

EYFS Progression within Foundation Subjects

2023 – 2024

Planting the Seeds for a Successful Future

Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be
Courageous



EYFS Progression within Art and Design Technology

	F1 (Nursery)	F2 (Reception)
Drawing	<p>Expressive Art and design ELG end point: Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture and form. Share their creations, explaining the process they have used.</p> <p>Physical Development: Fine Motor Skills end point: Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing</p>	
	<ul style="list-style-type: none"> · Use tools for a purpose e.g. pencils, felt tips · Hold mark making tools with thumb and all fingers · Manipulates a range of tools and equipment in one hand · Develop an understanding of using lines to enclose a space and use these to make known things e.g. a face · Begin to use drawing to represent actions and objects based on imagination, observation and experience e.g. a space ship landing 	<ul style="list-style-type: none"> · Recognise the importance of drawing in providing a bridge between imaginary play and writing, and that all are key forms of communication and tools for thinking · Show a preference for a dominate hand · Begin to use a variety of drawing tools · Create simple representations of events, people and objects · Explore and create different lines e.g. zigzag, wavy, curved, straight · Begin to observe and create accurate drawings of people, adding detail e.g. add eyebrows, ears, fingers
Colour	<p>Expressive Art and design ELG end point: <i>Creating with Materials</i> Safely use and explore a variety of materials, tools and techniques when experimenting with colour. Share their creations, explaining the process they have used.</p>	
	<ul style="list-style-type: none"> · Enjoy and respond to playing with colour in a variety of ways, for example combining colours · Identify and become familiar with primary colours · Become familiar with a colour wheel · Use tools for a purpose e.g. paint brush, sponge 	<ul style="list-style-type: none"> · Develop own ideas through experimentation with diverse materials, e.g. watercolours, powder paint and poster paint · Choose particular colours to use for a purpose · Begin to talk about and use a colour wheel when colour mixing primary colours to create secondary colours · Identify and name primary and secondary colours
	<p>Expressive Art and design ELG end point: <i>Creating with Materials</i></p>	

<p>Sculpture</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function when creating sculpture. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</p>	
	<ul style="list-style-type: none"> · Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing · Use construction to make enclosures and create spaces · Explore and use joining materials e.g. masking tape, Sellotape and glue to support children working in 2D and 3D · Play and manipulate malleable materials e.g. salt sough, clay, play dough by pushing and rolling · Uses tools for a purpose 	<ul style="list-style-type: none"> · Construct with a purpose in mind, using a variety of resources including junk modelling · Manipulate materials to achieve planned effect e.g. folding, bending, cutting · Explore and use a range of joining materials independently e.g. stapler, masking tape, Sellotape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D · Explore using water to push, mould, and stretch when using clay
<p>Create</p> <p>Design, Make and Evaluate</p>	<p>Expressive Arts and Design World end point: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories</p>	
	<ul style="list-style-type: none"> · Experiments with ways to enclose a space, and create shapes · Uses 3D and 2D structures to explore materials and/or to express ideas · Use tools for a purpose, introducing new skills e.g. Sellotape dispenser, glue spatula, using scissors <p>Learning linked to the importance of healthy food choices is found in PSED, Managing Self</p> <ul style="list-style-type: none"> · Eat a healthy range of foodstuffs and understand the need for variety in food · Describe a range of food textures and tastes noticing changes when they are combined or exposed to hot and cold temperatures 	<ul style="list-style-type: none"> · Use their knowledge and understanding to explore their interests and develop their thinking e.g. children return to their creations to make improvements from their own ideas, the grown-ups or peers <p>Learning linked to the importance of healthy food choices is found in PSED, Managing Self</p> <ul style="list-style-type: none"> · Eat a healthy range of foodstuffs and understand the need for variety in food · Describe a range of food textures and tastes noticing changes when they are combined or exposed to hot and cold temperatures

<p>Technical Knowledge</p>	<p><u>Expressive Arts and Design end point:</u> Share their creations, explaining the process they have used</p>	
	<ul style="list-style-type: none"> · Use various construction materials, for example joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. 	<ul style="list-style-type: none"> · Use their knowledge and understanding of tools and materials to create for a range of purposes · Children explain how they have created their work discussing resources, tools and processes e.g. "I made a jet pack; my bottles are the gas cylinders and I used Sellotape to stick them on"

EYFS Progression within History

	F1 (Nursery)	F2 (Reception)
Historical Concepts Same and Difference Continuity and Change Importance and Impact	Knowledge and Understanding of the World end point: Talk about the lives of the people around them and their roles in society	
	Begin to talk about own history -baby to now – ‘when I was a baby I ...’ · Shows an interest in the lives of people who are familiar to them · Remembers and talks about significant events in their own experience · Recognises and describes special times or events for family and friends. E.g. birthdays, Christmas, Eid. · Engage in role-play area with a variety of resources reflecting diversity	·Begin to talk about own history - baby to now – same/different · Talks about past and present events in their own life and in the lives of family members · Develop an awareness of similarities and differences between themselves and others, and among families, communities, cultures and traditions · Describe special times or events for family and friends e.g. birthdays, Christmas, Eid · Engage in role-play area with a variety of resources reflecting diversity
Historical Knowledge Constructing and sequencing the past	Knowledge and Understanding of the World end point: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	
	· Use everyday language related to time e.g. daily routines at home and school · Sequence a familiar event e.g. getting dressed, bedtime · Talk about the lives of people who are familiar to them	·Use everyday language related to time. e.g. daily routines at home and school · Order and sequence familiar events e.g. getting ready for school · Talk about past and present events in their own lives and in lives of family members and friends
Historical Enquiry Skills Ask and answer questions Using vocabulary	Knowledge and Understanding of the World end point: Understand the past through settings, characters and events encountered in books read in class and storytelling	
	·Shows an interest in the lives of people who are familiar to them and talks about significant events in their own experience · Begin to develop an awareness of ‘how’ and ‘why’ questions e.g. ‘Why does a baby need an adult to help them?’	·Talks about past and present events in their own life and in the lives of family members · Answer ‘how’ ‘who’, ‘when’, ‘where’ and ‘why’ questions in response to stories or events · Listen and respond to ideas expressed by others in discussions

Using sources to explore	<ul style="list-style-type: none"> · Know that information can be retrieved from books, people, digital devices and the internet · Explore and discuss artefacts 	<ul style="list-style-type: none"> · Know information can be retrieved from books, people, digital devices and the internet · Use the internet with adult supervision to find and retrieve information · Explore artefacts to build understanding and enable discussions · Record using marks they can interpret and explain
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EYFS Progression within Geography

	F1 (Nursery)	F2 (Reception)
<p>Locational knowledge</p> <p>Human and physical geography</p>	<p><u>Knowledge and Understanding of the World end point:</u> 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</p> <ul style="list-style-type: none"> · Children can talk about home and community life e.g. home routines, childminders, teachers, family · Children find out about others experiences e.g. circle time, news. · Develop positive relationships with community members e.g. teachers, people who help us · Talk and asks questions about their locality, including the natural world. (own home, own street, Sandridge Road, make visits to local shop and/or park and make collections and observations about plants, animals, natural and found objects e.g. seed, sequins) · Use conversation to extend vocabulary about their local area and environment to promote talk about observations and to ask questions 	<ul style="list-style-type: none"> · Children can talk about home and community life e.g. clubs · Children find out about others experiences e.g. circle time, news, Learning Partners · Invite families with experiences of living in different countries including the UK e.g. visitors, Global Families · Talk and asks questions about their locality and their natural world including plants, animals, natural and found objects · Use appropriate words, e.g. city, village, station, local parks –museum.
	<p><u>Knowledge and Understanding of the World end point:</u> 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</p>	

<p>Understanding Place</p> <p>Human and physical geography</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	
	<ul style="list-style-type: none"> · Children to take part in daily ‘what is the weather today?’ and observe the season · Use community knowledge to extend experiences of the world (visitors) · Increase awareness of features of the environment e.g. Whittlesea Road, Harrow · Introduce vocabulary to enable children to talk about their observations and ask questions. E.g. talk about their journey to school 	<ul style="list-style-type: none"> · Children to take part in daily ‘what is the weather today?’ and observe the season · Use community knowledge to extend experiences of the world (visitors) · Observe and identify features and places in the natural world. E.g. Playground, corner shop, · Talk about features of their immediate environment and how environments might vary from one to another · Look closely and identify similarities and differences in relations to objects and places including pattern and change including seasonal changes, and contrast locations (cold places.) Pattern in the environment e.g. brickwork, drains, fences
<p>Geographical skills and fieldwork</p>	<p>Understanding of the World end point:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	
	<ul style="list-style-type: none"> · Introduce vocabulary to enable children to talk about their observations and ask questions. E.g. talk about their journey to school · Explore maps, small world equipment to create own environments e.g. car mats, world mat, birds eye view. · Learn about characteristics – hot/cold, busy/quiet · Explore using magnifiers, photographs and natural objects · Use stories to make sense of different environments · Understand the effect their behaviour can have on the environment · Know that information can be retrieved from books, people, digital devices and the internet 	<ul style="list-style-type: none"> · Notice and discuss patterns. E.g. rubbings, grates, covers, bricks, tree bark, flower petal · Introduce vocabulary to enable children to talk about their observations, ask questions and share opinions. E.g. talk about their journey to school, busy, quiet pollution · Examine photos and maps (car mats, world mat, birds eye view) and visit local places · Record findings – drawing, writing, making a model, map making, imaginary landscapes or photographing · Use stories to make sense of different environments · Understand the effect their behaviour can have on the environment · Know information can be retrieved from books, people, digital devices and the internet

		· Use the internet with adult supervision to find and retrieve information
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EYFS Progression within Computing

	F1 (Nursery)	F2 (Reception)
Using Technology and Creating Digital Content	<u>Knowledge and Understanding of the World end point:</u> There is no Early Learning Goal for computing in the Foundation Stage.	
	<ul style="list-style-type: none"> · Know how to operate simple equipment. (CD player, remote controls, touchcapable technology) · Show an interest in technological toys with knobs or pulleys or real objects e.g. camera. · Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images. · Knows that information can be retrieved from digital devices and the internet · Plays with a range of materials to learn cause and effect such as making a string puppet 	
E-Safety	<ul style="list-style-type: none"> · Understand what the internet is used for and where to go for help if concerned about something they see (Share story - Digiduck's Big Decision). · Understand what the internet is used for and where to go for help if concerned about something they see (Share story - Digiduck's Big Decision). 	<ul style="list-style-type: none"> · Understand what the internet is used for and where to go for help if concerned about something they see (Share story - Digiduck's Big Decision). · Understand what the internet is used for and where to go for help if concerned about something they see (Share story - Digiduck's Big Decision).

EYFS Progression within PE

	F1 (Nursery)	F2 (Reception)
Movement	<p><u>Physical Development end point:</u> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, hopping, skipping, climbing</p>	
	<ul style="list-style-type: none"> · Climbs stairs, steps and moves across climbing equipment using alternate feet · Maintains balance using hands and body to stabilise · Walks down steps/slopes whilst carrying a small object, maintaining balance and stability · Runs with spatial awareness and negotiates space successfully · Can balance on one foot or in a squat, shifting body to improve stability 	<ul style="list-style-type: none"> · Move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement · Experiment with different ways of moving, testing out ideas and adapting movements · Jump off an object and land appropriately using hands, arms and body to stabilise and balance · Negotiate space successfully adjusting speed and changing direction · Travel with confidence and skill around, under, over and through balancing and climbing equipment
Team Games	<p><u>Physical Development end point:</u> Negotiate space and obstacles safely with consideration for themselves and others Move energetically, such as running, jumping, hopping and skipping</p>	
	<ul style="list-style-type: none"> · Can grasp and release with two hands to throw and catch a large ball, beanbag or object 	<ul style="list-style-type: none"> · Control an object by pushing, patting, throwing, catching and kicking it
	<p><u>Physical Development end point:</u></p>	

