

JUNIPER HILL RECEPTION PROGRESSION OF SKILLS



Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	<p>Begin to understand how to listen carefully (Kagan social skills)</p> <p>Be able to follow simple instructions/direction</p> <p>Respond to simple questions about a known story or event (“Who?” “What?” Where?”).</p>	<p>Engage in short back-and-forth conversations between peers and adults</p> <p>Be able to follow a short sequence of instructions</p> <p>Begin to answer ‘how’ and ‘why’ questions</p>	<p>Listens attentively to speaker, sometimes with mild distractions</p> <p>Recalls key parts and phrases of a story when prompted</p> <p>Begin to ask questions to find out more information</p>	<p>Listens to others ideas and respond to/ build upon these appropriately</p> <p>Follow instructions with multiple steps outside of routines</p> <p>Joins in with partner, group or class discussions</p>	<p>Engages in extended back and forth conversations</p> <p>Shows understanding through actions, talk and questions.</p> <p>Responds appropriately to questions such as <i>who, what, where, when, why and how</i> related to a range of texts.</p>	<p>Confidently engages in discussions, offering ideas and building on others’ contributions</p> <p>Often asks appropriate questions which clarify their understanding</p> <p>Follows instructions containing several ideas or steps.</p>
ELG (Development Matters)	<p><u>Listening, Attention & Understanding ELG</u></p> <ul style="list-style-type: none"> ❖ 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	<p>Uses short sentences to talk about experiences, interests and needs</p> <p>Begins to talk in small groups</p> <p>Responds to simple questions about themselves or familiar experiences (All About Me books)</p>	<p>Uses talk to organise play</p> <p>Identifies key vocabulary linked to topic (wow words) when prompted</p> <p>Begins to use learnt social phrases where necessary e.g <i>stop I don’t like it</i></p>	<p>Speaks in longer sentences using ‘and’ or ‘because’ connectives</p> <p>Explains their ideas/ choices using simple reasoning with adults and peers</p> <p>Begins to use new vocabulary in play</p>	<p>Begins to use more complex sentence structure ‘If..’ ‘First..’ ‘When...’</p> <p>Correctly sequence ideas when speaking</p> <p>Uses new vocabulary from stories, non-fiction books and topics in their talk and play</p>	<p>Share their ideas clearly in a range of scenarios with increasing confidence</p> <p>Uses talk to plan, predict and reflect during play</p> <p>Use an increasing range of vocabulary in their play</p>	<p>Confident to share their ideas in a range of scenarios with a variety of peers</p> <p>Uses talk to connect ideas and sequence events, using past and present tense</p> <p>Uses specific vocabulary linked with interests and themes in a range of situations</p>
ELG (Development Matters)	<p><u>Speaking ELG</u></p> <ul style="list-style-type: none"> ❖ 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 					

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<p>Self-regulation</p>	<p>Shows a basic awareness of own feelings</p> <p>Separates from familiar adults with increasing confidence</p> <p>Follows single simple instructions</p> <p>Attends a short carpet time</p>	<p>Uses simple words (<i>happy, angry, sad</i>) to describe their feelings</p> <p>Begins to understand how their actions affect others with adult support.</p> <p>Start to use turn-taking strategies (<i>sand timers</i>), to turn take</p> <p>Follows daily routines needing fewer prompts.</p>	<p>Expands their vocabulary of emotions (emotion of the week)</p> <p>Identify some scenarios that make them feel upset/angry with support.</p> <p>Children will try taught strategies (<i>calm corner, asking for help, taught phrases</i>) when reminded by an adult</p> <p>Shows emerging impulse control</p>	<p>Attempts to resolve small conflicts with adult guidance</p> <p>Cooperates in group activities with growing patience.</p> <p>Chooses from known regulating strategies with emerging independence</p> <p>Uses adult modelling to understand others' perspectives and adjust behaviour.</p>	<p>Begins to talk about a wider range of emotions</p> <p>Will manage reactions in a wider range of situations</p> <p>Often manages their emotions independently using preferred regulation strategies</p> <p>Turn-takes with more ease and waits their turn.</p>	<p>Recognises and name some more complex emotions (<i>e.g., frustrated</i>).</p> <p>Independently uses strategies to regulate emotions</p> <p>Manages turn-taking games or tricky tasks with patience</p> <p>Follows a sequence of instructions</p>
<p>Development Matters</p>	<p>Self-regulation ELG</p> <ul style="list-style-type: none"> ❖ 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 					
<p>Managing self</p>	<p>Toilets and wash hands with adult reminders, sometimes needing support to manage basic hygiene</p> <p>Begins to dress with help including putting their coat on</p> <p>Begins to show an understanding of school rules</p>	<p>Puts coat on independently; may need help with zip (half term coat challenge)</p> <p>Tries new activities when encouraged or with adult assurance (food tasting)</p> <p>Begins to recognise the importance of school rules and name some (class agreement)</p>	<p>Toilets and washes hands with minimal adult reminders</p> <p>Begins to get changed for PE with some support</p> <p>Chooses new tasks more independent, showing increasing resilience in the face of challenges during play</p> <p>Follows rules and routines more reliably.</p>	<p>Shows increasing independence when dressing themselves</p> <p>Begins to talk about healthy choices</p> <p>Explores different strategies to remain on a task.</p> <p>Explains rules and manages behaviour with light prompts.</p>	<p>Independent with toileting, handwashing and basic dressing routines.</p> <p>Makes healthy choices without adult prompting.</p> <p>Independently organises belongings (<i>coat, bottle, book bag</i>) according to routine.</p> <p>Shows more confidence in challenging tasks</p>	<p>Shows confidence, resilience and self-motivation in learning.</p> <p>Takes on new challenges often</p> <p>Has a clear understanding of rules and behaves appropriately across setting</p> <p>Engages in healthy choices regularly</p>
<p>Development Matters</p>	<p>Managing self ELG:</p> <ul style="list-style-type: none"> ❖ 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 					

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Building relationships	<p>Begins to form secure attachments with adults in school.</p> <p>Engages in parallel play & brief interactions with peers.</p> <p>Begins to turn take with adult support</p>	<p>Shows emerging friendships with peers</p> <p>Shows a willingness to play with others; initiates simple interactions.</p> <p>Shows an emerging awareness of others' feelings</p> <p>Shows an understanding of the importance of turn taking</p>	<p>Plays cooperatively in small groups, occasionally needing support</p> <p>Shows empathy after discussions with an adult</p> <p>Begins to negotiate roles or ideas in play with some adult support</p>	<p>More cooperative in group play, considering ideas of others</p> <p>Recognises others' feelings and responds appropriately (<i>Are you ok?</i>)</p> <p>Manages small disagreements occasionally with adult support.</p>	<p>Shows positive relationships with peers and adults</p> <p>Solves minor conflicts using simple strategies (<i>talking, sharing, sand timer</i>).</p> <p>Shows increasing confidence working in groups</p>	<p>Has formed positive, respectful relationships with a variety of peers and adults.</p> <p>Works and plays cooperatively, taking turns without reminders.</p> <p>Shows sensitivity to others' needs and feelings, checking in on their friends</p>
Development Matters	<p><u>Building relationships ELG</u></p> <ul style="list-style-type: none"> ❖ 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. 					
Gross motor skills	<p>Begins to move confidently in open spaces</p> <p>Can place themselves in a space away from others, beginning to negotiate space</p> <p>Begins climbing simple apparatus with support.</p> <p>Basic running, jumping & throwing skills emerging.</p>	<p>Controls movement with improving balance & coordination.</p> <p>Navigates space safely with fewer collisions.</p> <p>Climbs, steps, & travels on low apparatus with adult support.</p> <p>Throws/kicks with increasing aim;</p> <p>Begins simple catching using two handed bats and slow-moving objects such as scarves, balloons etc</p>	<p>Shows better core strength, stability & coordination in movement/ games.</p> <p>Uses a range of equipment safely (<i>bikes, balls, climbing</i>).</p> <p>Climbs/ travels on apparatus with growing confidence.</p> <p>Beginning to move appropriately to different types of music and other stimuli (quickly, slowly etc)</p>	<p>Moves with good balance and spatial awareness.</p> <p>Confident on a range of apparatus (climbing, balancing, jumping down).</p> <p>Controls speed, direction and stopping when running</p> <p>Throws/kicks with purposeful aim; attempts catching with two hands.</p>	<p>Stronger coordination & core strength; fluent movement in PE/outdoors.</p> <p>Travels across more challenging equipment independently in a variety of different ways. (forwards, backwards, with a partner etc)</p> <p>Controls speed, direction & stopping when using large equipment such as bikes & space hoppers</p> <p>Catches a large ball with increasing accuracy</p>	<p>Shows strength, balance & coordination in large movements.</p> <p>Negotiates space safely and confidently in different environments.</p> <p>Demonstrates coordinated & controlled actions: running, jumping, climbing, ball skills.</p> <p>Uses equipment safely</p> <p>Moves appropriately and in time to different music and stimuli, controlling speed, and movement.</p>
Development Matters	<p><u>Gross Motor Skills ELG</u></p> <ul style="list-style-type: none"> ❖ 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. 					

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<p>Fine motor skills</p>	<p>Holds/uses a pencil or mark-making tool with some control.</p> <p>Begins to trace basic shapes and lines (pre-writing shapes), including letter formation of sounds learnt</p> <p>Manipulates a range of construction materials</p> <p>Scissor skills: Attempts to hold scissors correctly to open–close them. Snips paper</p>	<p>Copies formation of new letters and simple pre-writing shapes with increasing control</p> <p>Begins to fasten simple clothing items with guidance.</p> <p>Attempts to use knife and fork with adult support.</p> <p>Children will be able to use simplified versions of tools</p> <p>Scissor skills: Cuts along short straight lines</p>	<p>Copies simple letters/shapes with increasing success</p> <p>Holds a thick pencil, showing a developing pencil grip</p> <p>Uses tools with increasing accuracy and independence</p> <p>Manages simple self-care tasks independently with occasional support</p> <p>Scissor skills: Cuts along simple curved lines</p>	<p>Letter formation shows increasing consistency</p> <p>Pencil grip will continue to develop where necessary</p> <p>Can manage buttons and zips independently</p> <p>Scissor skills: Cuts around basic shapes (<i>circle, square, triangle</i>)</p>	<p>Forms most letters correctly with the occasional adult reminder</p> <p>Pencil grip is showing a more secure tripod grip</p> <p>Children choose smaller tools (split pins, hole punches etc) with good control.</p> <p>Uses knife and fork to cut most foods independently</p>	<p>Forms most letters correctly and automatically</p> <p>Uses a comfortable and efficient pencil grip for writing</p> <p>Shows good control with a wide variety of small tools</p> <p>Manages all self-care fastenings independently.</p> <p>Scissor skills: Cuts around more complex shapes with corners or gentle waves</p>
<p>Development Matters</p>	<p>Fine Motor:</p> <ul style="list-style-type: none"> ❖ 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. 					
<p>Comprehension</p>	<p>Shows an interest in familiar stories & handles books correctly</p> <p>Sings and recites familiar nursery rhymes and songs.</p> <p>Sequences simple pictures from some familiar nursery rhymes</p> <p>Begins to identify characters in a story</p>	<p>Joins in with repeated phrases from well-known stories & answers simple plot questions</p> <p>Begins to recognise non-fiction vs fiction books</p> <p>Begins to recognise rhyming strings with adult support</p> <p>Sequences familiar stories</p> <p>Can identify a setting in a story</p>	<p>Retells own versions of stories with some attention to details and phrases</p> <p>Predicts what might happen next in a story when prompted.</p> <p>Explains characters' actions answering '<i>how/ why</i>' questions</p> <p>Identifies features of a book-<i>title, author & illustrator.</i></p> <p>Identifies the <i>problem</i> and <i>solution</i> in stories</p>	<p>Continues a rhyming string</p> <p>Retells familiar stories in order using key vocabulary and phrases.</p> <p>Explains simple motives and feelings of characters, including the <i>problem & solution</i> in stories</p> <p>Identifies features of a non-fiction book, including the <i>contents page</i></p>	<p>Creates own stories, using knowledge of character, setting, problem & solution to create a narrative.</p> <p>Retells stories with detail, sequencing main events correctly.</p> <p>Clearly explains why characters act or feel a certain way</p> <p>Makes logical predictions on what will happen next</p>	<p>Children demonstrate a secure comprehension by answering questions, discussing events, and making simple inferences.</p> <p>Children can confidently explain story sequences, character motives, and predict outcomes.</p> <p>Uses learnt vocabulary from various texts in their own stories or discussion about the text</p>
<p>Development Matters</p>	<p>Comprehension ELG:</p> <ul style="list-style-type: none"> ❖ 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, non-fiction, rhymes and poems and during role play. 					

