



**Dane Bank**  
**Primary School**

# DANE BANK EYFS PROGRESS MODEL

EYFS 2021 Framework

A progression map for Nursery and Reception

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## Dane Bank EYFS Progress Model

### Intent

At Dane Bank Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### Implementation

At Dane Bank Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and sensory garden areas. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive letters each half term to inform them of what their child is learning and to explain how they can support this at home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

### Impact

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.



# Dane Bank EYFS Progress Model

Physical Development	Use large-muscle movements to wave flags and streamers, paint and mark make.	Becoming more independent as they get dressed e.g., putting on a coat	Match their developing physical skills to tasks and activities in the setting e.g. crawling/walking	Continue to develop their movement, balancing, riding and ball skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Start taking part in some group activities which they make up for themselves or in teams.
	Use one-handed tools and equipment for example making snips in paper.		Start to develop a preference for a dominant hand.	Collaborate with others to manage large items such as moving a long plank safely.  Use a comfortable grip with good control when holding pens and pencils.	Increasingly independent when getting dressed and undressed e.g., zipping up coats  Make healthy choices about food, drink, activity and toothbrushing.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan.
<p><i>Statements addressed across the whole year</i></p> <p>Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands Start to eat independently and learning how to use a knife and fork. Go up steps and stairs or climb up apparatus with alternate feet</p>						
Literacy	Draw freely  Learning new vocabulary  Begin to recognise their name.	Name some of the parts of a book.  Engage in conversations about books.  Learning new vocabulary  Recognise their name fully	Understand that print has meaning  Name the different parts of a book  Learning new vocabulary	Write some letters accurately  Understand page sequencing  Engage in extended conversations about books.  Learning new vocabulary	Write some of their name  Know that print has different purposes  Know that English is read left to right, top to bottom  Learning new vocabulary	Write all of their name  Learning new vocabulary  Use some of their letter and print knowledge in their early writing. Eg. writing lists, 'm' for mummy.
Phonics	Phase 1 Aspects 1,2, 3 Environmental sounds, Instrumental sounds and percussion	Phase 1 Aspects 1,2, 3 Environmental sounds, Instrumental sounds and percussion	Phase 1 Aspects 4 & 6 Rhythm and rhyme Speech sounds	Phase 1 Aspects 4 & 6 Rhythm and rhyme Speech sounds	Phase 1 Aspects 5 & 7 Alliteration Oral segmenting and blending  Spot and suggest rhymes Recognise words with the same initial sound.	Phase 1 Aspects 5 & 7 Alliteration Oral segmenting and blending  Count or clap syllables in a word.
Mathematics	Colours- red, blue, yellow, green, purple etc. Match- buttons, colours, matching towers, matching shoes Match- number shapes, Shapes Sort- colour, size, shape	Awareness of number in the environment Sequencing AB patterns Finger numbers to 3 Count to ten Subitising 1 & 2	More than – comparing amounts 1:1 correspondence to 5 Finger numbers to 5 Subitising to 4 Counting up to ten	Patterns in the environment Recognising 2D shapes Comparing size/length with bigger & smaller	Revisit 2D shapes and teach 3D shapes Comparing quantities more and less Describe a familiar route Sequencing time – day/night, ordering their day at Nursery Positional language	Errors in repeating patterns Comparisons relating to capacity and weight Producing small numbers – counting out up to 10 objects from a larger group 1:1 correspondence to 10 Subitising to 5