Dance	Negotiate space and obstacles safely with consideration for themselves and others Move energetically when dancing	
	<u>Expressive Arts and Design end point:</u>	
	Perform songs, rhymes, poems and stories with others and – when appropriate try to move in time with music	
	<ul style="list-style-type: none"> · Move in a range of ways such as mirroring or creating own movement patterns · Join in with moving and dancing using a range of equipment such as scarves and ribbons 	<ul style="list-style-type: none"> · Express thoughts and feelings through movement · Copy a simple dance pattern, linking two dance movements together · Move in time with music using body, scarves and ribbons

EYFS Progression within RE

	F1 (Nursery)	F2 (Reception)
Learning about Religion	<p><u>Knowledge and Understanding of the World end point:</u> 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 Talk about the lives of people around them and their roles in society</p>	
	<ul style="list-style-type: none"> · Talk about their own experiences linked to family, celebrations and key events · Show an interest in a range of stories · Linked to their own experiences children talk about special places, artefacts, and people · Children take part in quiet and still times 	<ul style="list-style-type: none"> · Talk about their own experiences linked to family, celebrations and key events · Children recognise that they belong to different communities and talk freely · Listen and respond to a range of stories that reflect the diversity of children's experiences · Linked to their own experiences' children talk about special places, artefacts, and people commenting on similarities and differences
In our lives	<p><u>Knowledge and Understanding of the World end point:</u> 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 Talk about the lives of people around them and their roles in society.</p>	
	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them · Enjoys joining in with family customs and routines · Remembers and talks about significant events in their own experience · Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> · Enjoys joining in with family customs and routines · Talks about past and present events in their own life and in the lives of family members · Knows that other children do not always enjoy the same things, and is sensitive to this

· Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	· Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
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EYFS Progression within Music

	F1 (Nursery)	F2 (Reception)
Listening, Responding, Composing and Improvising	<p><u>Listening, Attention and Understanding end point:</u> 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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recent introduced vocabulary</p>	
	<ul style="list-style-type: none"> · Listen with increased attention to the sounds around them - environmental, instrumental and body percussion · Show an interest in the way sound makers and instruments sound and experiment with ways of playing them e.g. loud/quiet/fast/slow · Create sounds by banging, shaking, tapping or blowing · Explore and learn how sounds can be changed · Imitates movement in response to music · Respond to a variety of musical genres in a range of ways e.g. movement, drawing, talk 	<ul style="list-style-type: none"> · Create and choose sounds in response to a given stimulus · Choose instruments/sounds for their own imaginative purposes · Initiate new combinations of movements and gestures in response to music · Respond to a variety of musical genres in a range of ways e.g. movement, drawing, talk
Performing – including singing	<p><u>Expressive Art & Design end point:</u> 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</p>	
	<ul style="list-style-type: none"> · Join in with singing, dancing and ring games · Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home · Begin to use a singing voice (differentiate between singing and shouting) and keep in time with the group Tap out simple repeated rhythms 	<ul style="list-style-type: none"> · Begins to build a collection of songs and action rhymes · Find their singing voice, increasingly matching the pitch and following the melody · Make and perform music in a range of ways, e.g. play with sounds creatively, play along to the beat of the song they are singing or listening to

	<ul style="list-style-type: none">· Play instruments with increasing control to express their feelings or to enhance familiar stories, e.g. We're Going on A Bear Hunt· Perform as part of an ensemble	
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EYFS Progression within Science

	F1 (Nursery)	F2 (Reception)
The Nature, Processes and Methods of Science	<p><u>The Natural World end point:</u> 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.</p>	
	<ul style="list-style-type: none"> ·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. ·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 	<ul style="list-style-type: none"> ·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