand and the sea and I can feel rocks, shells, fabric and buckets -To know the name of paper and wood. -To know that sand feels soft, and you can pour it, and water is wet, and you can pour it. -To know that sea creatures live under the sea and the name of fish and whale	Knowledge: -To know I have an ice lolly or ice cream when it's hot. -To know I wear a sunhat and suncream when it is hot. -To know that at the beach you can find smooth shells, hard rocks, wet sand and dry sand -To recognise and name paper, wood and glass. -To know that rock sinks and that a boat will float -To know the name of fish, turtle, shark and whale.	Knowledge: -The season is summer in summer the weather is hot, and ice lollies melt in the sun. The season was spring and in spring there is sun and rain. -In summer we wear a sunhat, suncream, shorts, skirt, summer dress and t-shirts. -To know that at the beach you can find rockpools with crabs and starfish and can build sandcastle when the sand is wet -To know the name of the materials: paper, wood, glass, plastic and metal -To know whether plastic, metal and paper sink and float. -To know the name of dolphin, clownfish, jellyfish and octopus and to know the parts of a fish (gills, fin, scales, eye, head, tail) to consider how it survives under water
	Skills: -To recognise and name an ice lolly and ice cream	Skills: -To identify that I have an ice lolly or ice cream when it is hot	Skills: -To identify that season is summer, and the weather is hot, and ice lollies melt in the sun. To

	-To put on a sunhat when it is hot. -To point to and name sand, sea and buckets and explore the feel of rocks and shells -To recognise and name paper and wood. -To feel and make comments about sand (soft) and water (wet) and explore pouring them -To identify fish and whale	-To wear on a sunhat and suncream when it is hot. -To identify smooth shells, hard rocks, wet sand and dry sand at the beach -To feel and talk about the differences between the materials paper, wood and glass. -To experiment and make comments about whether rocks and boats sink or float. -To identify fish, turtle, shark and whale	- recall that previous the season was spring, and it was rainy and sunny. -To wear a sunhat, suncream, shorts, skirt, summer dress and t-shirts in summer because it is hot. -To explore building a sandcastle using wet sand and identify a rockpool, crabs and starfish. -To recognise and sort the materials: paper, wood, glass, plastic and metal -To experiment and make comments whether plastic, metal and paper sink or float. -To label the parts of a fish (gills, fin, scales, eye, head, tail) to consider how it survives under water and identify dolphin, clownfish, jellyfish and octopus
	Vocabulary: ice lolly, ice cream, sunhat, hot, beach, sand, sea, rock, shell, fabric, bucket, paper, wood, soft, wet, pour, fish, whale	Vocabulary: -ice lolly, ice cream, hot, sunhat, sun cream, beach, smooth, hard, shell, rock, sand, dry, wet, paper, wood, glass, sink, float, fish, turtle, shark, whale	Vocabulary: -summer, melting, solid, liquid season, shorts, skirt, summer dress, t-shirt, rockpool, crab, starfish, sandcastle, plastic, metal, rough, bendy, sink, float, dolphin, clownfish, jellyfish, octopus, gills, fin, scales
UTW/ History	N/A	N/A	N/A
UTW R.E. - Times/ stories that are special	Objective: -Listen to simple stories and understand what is happening, with the help of the pictures.	Objective: -Enjoy listening to longer stories and can remember much of what happens.	Objective: -Listen to and talk about stories to build familiarity and understanding.
Golden Thread- Comparing World Religions	Knowledge: -To name the bible and know it is a special book -To know the bible has special stories -To begin to recognise the Qur'an	Knowledge: -To recognise and name the bible and know it is a special book -To know I sit to listen to special stories, e.g. 'David the Shepherd Boy' and 'Moses and the Bulrushes'.	Knowledge: -To know Jesus and Muhammed were leaders of Christians and Muslims -To know the events from the story of 'David the Shepherd Boy'

	-To know the name of my favourite story.	-To know that the Qur'an is special book and is called the Qur'an. -To know that some stories teach us lessons.	-To know the events from the story of 'David the Shepherd Boy' and 'Moses and the Bulrushes' -To know what happens in the Prophet Muhammad and the Night of Power -To know that there are similarities and differences between the three stories we have read
	Skills: -To recognise and name the bible and that it is a special book -To listen to the story of 'David the Shepherd Boy' -To listen to the story of 'Moses and the Bulrushes' -To look at and begin to recognise the Qur'an -To say which stories I like to read and share.	Skills: -To recognise and identify the bible and know it is a special book -To listen and discuss the story of 'David the Shepherd Boy' and 'Moses and the Bulrushes'. -To recognise and name the bible and know it is a special book -To recognise and identify the Qur'an and know it is special book -To listen to the message behind key stories read.	Skills: -To know Jesus and Muhammed were leaders of Christians and Muslims -To retell events from the story of 'David the Shepherd Boy' -To retell events from the story of 'Moses and the Bulrushes' -To tell the story of the Prophet Muhammad and the Night of Power -To discuss the similarities and differences between the three stories read.
	Vocabulary: bible, book, special, stories, Qur'an	Vocabulary: bible, Qur'an, special, book	Vocabulary: Qur'an, Christian, Muslim, Prophet Muhammad, Jesus, special book
<u>Expressive Arts and Design</u> Art - Drawing – line Golden Thread- Drawing	Objective: Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Objective: Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Objective: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing.

	Knowledge -To know that I can make marks with crayons. -To know that I can make marks with felt-tip pens. -To know that I can give meaning to marks I make using crayons and felt-tip pens.	Knowledge -To know that I can make marks with increased detail using colouring pencils, crayons and felt-tip pens. -To know that I can use colouring pencils to add increasing complexity and detail. -To know that I can use pencils, crayons or felt-tip pens to add increasing complexity and detail.	Knowledge -To know that I can make marks to represent ideas with pencils, colouring pencils, crayons, chalks and charcoals -To know I can use a chosen media to draw for purpose, e.g. to draw a summer flower -To know I need to look closely at an object to add detail when completing an observational drawing using a pencil
	Skills -To make marks with crayons. -To make marks with felt-tip pens. -To give meaning to marks they make using crayons and felt-tip pens.	Skills -To make marks with increased detail using colouring pencils, crayons and felt-tip pens. -To draw a flower using colouring pencils with increasing complexity and detail. -To draw a tree using pencils, crayons or felt-tip pens with increasing complexity and detail.	Skills -To make marks to represent ideas with colouring pencils, crayons, chalks, charcoals and pastels -To draw a detailed summer flower using a chosen media. -To complete an observational drawing of a tree on school site or nearby using a pencil and answering questions about it.
	Vocabulary: mark, pen, crayon, felt-tip pens	Vocabulary: draw, colouring pencils, crayons, pencil, detail	Vocabulary: Pencil, colouring pencils, crayon, chalk, charcoal, media, observation, lines, space, smudge, smooth
Expressive Arts and Design D.T - Sewing Golden Thread- Textiles	Objectives: -Explore different materials, using all their senses to investigate them.	Objectives: -Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Objective: -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Knowledge:	Knowledge:	Knowledge:

	-To know how: paper, card, tissue paper and offcuts of fabric feel -To know that scissors cut paper -To know that glue sticks can stick paper together	-To know how: paper, card, tissue paper, wool and offcuts of fabric feel and that scissors can cut paper and card -To know that glue sticks and PVA glue can join card together -To know that masking tape can join scrap materials together	-To know how: wool, tissue paper, crepe and felt feel and can use scissors to cut the fabrics wool, tissue paper, crepe and felt. -To know I can draw what I want my design to look like before I begin creating it (for a soft toy fish) -To know I can join felt using a child-safe needle to put stitches into felt fabric to create a soft toy fish. -To know I can use glue sticks and PVA glue to add textures to the felt fish, e.g. sequins.
	Skills -To feel the fabrics: paper, card, tissue paper and offcuts of fabric -To cut paper using scissors -To join paper together using glue sticks	Skills -To feel the fabrics: paper, card, tissue paper, wool and offcuts of fabric and to cut paper and card using scissors -To join card together using glue sticks and PVA glue -To join scrap materials using masking tape	Skills -To feel the fabrics: wool, tissue paper, crepe and felt and cut the fabrics wool, tissue paper, crepe and felt. -To draw what their soft toy fish will look like and put simple stitches in felt fabric. -To cut felt and join felt using stitches to create a soft toy fish. -To add textures to the felt fish, e.g. sequins.
	Vocabulary: -paper, card, tissue paper, scissors, glue stick, cut, stick	Vocabulary: tissue paper, wool, fabric, join, masking tape	Vocabulary: material, fabric, join, needle, felt, stitch, sewing
Expressive Arts and Design Music - Singing under the sea	Objective: -To join in with songs and rhymes, making some sounds.	Objective: -To sing the melodic shape (moving melody, such as, up and down, down and up of familiar songs.	Objective: -To sing in a group or on their own, increasingly matching the pitch and following the melody.
	Knowledge: -To know I need to be quiet to listen to rhymes -To know some of the words to the rhyme Ring a ring a roses	Knowledge: -To know I need to be quiet to listen to the melodic shape of the songs -To know most of the words to the rhyme Ring a ring a roses and sing the melodic shape of the song	Knowledge: -To know the words to the rhymes: Ring a ring a roses and 1, 2, 3, 4, 5 Once I caught a fish alive. -To know that the pitch goes higher and lower and changes within songs -To know that a melody is the tune of the song.

	-To know some of the words to the rhyme 1, 2, 3, 4, 5 Once I caught a fish alive	-To know most of the words to the rhyme 1, 2, 3, 4, 5 Once I caught a fish alive and sing the melodic shape of the song	
	Skills -To listen to Ring a ring a roses, 1, 2, 3, 4, 5 Once I caught a fish alive -To join in with the song Ring a ring a roses -To join in with the song 1, 2, 3, 4, 5 Once I caught a fish alive	Skills -To listen to the melodic shape of the songs Ring a ring a roses, 1, 2, 3, 4, 5 Once I caught a fish alive -To sing the melodic shape of the song Ring a ring a roses -To sing the melodic shape of the song 1, 2, 3, 4, 5 Once I caught a fish alive.	Skills -To sing a range of well-known nursery rhymes and songs: Ring a ring a roses and 1, 2, 3, 4, 5 Once I caught a fish alive. -To listen to how the pitch goes changes in the songs -To listen to the melody (tune of the song)
	Vocabulary: -sing, song	Vocabulary: -rhyme, nursery rhyme, listen, melody	Vocabulary: -pitch, higher, lower, melody, tune
Personal, Social and Emotional Development PSHE - How am I growing and changing? Golden Thread- Growing and changing	Objective: -To find ways of managing transitions, for example, from their parent to their key person.	Objective: -To show more confidence in new social situations.	Objective: -To identify and moderate their own feelings socially and emotionally.
	Knowledge: -To know I will be in Nursery 2 in September -To begin to know name of their teacher -To know I can use a fork to scoop and stab -To begin to know who my key friends in the class are -To know their preference towards activities in the environment	Knowledge: -To know I will be in Reception in September -To know the name of their teacher -To know I can use a knife to cut -To know the names of some children in my class -To know something that I like in the classroom	Knowledge: -To know I will move to a new class in September -To know the name of my teacher -To know how to correctly hold a knife and fork. -To know something that I have enjoyed this year -To know what I am excited for next year
	Skills	Skills - To talk about moving into Reception	Skills -To name my new class

	-To begin to talk about coming back to school in September -To try to say the name of my teacher -To use a fork to scoop and stab -To have and play alongside key friends in the class -To show preference for activities in the environment	-To call my teacher by their name - To use a knife to cut my food with support -To call some children in the class by their name -To talk about something that I like in the classroom	-To talk about my new teacher, calling them by their name -To correctly hold and use a fork and knife to cut my food -To talk about something I have enjoyed this year -To talk about what I am excited for next year
	Vocabulary: Nursery, name, teacher, fork, friends, like	Vocabulary: Reception, school, teacher, like, not like, knife	Vocabulary: Year One, teacher, fork, knife, enjoyed, excited
<u>Physical Development</u> P.E. - Kick rounders Golden Thread- Striking and fielding	Objective: -To develop manipulation and control	Objective: -To start taking part in some group activities which they make up for themselves, or in teams.	Objective: -To further develop and refine a range of ball skills: batting and aiming.
	Knowledge: -To try to throw a ball in the direction you want it to go -To know I can throw a ball -To know I can roll a ball -To use their foot to try and kick a ball -To know I need to wait for my turn showing effortful control	Knowledge: -To know to throw an object into an intended point, e.g. bucket/ target point -To know I can throw a beanbag and a ball -To know I can roll a ball towards an intended target -To know I can use my foot to kick a ball -To know I need to take turns aiming, throwing, kicking etc. -To know I can join in sports games with my class	Knowledge: -To know I need to look at the object I am aiming for -To know I can use an underarm throw to throw a ball/ underarm bowl to roll a ball -To know I can use an underarm throw to throw an object into an intended target -To know I need to look at the ball I am trying to kick when it comes towards me -To know that the kicker kicks the ball as far as they can and then runs between the two cones -To know that once the ball has been kicked the 'fielder' will bring the ball back

	Skills -To throw a ball in the direction you want it to go -To throw a ball -To roll a ball -To try and kick a ball with my foot -To try to wait for my turn showing effortful control	Skills -To throw an object into an intended point, e.g. bucket/ target point -To throw a beanbag and a ball -To roll a ball towards an intended target -To use my foot to kick a ball -To take turns aiming, throwing, kicking etc. - To join in sports games with my class	Skills -To look at the object I am aiming for -To use an underarm throw to throw a ball/ underarm bowl to roll a ball -To use an underarm throw to throw an object into an intended target -To look at the ball I am trying to kick when it comes towards me -To kick the ball as far as they can and then runs between the two cones when I am the 'kicker' -To bring the ball back when I'm the 'fielder'
	Vocabulary: ball, throw, roll, foot, kick	Vocabulary: Kick, hit, throw, bucket, roll, target	Vocabulary: Aim, target, kick rounders, underarm bowl, roll, kicker, fielder, bowler

Curly caterpillar letters - c d e a q + consolidation

Number formation

Pen Disco/Squiggle - loops