	Sort- what do you notice? What's the rule?					
Understanding the World	<p><b>Science</b> <b>Why are there so many leaves on the floor?</b> -Use all their senses in hands-on exploration of natural materials. -Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.</p> <p><b>History</b> <b>Who are our significant people?</b> Begin to make sense of their own life story and history.</p>	<p><b>RE</b> <b>Why do some people celebrate Christmas?</b> -know that Christmas is celebration of the birth of Jesus.</p>	<p><b>Science</b> <b>Why is it cold in winter?</b> -Use all their senses in hands-on exploration of natural materials. -Talk about the differences between materials and changes they notice. -Explore collections of materials with similar and/or different properties.</p> <p><b>Make a Gingerbread Man</b> Talk about the differences between materials and changes they notice.</p>	<p><b>Science</b> <b>How can we free Incy Wincy Spider?</b> Spider in ice and investigating going down a drain. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p><b>RE</b> <b>Why do some people celebrate Easter?</b> -know that people celebrate Easter to remember the time that Jesus died and rose again.</p>	<p><b>Science</b> <b>How do we know it is spring?</b> Use all their senses in hands-on exploration of natural materials. -Talk about the differences between materials and changes they notice. -Explore collections of materials with similar and/or different properties.</p> <p><b>Visits from people that help us</b> -Show an interest in different occupations.</p>	<p><b>Geography</b> <b>What is Africa like and how is it different to here?</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	<p><i>Statements addressed across the whole year</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Explore how things work.</i></p> <p><i>Talk about what they see using a wide vocabulary.</i></p> <p><i>Continue to develop positive attitudes about the differences between people.</i></p>					
Expressive Arts and Design	<p>Take part in simple pretend play.</p> <p>Listen with increasing attention to sounds.</p>	<p>Explore different materials freely.</p> <p>Create closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p>Remember and sing entire songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Respond to what that they have heard expressing thoughts and feelings.</p>	<p>Develop complex stories using small-world equipment.</p> <p>Draw with increasing complexity and detail</p> <p>Sing the pitch of a tone sung by another person.</p>	<p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour mixing.</p>	<p>Make imaginative and complex small world with blocks and construction.</p> <p>Use drawings to express ideas like drawing and movement.</p> <p>Create their own songs or improvise songs around one they know.</p>

**D&T**

**Make Pizza**

**Make a space rocket**

**Create a diva lamp**

-Join different materials and explore different textures.

-Develop their own ideas and then decide which materials to use to express them.

**Art & Design**

Draw self-portraits and paint them exploring colours

Use watercolours to paint outside in water/ice

**D&T**

**Make a Gingerbread Man**

**Create a castle- junk modelling**

-Join different materials and explore different textures.

-Develop their own ideas and then decide which materials to use to express them.

**Art & Design**

Explore different tools and materials to create prints and patterns

Find out about Henri Matisse and copy his use of collage

**D&T**

**Make a mode of transport- junk modelling**

- Join different materials and explore different textures.

-Develop their own ideas and then decide which materials to use to express them.

**Art & Design**

Use junk modelling to create sculptures

Explore how Jackson Pollock use paint to express his emotions

*Statements addressed across the whole year*

Sing the melodic shape of familiar songs. \_Play instruments with increasing control to express their feelings and ideas.

## Reception Progress Model for the New Development Matters

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>	Everywhere Bear/ Teddy Bears' Picnic We're Going on a Bear Hunt, Rosie's Walk Superheroes Oliver's Vegetables Oliver's Fruit Salad Room on a Broom	Bonfire Night Diwali Pirates Aliens Love Underpants Christmas Story  <b>Christmas Nativity Pantomime</b>	Red Riding Hood The Gruffalo Owl Babies Chinese New Year  <b>Denton West End Library</b>	Tiddalik the Frog Three Little Pigs Billy Goats Gruff Easter/Spring  <b>Dental PlayBox St Elizabeth's Church Visit</b>	How to Grow a Dinosaur plus other Albie Stories Dear Zoo  <b>Library Visit Firefighter visit</b>	Christopher's Caterpillars Fantastic Fish On Sudden Hill Elmer  <b>Visit from new baby and parent Class trip: farm/zoo/beach</b>
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important.	Describe events in some detail	Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.	Ask questions to find out more and to check they understand what has been said to them.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Begin to engage in non-fiction books and understand some of the different features.	Engage in non-fiction books and can identify between a fiction and non-fiction book.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<i>Statements addressed across the whole year</i>						
Learn new vocabulary. Use new vocabulary through the day.	Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to and talk about selected stories to build familiarity and understanding.	Engage in story times.	Use new vocabulary in different contexts.	Engage in Non-fiction books.	Develop social phrases.
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.			
Dane Bank PSCHÉ using Jigsaw in red	<u>Being in My World</u> 1. I understand how it feels to belong and that we are similar and different 2. I can start to recognise and manage my feelings 3. I enjoy working with others to make school a good place to be	<u>Celebrating Difference</u> 1. I can identify something I am good at and understand everyone is good at different things 2. I understand that being different makes us all special 3. I know we are all different but the same in some ways	<u>Dreams and Goals</u> 1. I understand that if I persevere I can tackle challenges 2. I can tell you about a time I didn't give up until I achieved my goal 3. I can set a goal and work towards it	<u>Healthy Me</u> 1. I understand that I need to exercise to keep my body healthy 2. I understand how moving and resting are good for my body 3. I know which foods are healthy and not so healthy and can make healthy eating choices	<u>Relationships</u> 1. I can identify some of the jobs I do in my family and how I feel like I belong 2. I know how to make friends to stop myself from feeling lonely 3. I can think of ways to solve problems and stay friends 4. I am starting to understand the impact of unkind words	<u>Changing Me</u> 1. I can name parts of the body 2. I can tell you some things I can do and foods I can eat to be healthy 3. I understand that we all grow from babies to adults 4. I can express how I feel about moving to Year 1 5. I can talk about my worries and/or the things I am looking

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4.I understand why it is good to be kind and use gentle hands 5. I am starting to understand children's rights and this means we should all be allowed to learn and play 6.I am learning what being responsible means	4. I can tell you why I think my home is special to me 5. I can tell you how to be a kind friend 6. I can tell you how to be a kind friend	4.I can use kind words to encourage people 5.I understand the link between what I learn now and the job I might like to do when I'm older 6.I can say how I feel when I achieve a goal and know what it means to feel proud	4. I know how to help myself go to sleep and understand why sleep is good for me 5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet 6. I know what a stranger is and how to stay safe if a stranger approaches me	5. I can use Calm Me time to manage my feelings 6. I know how to be a good friend	forward to about being in Year 1 6. I can share my memories of the best bits of this year in Reception
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*NB. These development matters statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.*

## **Physical Development**

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene,	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress towards a more fluent style of movement with developing control and grace.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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*Statements addressed across the whole year*

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  
Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.  
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
Develop overall body-strength, balance, co-ordination, and agility

## **Literacy**

<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. <b>Composition:</b> Use	<b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters	<b>Emergent writing:</b> Use appropriate letters for initial sounds. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it. <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes. <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom.	<b>Emergent writing:</b> Build words using letter sounds in writing. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky)	<b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <b>Composition:</b> Write a simple sentence with a full stop. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make	<b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop <b>Composition:</b> Write a simple narrative in short sentences with known letter sound correspondences using a capital letter and full stop. Write
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	<p>talk to organise describe events and experiences. <b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. <b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>and strings, sometimes in clusters like words. <b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name. <b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p>words e.g. the, to, no, go independently. <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>phonetically plausible attempts when writing more complex unknown words. <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised.</p>
<p>Phonics Little Wandle</p>	<p>To learn to recognise phoneme to grapheme correspondence for phase 2 sounds. To use assisted blending to read CVC words.</p>	<p>To confidently recognise most letter sounds. To begin to blend CVC words independently. To use assisted blending to read CVCC/CCVC words.</p>	<p>To confidently recognise all letter sounds. To be able to read CVC words independently and some CVCC/CCVC words. Read phase 2 tricky words Learn phase 3 sounds</p>	<p>To confidently recognise all phase 2 and 3 sounds. To be able to read CVC, CVCC, CCVC words independently. Read phase 3 tricky words</p>	<p>To be able to read some phase 4 words</p>	<p>To be confident in reading words containing phase 4 consonant blends.</p>
<p>Helicopter Story Writing Progression</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Rereading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>

