



Thameside Primary School Reception Skill Progression

2024-2025

LD- September 2024

Sources: EYFS Profile (2024), Development Matters (2023), Birth to 5 matters (2024)

Communication and Language



Attention, Listening and Understanding – Skills Progression



Skill	Attention	Listening	Understanding
Extended	<ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how
Developing	<ul style="list-style-type: none"> Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall Listens to others in one-to-one or small groups, when conversation interests them 	<ul style="list-style-type: none"> Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Beginning to understand why and how questions
Emerging	<ul style="list-style-type: none"> Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. Attention in self-initiated task usually longer than when completing an adult initiated task 	<ul style="list-style-type: none"> Will look at an adult when they speak. Shows interest in play with sounds, songs and rhymes Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door 	<ul style="list-style-type: none"> Identifies action words by following simple instructions, e.g. Show me jumping Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad)



Speaking – Skills Progression



Skill	Purpose	Sentences and Grammar	Vocabulary
Extended	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Introduces a storyline or narrative into their play • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Retells stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Use new vocabulary in different contexts.
Developing	<ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle • Able to use language in recalling past experiences • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Talks more extensively about things that are of particular importance to them 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. “runned”) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others 	<ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences
Emerging	<ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic • Uses language to share feelings, experiences and thoughts 	<ul style="list-style-type: none"> • Beginning to use word endings • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences 	<ul style="list-style-type: none"> • Learns new words rapidly and is able to use them in communicating



Personal, Social and Emotional Development



Self-regulation – Skills Progression



Skill	Understanding Feelings and Empathy	Regulation	Resilience
Extended	<ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is aware of behavioural expectations and sensitive to ideas of justice and fairness 	<ul style="list-style-type: none"> Generally able to self-regulate Moderate their own feelings when they've experienced anger, frustration. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, "emotional refuelling" and practical help in new or challenging situations. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge.
Developing	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> "Bounce back" quicker after upsets and with more independence. Follow familiar routines and instructions independently Identify strategies for staying calm in the face of frustration. 	<ul style="list-style-type: none"> Talk about their work and play, show resilience and perseverance by reflecting and self-evaluating their work. Understand that it is ok to make mistakes – this is an important part of learning. Set their own goals and achieve them.
Emerging	<ul style="list-style-type: none"> Understand gradually how others might be feeling (happy, sad, angry, worried) and why. Explores situations from different points of view, bringing ideas into children's pretend Knows how to help if someone is upset or angry. 	<ul style="list-style-type: none"> Managing their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control' Seeks adult for co-regulation; can become overwhelmed by emotions 	<ul style="list-style-type: none"> Try new activities independently, with an adult or with peers

Building Relationships (and self regulation) – Skills Progression



Skill	Sharing	Conflict Resolution	Building Relationships
Extended	<ul style="list-style-type: none"> • Able to share independently • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours 	<ul style="list-style-type: none"> • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • Is proactive in seeking adult support and able to articulate their wants and needs.
Developing	<ul style="list-style-type: none"> • Can take turns in a group • Patience is increasing when waiting for a turn • Knows strategies to use such as using a timer or writing name on a board to wait for turn • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it 	<ul style="list-style-type: none"> • Practises skills of assertion • Developing ability to negotiate and compromise • Looks to a supportive adult for help in resolving conflict with peers 	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Emerging	<ul style="list-style-type: none"> • Can take turns with an adult; my turn, your turn • Take turns with other children, with adult support during play activities • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. 	<ul style="list-style-type: none"> • Developing ways of being assertive • seeks adult support to aid conflict resolution 	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

Managing Self – Skills Progression



Skill	Positive Sense of Self	Self-Care	Understanding Rules and Routines
Extended	<ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Has a clear idea about what they want to do in their play and how they want to go about it (4/5 Leuven scale) 	<ul style="list-style-type: none"> Can change independently (for PE) Is able to look after all of their possessions e.g. library book, bottle, jumper etc. 	<ul style="list-style-type: none"> Follows the school rules and routines and has developed the ability to discuss why we have rules and routines and why this is important for everyone.
Developing	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Contributes their thoughts/ opinions in discussions Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Can put on clothes, shoes, coats etc independently Is able to look after possessions e.g. coat 	<ul style="list-style-type: none"> Remember the school expectations without needing an adult to remind them. Understand why the school rules (good sitting, good listening, good looking, keeping hands and feet to themselves, no running inside, wearing an apron for painting, water play, hanging coat on peg, so on) are important.
Emerging	<ul style="list-style-type: none"> Can talk about likes and dislikes Can speak about what they are good at Shows emotional well-being through actions (4/5 Leuven scale) Shows emotional engagement through actions (4/5 Leuven scale) 	<ul style="list-style-type: none"> Manage their own needs - use the toilet, wash and dry hands. Can toilet independently Can put on socks and shoes independently Can put on a coat independently (support for zips/ buttons) 	<ul style="list-style-type: none"> Follows the school expectations with adult support Is beginning to understand why the school rules are important

