

## **Ashton Gate Primary School EYFS Skills Progression**

*Each child is unique and progresses differently over their time in EYFS. This document helps to explain the focus for the development of skills for many of our children, however staff in Reception at Ashton Gate are aware of the different rates at which children develop and adjust their practice appropriately over the terms. Thorough, ongoing assessment feeds into planning and ensures that all children make progress from their starting points.*

Ashton Gate Primary School Skills Progression Communication and Language							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Listening, Attention & Understanding	<p>Can correctly use positional language, such as under, on top and behind.</p> <p>Can respond to two step instructions.</p> <p>Can understand why listening is important.</p>	<p>Can take part in story times, joining in with repeated phrases and actions.</p> <p>Can start to understand why and how questions.</p> <p>Can begin to retell a story.</p>	<p>Can begin to understand how humour is used.</p> <p>Can understand a range of different sentence structures.</p> <p>Can begin to understand and respond to the ideas of others.</p>	<p>Can retell a story with increased confidence.</p> <p>Can understand the ideas of others.</p> <p>Can follow a story without pictures or props.</p>	<p>Can understand questions such as who, why, when, where and how?</p>	<p>Can hold conversations and back and forth exchanges with adults and peers.</p> <p>Can ask relevant questions such as who, why, when, where and how?</p>	<p>- 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.</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Can retell a simple past event.</p> <p>Can begin to talk in front of a small group.</p> <p>Can convey meaning in their expressive language through gesture, intonation, rhythm &amp; phrasing.</p>	<p>Can use new vocabulary learnt in school.</p> <p>Can begin to talk in front of larger groups of children.</p> <p>Can more speak confidently to adults they are less familiar with in school.</p>	<p>Can talk in sentences using conjunctions.</p> <p>Can usually stick to a main theme and intention in their expressive language.</p> <p>Can introduce storyline and narrative into their play.</p>	<p>Can use new vocabulary in different contexts in their daily life.</p> <p>Can stick to a main theme and intention in their expressive language.</p>	<p>Can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Can talk about why things happen.</p>	<p>Can use a range of tenses in talk.</p> <p>Can use language to imagine and recreate roles and experiences.</p>	<p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- 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.</p>

Ashton Gate Primary School Skills Progression Personal, Social and Emotional Development							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Self-regulation	<p>Can recognise different emotions.</p> <p>Can understand how people show emotions.</p> <p>Can show appropriate focus over short periods of time in small groups.</p>	<p>Can begin to talk about how they are feeling.</p> <p>Can begin to consider the feelings of others.</p> <p>Can usually adapt behave to a range of situations.</p>	<p>Can talk about how they are feeling.</p> <p>To consider the feelings and needs of others.</p> <p>Can show appropriate focus during longer, whole class sessions.</p>	<p>Can identify and usually moderate their own feelings socially and emotionally</p> <p>Can begin to wait for what they want.</p> <p>Can usually share and take turns.</p>	<p>Can usually control their emotions using a range of techniques.</p> <p>Can listen and respond to adults, even when focused.</p>	<p>Can talk about how they control their emotions and feelings and begin to help others.</p> <p>Can respond to multi step instructions when focused on an activity.</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>- 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.</p>
Managing Self	<p>Can begin to feel comfortable in school and explore the Reception environment.</p> <p>Can follow rules introduced during transition.</p> <p>Can wash hands, go to the toilet and put coat on independently.</p>	<p>Can understand perseverance using the example of the ELLI animal - the tortoise.</p> <p>Can understand the need to have rules at school.</p> <p>can put shoes and wellies on by themselves.</p>	<p>Can begin to show resilience and perseverance in the face of challenge.</p> <p>Can understand how to keep themselves safe in different situations.</p> <p>Can put PE kit independently.</p>	<p>Can show developing confidence with new experiences.</p> <p>Can talk to adults about what is right and wrong.</p> <p>Can understand why they need to look after their property.</p>	<p>Can deal with new challenges in their learning.</p> <p>Can show some evidence of their understanding of right and wrong in their interactions with peers.</p> <p>Can have increasing confidence with zips and buttons.</p>	<p>Can show growth mindset about their learning.</p> <p>Can show understanding of right, wrong and rules appropriate for the transition to year 1.</p> <p>Can put uniform on and manage zips and buttons with minimal support.</p>	<p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>Can go to adults for support when needed.</p> <p>Can show increasing confidence to speak to adults and peers,</p>	<p>Can play with children who are playing with the same activity.</p> <p>Can begin to develop friendships.</p>	<p>Can work well in a group with a little support.</p> <p>Can begin to show strategies for turn taking.</p>	<p>Can usually share and take turns.</p> <p>Can usually listen to the ideas of others without the</p>	<p>Can play independently with a group of children.</p> <p>Can talk to their friends about their feelings.</p>	<p>Can form strong bonds with children and adults who are important to them.</p> <p>Can begin to form new</p>	<p>-Work and play cooperatively and take turns with others.</p> <p>- Form positive attachments to adults and friendships with peers.</p> <p>- Show sensitivity to their own and to others' needs.</p>

