

Progression in EYFS Geography

Geography You may see Geography through ...	Understanding the world - The world - People and communities	Our local setting: Home and school Comparing the environment of our school and other areas – London, Kendal, different countries with different climates. Discussing the natural materials found around our local area. Looking at changes over time in our local area – Similarities and differences. How can litter affect our local wildlife and nature around us? Looking at the areas in which we live and visit. Comparing the natural / found objects. Why do we have roads? Are there any changes in the local environment around you? Why?
EYFS links	Understanding the World: People and Communities ELG • Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.	Understanding the World: The World 30-50mths • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. 40-60mths • Look closely at similarities, differences, patterns and change. ELG Know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Progression in EYFS RE/PSHE

RE/PSHE You may see RE/PSHE through...	PSED: Making Relationships		UTW: People and Communities.		Physical Development:
	Self Confidence and Self awareness		Celebrations and Traditions from different cultures.		Health and Self Care
	Managing feelings and behaviour		Different families / occupations and ways of life.		Becoming independent with toileting and personal hygiene.
	Becoming an independent learner when selecting resources.				Taking Care of our own belongings – coats, getting changed for PE.
	Transition to school – settling into school				Hand Hygiene – Germs!
	-following school routine				Our daily routine –
	-Developing classroom rules.				Sleeping, hygiene, diet.
	Learning how to play in groups and share resources.				Food – why do we need to eat a range of different foods to be healthy?
	Reviewing classroom rules.				
	Managing and taking risks.				
EYFS links	PSED: Self confidence and self awareness	PSED: Making Relationships	PSED: Managing feelings and behaviour	UTW: People and Communities	PD: Health and Self care
	30-50mths	30-50mths	30-50mths	30-50mths	30-50mths
	• Select and use activities and resources with help. • Welcome and value praise for what they have done. • Enjoy the responsibility of carrying out small tasks. • Be more outgoing towards unfamiliar people and more confident in new social situations. • Be confident talking to other children when playing and communicate freely about own home and community.	• Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	• Be aware of own feelings and know that some actions and words can hurt others' feelings. • Begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • Usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • Adapt behaviour to different events, social situations and changes in routine.	• Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family	• Tell adults when hungry or tired, or when they want to rest or play. • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • Usually manage washing and drying hands. • Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	40-60mths	40-60mths	40-60mths		40-60mths
	• Be confident to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities.	• Understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • Be aware of the boundaries set and of behavioural expectations in the setting. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	• Explain own knowledge and understanding, and ask appropriate questions of others. • Take steps to resolve conflicts with other children, e.g. finding a compromise.		• Eat a healthy range of foodstuffs and understand a need for variety in food. • Usually be dry and clean during the day. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • Practice some appropriate safety measures without direct supervision.
	ELG	ELG	ELG		ELG
	• To be 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.	• Play cooperatively, 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.	• 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.		• Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Progression in EYFS Music

Music You may see Music through...	EYFS: expressive arts and design Schemes we use: Charanga	Nursery rhymes Finding a beat / syllables Group singing Expressing our emotions using instruments Exploring the sounds of different instruments Using instruments to make sound-scapes for pictures/art and expression of feelings. Making up our own songs and musical rhythms. Reviewing music and talking about our likes, dislikes and favourite songs/instruments.
Skills	-Listen and respond to different styles of music -Learn to sing or sing along with nursery rhymes and action songs -Share and perform the learning that has taken place -Use voices expressively and creatively -Play tuned and un-tuned instruments	-Experiment with, create, select and combine sounds -Play and perform in solo and ensemble contexts -Improvise and compose music -Listen with attention to detail and recall sounds -Appreciate and understand a wide range of high-quality music
EYFS links	Expressive Arts and Design: Exploring media and materials 30-50mths • Sing a few familiar songs. • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore and learn how sounds can be changed. 40-60mths • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Expressive Arts and Design: Being Imaginative 30-50mths • Develop a preference for forms of expression. • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Sing to self and make up simple songs. • Make up rhythms. 40-60mths • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths • Create simple representations of events, people and objects. ELG • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Progression in EYFS DT

DT You may see DT through...	EYFS: Expressive arts and design: -Exploring and using media and materials -Being imaginative	Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'	Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things	Designing, making, evaluating and improving things we make Construction toys e.g. building bridges Creative area e.g. Junk modelling, Wood work and playdough Cookery
EYFS links	EAD: Exploring and using media and material 30-50mths • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. 40-60mths •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				EAD: Being imaginative 30-50mths •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 40-60mths •Create simple representations of events, people and objects. ELG • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
EYFS links	Physical Development: Moving and Handling 30-50mths • Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. 40-60mths • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable materials safely and with increasing control. ELG • Handle equipment and tools effectively, including pencils for writing.			Physical Development: Health and Self Care 30-50mths • Understand that equipment and tools have to be used safely. 40-60mths • Show understanding of the need for safety when tackling new challenges and consider and manage some risks. • Show understanding of how to transport and store equipment safely. • Practise some appropriate safety measures without direct supervision.	

Progression in EYFS Art

Art	EYFS: Expressive Arts and Design	Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make colour Handling, manipulating and enjoying using materials Sensory experience	Simple collages simple weaving Constructing Building and destroying Shape and model Rubbings Print with variety of objects Print with block colours repeating patterns & irregular painting patterns Simple symmetry
EYFS links	EAD: exploring and using media and materials 30-50mths •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. 40-60mths •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		EAD: being imaginative 30-50mths Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths •Create simple representations of events, people and objects. •Chooses particular colours to use for a purpose. ELG • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Progression in EYFS Computing

Computing You may see Computing through ...	Understanding the world EYFS: technology	Operating simple equipment: -Cd player -Listening station Coding using Beebots Using tablets to take photos and record video. Typing using computer keyboards and tablets Looking at the range of technology we have at school and at home (and studying their uses). Choosing technology to use for a specific purpose. Using computer safely Playing age-appropriate games on IT equipment
EYFS links	UTW: Technology 30-50mths •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers 40-60mths •Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	

Progression in EYFS PE

PE You may see PE through ...	EYFS: Physical -Moving and handling	Spatial Awareness Circle, ring, ball and team games Throwing and catching Gym – jumping, landing, and rolling on mats. Using the large equipment and experimenting with movement on the equipment. Dance – Experimenting with body movement to music. Team relay games
EYFS links	Physical Development: Moving and handling 30-50mths •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball 40-60mths •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
EYFS links	Expressive Arts and Design: Exploring Media and Materials 30-50mths • Enjoy joining in with dancing and ring games. • Begin to move rhythmically. • Imitate movement in response to music. • Tap out simple repeated rhythms	Expressive Arts and Design: Being Imaginative 30-50mths • Develop preferences for forms of expression. • Use movement to express feelings. • Create movement in response to music. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ELG • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.