



Progression of Skills in Continuous Provision in EYFS

Speaking and listening			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Sentence Stems			
1. 'I want _____.' 2. 'Can I have _____?' 3. 'I feel _____.' 4. 'I like _____.' 5. 'I don't like _____.' 6. 'Can you help me with _____?' 7. 'I'm happy when _____.' 8. 'I'm sad because _____.' 9. 'I need _____.' 10. 'I see _____.' 11. 'I hear _____.' 12. 'I taste _____.' 13. 'I smell _____.' 14. 'I'm scared of _____.' 15. 'I'm excited about _____.		16. 'I feel _____ when _____.' 17. 'Can you help me with _____?' 18. 'I like _____ because _____.' 19. 'I don't like _____ because _____.' 20. 'I want to play _____, can you play with me?' 21. 'I'm excited about _____.' 22. 'I need to use the bathroom.' 23. 'I'm happy when _____.' 24. 'I'm sad because _____.' 25. 'I'm scared of _____.' 26. 'I want to know more about _____.' 27. 'I'm hungry, can I have some _____?' 28. 'I want to show you _____.' 29. 'I need a hug because _____.' 30. 'I feel proud when _____.	
Personal, Social and Emotional			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Emotion words			
1. Happy 2. Sad 3. Angry 4. Excited		1. Worried 2. Frustrated 3. Brave 4. Scared 5. Surprised 6. Confused	
Me, friend, play! Special, friendships, share. Friends, family, everyone, Different, same, together. Safe, help, care, Indoor, outdoors, body. World, care, looking after, Environment, around me. Trying, body, running, Exercise, sleep, body. Baby, boys, girls! Families, changing, safe		Special, myself, help, Unique, support, friendships. Same, different, caring, kind, Families, everyone, unique. Safety, online, feelings, Bodies, indoor, outdoors Helpful, friends, money! Special people, spending, safe Healthy, body, sleep., Mind, move, exercise. Babies, girls, boys, Seasons, changes, life.	

Creative Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Collage			
map, England, countryside, desert, holiday, seasons, transport, Town, church, park, shop, town hall, river, Red, yellow, blue, purple, green, orange, mix, straight, curved, thick, thin, wavy, zig-zag, curly, line, circle, shape, smooth, hard, rough, soft, draw, picture, imagine, tools, materials, cut, Idea, same, different	Shop, town hall, river, village, city, <i>signs, maps, damage</i> , vertical, horizontal, jagged, curly, zig zag, representations, 2D, flat, 3D,	Holiday, seasons, England, wild, <i>United Kingdom. Countries, different. Lions, giraffe, country.</i> solid, layer, collage, Texture, shiny, prickly, sketch, Experiment, change, Materials, improve, challenge, measure, join	- Primary colour, shade, lighter, darker - vertical, horizontal, jagged, curly, zig zag, representations, 2D, flat, 3D,
- Listen and respond to simple instructions - Be beginning to use a glue stick, spreader etc, some with adult support - Be beginning to show control in sharing resources after modelling by an adult - Often uses both hands when using scissors, open and closing the blades - Use simple resources and may join flat surfaces using glue. - Be beginning to make a simple model, expressing a simple idea. - Use palmer/Digital pronate grasp. - Explore a range of tools	- Listen to instructions and follow the rules - Use a glue stick appropriately, twist and replace the lid. Use a glue spreader - Share resources with support after modelling by an adult. - Use a tape dispenser to cut the correct amount of tape - Use easi-grip scissors and/or child scissors (which may be held correctly) - Be beginning to use materials for a purpose. - Use simple cutting and sticking techniques. - Be beginning to use relevant vocabulary - Add other materials to develop models such as tissue paper, glitter etc.	- Be beginning to use tools with control and use materials and resources with purpose. - Share ideas, resources and skills with little support. - Be beginning to talk about the process/techniques they have used. - Use the relevant vocabulary - Develop the ability to refine their ideas, build on their models and know how to improve them (scrunch, twist, fold, roll) - Be beginning to join resources together in a variety of ways using string, hole punches, tape etc. - Consider the place of resources to create simple representations - Be using the tripod grasp (without prompting) - Use a range of tools confidently. - Cut out simple shapes. - Paint my World. /Art – mixed media collage	- Remember the knowledge and skills acquired in Autumn and spring - Share ideas, resources and skills - Have clear intentions and evaluate, adapt, improve and test their models. - Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc - Have extended vocabulary in describing materials/textures. Such as rough, smooth, rigid, flexible. - To improve models by adding texture - Adapt the materials and resources used, such as cutting things to the correct size and shape. - Hold a pencil effectively in preparation for fluent writing using the tripod grasp. - Use a variety of tools confidently, safely and with competence. - Cut out complex shapes with accuracy. Can cut fabric and other materials. - Marvellous marks/art – self portrait