	usually about things they enjoy.	Can have appropriate, positive relationships with adults at school.		support of an adult.  Can talk about their friendships and what makes a good friend.		positive relationships with staff in year 1.	
--	----------------------------------	---------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------	--	----------------------------------------------	--

Ashton Gate Primary School Skills Progression Physical Development							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Gross Motor	<p>Can begin to move safely in and around a space</p> <p>Can stop safely and not run into obstacles</p>	<p>Can move safely in and around a space</p> <p>Can begin to show balancing skills</p> <p>Can use climbing apparatus safely</p> <p>Can begin to respond and copy body instructions (crossing mid line, body shapes, core strength)</p>	<p>Can move around a space in a variety of ways (hopping, skipping, jumping)</p> <p>Can show strength and balance in gymnastics and in play. Can show gymnastics shapes appropriately</p> <p>Can begin to access ball games, showing skills like kicking, throwing and catching</p>	<p>Can create a short sequence using gymnastics or dance</p> <p>Can jump and land appropriately and safely (PE and forest school)</p> <p>Can use climbing apparatus safely with increased challenge</p> <p>Can respond and copy body instructions (crossing mid line, body shapes, core strength)</p>	<p>Can copy dance moves and use them in conjunction with music</p> <p>Can show increased skill in moving around areas and apparatus</p> <p>Can use balls appropriately and safely (throwing, kicking, catching)</p> <p>Can hit a ball using a racket or bat.</p>	<p>Can organise small ball games and challenges using kicking catching, throwing)</p> <p>Can show increased skill and independence in sing techniques learnt in sport (Athletics for sports day)</p>	<p>-Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>- Demonstrate strength, balance and coordination when playing.</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor	<p>Can begin to use a dominant hand.</p> <p>Can make marks, using different shapes.</p> <p>Can begin to use the tripod grip whilst marking.</p> <p>Can begin to copy some letters.</p>	<p>Can start to use anticlockwise movements and retrace vertical lines.</p> <p>Can draw lines, circles and shapes with increasing accuracy in their drawings.</p> <p>Can use the tripod grip when mark making.</p>	<p>Can cut along a curved or wavy line with scissors.</p> <p>Can thread small beads and use tweezers and pegs with increased accuracy.</p> <p>Can usually write taught letters with correct formation.</p>	<p>Can use scissors to cut out large shapes.</p> <p>Can write taught letters with correct formation and begin to have control over the size of the letters.</p> <p>Can usually use anticlockwise movements and</p>	<p>Can use scissors effectively to cut out small shapes.</p> <p>To use a range of tools with confidence.</p>	<p>Can use scissors effectively with a range of materials.</p> <p>Can write most letters with correct formation and increasing control over the size of the letters.</p> <p>Can create drawings with</p>	<p>-Hold a pencil effectively in preparation for fluent writing</p> <p>- Using the tripod grip in almost all cases; -</p> <p>- Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>- Begin to show accuracy and care when drawing.</p>

	<p>Can hold scissors correctly and safely and snip with them.</p> <p>Can hold and use a fork and spoon appropriately.</p>	<p>Can usually write taught letters with correct formation.</p> <p>Can use scissors to cut straight, zig-zag lines.</p> <p>To hold a knife and fork and begin to use appropriately.</p>	<p>Can usually use a knife and fork to cut food independently.</p>	<p>retrace vertical lines.</p>		<p>increased detail and care.</p> <p>Can independently and effectively use cutlery to eat a range of meals.</p>	
--	---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------	--	-----------------------------------------------------------------------------------------------------------------	--

Ashton Gate Primary School Skills Progression Literacy							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Comprehension	<p>Can independently look at a book, turning the pages and holding it the correct way.</p> <p>Can use pictures in a book to retell stories.</p> <p>Can retell something that has happened to them.</p> <p>Can take part in a Helicopter Stories session, understanding the rules.</p> <p>Can begin to sequence a familiar event.</p>	<p>Can take part in story times, joining in with repeated phrases and actions.</p> <p>Can begin to answer simple questions about stories that are read to them.</p> <p>Can enjoy a wide range of texts – including fiction, non-fiction, poems and rhymes.</p> <p>Can begin to use some vocabulary influenced by stories they have heard.</p> <p>Can act in a Helicopter Stories session, showing understanding of the story.</p>	<p>Can begin to predict what might happen next in a story.</p> <p>Can suggest how a story might end.</p> <p>To confidently act out in Helicopter Stories.</p> <p>Can more confidently answer simple questions about what they have read.</p> <p>Begin to use language</p>	<p>Can retell a story.</p> <p>Can tell a story in Helicopter stories, joining in with acting it out.</p> <p>Can talk about characters and setting in a story.</p> <p>Can begin to use new vocabulary in different contexts in their lives.</p> <p>Can follow a story without pictures and props.</p>	<p>Can express preferences about books they have read – talking about what they liked and disliked.</p> <p>Can increasingly use vocabulary that is influenced by their experience of books.</p> <p>To begin to understand that information can be retrieved from books.</p>	<p>Can answer a range of questions about what they have read, giving their opinion.</p> <p>Can express preferences for what they have read, giving reasons.</p> <p>Can sequence stories they have read, using vocabulary influenced by stories.</p> <p>Can confidently use vocabulary influenced by stories in their roleplay.</p>	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- Anticipate – where appropriate – key events in stories.</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Word Reading	<p>Can link graphemes to phonemes for s a t p l n m d g o c k c k e u r h b f l</p> <p>Can read and write tricky words is l the</p>	<p>Can link graphemes to phonemes for ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Can read and write tricky words put pull full as and has</p>	<p>Can link graphemes to phonemes for ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff</p> <p>Can read and write tricky</p>	<p>Can begin to apply knowledge of all previously taught GPCs</p> <p>Can apply all previously learnt tricky words.</p>	<p>Can apply knowledge of all previously taught GPCs</p> <p>Can read and write tricky words said so have like some come love do</p>	<p>Can apply knowledge of all previously taught GPCs</p> <p>Can apply all previously learnt tricky words.</p>	<p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>- Read words consistent with their phonic knowledge by sound-blending.</p> <p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

		<p>his her no go to into she push he of we me be</p> <p>Can add s to the end of words.</p>	<p>words was you they my by all are sure pure</p>	<p>Can add ing and es to the end of a word</p> <p>Can read and write words with s in the middle</p> <p>Can read and write compound words</p>	<p>were here little says there when what one out today</p> <p>Can read and write CVCC, CVCC, CCVC, CCVCC, CCCVC and CCCVCC words.</p> <p>Can read and write root words ending in ing, ed, t, id, est.</p>	<p>Can apply all previously learnt knowledge to independently read a range of words.</p>	
Writing	<p>Can engage in Fine Motor development activities</p> <p>Can begin to use a tripod Pencil grip.</p> <p>Can show an understanding that marks can be made for a purpose and in play.</p> <p>Can show suitable writing position at table and begin to use a dominant hand.</p> <p>Can begin to write own name.</p>	<p>Can write own name</p> <p>Can begin to correctly form the taught letters</p> <p>Can give meaning to the marks they make</p> <p>Can use a tripod grip and show preference for a dominant hand</p> <p>Can begin to write cvc captions.</p> <p>Can begin to use finger spaces between each word</p>	<p>Can mostly form lower case letters using formation families (Ladder, caterpillar, robot, monster) to support</p> <p>Can write words and letters with meaning and sometimes a context</p> <p>Can write short words using the sounds they know.</p> <p>Can write some remembering words</p>	<p>Can form all lower-case letters correctly</p> <p>Can mostly write letters that are correctly sized and sat on the line</p> <p>Can use finger spaces between each word</p> <p>Can begin to check own work and self-correct formation mistakes</p> <p>Can begin to write short meaningful sentences using taught sounds and with some support</p>	<p>Can form all letters correctly</p> <p>Can write with finger spaces, letters correctly sized and on the line.</p> <p>Can check own work and self-correct.</p> <p>Can write short sentences (1 or 2) that have a full stop. Begin to use capital letters at the start of a sentence.</p> <p>Can correctly spell remembering words in their writing</p>	<p>Can write independently and follow all rules set out in the previous terms.</p> <p>can use capital letters at the start of a sentence</p> <p>I can attempt to write remembering words from phase 2,3 and 4.</p>	<p>-Write recognisable letters, most of which are correctly formed</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>- Write simple phrases and sentences that can be read by others.</p>



				Can know that full stops are needed at the end of a sentence.			
--	--	--	--	---------------------------------------------------------------	--	--	--

Ashton Gate Primary School Skills Progression Mathematics							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Number	<p>Can begin to subitise numbers 0-5</p> <p>Can understand cardinality of 0-3</p> <p>Can use and apply learning from numberblocks</p>	<p>Can subitise numbers 0-5</p> <p>Can understand the cardinality and pattern of numbers 0-5</p> <p>Can understand sequence and order of numbers 0-5</p>	<p>Can confidently subitise and show value for 0-5 in a range of situations</p> <p>Can use a five frame to begin to see smaller numbers within a number.</p> <p>Can make marks and use objects to show composition of numbers 0-5</p>	<p>Can begin to subitise numbers 0-10</p> <p>Can begin to understand and apply the cardinality and composition of 0-10</p> <p>Can find numbers within the number 10 and can add and subtract using this knowledge</p>	<p>Can subitise numbers 0-10</p> <p>Can understand, apply and explore the cardinality and composition of 0-10.</p> <p>Can begin to use a tens frame to explore numbers 0-10</p> <p>Can subitise structured and unstructured patterns</p>	<p>Can independently subitise all numbers 0-10</p> <p>Can show understanding of cardinality and composition of 0-10 in their work and play.</p> <p>Can use a tens frame to explore numbers up to 10</p>	<p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>- Subitise (recognise quantities without counting) up to 5.</p> <p>- 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.</p>
Numerical Pattern	<p>Can count up numbers 0-5 and know how many it is</p> <p>Can begin to count to 10 verbally and using fingers</p>	<p>Can count up different amounts of objects that both can and cannot be moved</p> <p>Can compare 2 amounts and say which is more and fewer</p>	<p>Can begin to count up to 20</p> <p>Can confidently count amounts of objects up to 10 using a range of counting strategies.</p>	<p>Can count to 20 with confidence and a range of strategies.</p> <p>Can understand counting patterns and symmetrical patterns in doubling</p>	<p>Can count forwards and back to 20 and can practise starting at different points.</p>	<p>Can count to 20 in a range of situations and using a range of strategies.</p>	<p>-Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape, Space and Measure	<p>Can match and sort object according to their properties and come up with their own reasons.</p> <p>Can begin to compare and</p>	<p>Can demonstrate a basic understanding of spatial awareness.</p> <p>Can sequence events in their daily life – for</p>	<p>To confidently continue a range of repeating patterns, including making up their own.</p> <p>can understand that the passing of time can be</p>	<p>Can talk about a typical day, sequencing events appropriately.</p> <p>To be able to sequence the days of the week.</p>	<p>Can use mathematical vocabulary to describe the properties of 2D and 3D shapes.</p> <p>Can use non-standard units to</p>	<p>Can understand the purpose of money – recognising coins and understanding about how change is given.</p>	<p>Although there is no ELG directly related to Space, Shape and Measure, children will have a range of rich opportunities to develop skills in this area.</p>

	<p>order by capacity, length, height and size.</p> <p>Can continue a simple repeating pattern, with 1 / 2 repeats.</p> <p>Can use simple mathematical vocabulary to describes shapes.</p> <p>Can name simple 2D shapes.</p> <p>Can sequence simple events in their day.</p>	<p>example waking up or going to bed.</p>	<p>measured using sand timers, stopwatches etc.</p>	<p>Can confidently to compare and order by capacity, length, height and size, using appropriate mathematical language.</p>	<p>measure and compare objects.</p> <p>Can demonstrate an increased understanding of spatial awareness.</p> <p>To show some understanding of the patten of seasons and months of the year.</p>	<p>Can show an awareness of standard units of measure.</p> <p>Can name some 2D and 3D shapes.</p> <p>Can confidently talk about events in the past, present and future – showing an awareness of the progress of time.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	-----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Ashton Gate Primary School Skills Progression Understanding of the World							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Past and Present	<p>Can talk about themselves and their families (<i>Me now</i>)</p> <p>(Ourselves, show and tell)</p>	<p>Can talk about special events in their past.</p> <p>Can talk about how they have grown and changed</p> <p>(<i>Past me</i>)</p> <p>(all about me box, show and tell)</p>	<p>Can talk about the lives of those in their community and their roles in society.</p> <p>(<i>me now</i>)</p> <p>Can talk about what job they would like to do when they are older.</p> <p>(<i>Future me</i>).</p> <p>Can enjoy stories set in the past and non-fiction about the past.</p> <p>(<i>before me</i>)</p> <p>Jobs People Do</p>	<p>Can understand that events in their family in the world happened before they were born.</p> <p>Can respond to stories, noticing how daily life might have been different in the past</p> <p>(<i>before me</i>)</p>	<p>Can ask questions about what the world was like before they were born, referring to stories</p> <p>(<i>before me</i>)</p> <p>Can use an increasing range of vocabulary to talk about past, present and future.</p> <p>(I Wonder Why)</p>	<p>Can talk confidently about events in the past, referring to books and their own personal history.</p> <p>Can show interest in chronology and begin to have a sense of how long-ago things happened (e.g. grandparents were more recent than Vikings/dinosaur s).</p> <p>(<i>Past me, Before me</i>)</p> <p>Can talk about change and the future with reference to the transition to Year 1.</p> <p>(<i>Future me</i>)</p>	<p>-Talk about the lives of the people around them and their roles in society.</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>Can talk about their family and who is part of it.</p> <p>Can talk about what makes themselves and their friends special.</p>	<p>Can understand that people have different beliefs, opinions and faiths.</p> <p>Can talk about how Diwali is celebrated in</p>	<p>Can talk about and understand the jobs and roles people have that support us in society.</p>	<p>Can talk about how Easter is celebrated in Christianity.</p> <p>Can respond to fiction and non-fiction, discussing the</p>	<p>Can talk about how Eid is celebrated in Islam.</p> <p>Can understand why maps are used and some of the different</p>	<p>Can confidently talk about their local environment around them through discussion, stories and non-fiction.</p>	<p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>- 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.</p> <p>- Explain some similarities and differences between life in this country and life in other</p>

