


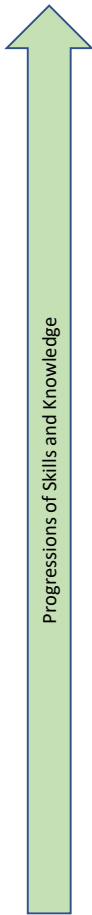


EYFS Progression of Skills : Construction & Small World Area

Educational Programmes linked to this area: Communication and Language, PSED, Physical Development, Mathematics, Understanding the World, Expressive Arts and Design.

Key vocabulary: design, build, plan, improve, structure, space, resources, line up, stories, imagination, explain, work cooperatively, share, movement, sounds, instructions, bricks, shapes.

Progression	Block Play 	Small World 	Construction 	Communication and Language
	<p>Design elaborate structures. Collaborate with others. Joint planning, building, and improving of structures.</p> <p>UW: Knowledge of buildings</p>	<p>Making up stories / narratives based on real and imagined experiences.</p>	<p>Design elaborate structures. Collaborate with others.</p> <p>Joint planning, building and improving of structures.</p> <p>UW: Knowledge of the world links</p>	<p>Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some of their own words.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe some events in detail.</p>
	<p>Create structure for a purpose. Enclosing spaces for a purpose. Works cooperatively to share resources or create a shared outcome.</p>	<p>Uses talk to pretend. Explains what is happening. Works cooperatively to share resources or create a shared outcome.</p>	<p>Build bridges and models purposefully. Uses simple instructions. Enclosing for a purpose. Uses models in small world play. Works cooperatively to share resources or create a shared outcome.</p>	<p>Use new vocabulary in different contexts.</p>
	<p>Stacking Lining up Playing alone / alongside others</p>	<p>Lining up Sorting Mimicking animal / vehicle sounds and movements. Naming animals / people. Playing alone / alongside others. Not yet verbalising pretend.</p>	<p>Links bricks together to create simple models</p>	

EYFS Progression of Skills : Construction & Small World Area

Early Years Outcomes

ELG Building relationships

- Work and play cooperatively and take turns with others;

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

ELG: Self-Regulation

- 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 or actions.

ELG: Listening, Attention and Understanding

- 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.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery;

ELG: Creating with Materials

- 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








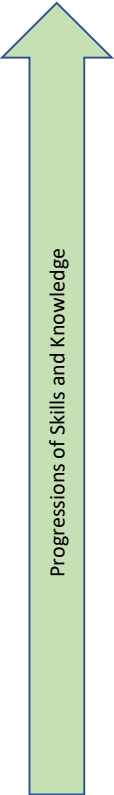
ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;

EYFS Progression of Skills : Creative Area

Educational Programmes linked to this area: Expressive art and design, Understanding the world, Maths, Literacy, PSED, Communication and language.

Key vocabulary: Paint, colour, cut, draw, collage, join, weave, sew, print, art, colour mix, resources, effect, texture, snip, tear, lines, space, stick, pva glue, spreader, brush, overlap, squeeze, control, materials.

Progression	Painting/Exploring Colour 	Cutting 	Drawing 	Collage 	Joining 	Weaving/Sewing 	Printing 
 Progressions of Skills and Knowledge	Making desired colours using colour mixing. Use techniques and colours for a purpose.	Use scissors accurately, make objects smaller than cut round lines, move paper around as cut.	Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people.	Select and combine a variety of art techniques.	Hole punch and treasure tags / string, staplers. split pins, make glue, stitch, design / select appropriate resources. Finish design with paint / their decoration	Simple weaving with string wool through a stiff card loom using straight stitches.	Select objects with a purpose in mind. Uses taught techniques to create own stamps.
	Use a range of resources to create a paint effect eg, cocktail sticks, lollipop sticks, finer paintbrush, pipe cleaners.	Correct grip to cut continuous lines and curved lines.	Represents objects seen, remembered or imagination.	Overlaps and overlays to create different effects.	Use PVA glue stick on objects, cotton buds, spreaders, squeezey, bottles, use Sellotape, paper, clips, elastic bands and a stapler. Join with control.	Threading cards and beads	Uses stencils to create rubbings. Print using found materials.
	Explore paint and colour mixing. Uses hands, fingers, large paint brush.	Snips in paper. Unconventional grip. Tearing.	Simple mark making on different paper using pencil, pastel, chalk and paint. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Uses cutting, sticking to explore different materials from collage resources. Beginning to be interested in and describe the texture of things.	Glue using fingers and glue stick. Wrapping masking tape. Cut and glue things together.	Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.	Use pre-made stampers to print. Print using hands and fingers.

EYFS Progression of Skills : Creative Area

Early Years Outcome

ELG: Creating with Materials

- 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.

ELG: Fine Motor Skills

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Listening, Attention and Understanding

- 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.







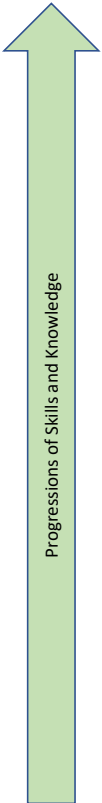
ELG: Speaking

- 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.

EYFS Progression of Skills : Investigation Area

Educational Programmes linked to this area: Understanding the world, Maths, Communication and Language, PSED, Literacy.

Key vocabulary: senses, hear, feel, smell, touch, see, natural, light, float, sink, melt, freeze, weather, change, environment, animals, plants, minibeasts, draw, observe, summer, winter, spring, winter, compare.

Progression	Explore / Observe 	Identify / Communicate 	Compare 	Predict 	Record 	Research 
 Progressions of Skills and Knowledge	Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water. Can suggest ways in which we can care for the natural world. Can share observations made of the changes in weather and the seasons. Can share how animals behave differently in the different seasons and weather.	Describe what they see, hear and feel whilst outside. Engage in conversations about what they noticed about the environment. Listens and comments on what adults tell them about their observations. Can name animals and plants they are likely to see whilst outside. Can share their observations with others. Use new vocabulary they have learnt to explain their observations	Can talk about contrasting environments within both their local or national region. Can use the vocabulary needed to name specific features of the natural world, both natural and man-made. Listens to stories about contrasting environment and asks and answers questions to show their understanding.	Makes suggestions as to what might happen or why something has happened e.g. why the ice has melted.	After close observations, draws pictures of the natural world, including animals and plants. Records observations made independently e.g. making a tick sheet of what they have observed.	Suggests how they can find out more information. Asks questions to deepen understanding. Shares their new found knowledge with others.
	Use a range of equipment such as magnifying glasses, binoculars and bug pots to look closely. Talk about what they notice using their senses as stimulus e.g. it feels rough, it looks slimy. Goes outside in all weather and makes simple observations of the natural world e.g. it is colder today.	Engages for an increased length of time in conversations about what they have noticed.	Can draw on what they already know to make simple comparisons, e.g. in Russia it is colder than here.	Beginning to make simple predictions of what might happen, change or how something works e.g. If it gets hot it might melt.	Will record when suggested by a grown up.	Will engage with a grown up when they suggest looking in a book or on the internet to find out more about a topic. Will investigate a wider area to find out more about what they have observed e.g. look under different logs to find different minibeast.
	Explore the outside area independently, by using their senses. Curious and enjoys freedom to touch, smell and hear the natural world around them.	Can communicate their observations e.g. look a bug.	Will listen to a story that teaches them about the natural world.	Will listen to a story that teaches them about the natural world and can answer simple questions about what might happen.	Able to record on a simple form e.g. a tally sheet.	Will listen to a story that teaches them about the natural world.

EYFS Progression of Skills : Investigation Area

Early Years Outcome

ELG: The Natural World

- 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.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

ELG: Listening, Attention and Understanding

- 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






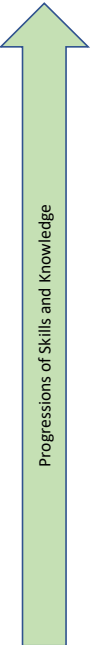
ELG: Writing

- 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.

EYFS Progression of Skills : Mud Digging Area

Educational Programmes linked to this area: Maths, Understanding of the world, literacy, PSED, Physical Development.

Key vocabulary: dig, mould, mix, combine, design, share, observe, explore, tools, textures, collect, whisk, mash, stir, build, bricks, logs, stories, natural resources tunnel, observe.

Progression	Digging 	Mixing / Stirring 	Building 	Writing / Maths 	Communication and language 
	<p>Combine digging, moulding and other open-ended resources for specific design purposes.</p>	<p>Mixing textures using different tools. Has a purpose e.g. potion / perfume.</p> <p>Work with others to collect resources for a sense e.g. smell or colour.</p>	<p>Design and build combining a variety of resources. Explore / articulate scientific concepts e.g. explore how many spades of water is needed for the perfect sandcastle.</p>	<p>Write about the creation – make a poster, recipe, story or letter.</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time. Exceeding</p> <p>Continue, copy and create repeating patterns.</p> <p>Use comparative language using ‘than’ For example: “This is heavier than that.”</p> <p>Make and test predictions. “What if we, pour the jugful into the teapot? Which holds more?”</p>	<p>Shows the ability to listen to information or instructions to learn.</p> <p>Remembers and uses new vocabulary.</p> <p>Can explain understanding by answering questions.</p> <p>Uses complete sentences.</p> <p>Can extend their thinking by answering questions.</p> <p>Connects one idea or action to another using a range of connectives.</p> <p>Describe events in some detail eg, first I filled the jug then I thought about how many cups it would fill.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
	<p>Use a range of equipment such as magnifying glasses, binoculars and bug pots to look closely.</p> <p>Talk about what they notice using their senses as stimulus e.g. it feels rough, it looks slimy.</p> <p>Goes outside in all weather and makes simple observations of the natural world e.g. it is colder today.</p>	<p>Engages for an increased length of time in conversations about what they have noticed.</p>	<p>Can draw on what they already know to make simple comparisons, e.g. in Russia it is colder than here.</p>	<p>Count objects</p>	
	<p>Explore the outside area independently, by using their senses.</p> <p>Curious and enjoys freedom to touch, smell and hear the natural world around them.</p>	<p>Can communicate their observations e.g. look a bug.</p>	<p>Will listen to a story that teaches them about the natural world.</p>		<p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Talk about and identify patterns around them.</p>

EYFS Progression of Skills : Mud Digging Area

Early Years Outcome

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions.
- 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

ELG: Speaking

- 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.

ELG: Building Relationships

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;

ELG: Number

- 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.


ELG: Numerical Patterns

- 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

EYFS Progression of Skills : Music & Stage Area

Educational Programmes linked to this area: Communication and Language, PSED, Physical Development, Understanding the World, Expressive Arts and Design.

Key vocabulary: experiment, change, high, low, long, short, tap, rhythms, beat, tempo, song, sing, dance, perform, work with, make up, create, movements, drums, piano, maraca, tamborine.

Progression	Instruments 	Singing 	Dancing 	Communication and Language: 
	<p>Experiments how to change the sounds made by instruments.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Confidence to sing to others.</p> <p>Will perform on a stage and invite others to watch and join in.</p> <p>Work collaboratively with others.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Will perform on a stage and invite others to watch and join in.</p> <p>Work collaboratively with others.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>
	<p>Explores the different sounds of instruments.</p>	<p>Sings to self and makes up simple songs.</p> <p>Begins to build a repertoire of songs.</p>	<p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	
	<p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>

EYFS Progression of Skills : Music & Stage Area

Early Years Outcomes:

ELG: Being Imaginative and Expressive

- 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.

ELG: Past and Present

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG: Gross Motor Skills

- 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.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG: Building Relationships

- 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.

ELG: Self-Regulation

- 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.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.








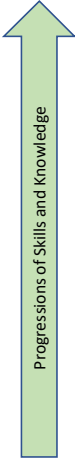
ELG: Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 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.

EYFS Progression of Skills : Playdough Area

Educational Programmes linked to this area: Communication and Language, PSED, Physical Development, Expressive Arts and Design, Maths.

Key vocabulary: experiment, change, high, low, long, short, tap, rhythms, sing, dance, perform, work with, make up, create, movements.

Progression	Rolling 	Moulding / Manipulating 	Filling 	Cutting 	Mark Making 	Picking Up 	Communication and Language: 
 Progressions of Skills and Knowledge	Use small rolling pins Use thin sticks and suitable objects	Using tools like knives / picks to carve own shapes out of dough. Design e.g. tiles	Tablespoons measures e.g. ½ etc	Using clay picks, scissors, skewers and straws.	Use glue sticks, knives, matchsticks etc.	Use chopsticks and tweezers	Shows the ability to listen to information or instructions to learn. Remembers and uses new vocabulary. Can explain understanding by answering questions. Uses complete sentences. Can extend their thinking by answering questions. Connects one idea or action to another using a range of connectives.
	Use large rolling pins Use hands in hands rolling	Use cutters, finger pinching, egg cups, egg boxes, coconut shells. Create pots / model	Use ladles	Use large knives with big handles and shape cutters.	Use combs, large stamps, wheels, shells and animal dinosaurs etc.	Use scoops and small short tongs.	Describe events in some detail eg, first I filled the jug then I thought about how many cups it would fill. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen..
	Hands - table	Whole hand squashing. Use potato mashers, make balls, rolling, flattening and poking	Use large containers, baking trays, muffin trays, ice-cream containers, bowls, buckets and tubs.	Splitting up with hands.	Use hands, elbows and fingers.	Use hands	Use longer sentences of 4 to 6 words Communicate but may use wrong tense

EYFS Progression of Skills : Playdough Area

Early Years Outcomes:

ELG: Listening, Attention and Understanding

- 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.

ELG: Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary.

ELG: Self-Regulation

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

ELG: Managing Self

- Manage their own basic hygiene and personal needs.



ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.