Paint/draw			
Weather, winter, summer, spring, autumn, dinosaur, Pets, farm, minibeasts, sea, land, big, small, insects, change, home, food, baby, adult, child, head, shoulder, knees, toes, Flower, plant, vegetable, fruit, sun, map, seasons, transport, Town, church, park, shop, town hall, river, red, yellow, blue, purple, green, orange, mix, straight, curved, thick, thin, wavy, zig-zag, curly, Line, circle, Shape, mould, modelling, Smooth, Draw, picture, imagine, tools, materials, cut, Idea, same, different	Spring, autumn, hot, cold, <i>Windy, rainy, snowy, frosty</i> Holiday, seasons, England, Shop, town hall, river, village, city, <i>address, signs, maps, damage</i>, Primary colour, shade, lighter, darker, vertical, horizontal, jagged, curly, zig zag, representations	Spring, autumn, hot, cold, <i>Windy, rainy, snowy, frosty</i> carnivore, herbivore, wild, <i>United Kingdom. Countries, travel, different. Lions, giraffe, country.</i> 2D, flat, 3D, solid, layer, collage Texture, shiny, prickly, sculptor, clay sketch, use, model	Spring, autumn, hot, cold, <i>Windy, rainy, snowy, frosty</i> Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, <i>a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals</i> -
- Enjoy using hands, feet and fingers to paint - May use a thick paint brush in the palm of their hands - Identify some colours including red, blue, yellow, green, black, white, purple, orange, pink, brown. - Take part in early mark making with paint - Wash and replace the resources used with adult support - Print with larger blocks and sponges - Use simple tools - Be beginning to draw lines and circles - Enjoy drawing freely - Add some marks to their drawings which they give meaning to. - Make marks on their picture to represent their name. - Follow the procedure to create paint from powder paint. - Use palmer/Digital pronate grasp. - Explore a range of tools	- Know what a paint brush is used for - Use a thick paintbrush - Wash and replace the resources used with little prompting. - Start to identify more unfamiliar colours such as grey, gold, silver, peach, beige, lilac, navy, cream, maroon, bronze - Paint/draw lines and circles to represent an object or person - Paint or draw a face with some details. - Draw and paint simple things they observe - Engage in mark making - Express their emotions through drawings/painting - Print with blocks and sponges - Use tools for a purpose (with support)k - Mix powder paint to create primary colours - Explore mixing other colours. - Show a preference for a dominant hand using a modified tripod grasp.	- Use thick/thin brushes - Independently wash and replace resources used. - Mix powder paint to create a secondary colour. - Paint or draw bodies of an appropriate size with some details. - Draw or paint simple things from memory and beginning to draw portraits, building or landscapes. - Print with small blocks and sponges. - Be using the tripod grasp (without prompting) - Use a range of tools confidently. - Marvellous marks/art – pencil drawings -	- Use thick and thin paintbrushes for a purpose, adding detail. - Continue to be independent when using and returning resources - Colour match to a specific colour and shade. - Paint/draw with detail (bodies with sausage limbs and additional features) - Draw/paint self-portraits, landscapes and buildings. - Create patterns/meaningful pictures when printing and print with a variety of resources. - Hold a pencil effectively in preparation for fluent writing using the tripod grasp. - Use a variety of tools confidently, safely and with competence. - Paint my World/art – landscapes - Marvellous marks/art – self portrait

	- Be exploring a wide range of tools such as paint brushes, spoons etc. - Paint my World/art– natural paintbrushes		
Sculpture/playdough			
Dinosaur, Pets, farm, minibeasts, sea, land, big, small, insects, change, home, food, baby, adult, child, head, shoulder, knees, toes, Flower, plant, vegetable, fruit, sun, Straight, curved, thick, thin, wavy, zig-zag, curly, line, circle, Shape, mould, modelling, smooth, hard, rough, soft, Draw, picture, imagine, tools, materials, cut, Idea, same, different, Roll, pinch, squeeze, roll, sculpt, push, pull, stretch, pat, twist, press, mark, circle, square, triangle, rectangle,	Primary colour, shade, lighter, darker 2D, flat, 3D, solid, layer, collage Texture, shiny, prickly, sculptor, clay measure, join, bend, slot, test, prediction, 3D shapes, structure	Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, <i>a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals.</i> vertical, horizontal, jagged, curly, zig zag representations	sketch, use, model Experiment, change, construct Materials, improve, challenge Thread, weaves, hessian, wool, needle
- Listen and respond to simple instructions - Pile and stack clumps of playdough - Use hands to squash playdough and develop muscle control - Use little detail - Use some simple tools (rolling pin etc) - What does your house look like? (Geo)	- Learn the rules - Be developing muscle control by manipulating playdough by rolling, cutting, pinching etc. Poke the playdough with tools - Bang and pound the playdough to form different shapes - Use simple tools such as a rolling pin and cutters, rolling out and cutting out forms and begin to 'pretend' with them - Roll a sausage shape. - Be exploring a wide range of tools such as paint brushes, spoons etc. - Sculpture/art – playdough - Structures/dt - Exploring Junk Modelling	- Know and follow the rules - Make something that they can give meaning to - Have developed some fine motor skills, e.g., twist, pull, pinch, poke etc - Develop a variety of techniques. Can join shapes together to create recognisable forms. - Roll a sausage shape into a coil and roll playdough/clay into a ball - Add details such as mouth and eyes. - Sculpture/art – 3D sculpture - Structures/dt - Planning Junk modelling	- Explain the reasons for the rules - Make something with clear intentions using a variety of techniques and shapes to sculpt - Have developed good control over skills such as twisting, pulling, poking, pinching etc - Uses tools such as plastic knives to cut and mould - Create people and things in a vertical position and become skilled in joining and forming clay/playdough - Pay attention to details and create designs that have patterns. - Sculpture/art – 3D clay - Structures/dt – evaluating junk modelling

Construction Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
dinosaur, herbivore, carnivore, pets, farm, minibeasts, omnivore, sea, land, big, small, insects, change, home, past, differences, old, present, future, new, older, young, town, street, home changes, past, shop, school, town hall, church History, before, oldest, time, past, long ago, after, map, England, countryside, desert, holiday, transport, wild, church, park, town hall, river	New, older, young, present, future, changes, different, photographs, television, shop, school, town hall, Knottingley, changes, past, church, community, together, shop, town hall, river, village, city, address, signs, maps, damage	Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals. carnivore, herbivore, wild, United Kingdom. Countries, travel, different. Lions, giraffe, country.	past, long ago, after oldest, time, change/changed, a long time ago. Holiday, seasons, England,
- Listen and respond to simple instructions - Use large blocks for building simple towers - Use simple sets such as Duplo - Be beginning to build a basic design that has been discussed. - To explore building and balancing with open ended resources - Explore familiar real life everyday buildings. -	- Learn the rules of the area - Be beginning to share the resources with adult support - Use large blocks, cubes, cuboids and can join using sets such as Duplo etc - Build simple models with walls, roofs and towers. - Build and balance with open ended resources, starting to think about the logic behind object size etc. - Explore buildings in the local areas - <i>How do I get to school?(geo)</i>	- Know and follow the rules independently. - Take turns and share the resources independently. - Use smaller blocks, bricks to construct. Uses various shaped blocks such as cylinders etc - Build models which replicate those in real life using a variety of resources. - Design and construct with a purpose, using a wide range of resources such as Lego and multilink - Build and balance using open ended resources and start to explain the best ways to succeed. - Begin to explore building further from home, such as castles. - How has school changed? (His)	- Explain the reasons for the rules. - Create collaboratively sharing ideas with others - Use very small bricks/blocks and Lego in various shapes. - Build, adapt and refine their models. To test them and make them better. To return to and build on previous learning. - Share the knowledge and skills of the processes. - Build and balance with open ended resources, explaining how they have achieved a successful build. - Begin to explore famous buildings from around the world.
Small World Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Weather, winter, summer, spring, autumn, hot, cold, windy, rainy, snowy, dinosaur,	Spring, autumn, hot, cold, Windy, <i>rainy, snowy, frost, new</i> , older, young,	Spring, autumn, hot, cold, <i>Windy, rainy, snowy, frosty</i>	Spring, autumn, hot, cold, <i>Windy, rainy, snowy, frosty</i>

herbivore, carnivore, pets, farm, minibeasts, omnivore, sea, land, big, small, insects, change, home, food, baby, adult, child, past, differences, old, present, future, new, older, young, town, street, past, shop, school, town hall, church, History, before, oldest, time, past, long ago, after, map, England, countryside, desert, holiday, transport, wild, church, park, town hall, river	present, future, changes, different, photographs, television, shop, school, town hall, Knottingley, changes, past, church, community, together, Shop, town hall, river, village, city, Address, signs, maps, damage	Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, <i>a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals.</i> Holiday, seasons, England, carnivore, herbivore, wild, <i>United Kingdom. Countries, travel, different. Lions, giraffe, country.</i>	past, long ago, after, oldest, time, change/changed, a long time ago
- Listen and respond to simple instructions. - Play with familiar resources, car, farm etc - Enhancements include: minibeasts, dinosaurs, artic animals, farm, airport/car port, zoo - Link some small world play to a familiar rhyme, traditional tale or story. Aut 1 – Gingerbread Man Aut 2 – Three little pigs Spr1- Goldilocks Spr2-Jack and the beanstalk Sum1- three billy goats gruff Sum2 – Little Red Hen - Be beginning to pretend one object represents another. - Be beginning to build a familiar small world, house etc - To name some familiar animals: cat, dog, cow, sheep, spider, pig, bear, monkey, lion, bird. - Start to use familiar occupations in their play such as police and fire. - <i>What animals live around you</i>	- Learn the rules of the area - To take part in simple, familiar pretend play (using familiar resources such as farm, cars, dolls) - Participate in small world related to rhymes, traditional tales and other stories. Aut 1 – Emperor's new clothes Aut 2 – Aladdin - Build simple, familiar small worlds and recreate familiar experiences using figures (dolls house etc) - Know the names of familiar small world figures - Be beginning to use talk to organise themselves in their play. - To start to name a wider range of animals including Guinea pig, lizard, chicken, tiger, kangaroo, giraffe, caterpillar, panda rhino, penguin. - Start to increase familiarity with a range of occupations	- Know and follow the rules independently - Build complex small worlds using a wide range of resources - Enhance small world play with simple resources and recount stories Spr 1 – Little Red riding Hood Spr 2 – Hansel and Gretel - Use acquired knowledge and new vocabulary to develop story lines in their play with others. - Confidently talk about their small worlds and storyline. - Can use a range of occupations in play to enhance their stories. -	- Explain the reasons for the rules - Compare and contrast small worlds they have created. - Enhance small world play with resources that they pretend are something else. - Use a wide range of vocabulary developed throughout the year in their play. - Invent and recount narratives in small world play with others. Sum 1 – The magic porridge pot Sum2 – The enormous Turnip

Sand and Water Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Sand			
Weather, winter, summer, spring, autumn, hot, cold, windy, rainy, snowy, frosty, See, hear, touch, smell, straight, curved, thick, thin, wavy, zig-zag, curly, Line, circle, shape, mould, Smooth, hard, rough, soft, Push, scoop, pat, sieve, dig, build, pour, fill, grainy, wet, dry	Spring, autumn, hot, cold, Windy, rainy, snowy, frosty senses, smell, taste, hearing, touch, sight, vertical, horizontal, jagged, curly, zig zag, representations, 2D, flat, 3D, solid, layer, collage, texture, shiny, prickly, sculptor	Spring, autumn, hot, cold, Windy, rainy, snowy, frosty senses, smell, taste, hearing, touch, sight	Spring, autumn, hot, cold, Windy, rainy, snowy, frosty senses, smell, taste, hearing, touch, sight., sun, soil, water, grow, Stem, petals, leaves, carrot, broccoli, tomatoes, trees.
- Listen and respond to instructions - Use hands to dig in the sand and fill the bucket - Be beginning to use large spade/shovel - Use hands to mould the sand and bury things - Be beginning to talk about their creations/intentions -	- Learn the rules of the area - Pour sand using hands and large jugs - Use a one-handed tool, large shovel etc to fill a bucket or container - Dig with hands, shovels and buckets - Model using hands and simple tools - Bury objects using hands, large shovels. - Move their hands and fingers without having to use their shoulders. - Be beginning to comment on what they have made and how they have made it.	- Know and follow the rules independently - Pour sand using spades and shovels - Select an appropriate size of spade or shovel to fill their bucket or container - Dig with spades and large spoons - Model with shapes containers, make a sand castle - Bury objects using spades, large spoons. - Tips sand off a spoon by moving and rotating just their wrist. - Comment on what they have made and explain how.	- Explain the reasons for rules - Pour sand using a funnel or tubing - Be skilled in using a range of one-handed tools such as rake, shovel, scoop - Use small scoops and teaspoons to fill pots and moulds, carefully and with good hand and eye coordination - Dig using teaspoons, measuring spoons and forks - Use small resources such as lolly sticks and twigs, matchsticks etc to add definition and design to the things they are creating in the sand - Bury objects using teaspoons and small utensils - Explain to other the methods and processes they have used. - Share skills with others.
Water			
Weather, winter, summer, spring, autumn, hot, cold, windy, rainy, snowy, frosty, See, hear, touch, smell, Shape, texture, sieve, pattern, more, full, half-full, empty, float, sink, bubbles, container, water, tub, boat, cup, large, small, least, most	Spring, autumn, hot, cold, Windy, rainy, snowy, frosty senses, smell, taste, hearing, touch, sight	Spring, autumn, hot, cold, Windy, rainy, snowy, frosty senses, smell, taste, hearing, touch, sight.,	sun, soil, water, grow, Stem, petals, leaves, carrot, broccoli, tomatoes, trees.
- Listen and respond to instructions - Be beginning to pour using large jugs	- Learn the rules of the area	- Know and follow the rules independently.	- Explain the reasons for the rules

- Fill and empty a large container (may not be accurate) - Explore floating and sinking using boats and stones. - Explore filling different sized containers in a variety of ways. - What can you use to get across the canal? (Sci)	- Pour from one container to another (may be spilling) - Fill and empty a large bucket or container - Be beginning to transfer water using a large container and use guttering - Be beginning to understand the concept of floating and sinking. Using small world animals, boats, stones etc - Use sponges - Fill/empty a variety of different containers in a variety of ways. (May be spilling)	- Pour with increasing accuracy - Pour from a teapot or watering can. - Fill and empty cups and various sizes of container (with accuracy) - Be beginning to measure capacity and use tubing, bottles and guttering to transfer water. - Experiment with floating and sinking using a variety of resources and materials and can comment on their findings. - Be beginning to have an awareness of how materials behave in water.	- Pours accurately from a cup, glass or bottle. - Use a funnel correctly. - Pour with accuracy from a variety of containers. - Fill and empty bottles of various sizes - Measure capacity and manage bottles with different lids. - Use tubing, guttering and small utensils(spoons) effectively to transfer water and can adapt their techniques appropriately - Experiment, explain and comment on floating and sinking using natural materials and resources considering properties of the materials used e.g., the absorption/waterproof factors. - Do all materials absorb water? (Sci)
Reading Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Book, page, title, character, letter, story, word, comic, picture, puppet, rhyme, Story, information, Word, sentence, sound.		Front cover, back cover, rhyme, predict, sentence, author, fact, non-fiction, fiction, Full stop Blurb, Illustrator, Caption, Poem	
- Listen and respond to instructions. - Look after books, may need prompting. - Have favourite books and enjoy sharing them with an adult or another child. - Repeat words and phrases from familiar stories.	- Learn the rules of the area and how to look after books carefully and use books correctly. - Enjoy stories and books. - Realise that print has meaning - Beginning to read some words in line with phonic knowledge.	- Know and follow the rules of the area and look after books carefully. - Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary. (Little Red Riding Hood) - Act out/ use puppets to retell a variety of stories, with	- Explain the reasons for the rules and why it is important to care for books. - Talk about and discuss a variety of fiction/nonfiction books using a wide range of vocabulary (new and old) - Have built up a knowledge of new vocabulary such as glossary, contents etc. associated with nonfiction books. (Taught through Word Aware)