<p><b>Mathematics</b></p>	<p>Count objects, actions and sounds Subitise Compare numbers (more than, less than, fewer, same) Continue and copy repeating patterns (AB patterns)</p>	<p>Link the number symbol (numeral) with its cardinal number value. Understand the one more than relationship between consecutive numbers.</p>	<p>Comparing numbers to five Composition of 4 &amp; 5 6,7,8 More than, fewer than and equal to Cardinality to 10 and stable order principle</p>	<p>Ordering to 8 Composition of numbers to 7 Sorting Equal parts and double numbers Mass and capacity 3D shapes</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Compare numbers (sharing, equal)  To automatically recall number bonds 0-5 and some to 10.</p>
	<p style="text-align: center;"><i>Statements addressed across the whole year</i></p> <p style="text-align: center;">Explore the composition of numbers to 10.                      Become aware of number bonds 0-10</p>					
<p><b>Mathematics</b></p> <p><i>NCETM and White Rose Progression</i></p>	<p><u>Baseline and Maths assessments</u>  Match, Sort and Compare Subitising to 4 Counting, cardinality and ordinality Composition of 3 and 4 More than/ fewer than comparison</p>	<p>Counting, ordinality and cardinality to 5 More than/fewer than comparison by counting 1:1 Composition- part and whole Composition of 3,4,5 Counting 1:1 and orally beyond 20 2D shapes</p>	<p><u>Alive in Five!</u> <i>Introducing zero</i> <i>Comparing numbers to five</i> <i>Composition of 4 &amp; 5</i> <i>Comparing mass</i> <i>Comparing capacity</i>  <u>Growing 6,7,8</u> 6,7,8 Making pairs Combing two groups Length, height and time</p>	<p><u>Building 9 &amp; 10</u> 9 &amp; 10 Comparing numbers to 10 Bonds to ten 3D shape pattern  <u>Consolidation</u></p>	<p><u>To 20 and Beyond!</u> Building numbers beyond ten Counting patterns beyond ten Spatial reasoning- match, rotate and manipulate  <u>First Then Now</u> Adding more Taking away Spatial reasoning- compose and decompose</p>	<p><u>Find My Pattern</u> Doubling Sharing and grouping Even and Odd Spatial reasoning- visualise and build  <u>On the Move</u> Deepening understanding Patterns and relationships Spatial reasoning-maps</p>
<p><b>Understanding the World Science</b></p>	<p><b>Why are there so many leaves on the floor?</b> * Understand the effect of changing seasons on the natural world around them. * Recognise that leaves are of different shape and of different colours * Recognise that some trees do not lose their leaves</p>		<p><b>Why is it always cold in winter?</b> * Understand some important processes and changes in the natural world around them, including the seasons * Keep a simple record of each day in terms of rainfall, sunshine, temperature, etc.</p>	<p><b>Which mini-beasts can we see in our school grounds?</b> <b>What happens in spring?</b> * Begin to observe for an extended time * Be able to record what they have seen * Being able to use a simple system for counting number of observations * Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p><b>How do plants grow?</b> * Observe plants in the wild and recognise where they grow, etc. * Know what seeds are * Know how to care for seeds and bulbs as they attempt to make them grow * Have enough knowledge of what they need to do to help plants to grow and flourish.</p>	<p><b>Why do we go to the seaside in summer?</b> * Understand the effect of changing seasons on the natural world around them * Know some similarities and differences between the natural world around them, drawing on their experiences and what has been read in class. <b>How do Caterpillars turn into Butterflies?</b> *Observe the life cycle of a butterfly *Make observations and draw pictures of animals.</p>

## History

### Who are our significant people?

\*Talk about the lives of the people around them and their roles in society  
\*Talk about members of their immediate family and community.  
\* Name and describe people who are familiar to them.  
\* Begin to distinguish between significant and famous

### Which significant event do we know about?

\* Start by talking about a significant event in their lives, e.g., birthday  
\* Consider significant events in their lifetime.  
\* Consider any other significant event such as a special sporting event or a special musical event, going to the dentist

### Who used these gadgets and what were they used for?

\* Use different artefacts to help them understand how things change over time, e.g., telephone  
  
\* Comment on images of familiar situations in the past.  
  
\* Confidently use words like yesterday, last week, last term and a long time ago

## Geography

### How did Rosie know where she had walked?

\* Using a simple map to record key resources that are around them  
\* Moving from a book to create a concrete representation of what they have experienced  
\* Know some similarities and differences between the contrasting environments, drawing on their experiences and what has been read in class

### What would it be like to live in another country?

\* Recognise some environments that are different to the one in which they live.  
\* Recognise some similarities and differences between life in this country and life in other countries.  
\* Know that the lives of children may be different according to where you were born and live.

### Which shops will we find down the road?

\* Recognise why there are shops where they are.  
\* Know what people would do if they were not able to buy things in the local shops.  
\* Recreate the main shopping area in the classroom using blocks and home-made models  
\* Draw information from a simple map.

## RE

### Which stories are special and why?

Talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an.  
• Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad.

### What times are special and why?

Recognise that people have different beliefs and celebrate special times in different ways.  
Give examples of special occasions that they and others have experienced and suggest features of a good celebration.

### Which people are special and why?

Talk about people who are special to you including yourselves, your classmates and people from outside the class community  
• Say what makes other people special to you  
• Talk about people who are special to you in the local community

### Which places are special and why?

Understand that some places are special to members of their community.  
\*talk about somewhere that is special to you, saying why  
• be aware that churches have special meaning for Christians  
• be aware that mosques have special meaning for Muslims

### What is special about our world?

Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.  
• Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.

### Being special: where do we belong?

Share occasions when others have made them feel special  
• Re-tell the story of Jesus blessing the children, making connections with personal experiences  
• Share and record occasions when they belong to a group

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- Identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an.
- Identify and name the Bible and at least one other sacred text.
- Talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do.

- Say why Sukkot is a special time for Jewish people.
- Say why Diwali is a special time for Hindus.
- Recall a simple story connected with Diwali.
- Say why Christmas is a special time for Christians.
- Recall a simple story connected with Christmas.
- Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.
- Recall simple stories connected with festivals.
- Say why festivals are special times for members of faith communities

- Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it
- Identify some of the qualities of a good friend and identify your own good friends
- Recall and talk about a story of Jesus as a friend to the disciples
- Recall and talk about the story of the feeding of the 5 000
- Identify some of the qualities shown by the boy in the feeding of the 5 000
- Identify some of the qualities of a good friend
- Recall and talk about a story where Jesus shows friendship to another

- talk about the things that are special and valued in a church/mosque
- identify some significant features of churches/mosques
- recognise a church
- recognise a mosque
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place

- Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.
- Express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens.
- Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.
- Talk about what people do to mess up the world and what they do to look after it.
- Talk about their own experiences and feelings about when the world is and is not looked after

- Recall simply what happens at a traditional Christian infant baptism
- Recall simply what happens when a baby is welcomed into the Muslim tradition
- Share occasions when things have happened in their lives that made them feel special

*Statements addressed across the whole year*

Understand the effect of changing seasons on the natural world around them  
Compare and contrast characters from stories, including figures from the past.

Describe what they see, hear, and feel whilst outside.  
Draw information from a simple map.

Explore the natural world around them.

## Expressive Arts and Design

### Drawing skills

Use shapes to depict an idea or image and talk about what they have drawn.

With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.

To draw a detailed picture which is recognisable by an adult selecting appropriate colours.

### Colour mixing

Naming, sorting and comparing colours.  
Identifying primary colours.

With support, use poster paints to mix colours.  
Identify and compare light and dark colours.

Independently mix colours and explore shades and tones.

### Collage and texture

Use pre-cut materials  
Use glue sticks  
Use a given outline

Use a range of cut and un cut materials  
With support, select appropriate glue for materials e.g. glue stick or PVA  
Use given outlines and begin to create their own outlines  
Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.

Use a rage of uncut materials  
Use a range of glue  
Have a free choice of outcome

### Painting

Use fat brushes  
Use lidded pots for paint  
Use ready mixed paint

Introduce thinner brushes  
Use water pots to clean brush  
Begin to explore mixing colours  
Use colour pallets and blocks

Use water pots to clean brush and change water when needed  
To choose appropriate brush size  
To know how to make some secondary colours  
To mix their own colours

# Dane Bank EYFS Progress Model

<u>Equipment</u>	Masking tape Glue sticks Scissors Fat brushes Lidded pots	tape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders	Split pins String Hole punch A variety of brush sizes
<u>Cutting</u>	Make snips on paper With support, begin to hold scissors correctly	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support	Cut around objects with care and some precision Hold scissors correctly
<u>DT</u>	<b><u>Divali Lamp</u></b> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. <b><u>Food tasting, fruit salad and baking</u></b> Taste, describe and evaluate a range of food and be able to talk about some foods that are good for you and why I can use simple utensils and equipment to mix, grate and squeeze safely Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups	<b><u>Making Bridges for the Goats</u></b> <b><u>Making a House for the Three Little Pigs</u></b> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts	<b><u>Creating a Zoo</u></b> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts
<u>Art and Design</u>	<b><u>Art &amp; Design</u></b> Create self-portraits using digital media Create collages using “natural treasures” taking inspiration from Andy Goldsworthy	<b><u>Art &amp; Design</u></b> Study still life and create observational paintings and drawings taking inspiration from Vincent Van Gogh.	<b><u>Art &amp; Design</u></b> Explore different materials and tools to create different prints and create artwork with these. Use junk modelling to create “Our Community” – Link to Geography
<u>Music</u>	Listen attentively to music Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments Perform in front of an audience	Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence	To have a knowledge of some different instruments and how they’re played Watch and listen to musicians play and talk about what they see and feel Perform in front of an audience with confidence and a clear and loud voice Begin to create their own music and dances



# Dane Bank EYFS Progress Model

*Statements addressed across the whole year*

Watch and talk about dance and performance art, expressing their feelings and responses

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Create collaboratively sharing ideas, resources, and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Explore and engage in music making and dance, performing solo or in groups.