EYFS Progression of Skills : Role Play Area

Educational Programmes linked to this area: Expressive Arts and Design; Understanding the World; Communication and Language; Personal, Social and Emotional Development

Key vocabulary: imagine, story, characters, costumes, ideas, props, experiences, construct, pretend, share, play, puppets, clothes, home, family, friends

Progression	Dressing Up 	Deconstructed Role Play 	Puppets 	Being Imaginative 	Communication and Language 
	<p>Explains own ideas for costumes liked from real or imagined stories.</p> <p>Makes costumes.</p>	<p>Creates own props for roleplay.</p> <p>Collaborative and imaginative.</p> <p>Uses talk to develop and elaborate ideas.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Uses puppets to create own narrative or re-tell new stories from class.</p> <p>Uses collaborative and imaginative play using talk to develop and elaborate ideas.</p> <p>Work collaboratively with others.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn new vocabulary.</p>
	<p>Creates own costumes using capes, clothing and materials. Uses ready made costumes in a narrative.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Uses provocations (books, pictures, props etc).</p> <p>Unfamiliar domestic play e.g. packing for a holiday, going to a café or fantasy.</p> <p>Open ended resources e.g. boxes and tubes.</p> <p>Cooperatively plays using talk to explain and share ideas.</p> <p>Build constructive and respectful relationships.</p>	<p>Uses puppets to re-tell known stories.</p> <p>Cooperatively plays using talk to explain and share ideas.</p>	<p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Talk about members of their immediate family and community.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Uses new vocabulary in different contexts.</p>
	<p>Enjoys wearing princess dresses, superheroes and ready-made costumes. Needs assistance getting costumes on.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Show interest in different occupations.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Use potato mashers, make balls, rolling, flattening and poking.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Explore puppets alone or with a friend.</p> <p>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.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Mimics adults, home situations and superheroes.</p> <p>Uses props in a familiar way to re-enact familiar experiences either alone or with a friend.</p>	<p>Use longer sentences of four to six words.</p> <p>Communicate but may use wrong tense. Understand 'why?' questions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

EYFS Progression of Skills : Role Play Area

Early Years Outcome

ELG: Creating with Materials

- 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.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

ELG: Past and Present

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- 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.

ELG: Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 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.

ELG: Speaking

- 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.
- 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.








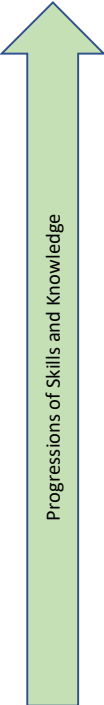
ELG: Building Relationships

- 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.

EYFS Progression of Skills : Water Play

Educational Programmes linked to this area: communication and language, maths, physical development, understanding of the world

Key vocabulary: pour, empty, fill, measure, float, sink, stir, transport, move, funnels, sieves, care, count, whisk, pump, collect.

Progression	Pouring 	Filling & Emptying 	Measuring 	Sink / Float 	Stirring 	Transporting 	Communication and language 
	Use funnels and sieves with care and precision	Use pipettes and flat spoons with increased dexterity	Use measuring cylinders, select appropriate tools/containers for size and articulate scientific concepts	Articulates concepts, talk about the materials that sink/ float	Increased dexterity uses small resources, care and precision. Articulate scientific and mathematical concepts	Works collaboratively to move water without losing any. Show care and precision. Articulate maths / science	Shows the ability to listen to information or instructions to learn. Remembers and uses new vocabulary. Can explain understanding by answering questions. Uses complete sentences. Can extend their thinking by answering questions. Connects one idea or action to another using a range of connectives. Describe events in some detail eg, first I filled the jug then I thought about how many cups it would fill. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
	Use jugs, bowls, buckets and bottles	Use ladles and spades	Counting how many cups fill. Which container takes most to fill. Sinking/floating. Starting to investigate/ understand.	Understand the scientific concepts of floating /sinking	Uses small spoons / whisks. Soapy water.	Use a water pump. Use guttering to transport water without losing any. Pretend scenario e.g. putting a fire out.	
	Use hands	Use cups, bowls, jugs, buckets and hands	Large vessels- filling / emptying. Use spoons. May compare size of bucket by height.	Observe some items float and	Uses large spoons and containers	Use the tap/ water butt to collect water. Dip small bucket into a water source.	Use longer sentences of 4 to 6 words Communicate but may use wrong tense

EYFS Progression of Skills : Water Play

Early Years Outcome

ELG: The Natural World

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: Fine motor skills

Use a range of small tools, including scissors, paint brushes and cutlery

ELG: Listening, Attention and Understanding

- 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.

ELG: Speaking

- 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.

ELG: Numerical Patterns

- 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.