- Pay attention and respond to the pictures /words in books. - Notice some print such as the first letter of their name. - Ask questions about a book, make comments and share ideas. - Develop play around favourite stories.	- Name different parts of a book and realise we read English text from left to right, top to bottom. - Act out/ use puppets to recreate familiar stories. - Realise the difference between fiction and nonfiction books. - Re-tell familiar traditional tales (Aladdin, Emperor's New Clothes).	- attention to detail regarding characters etc. - Re-tell stories with increasing detail. - Reading more familiar words and beginning to read sentences in line with phonic knowledge.	- Select non-fiction books and use their knowledge to find out information independently. - Invent their own stories and/or adapt known stories and act them out. - Able to read more words and sentences in line with their phonic knowledge and to answer questions around what they have read.
Writing Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letters, sounds, word, Straight, curved, thick, thin, wavy, zig-zag, curly			
Writing Genres			
Story maps Lists Labels		- Recipes - Posters	- Fact Files - Instructions
Writing experiences			
Signs, Menus Labels, Prescriptions order forms, Letters Cards, Food orders Postcards		Invitations, Tickets, Receipts, Recipes Maps, Posters, Signup sheets, Shopping lists Bills, Captions, Registers, Instructions Driving licenses, Score sheets	
- Listen and respond to instructions. - Use simple tools/ equipment such a chunky chalk, chunky pencils and chunky crayons. - Be beginning to draw lines and circles. - Enjoy drawing freely. - Add some marks to their drawings which they give meaning to. - Make marks on their picture to represent their name.	- Learn the rules of the area and how to carefully use and look after resources. - Use the resources in the area and be supported in using the resources in other areas. - Use a comfortable grip showing a preference for a dominant hand when holding pens and pencils. - Show a preference for a dominant hand using a modified tripod grasp.	- Know and follow the rules of the area. - Be aware the resources can be used in other areas but must be replaced. - Develop the foundations of a good handwriting style. - Be beginning to show some control when writing/ drawing. - Form lower case letters correctly. Beginning to use capital letters.	- Explain the reasons for the rules. - Can independently select and use the resources in the area and realise the resources can be used in other areas but must be replaced. - Hold a pencil effectively in preparation for fluent writing, (tripod grip) - Show accuracy and care when writing/ drawing. - Write recognisable letters most of which are correctly formed.

- Be beginning to write some letters from their name. - Use palmer/Digital pronate grasp. - Explore a range of tools	- Be exploring a wide range of tools such as paint brushes, spoons etc. - Write some letters accurately - Write some or all of their name. - Begin to use some of their print and letter knowledge in their early writing, e.g., Writing a list that starts at the top of the page. Writing an initial letter sound/s.	- Spell words by identifying the sounds and then writing the sound/s, - Write short sentences with capital letters and full stops. Some words are spelt correctly and others are phonetically plausible. - Re-read what they have written to check that it makes sense. - Write some irregular common words. - Be using the tripod grasp (without prompting) - Use a range of tools confidently.	- 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. - Write irregular high frequency words - Hold a pencil effectively in preparation for fluent writing using the tripod grasp. - Use a variety of tools confidently, safely and with competence.
Maths Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Count, order, forwards, one more, one less, more than, less than, Add, take away, altogether, Share, group, equal, Measure, long, short, length longer, shorter, Height, tall, short, heavy, light, big, full, empty taller, shorter, bigger, Quicker, slower, first, next, after, day, before, after, today, tomorrow, yesterday, Rectangle, square, circle, triangle, straight, curved, Under, on, next to, behind, on top, pattern	Subitise, compare, backwards, numeral, digit, one more, one less, equal to, more than, less than, Wide, narrow, longer, shorter, widest, narrowest, longest, shortest Taller, shorter, weight, capacity, heavier than, lighter than,	Part, whole, plus, minus, total, number bonds, Double, half, twice as many, unequal, bigger, biggest, more than, less than, half, half full, Time, earlier, later, today, yesterday, tomorrow, morning, afternoon evening, week, hour, minutes,	odd, even, 2D shape, characteristics, 3D shape, cuboid, cube, cone, spheres, flat, Over, between, around, through, into, beneath, repeat
- Listen and respond to instructions. - Take part in finger rhymes with numbers. - Realise/react to changes of amount in a group of up to three items. - Count in everyday contexts (skipping, claps etc.) - Compare amounts using the language same, more, lots. - Compare sizes, weights etc. using the language bigger/little/ smaller, high/low, tall, heavy.	- Learn the rules of the area and how to look after the area carefully. - Have 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 (touching one object at a time) - Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	- Know and follow the rules of the area. - Count objects, actions and sounds. - Subitise to 5. - Link numeral with its cardinal number value. - Count to and beyond ten in order. - Compare numbers to 10.	- Explain the reasons for the rules. - Have developed a greater understanding of number to 10, including the composition of each number. - Subitise to 5 and sometimes beyond. - Automatically recall (without counting or other prompts) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. - Compare quantities up to 10 in different contexts, recognising when

- Build with a range of resources. - Complete inset puzzles. - Explore shapes. - Understand position, may need prompting, gestures etc. - Notice patterns and arrange things in patterns.	- Show" finger numbers" up to 5. - Link numerals to amounts. - 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 (E.g., Circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, pointy and round etc. - 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. - Understand position through words alone, no pointing/prompting. - Describe a familiar route and discuss routes and locations using words like, in front of and behind. - Make simple comparisons between objects relating to size, length, weight and capacity. - Talk about and identify the patterns around them E.g., spots, stripes, designs on wallpaper etc. - Extend and create patterns such as leaf, stick, leaf, stick. - Be beginning to notice an error in a repeating pattern. - Be beginning to describe a sequence of events using the words such as first, then etc.	- Understand the one more/one less than relationship between consecutive numbers. - Explore the composition of numbers to 10. - Beginning to automatically recall number bonds for numbers to 5 and then 10. - Be beginning to describe solid 3D shapes and flat 2D shapes using mathematical language. - Use mathematical names for some solid 3D shapes and flat 2D shapes. - Select particular named shapes. - Select, rotate and manipulate shapes and be developing spatial reasoning skills. - Compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity. - Use everyday language related to time. - Be beginning to use everyday language related to money. Pattern - Continue, copy and create repeating patterns. - Notice an error in a repeating pattern and correct it.	- one quantity is greater than, less than, or the same as the other quantity. - Discuss and describe the properties of solid 3D shapes and flat 2D shapes using mathematical language. - Use mathematical names for solid 3D shapes and flat 2D shapes. - Have a good understanding of spatial reasoning skills. - Compare and discuss length, weight and capacity. - Confidently use everyday language related to time and money. - Verbally count beyond 20 recognising the pattern of the counting system. - Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Role Play Area			
FS1	FS2 autumn	FS2 Spring	FS2 Summer

Dinosaur, herbivore, carnivore, Pets, farm, minibeasts, omnivore, sea, land, big, small, insects, change, home, food, baby, adult, child, head, shoulder, knees, toes, See, hear, taste, touch, smell, past, differences, old, present, future, new, older, young, town, street, home, past, shop, school, town hall, church, History, older, before, oldest, time, past, long ago, after, Hot, cold, map, England, countryside, desert holiday, seasons, transport, wild, church, park, town hall, river	Running, skipping, hopping, jogging, heart, Exercise, senses, smell, taste, hearing, touch, sight. Wood, metal, plastic, glass. Shapes, properties, better, sides, edges, different, shop, school, town hall, Knottingley, changes, past, church, community, together Shop, town hall, river, village, city, address, signs, maps, damage	Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals, carnivore, herbivore, wild, United Kingdom. Countries, travel, different. Lions, giraffe, country, Holiday, seasons, England,	New, older, young, present, future, changes, different, photographs, television past, long ago, after, oldest, time, change/changed, a long time ago.
- Listen and respond to instructions - Recreate familiar roles, mums and dads - Explore other lesser familiar role play such as bakery, fire station, police station, pets, doctors, Dino Park, Santa's grotto, animal park. - Play alongside others engaged in the same theme. - Pretend one object represents another. -	- Learn the rules of the area - Play with familiar resources - Be beginning to use their own experiences to develop an idea and intention - Recreate familiar roles such as mum, dad, pets etc - What's in my basket (Sci) - What have I done with my family in the past? (his)	- Know and follow the rules independently. - Recreate real life experiences/events such as doctors, restaurant, dentist. - Extend and elaborate their play ideas and intentions - Engage in imaginative play with others, based on experiences and learnt stories in order to develop a storyline. - Use child centred vocabulary.	- Explain the reasons for rules. - Use their imagination to develop their own storylines - Take account of every one's ideas - Develop and act out a narrative and stories based on a stimulus such as a favourite film or character. - Make use of props and materials when role playing characters. - Use and understand a wide range of vocabulary that has been introduced over the Autumn and Spring. -
Adhoc Provision (fine motor/technology/music)			
FS1	FS2 autumn	FS2 Spring	FS2 Summer
Music			
Sound, loud, quiet, Song, voice, celebration, Actions, dance, move Beat, fast, slow, triangle, drum, body sounds, quickly, slowly, fast, slow, instrument	Repeat, lyrics, verse, Audience, perform	melody, beat <i>Composer, dynamic,</i> High, low, squeaky, <i>soft, deep</i>	Compose, wind, strings, tambourine <i>Rhythm, percussion,</i>
- Listen and respond to instructions - Listen and respond to music emotionally and physically. - Move/dance to music and copy basic actions	- Be beginning to remember and sing a large repertoire of songs. (Including - Head, shoulders, knees and toes, Harvest Time, ready for the harvest, harvest	- Remember and sing a large repertoire of songs (including: Hickory dickory dock, the ants go marching, grand old juke of York, row row row your boat, 5	- Have built up a large repertoire of songs, poems and rhymes(including: Old Macdonald had a farm, three blind mice, little bow peep, Mary Mary quite contrary, Mary had a little lamb,

- Join in with some songs and rhymes, copying sounds, rhythms, tunes and tempo - Autumn - 3 blind mice, Pat a cake, Little Bo peep, Polly put the kettle on, little miss Muffet, 5 fat sausages, 5 little monkeys, Ladybird ladybird, Head shoulder knees and toes, Old McDonald Rockabye baby, Christmas songs - Spring - Jack and Jill, Wind the bobbin up, Humpty Dumpty, if you're happy and you know it, Finger family song, Ring a roses, 1,2,3,4, 5, London Bridge, Hey diddle diddle, Grand old duke of York, Incy windy spider, Hickory dickory dock, Hot cross buns - Summer -Baa Baa Black Sheep, Twinkle Twinkle Little Star, I'm a little teapot, one finger one thumb, 5 Little Men, This old man, A Sailor went to Sea, Row, Row Row your boat, Pop goes the weasel, 5 little Ducks, 5 Speckled frogs, One potato, two potato - Explore a range of instruments and play them in different ways - Make rhythmical and repetitive sounds - Know the names of simple instruments, drum, shaker	food, finger family song, wheels on the bus, if your happy and you know it, 5 little speckled frogs, 5 little ducks, twinkle twinkle little star, 12 days of Christmas) - Be beginning to create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. - Name a variety of instruments - Play a given instrument to a simple beat - Move to music, copy some basic actions and remember some simple sequences.	little speckled frogs, incy wincy spider, old MacDonald had a farm, ba ba black sheep, down in the jungle, 5 little men in a flying saucer, London bridge is falling down, hey diddle diddle) - Sing in a small group or on their own, increasing matching the pitch and following the melody. - Explore and engage in music making, performing solo or in groups. - Select their own instruments and play them in time with the music. - Learn short routines and be beginning to match pace. - Develop control and grace in movement and are increasingly able to use and remember sequences and patterns of movement. - Exploring music to match characters/stories	Dinosaur songs from Howdy Toons x3 (YouTube), the farmers in his den, this little piggy went to market, pop goes the weasel, sing a song of sixpence. - Sing in a group or on their own matching pitch and following melody - Know how to use a variety of instruments and can change temp and dynamics whilst playing. - Be beginning to compose their own simple tunes and create sound effects. - Learn longer dance routines, matching pace and putting sequences together. - Replicate some dances and performances - Create simple dances and performances
Exploration (throughout provision)			
Dinosaur, herbivore, carnivore, Pets, farm, minibeasts, omnivore, sea, land, big, small, insects, change, home, food, baby, adult, child, head, shoulder, knees, toes, See, hear, taste, touch, smell past, differences, old, present, future, new, older, young, History, older, before, oldest, time, past, long ago, after, Red, yellow,	Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, <i>a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals. senses, smell, taste, hearing, touch, sight.</i> sun, soil, water, grow,	-	-

blue, purple, green, orange, mix, Straight, curved, thick, thin, wavy, zig-zag, curly, Line, circle, Shape, mould, modelling, Smooth, hard, rough, soft	<i>Stem, petals, leaves, carrot, broccoli, tomatoes, trees.</i> Wood, metal, plastic, glass. <i>Shapes, properties, better, sides, edges, different</i> New, older, young present, future, changes, different, photographs, television. past, long ago, after oldest, time, change/changed, a long time ago. Primary colour, shade, lighter, darker vertical, horizontal, jagged, curly, zig zag representations 2D, flat, 3D, solid, layer, collage Texture, shiny, prickly, sculptor, clay		
- Be beginning to use one handed equipment such as tweezers (sometimes using two hands) - Explore different materials using all their senses to investigate them - Manipulate and play with different materials - Explore different materials with different properties, - Repeat actions that have an effect. - Be beginning to explore and use simple tools and equipment - Notice and ask questions about differences. - Use their imagination as they consider what to do with the different materials, resources. - Explore toys and equipment similar to real technology - Explore a range of equipment with support, torches, cameras, remote control cars, touch screens. - What are our senses? - What can you see in the dark?	- Use one handed equipment such as tweezers to transfer objects (using a cylindrical grasps) - Thread large beads onto lace - Thread pipe cleaners through large holes - Dough disco to improve finger muscles. - Show curiosity and use all their senses in hands on exploration of resources. - Be beginning to have their own ideas - Explore collections of materials with similar and/or different properties. - Talk about the differences between materials and the changes they observe - Explore how things work and question why things happen. - Explore simple tools and equipment and how to use them.	- Use tweezers to pick up objects using a pincer grip, with little prompting - Use finger and thumb pincer grip and manipulate small parts for a purpose, e.g., screw and nut onto a bolt. - Thread a lace through holes, moving in and out. - Dough disco will be improving finger dexterity. - Describe and look closely at what they see, hear and feel when exploring - Explore materials and describe the properties/changes they have observed. - Make links and notices patterns in their exploration and learn by trial and error - Use simple tools and equipment safely - Be beginning to ask simple questions	- Use tweezers and other one-handed equipment, hold punches etc with control. - Thread small beads and objects with precision - Use nuts and bolts effectively, thread and unthread using finger and thumb grip. - Dough disco has improved dexterity. - Explore the environment, making observations and drawing pictures of their investigations. - Explore materials and develop ideas of grouping, sequences, cause and effect. - Find ways of solving problems, new ways to do things and find methods to test their ideas. - Answer how and why questions in detail - Explain why things occur and the changes they observe - Explain similarities and differences in a variety of materials

- Why can we not live in the Arctic? - Where are you going to fly to? - How do I make the garden grow? - What does your house look like? - What would you take with you to visit space?	- Be beginning to use some scientific words - To have a simple guess and what might happen. - Represent experiences in their play - Realise cause and effect - Recognise and explore toys and equipment similar to real technology such as mobile phones - Explore technology such as touch screen and be using it independently. - Understand some simple internet safety rules. -	- Act out experiences with other people - Use some scientific vocabulary - Be beginning to predict what will happen. - Explore a range of technology including keyboard and mouse - Use a range of technology independently. - Discuss what happens when buttons are pressed. - Create images using paint tools - Developing an awareness of internet safety and who they should talk to if worried - Does that material dissolve?	- Use simple tools and equipment safely and with confidence - Be beginning to record their findings - Develop a narrative or storylines into their play - Use a wide range of scientific vocabulary - Make a simple prediction about what will happen based on previous knowledge/learning. - Use a range of technology independently - Explore programming a toy with a simple code - Create images using paint tools and complete basic editing - Use cameras, take pictures competently. - Have a good understanding of internet safety and understand what they should do if they are worried. - How do I grow the best cress? - Do all plants need the same temperature?
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Outdoor Area

