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| **EYFS to Year One**  **Progression Overview**  **Development Matters** | | | | | |
| Communication and Language | | | | | |
| 3 and 4-Year Olds | • Enjoy listening to longer stories and can remember much of what happens.  • Pay attention to more than one thing at a time, which can be difficult.  • Use a wider range of vocabulary.  • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  • Sing a large repertoire of songs.  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’,‘swimmed’ for ‘swam’.  • Develop their pronunciation but may have problems saying:  - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  • Use longer sentences of four to six words.  • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  • Start a conversation with an adult or a friend and continue it for many turns.  • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | | | |
| Children in Reception | • Understand how to listen carefully and why listening is important.  • Learn new vocabulary.  • Use new vocabulary through the day.  • Ask questions to find out more and to check they understand what has been said to them.  • Articulate their ideas and thoughts in well-formed sentences.  • Connect one idea or action to another using a range of connectives.  • Describe events in some detail.  • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they  might happen.  • Develop social phrases.  • Engage in story times.  • Listen to and talk about stories to build familiarity and understanding.  • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their  own words.  • Use new vocabulary in different contexts.  • Listen carefully to rhymes and songs, paying attention to how they sound.  • Learn rhymes, poems and songs.  • Engage in non-fiction books.  • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | | | | |
| ELG | Listening, Attention and Understanding  • 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 conversation when engaged in back-and-forth exchanges with their teacher and peers | | | Speaking  • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  • 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 | |
| Year One | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. | | | | |
| Personal, Social and Emotional | | | | | |
| 3 and 4-Year Olds | • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  • 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.  • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  • Understand gradually how others might be feeling.  • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Make healthy choices about food, drink, activity and toothbrushing. | | | | |
| Children in Reception | • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs. - personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing:  - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine  - being a safe pedestrian | | | | |
| ELG | Self-Regulation  • 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 focused 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  • 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. | | | Building Relationships  • Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs |
| Year One |  | | | | |
| Physical Development | | | | | |
| 3 and 4-Year Olds | • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Use a comfortable grip with good control when holding pens and pencils.  • Show a preference for a dominant hand.  • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | | | | |
| Children in Reception | • Revise and refine the fundamental movement skills they have already acquired:  - rolling - crawling - walking - jumping - running - hopping - skipping - climbing  • Progress towards a more fluent style of moving, with developing control and grace.  • 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, gymnastics, sport and swimming.  • 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, paintbrushes, scissors, knives, forks and spoons.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Combine different movements with ease and fluency.  • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  • Develop overall body-strength, balance, co-ordination and agility.  • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  • Develop the foundations of a handwriting style which is fast, accurate and efficient.  • Further develop the skills they need to manage the school day successfully:  - lining up and queuing - mealtimes | | | | |
| ELG | Gross Motor Skills  • Negotiate space and obstacles safely, with consideration for themselves and others.  • Demonstrate strength, balance and coordination when playing.  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | Fine Motor Skills  • Hold a pencil effectively in preparation 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 | | |
| Year One | PE   * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | | |
| Literacy | | | | | |
| 3 and 4-Year Olds | • Understand the five key concepts about print:  - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing  - we read English text from left to right and from top to bottom  • Develop their phonological awareness, so that they can:  - spot and suggest rhymes - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother  • Engage in extended conversations about stories, learning new vocabulary.  • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at  the top of the page; writing ‘m’ for mummy.  • Write some or all of their name.  • Write some letters accurately. | | | | |
| Children in Reception | • Read individual letters by saying the sounds for them.  • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  • Read some letter groups that each represent one sound and say sounds for them.  • Read a few common exception words matched to the school’s phonic programme.  • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  • Form lower-case and capital letters correctly.  • Spell words by identifying the sounds and then writing the sound with letter/s.  • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  • Re-read what they have written to check that it makes sense | | | | |
| ELG | Comprehension  • 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, nonfiction, rhymes and poems and during role play. | Word Reading  • 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. | | | Writing  • Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others |
| Year One | * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a * level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, * retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those * they listen to by: * drawing on what they already know or on background information and * vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting * inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to * what others say * explain clearly their understanding of what is read to them | * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) * for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have * been taught * read common exception words, noting unusual correspondences between spelling * and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the * apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic * knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading. | | | Writing – transcription   * spell: words containing each of the 40+ phonemes already taught common exception words, the days of the week, name the letters of the alphabet, naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply simple spelling rules and guidance, as listed in English Appendix 1 * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.   Handwriting   * Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these   Writing – composition   * write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher.   Writing – vocabulary, grammar and punctuation  develop their understanding of the concepts set out in English Appendix 2 by:   * leaving spaces between words * joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question * mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing. |
| Mathematics | | | | | |
| 3 and 4-Year Olds | • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  • Recite numbers past 5.  • Say one number for each item in order: 1,2,3,4,5.  • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  • Show ‘finger numbers’ up to 5.  • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  • Experiment with their own symbols and marks as well as numerals.  • Solve real world mathematical problems with numbers up to 5.  • Compare quantities using language: ‘more than’, ‘fewer than’.  • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  • Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  • Describe a familiar route.  • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  • Make comparisons between objects relating to size, length, weight and capacity.  • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  • Combine shapes to make new ones – an arch, a bigger triangle, etc.  • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  • Extend and create ABAB patterns – stick, leaf, stick, leaf.  • Notice and correct an error in a repeating pattern.  • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then... | | | | |
| Children in Reception | • Count objects, actions and sounds.  • Subitise.  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  • Compare numbers.  • Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0-5 and some to 10.  • Select, rotate and manipulate shapes to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity | | | | |
| ELG | Number  • 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) and some number bonds to 10, including double facts. | | Numerical Patterns  • 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 | | |
| Year One | * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * read and write numbers from 1 to 20 in numerals and words. * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | | * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. * compare, describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds) * recognise and know the value of different denominations of coins and notes * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks,   months and years   * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * recognise and name common 2-D and 3-D shapes, including:   2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres].   * describe position, direction and movement, including whole, half, quarter and three quarter turns. | | |
| Understanding of the World | | | | | |
| 3 and 4- Year Olds | • Use all their senses in hands-on exploration of natural materials.  • Explore collections of materials with similar and/or different properties.  • Talk about what they see, using a wide vocabulary.  • Begin to make sense of their own life-story and family’s history.  • Show interest in different occupations.  • Explore how things work.  • Plant seeds and care for growing plants.  • Understand the key features of the life cycle of a plant and an animal.  • Begin to understand the need to respect and care for the natural environment and all living things.  • Explore and talk about different forces they can feel.  • Talk about the differences between materials and changes they notice.  • Continue developing positive attitudes about the differences between people.  • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | |
| Children in Reception | • Talk about members of their immediate family and community.  • Name and describe people who are familiar to them.  • Comment on images of familiar situations in the past.  • Compare and contrast characters from stories, including figures from the past.  • Draw information from a simple map.  • Understand that some places are special to members of their community.  • Recognise that people have different beliefs and celebrate special times in different ways.  • Recognise some similarities and differences between life in this country and life in other countries.  • Explore the natural world around them.  • Describe what they see, hear and feel whilst outside.  • Recognise some environments that are different to the one in which they live.  • Understand the effect of changing seasons on the natural world around them. | | | | |
| ELG | Past and Present  • Talk about the lives of the people around them and their roles in society.  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  • Understand the past through settings, characters and events encountered in books read in class and storytelling. | People, Culture and Communities  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps | | | The Natural World  • Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| Year One | History   * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life *  events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] * significant historical events, people and places in their own locality. | Geography  Locational knowledge   *  name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   Place knowledge   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country   Human and physical geography   * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   Geographical skills and fieldwork   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | | Science  Plants   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.   Animals including humans   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   Everyday Materials   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties.   Seasonal Changes   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. |
| Expressive Arts and Design | | | | | |
| 3 and 4- Year Olds | Take part in simple pretend play, using an object to represent something else even though they are not similar.  • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings  and a park.  • Explore different materials freely, to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  • Draw with increasing complexity and detail, such as representing a face with a circle and including details.  • Use drawing to represent ideas like movement or loud noises.  • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  • Explore colour and colour-mixing.  • Listen with increased attention to sounds.  • Respond to what they have heard, expressing their thoughts and feelings.  • Remember and sing entire songs.  • Sing the pitch of a tone sung by another person (‘pitch match’).  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  • Create their own songs or improvise a song around one they know.  • Play instruments with increasing control to express their feelings and ideas. | | | | |
| Children in Reception | • 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.  • Create collaboratively, sharing ideas, resources and skills.  • Listen attentively, move to and talk about music, expressing their feelings and responses.  • Watch and talk about dance and performance art, expressing their feelings and responses.  • Sing in a group or on their own, increasingly matching the pitch and following the melody.  • Develop storylines in their pretend play.  • Explore and engage in music making and dance, performing solo or in groups. | | | | |
| ELG | Creating with Materials  • 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 | | Being Imaginative and Expressive  • Invent, adapt and recount narratives and stories with peers and their teacher.  • Sing a range of well-known nursery rhymes and songs.  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | |
| Year One | Art and Design   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | Music   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | | |