



## Central Park Primary School

### EYFS Progression by Subject Area

History	Geography	Science	RE	Art
<ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events</li> <li>• Describe main story settings, events and principal characters</li> <li>• Talk about past and present events in their own lives and in lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate different parts of the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• show curiosity and ask questions</li> <li>• make observations using their senses and simple equipment</li> <li>• make direct comparisons</li> <li>• use equipment to measure</li> <li>• record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets</li> <li>• use their observations to help them to answer their questions</li> <li>• talk about what they are doing and have found out</li> <li>• identify, sort and group.</li> </ul>	<ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore colour and how colours can be changed</li> </ul>
<ul style="list-style-type: none"> <li>• Be curious about people and show interest in stories</li> <li>• Answer 'how' and 'why' questions ... in response to stories or events</li> <li>• Explain own knowledge and understanding, and asks appropriate questions</li> <li>• Know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>• Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments</li> </ul>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need</li> </ul>	<ul style="list-style-type: none"> <li>• Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul>	<p>Realise tools can be used for a purpose</p> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> </ul>

<ul style="list-style-type: none"> <li>Record, using marks they can interpret and explain</li> </ul>		<p>to respect and care for the natural environment and all living things</p>		
<p>Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT</p>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</li> </ul>	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	<ul style="list-style-type: none"> <li>Realise tools can be used for a purpose</li> <li>Understand that different media can be combined to create new effects</li> </ul>
	<ul style="list-style-type: none"> <li>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> </ul> <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and describe the texture of things.</li> </ul>
	<ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, photographs,</li> </ul>	<p>Explore natural materials, indoors and outside.</p> <ul style="list-style-type: none"> <li>Make connections between</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Use various construction materials.</li> <li>Explore and describe the</li> </ul>

	<p>magnifiers. and visiting local places</p>	<p>the features of their family and other families.</p> <ul style="list-style-type: none"> <li>• Notice differences between people</li> </ul> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>		<p>texture of things.</p> <ul style="list-style-type: none"> <li>• Manipulate materials to achieve a planned effect</li> <li>• Understand that different media can be combined to create new effects.</li> </ul>
	<ul style="list-style-type: none"> <li>• Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</li> <li>• Follow simple directions. Draw and create their own maps using real objects, and/or pictures and symbols.</li> </ul>	<p>Make connections between the features of their family and other families.</p> <ul style="list-style-type: none"> <li>• Notice differences between</li> </ul> <p>Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Living things and their habitats)</p> <p>Reception</p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>		<ul style="list-style-type: none"> <li>• Realise tools can be used for a purpose</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Manipulate materials to achieve a planned effect</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at signs and symbols on different types of maps for example in school, and the local community</li> </ul>	<p>Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants &amp; Animals, excluding humans) Explore the natural world around them.</p> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>		
	<ul style="list-style-type: none"> <li>• Use a simple map with symbols to spot features in the school grounds or in the local community.</li> </ul>	<p>Explore materials with different properties.</p> <ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside.</li> </ul> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul> <p>Explore the natural world around them.</p> <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps</li> </ul>	<p>Explore materials with different properties.</p> <ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside</li> </ul> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> </ul>		

		Explore the natural world around them. <ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>		
		Repeat actions that have an effect. <ul style="list-style-type: none"> <li>• Explore how things work.</li> <li>• Talk about the differences in materials and changes they notice. Reception</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>		

Music	Computing	PE	PSHE	D&T
<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul> Physical Development <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> Expressive Arts and Design <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>	Remember rules without needing an adult to remind them. <ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> <li>• Explore how things work</li> </ul>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate resources and adapts work where necessary</li> </ul>

<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>		<p>example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</li> </ul>		
<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs. Physical Development</li> <li>• Combine different movements with ease and fluency. Expressive Arts and Design</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and</li> </ul>	<p>Show resilience and perseverance in the face of a challenge.</p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to</li> </ul>	<ul style="list-style-type: none"> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using. Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately</li> </ul>

<p>skills.</p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			<p>conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> </ul> <p>Develop overall body-strength,</p>	<p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts work where necessary</li> </ul>

	<p>techniques, experimenting with colour, design, texture, form and function.</p>	<p>balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility</li> </ul>	<p>own feelings socially and emotionally.</p> <ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>	
		<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>	