FS1	FS2 autumn	FS2 Spring	FS2 Summer
Forwards, backwards, jump, hop, on, off, long, small, Catch, throw, bounce, direction, Walk, run, jump, hop, Weather, winter, summer, spring, autumn, hot, cold, windy, rainy, snowy, frosty, Dinosaur, herbivore, carnivore, Pets, farm, minibeasts, omnivore, sea, land, big, small, insects, change, home, food, baby, adult, child, head, shoulder, knees, toes, Flower, plant, vegetable, fruit, sun, soil, water, grow, See, hear, taste, touch, smell, Hot, cold, map, England, countryside, desert holiday, seasons, transport, wild, Town, church, park, shop, town hall, river, Red, yellow, blue, purple, green, orange, mix, Straight, curved, thick, thin, wavy, zig-zag, curly, Line, circle, Shape, mould, Smooth, hard, rough, soft		Sideways, Roll, Stretched, bounce, travel, Curled, Tuck, Tall, Shape, Hold, Still, Copy, Aim, Avoid, Strike, shoot, score, overarm throw, space, Follow, Speed, pass, Jog, Throw, Target, Skip, Fast, Pass, pairs, Spring, autumn, hot, cold, Windy, rainy, snowy, frosty, Omnivore, herbivore, carnivore, sea, land, Insects, change, home, food, baby, adult, a long time ago, different, past, minibeast, ant, ladybird, woodlouse, pets, wild animals. Running, skipping, hopping, jogging, heart, Exercise, senses, smell, taste, hearing, touch, sight. sun, soil, water, grow, Stem, petals, leaves, carrot, broccoli, tomatoes, trees, Wood, metal, plastic, glass, Shapes, properties, better, sides, edges, different, Holiday, seasons, England, carnivore, herbivore, wild, United Kingdom. Countries, travel, different. Lions, giraffe, country, Shop, town hall, river, village, city, Address, signs, maps, damage, Primary colour, shade, lighter, darker, vertical, horizontal, jagged, curly, zig zag	

		Representations, 2D, flat, 3D, solid, layer, collage, Texture, shiny, prickly, sculptor, clay	
- Listen and respond to instructions - Enjoy starting to throw, kick and catch a ball - Move in a variety of ways, running, stamping, crawling, climbing, walking etc - Use feet to scoot a scooter and tricycle - Explore natural materials using all their senses - Create natural art with support - Show an awareness of care for the environment and living things - Be developing their vocabulary - manage coat and fastening with support - climb and squeeze themselves into different types of space - build with a range of resources - count in everyday context - Compare amounts using the language, same more lots - Compare sizes, weights etc using the language bigger/smaller - Notice patterns and arrange things in patterns - Explore tools and techniques - Use marking making equipment to make big marks with chalk, paint brushes etc. - Be beginning to show independence and try things on their own. - See water/sand - See music - Where is my food? - (Sci)	- Learn the rules of the area - Be developing balance and can stand on one foot for a couple of seconds, can walk along a low, wide balance beam. - Jump off a low object with both feet off the ground and jump over a small stationary object. - Throw a ball underhand - Begin to throw a ball overhand - To scoot and ride scooters and trikes - Use large muscle movements to wave flags and scarves - Go up steps and stairs, climb on apparatus using alternative feet - Be developing physical skills to match tasks, such as deciding whether to crawl, walk or run across a plank, depending on its length/width - Choose the correct resources to carry out ideas for example choosing a spade to enlarge a hold - Be beginning to collaborate with other to manage large items such as moving a long plank safely. - Use all their senses in hands on exploration of natural materials - Explore collections of materials with similar or different properties - Create natural art - Talk about what they see and be beginning to develop a wide vocabulary - Plant seeds and care for growing plants	- Know and follow the rules - Hold a controlled and static balance on one leg and walk along a low, narrow balance beam - Jump forward, taking off and landing on 2 feet, hop on one foot 3-5 times - Developing confidence to throw a ball forward in the air using an appropriate technique. - Balance and manoeuvre a trike, scooter/balance bike around corners - Develop overall body strength, balance, coordination and agility - Use a large range of small apparatus, alone and in a group - Explore the natural world around them and describe what they see, hear and feel outside - Have developed a wide vocabulary - Understand the key features of the life cycle of a plant or animal. - Show respect and care for the natural environment and all living things. - Draw information from a simple map. - Recognise different environments - Understand the effect of changing seasons on the natural world around them. - Create natural creations and can talk about them	- Explain the reasons for the rules - Balance on an unstable surface with increasing control - Jump and turn in the air, able to hop on alternative feet up to 10 times - Has confidence to throw with some accuracy, can throw a tennis ball and hit a large target using underhand toss. - Pedal and maintain balance on a trike/bike whilst manoeuvring around obstacles, negotiating space with consideration for themselves and others. - Demonstrate strength, balance and coordination with confidence - Use a range of large and small apparatus safely and shares skills with others. - 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 experiences - Understand the processes and changes in the natural world around them, including the seasons and changing states of matter. - Have developed a wide and varied vocabulary - Describe their environment, drawing on knowledge from stories, non-fiction texts and maps.

- What are the best clothes for winter? (Sci) - How we going to get there? - (Geo)	- Be beginning to understand the key features of the life cycle of a plan. - Be beginning to understand the need to respect and care for the environment and living things. - Be beginning to put on a coat, zip it up with support - Show awareness of importance of regular activity - Subitise - Describe a familiar route and discuss routes and locations - Talk about and identify patterns around them. - Extend and create ABAB patterns - With support build a basic outdoor shelter - What materials can you build a house with? (Sci)	- Independently put on a coat and zip it up - Can talk about the importance of regular physical activity - Subitise - Develop spatial reasoning skills - Continue to copy and create repeating patterns using natural materials - Practise shelter building with support - Watch it grow (Sci)	- Create natural art, share their creations and explain the processes they have used. - Can discuss and explain the reasons for regular physical activity. - Subitise up to 5 - Use natural materials/objects to explore and represent patterns with numbers up to 10, including evens and odds, double fact and how quantities can be distributed evenly. - Construct a simple tripod structure, may need some support. Our wonderful world (Sci)
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