	Can talk about the immediate environment of their school, home and community.	Hinduism, Christmas in Christianity and Hanuka in Judaism.  Can talk about the journey to the park and what they noticed/are familiar with.	Can talk about how Lunar New Year is celebrated.  Can talk about how there are different countries and places in the world.  Can talk about the journey to the park with increasing recall of landmarks and what they saw.	roles and beliefs of characters and people around the world.  Can compare and contrast different places in the world, with reference to fiction, non-fiction and internet research.	forms they can take.  Can create their own map of the park and of the journey to the park.  Can understand that people have a responsibility to their community and planet.	Can confidently discuss some similarities between different religious and cultural communities.  Can confidently talk about similarities and differences between life in this country and other countries through discussion, stories and non-fiction.	countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World	Can begin to understand seasons autumn  Can observe the plants outside and consider what is happening	Can understand seasons Autumn  Can draw the plants around us  Can understand jobs that protect our world	Can begin to understand seasons Winter  Can show interest in our planet and what inhabits it.  Can compare different habitats	Can understand seasons Winter and spring  Can explain and help to protect nature  Can understand how different parts of the world have different ecosystems, weather, plants and animals.	Can understand seasons Spring and summer  Can recycle and understand how we conserve our planet  Can experiment basic changes of state (both reversible and irreversible)	Can explain the cycle of the 4 seasons  Can explain how we grow in or world  Can explore changes in matter through cooking	-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.
Technology	Can begin to use simple programs on the computer	Can use simple programs on the computer	Can understand what the term online safety means	Can use an iPad successfully in a range of tasks	Can use Beebots to make simple programming paths	Can use electronic equipment successfully.	Although there is not ELG that relates to technology objectives, children will have a wide range of opportunities to experience technology and develop their skills in this area.

Ashton Gate Primary School Skills Progression Expressive Arts & Design							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
Creating With Materials	<p>Can make marks on paper that has meaning</p> <p>Can draw a basic self-portrait with support</p> <p>Can make nature art based on the work of James Brunt</p> <p>Can begin to use a range of tools create their art work and modelling</p>	<p>Can make things using collage and materials</p> <p>Can take part in observational drawing and painting.</p>	<p>Can design inventions that will help the world (both sketch and 3D junk modelling) from the story Jabari tries</p> <p>Can draw a self-portrait with more detail with support.</p> <p>Can use a range of tools create their art work and modelling</p>	<p>Can create art based on the work of Esther Mahlangu</p> <p>Can design outfits, masks and props for their role play using a variety of materials and processes.</p> <p>Can sketch animals and repeat the process with peer feedback for improvement.</p>	<p>Can draw a self-portrait independently that represents them appropriately</p> <p>Can explore processes and colour mixing in their painting</p> <p>Can confidently use a range of tools create their art work and modelling</p>	<p>Can design and complete artwork based on an artist of choice</p> <p>Can compare and review artwork</p>	<p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>- Share their creations, explaining the process they have used.</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>Can join in with refrains and nursery rhymes/poetry basket.</p> <p>Can explore instruments in their play.</p> <p>Can dress up and join in with role play.</p>	<p>Can take part in our nativity performance</p> <p>Can visit the music room and try out new instruments</p> <p>Can work to a main them in their role play alongside peers</p>	<p>Can join in with songs with call and recall</p> <p>Can work together to play games with tole play in it.</p> <p>Can confidently join in with helicopter stories</p>	<p>Can join in with music from another Country</p> <p>Can join in with a class dance to music</p>	<p>Can show their understanding of rhythm, tone, tempo and volume</p> <p>Can use loose parts in an imaginative way with peers.</p>	<p>Can join in with Poetry Basket rhymes and refrains.</p> <p>Can compose their own songs and instrumental pieces and perform them to others.</p> <p>Can take part in imaginative play with a shared narrative and theme, using appropriate vocabulary and negotiating with others.</p>	<p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs.</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