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<p>Word reading <i>(Consistent with RWI)</i></p>	<p>Recognises their own written name</p> <p>Recognises taught Set 1 RWI individual sounds</p> <p>Hears initial sounds in words</p> <p>Begins to orally blend CVC words with adult support</p>	<p>Reads all taught RWI Set 1 individual sounds</p> <p>Begins to recognise some RWI special friends (sh, ch, th)</p> <p>Confidently orally blends CVC words</p> <p>Blends some CVC words (green words) using known sounds</p>	<p>Reads RWI Set 1 special friends (sh, th, ch, th, ng, nk, qu)</p> <p>Reads words with double consonant blends ss, ff, ll, zz</p> <p>Begins to read short sentences (ditties)</p> <p>Decodes some nonsense CVC words (alien words)</p>	<p>Reads simple words containing Set 1 special friends (shop, chip)</p> <p>Recognises some common exception words (red words)</p> <p>Children will read simple, short stories (ditties/ red ditty books)</p>	<p>Confidently reads words with Set 1 special friends</p> <p>Begins to recognise some Set 2 sounds (special friends)</p> <p>Reads simple, short stories with increasing fluency (red/green ditty books)</p>	<p>Reads the first Set 2 sounds (ay, ee, igh, ow, oo, oo)</p> <p>Reads some words containing first Set 2 sounds (play, zoom)</p> <p>Begins to develop speedy reading with simple CVC words (fluency)</p> <p>Reads simple stories & some red words with increasing fluency (green ditty books)</p>
<p>Development Matters</p>	<p>Word reading ELG</p> <ul style="list-style-type: none"> ❖ 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 					
<p>Writing <i>(Consistent with I'm a Clever Writer)</i></p>	<p>Traces certain familiar letters & shapes, including name</p> <p>Engages in a variety of fine motor activities in preparation for writing</p> <p>Attempts to write initial sounds</p> <p>Gives meaning to marks they make</p>	<p>Orders & traces over CVC, captions & sentences</p> <p>Writes name using recognisable letters</p> <p>Attempts correct letter formation for letter families</p> <p>Identifies and writes the initial sounds in words</p> <p>Begins to write dictated CVC labels for pictures</p>	<p>Uses their phonics to write simple CVC labels for pictures</p> <p>Writes their name independently</p> <p>Forms mostly recognisable letters</p> <p>Begins to write simple dictated CVC captions/ sentences, using finger spaces & full stops with support (hold a sentence)</p> <p>Begins to e-read their work pointing to each sound.</p>	<p>Writes an increasingly longer dictated sentence (hold a sentence)</p> <p>Most letter families are formed correctly</p> <p>Uses finger spaces & full stops in their sentences with minimal adult reminders</p> <p>Uses their phonics/clap the syllables to attempt to write longer words</p>	<p>Begins to use sentence openers The, I, He, She</p> <p>Begins to think, say and remember what they want to write (hold a sentence)</p> <p>Begins to write some red words from memory</p> <p>Shows increased confidence with re-reading their work</p>	<p>Uses strategies independently to write own ideas</p> <p>Writes some common red words correctly</p> <p>Begins to record their own sentences using vocabulary linked to themes/texts</p> <p>Thinks, say, remember & write their own simple sentence using openers</p> <p>Work is easily read by others with most letters formed mostly correctly & spaces</p>
<p>Development Matters</p>	<p>Writing ELG</p> <ul style="list-style-type: none"> ❖ 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 					

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<p>Number (Consistent with White Rose)</p>	<p>Develops a deep knowledge of 1-3 (<i>reciting, counting, 1:1, numeral recognition, subitise, composition</i>)</p>	<p>Develops a deep knowledge of 1-5 (<i>reciting, 1:1 counting, numeral recognition, subitise, composition</i>)</p> <p>Attempts to write numbers 1-5</p>	<p>Develops a deep knowledge of 1-8 (<i>reciting, 1:1 counting, numeral recognition, subitise, composition</i>)</p> <p>Understands the concept of zero</p> <p>Begins to recall some number bonds of 3 and 4</p> <p>Begins to understand addition through combining groups</p>	<p>Develops a deep knowledge of 1-10 (<i>reciting, 1:1 counting, numeral recognition, subitise, composition</i>)</p> <p>Recalls some number bonds to 5</p> <p>Solves simple real-life addition problems using practical resources.</p> <p>Writes recognisable numbers</p>	<p>Identifies some numbers beyond 10.</p> <p>Builds numbers beyond 10 (10 and a bit and recognise this on a 10s frame)</p> <p>Solves simple single digit addition and subtraction problems</p>	<p>Automatically recalls number bonds to 5 and some to 10</p> <p>Names some doubling facts to 5</p> <p>Uses conceptual subitising strategies</p> <p>Uses a range of methods/resources to help them to solve single digit addition/subtraction problems</p> <p>Writes numbers to 10</p>
<p>Development Matters</p>	<p>Number ELG:</p> <ul style="list-style-type: none"> ❖ 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. 					
<p>Numerical Patterns</p>	<p>Recites, orders and compares quantities 1-3.</p> <p>Begins to recognise patterns in their environment</p>	<p>Recites, order and compare quantities 1-5.</p> <p>Counts backwards from 5</p> <p>Recognises, continues and create simple AB patterns</p>	<p>Recites, orders and compares quantities 1-8.</p> <p>Recites numbers to 10 reliably.</p> <p>Understands when quantities are 'equal'</p>	<p>Matches a double up to 5</p> <p>Recites some numbers to 20</p> <p>Can count backwards from 10</p> <p>Continue and creates more complex ABB/ABC repeating patterns</p>	<p>Can count to 20 confidently, beginning to count beyond</p> <p>Begins to skip count in 2s, using resources where necessary</p> <p>Can share quantities equally</p> <p>Recalls some doubling facts from memory</p>	<p>Counts beyond 20 following a counting pattern</p> <p>Recognise patterns with odd & even numbers</p> <p>Automatically recalls doubling facts with numbers to 5 & some to 10</p> <p>Can share, group & halve quantities using materials</p>
<p>Development Matters</p>	<p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> ❖ 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. 					