Physical Development



Moving and Handling Physical Development

Skill	Moving	Balance	Ball Skills	Tools/ Fine Motor
Extended	<ul style="list-style-type: none"> chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance 	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control and intention Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Developing	<ul style="list-style-type: none"> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	<ul style="list-style-type: none"> Can grasp and release with two hands to throw and catch a large ball, beanbag or an object 	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Uses simple tools to effect changes to materials Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently
Emerging	<ul style="list-style-type: none"> Runs safely on whole foot Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces Begins to understand and choose different ways of moving 	<ul style="list-style-type: none"> Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride 	<ul style="list-style-type: none"> Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it 	<ul style="list-style-type: none"> May be beginning to show preference for dominant hand and/or leg/foot Turns pages in a book, sometimes several at once Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all fingers



Literacy



Phonological Awareness – Skills Progression



Emerging Developing Extended						
Skill	Speech Detection	Syllable Awareness	Onset and Rime	Rhyme Detection	Initial Sounds	Rhyme Production
Extended	<ul style="list-style-type: none"> Recognises that sentences are made up of individual words 	<ul style="list-style-type: none"> Is beginning to isolate syllables in words (syllable deletion) 	<ul style="list-style-type: none"> To join onset and rime to make a word. 	<ul style="list-style-type: none"> Plays with rhyme (can use non words e.g. Megan, Fregan) 	<ul style="list-style-type: none"> Is able generate words that begin with the same sound as the stimulus word (alliteration) 	<ul style="list-style-type: none"> Creates their own rhyming sentence
Developing	<ul style="list-style-type: none"> To recognise that sounds can be manipulated Knows the difference between speech sounds and other environmental sounds. 	<ul style="list-style-type: none"> Can identify the number of syllables in words. Can use two one syllable words to make a two syllable word. Is confident in segmenting syllables 	<ul style="list-style-type: none"> Identifies the word when given the onset and rime e.g. d-og 	<ul style="list-style-type: none"> Can identify words within a given rhyming string. 	<ul style="list-style-type: none"> Recognises that words can begin with the same sound. 	<ul style="list-style-type: none"> Identifies rhyming words within a sentence.
Emerging	<ul style="list-style-type: none"> Shows an awareness of sounds in the environment. Has the ability to listen in a variety of contexts. Follows instructions to start and stop sounds 	<ul style="list-style-type: none"> Is developing an awareness of the syllable structure of words. 	<ul style="list-style-type: none"> Identifies a target onset when provided orally by the adult e.g. mmmmmmmmap match to m 	<ul style="list-style-type: none"> To identify words that rhyme 	<ul style="list-style-type: none"> Recognises the initial sound of a c-v-c word 	<ul style="list-style-type: none"> Plays with rhyme (can use non words e.g. Megan, Fregan) Continues a rhyming string from a visual stimulus.

Reading



Skill	Love of Reading	Story Talk	Phonics
Extended	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction 	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play 	<ul style="list-style-type: none"> Read Write Inc Purple and above
Developing	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Read write inc Ditty, Red and Green groups
Emerging	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<ul style="list-style-type: none"> Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..." 	<ul style="list-style-type: none"> Read write inc group a, b and c Developing phonological awareness skills to be able to hear and blend sounds into words



Writing

	Emerging	Developing	Extended
Skill	Mark making	Phonics	Writing
Extended	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats 	<ul style="list-style-type: none"> Applies taught phonics knowledge to write increasingly varied words, both during an adult led activity and in play 	<ul style="list-style-type: none"> Can write a sentence using correct punctuation Is able to write in different contexts and for different purposes such as greeting cards, stories and lists Showing increasing confidence and independence in their writing
Developing	<ul style="list-style-type: none"> Begins to apply writing and drawing skills for a purpose during play Drawings become increasingly detailed 	<ul style="list-style-type: none"> Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name 	<ul style="list-style-type: none"> Confident to have a go at writing words using taught graphemes Joins words together to write phrases using nouns and verbs (who, what doing) or nouns and adjectives
Emerging	<ul style="list-style-type: none"> Gives meaning to the marks they make as they draw, write and paint Explores different ways of making marks 	<ul style="list-style-type: none"> Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<ul style="list-style-type: none"> May write letter strings or some letters in their name Beginning to form letters accurately Can write the initial sound Able to write cvc words