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Shape/ Space/ Measure	<p>Can match objects/pairs</p> <p>Can sort objects by colour or size</p> <p>Uses some vocabulary related to mass</p>	<p>Recognises basic shapes, such as circles, triangles, squares and rectangles</p> <p>Names some basic properties of 2D shapes</p> <p>Uses language related to capacity (full, empty, almost empty, almost full, half way)</p>	<p>Uses vocabulary related to length/ height & compare (taller/longer/shorter)</p> <p>Can use non-standard units of measure (cubes etc) to measure objects</p>	<p>Identifies some 3D shapes & talk about their properties</p> <p>Can order familiar sequence patterns</p>	<p>Develops their spatial reasoning through making maps & using directional/ positional language</p> <p>Combines shapes to make new shapes</p>	<p>Uses directional & positional language to explain their own maps</p> <p>Uses a range of vocabulary & shows reasoning skills when exploring mathematical concepts related to shape, space & measure</p>
Past & present	<p>Talks about their own immediate experiences (home, school routines)</p> <p>Begins to notice differences between “now” & “when I was younger”..</p>	<p>Describes changes over time in their own lives (e.g., <i>how they have grown, things they can do now</i>)</p> <p>Recognises that adults were once children too</p>	<p>Compares aspects of their life with those of others (family members, friends)</p> <p>Begins noticing similarities and differences between now & past</p>	<p>Talks about events from the past using simple time language (<i>before, long ago, yesterday</i>)</p> <p>Recognises some significant people from the past related to topics</p>	<p>Knows some similarities and differences between things in the past & now when describing experiences</p>	<p>Confidently explains differences between the past & present, drawing on stories, real people, & their own experiences</p>

Past & Present ELG

- ❖ 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	<p>Talks about their own family, home and community</p> <p>Begins to notice that others may have different experiences.</p>	<p>Recognises & discusses simple similarities & differences between their own family traditions & peers</p>	<p>Recognises different cultural & religious celebrations, showing curiosity and respect for how people live and celebrate</p> <p>Knows there are other countries in the world with different languages</p>	<p>Talks about places that are special to them & places that are special to others</p> <p>Knows about people who help us in the community</p>	<p>Describes features of their local environment</p> <p>Recognises differences in local communities and others around the world, including language</p>	<p>Confidently explains how people, cultures and communities can be similar or different, showing an emerging understanding of diversity in the wider world</p>
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People, Culture and Communities ELG

- ❖ 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.

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The Natural World	Explores the immediate natural environment, noticing seasonal changes & showing curiosity for plants and animals	Begins to name and describe familiar natural features (conkers, pine cones etc _ and talk about simple changes they observe outdoors	Investigates natural processes (melting, freezing, shadows etc) using simple language to describe what they notice.	Observes growth and life cycles (plants, animals), and how they change over time	Makes observations about plants discussing what is needed for healthy growth	Knows some important processes and changes in the natural world, including changing states of matter
The Natural World ELG <ul style="list-style-type: none"> ❖ 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. 						
Creating with Materials	Explores a range of materials, tools, textures, mixes colours etc	Explores different joining techniques Begins to construct with a purpose	Combines different media and techniques (drawing, painting, collage, construction) to create planned outcomes with some independence	Adapts creations as they work Shows more independence with selecting/ using materials/ tools to achieve their goal	Refines ideas by improving details, selecting materials thoughtfully and talking about the choices they make	Confidently designs & creates with increasing independence, using a range of materials and techniques to express ideas and evaluate their finished work.
Creating with Materials ELG <ul style="list-style-type: none"> ❖ 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	Explores role-play and pretend play Joins in with nursery rhymes and songs	Begins to experiment with role-play, using different voices and expressions	Uses movement, music, and role-play to express ideas & feelings, experimenting with different ways to represent characters or moods	Begins to create their own imaginative variations of narratives, using different voices and expressions Participates in 'Say a Poem'	Invent and refine their own stories, characters or performances, using language & props	Confidently performs, tells own stories or expresses ideas using a range props and forms of expression.
Being Imaginative ELG <ul style="list-style-type: none"> ❖ 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 						