Mathematics



Number and Numerical Pattern

Skill	Comparison	Counting	Cardinality	Composition
Extended	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size 	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) 	<ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects In practical activities, adds one and subtracts one with numbers to 10 Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
Developing	<ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! 	<ul style="list-style-type: none"> May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 	<ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<ul style="list-style-type: none"> Can subitise 3, 4 and 5 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Emerging	<ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or same 	<ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) 	<ul style="list-style-type: none"> In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. 	<ul style="list-style-type: none"> Can subitise 1 and 2

Shape, Space and Measure



Skill	Spatial Awareness	Shape	Pattern	Measures
Extended	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat 	<ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars
Developing	<ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child’s purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories
Emerging	<ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away 	<ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions 	<ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	<ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

Understanding the World



Understanding the World – Skill Progression

Skill	Knowledge of People and Communities	Knowledge of the World
Extended	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes
Developing	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
Emerging	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

Being Imaginative and Expressive



Creating with Materials – Skills Progression



Skill	Painting	Drawing	Modelling	Collage	Printing	Structures
Extended	<ul style="list-style-type: none"> Experiments with different tones and shades Makes choices about what colours they will mix Mixes an intended colour for an intended purpose 	<ul style="list-style-type: none"> Carefully selects resources to create desired effect when drawing Draw for a purpose 	<ul style="list-style-type: none"> Carefully shapes and creates a model with clear purpose Uses different techniques to create effects Carefully selects tools and uses them to achieve a desired effect 	<ul style="list-style-type: none"> Make decisions about what they will use to stick - which will be most effective way to stick? Controls glue spatula to spread glue Makes decisions about what the correct amount of tape/ glue to use is 	<ul style="list-style-type: none"> Prints to create patterns and pictures Prints with a range of colours. Carefully plans where they will print and what they will print 	<ul style="list-style-type: none"> Combines resources to create a structure Builds more elaborate structures. Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure Ensures model is stable
Developing	<ul style="list-style-type: none"> Uses primary colours to mix secondary colours Explores the properties of colours as they mix Mixes colour for a desired purpose 	<ul style="list-style-type: none"> Shapes and forms become clearer Can talk about their drawing in greater detail 	<ul style="list-style-type: none"> Creates models with a clear idea in mind Adds some details to models e.g. eyes or tail Uses tools to try to achieve a desired effect 	<ul style="list-style-type: none"> Able to use glue/tape to fasten thicker materials together Sticks carefully selected items together to achieve desired purpose Uses sticking resources to explore creating different textures 	<ul style="list-style-type: none"> Paints onto chosen printing tool before printing Takes time when printing 	<ul style="list-style-type: none"> Uses resources to construct buildings Positions resources both vertically and horizontally
Emerging	<ul style="list-style-type: none"> Experiments with colour mixing but with no intention to mix a certain colour 	<ul style="list-style-type: none"> Experiments with different drawing tools and techniques Makes marks and gives meaning to the marks they make 	<ul style="list-style-type: none"> Explores making models by using dough Uses hands to shape, roll, press Experiments with some tools 	<ul style="list-style-type: none"> Uses glue to attempt to stick but may not be secure Able to use glue to fasten paper/ thin resources together Sticks objects randomly onto paper/ card 	<ul style="list-style-type: none"> Explores printing with different objects Prints randomly on paper Puts printing tool into paint then prints on paper 	<ul style="list-style-type: none"> Uses resources to build towers. Builds vertical models

Being Imaginative and Expressive— Skills Progression



Skill	Developing Narratives	Responding by creating	Using Props	Sounds, Rhythm and Music	Co-operative Play
Extended	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes 	<ul style="list-style-type: none"> chooses particular sounds and rhythms for their own imaginative purposes e.g. a drumroll 	<ul style="list-style-type: none"> Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
Developing	<ul style="list-style-type: none"> Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> Experiments and creates movement in response to music, stories and ideas Creates sounds, movements, drawings to accompany stories 	<ul style="list-style-type: none"> Sings to self and makes up simple songs Uses available resources to create props or creates imaginary ones to support play 	<ul style="list-style-type: none"> Uses movement and sounds to express experiences, expertise, ideas and feelings 	<ul style="list-style-type: none"> Mirror another child or adult and interact in a two way exchange with shared attention
Emerging	<ul style="list-style-type: none"> Begins to make believe by pretending using sounds, movements, words, objects 	<ul style="list-style-type: none"> Responds to music and stories through dance, actions and sounds 	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations 	<ul style="list-style-type: none"> Beginning to describe sounds and music imaginatively, e.g. scary music Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> Plays alongside other children who are engaged in the same theme Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously