







Walsh C of E Infant School

EYFS Skills Progression Document

Yearly Plan

'Flourishing together'

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Celebrate the world	People who help us	Wild and Wonderful Animals	Once upon a time...	Journeys
						

Progression of Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<p>To understand why listening is important.</p> <p>To be able to follow one-part instructions.</p> <p>To begin to demonstrate good listening skills.</p>	<p>To begin to understand how and why questions.</p> <p>To begin to respond to instructions with more than one step.</p> <p>To engage in story times, (rhymes and songs) joining in with repeated phrases and actions.</p> <p>To demonstrate good listening.</p>	<p>To use how and why questions to find out more.</p> <p>To respond to two-part instructions.</p> <p>To begin to retell a story using taught techniques (talk for writing)</p>	<p>To confidently retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To listen, talk about and respond to stories with questions, recalling key events and innovating alternate ideas (characters and endings).</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To engage in non-fiction books.</p> <p>To engage in conversations back and forth with adults and peers.</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	To talk to class teacher and support staff.	To answer questions in front of the class.	To begin to retell or change a story using	To share their work with the class.	To use talk to organise, sequence, and clarify	To talk to adults across the school.	Participate in small group, class and one-to-one



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	<p>To talk aloud in front of a small group.</p> <p>To learn new vocabulary.</p>	<p>To use new vocabulary throughout the day.</p>	<p>newly learnt vocabulary.</p> <p>To begin to develop the confidence to talk to other adults, they see in school.</p>	<p>To use new vocabulary, conjunctions and offer explanations.</p>	<p>thinking, ideas, feelings, and events.</p> <p>To use new vocabulary in different contexts.</p>	<p>To talk about why things happen.</p> <p>To talk in sentences with a range of tenses.</p>	<p>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>
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Progression of Personal, Social and Emotional Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self -Regulation	<p>To recognise different emotions. (colour monster)</p> <p>To know how people show emotions.</p> <p>To show focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feelings (colour monster).</p> <p>To begin to consider how others are feeling.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To follow two-step instructions.</p> <p>To show focus during longer whole class activities.</p>	<p>To consider the feelings and needs of others.</p> <p>To identify, control and regulate their own emotions using taught strategies (and with some support).</p>	<p>To identify, control regulate their own emotions using taught strategies.</p> <p>To being to respond to instructions of three steps.</p>	<p>To identify and regulate their own emotions using taught strategies.</p> <p>To being to respond to instructions of three steps.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>



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							<p>involving several ideas or actions.</p> <p>Set and work towards simple goals, being able to wait for what they want and control immediate impulses when appropriate.</p>
Managing Self	<p>To get changed in PE with some support.</p> <p>To wash hands independently</p> <p>To put coat, bag and water bottle away. To put coat and socks on independently.</p> <p>To use the toilet independently. To begin to develop class rules.</p>	<p>To get changed in PE independently.</p> <p>To begin to have confidence to try new activities.</p> <p>To understand the need to have school rules.</p>	<p>To practice doing a zipper.</p> <p>To practice doing buttons.</p> <p>To practice doing shoes and straps.</p> <p>To begin to show resilience and perseverance.</p>	To identify and name healthy foods.	To understand the importance of healthy food choices.	<p>To show resilience and perseverance.</p> <p>To put uniform on with minimal to no 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>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>
Building Relationships	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to class teacher and support staff.</p> <p>To play alongside others.</p> <p>To begin to turn take with support.</p>	<p>To have positive relationships with all YR staff.</p> <p>To play with children within the same group activity.</p> <p>To develop friendships.</p> <p>To use taught strategies to turn take. (with support)</p>	<p>To independently use taught strategies to turn take.</p> <p>To listen to the ideas of other children.</p> <p>To begin to develop the confidence to talk to other adults, they see in school.</p>	To listen to the ideas of other children and agree on solutions, with support.	<p>To work within a group and partners (KAGAN)</p> <p>To have the confidence to talk to other adults, they see in school.</p> <p>To have strong friendships.</p>	To begin to build relationships with new class teacher.	<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>



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Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	<p>To move safely in a space</p> <p>To begin to run and stop safely</p> <p>To begin to work cooperatively with a partner/ adult (turn taking/ talking)</p>	<p>To change direction</p> <p>To begin to balance with some control</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using different equipment</p> <p>To run and stop safely</p>	<p>To roll and track a ball</p> <p>To begin to develop accuracy when throwing at a target</p> <p>To attempt to throw and catch with a partner.</p> <p>To kick a ball at a target.</p>	<p>To jump and land safely from height</p> <p>To balance and use apparatus safely</p> <p>To create short sequences using shapes, balances and travelling actions</p>	<p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with exploration and co-ordination</p> <p>To move with control and co-ordination, expressing ideas.</p>	<p>To develop accuracy when throwing and practice keeping score</p> <p>To follow instructions and move safely when playing</p> <p>To begin to play against an opponent</p> <p>To play by the rules and develop coordination</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p>	<p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles, and shapes to draw pictures</p> <p>To write most taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To use a dominant hand consistently when completing fine motor activities.</p> <p>To form most letters correctly</p> <p>To hold scissors correctly a long a straight line</p> <p>To begin to cut along a curved line and small shapes (circle)</p> <p>To paint using thinner paintbrushes</p>	<p>To begin to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks</p> <p>Form letters correctly</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing</p>



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	To hold scissors correctly and make snips in paper						
	To hold a fork and spoon correctly						

Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<p>To use pictures to tell stories</p> <p>To begin to sequence familiar stories</p> <p>To independently look at a book, holding them the correct way and turning pages.</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To use familiar story lines in their play</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Word Reading	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no tinto she push he of we me be)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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		<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability</p>	<p>Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, -er, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
Writing	To copy their name	To write their name	To form lowercase letters correctly	To form lowercase letters correctly and	To form lowercase and capital letters correctly	To form lowercase and capital letters correctly	Write recognisable letters, most of which are correctly formed. Spell words by



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	<p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly (The/is/I/and/has)</p> <p>To begin to read their work back</p>	<p>To begin to write longer words and compound words which are spelt phonetically correct</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>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>
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Progression of Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	<p>Say numbers in order to 5, then 10</p> <p>Count objects to 5 with 1:1 correspondence</p> <p>Recognise and name numerals to 5</p>	<p>Understand that the last number counted tells us "How many"</p> <p>Begin to compare small groups using more / fewer / same</p>	<p>Count reliably to 10, then 20</p> <p>Recognise and order numerals to 10</p> <p>Subitise to 5</p>	<p>Begin simple addition and subtraction using objects and number stories</p> <p>Compare numbers to 10 using mathematical language</p>	<p>Count beyond 20 confidently</p> <p>Recognise numerals to 20</p>	<p>Understand and explain the composition of numbers to 10</p> <p>Add and subtract within 10, including</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</p>



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		<p>Begin to represent numbers using fingers, objects and marks</p> <p>Explore subitising to 3</p>	<p>Understand the composition of numbers to 5 (e.g. 4 is 3 and 1)</p>	<p>Begin to recall number facts within 5</p>	<p>Subitise to 5 automatically and beyond with support</p> <p>Recall some number bonds to 5 and 10</p>	<p>missing number problems</p> <p>Use mathematical language to explain thinking</p>	<p>up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Numerical Patterns	<p>Notice and talk about simple patterns in the environment</p>	<p>Copy and continue simple repeating patterns (AB)</p> <p>Begin to compare quantities using language such as big, small, lots</p> <p>Begin to explore positional language: in, on, under</p>	<p>Compare quantities up to 10</p> <p>Explore odd and even informally through grouping</p> <p>Continue and create repeating patterns (AB, AAB)</p>	<p>Explore doubling through practical play</p> <p>Use positional language accurately (next to, behind, between)</p>	<p>Compare numbers to 10 using language</p> <p>Identify and explain patterns within numbers</p> <p>Explore sharing and grouping equally</p>	<p>Recognise and create more complex patterns (ABB, ABC)</p> <p>Use spatial language confidently in problem-solving contexts</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>

Progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know about my own life-story	To know about figures from the past	To talk about the lives of the people around us	To know some similarities and differences between things in the past and	To know some similarities and differences between things in the past and	To know some similarities and differences between things in the past and	Talk about the lives of the people around them and their roles in society.



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	<p>To know how I have changed</p> <p>To name members of their family (mom/dad/sister brother)</p>	<p>To know some similarities and differences between things in the past and now, drawing on their own experiences. What have they done in previous Christmas's?</p> <p>To begin to recognise that different cultures have different celebrations.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Neil Armstrong)</p>	<p>now, drawing on experiences and what has been read in class</p> <p>To recognises differences between their homes and those of the royal family (castles)</p>	<p>now, drawing on experiences and what has been read in class</p>	<p>now, drawing on experiences and what has been read in class</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experience 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>
<p>People, Culture and Communities</p>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know about people who help us within the local community.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To make comparisons between our lives and celebrations</p>	<p>To know that Christians celebrate Easter.</p> <p>To make comparisons between our lives and others</p>	<p>To recognise features of a map (Blue-ocean. Green land)</p> <p>To know that simple symbols are used to identify features on a map</p> <p>To talk about the features of my own immediate environment and how environments might vary from one another (Arctic oceans vs where we live)</p>	<p>To explain some similarities and differences between life in this country and life in other countries.</p> <p>To talk about the features of my own immediate environment and how environments might vary from one another</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>



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The Natural World	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To know about and recognise the signs of Autumn</p>	<p>To know about and recognise the signs of Winter</p> <p>To know about features of the world and Earth</p> <p>To know that some animals are nocturnal</p>	<p>To know some important processes and changes in the natural world including states of matter</p> <p>To know about and recognise the signs of Spring</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know the different between herbivores and carnivores</p>	<p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know about different habitats</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>To know about and recognise the signs of Summer</p> <p>To plant seeds. To observe the growth of seeds and talk about changes</p> <p>To know how to care for plants.</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>	<p>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.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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Progression of Expressive Art and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	<p>To name colours to experiment with mixing colours</p> <p>To create simple representations of people and objects</p>	<p>To mix colours and explore painting.</p> <p>To create simple representations fireworks</p> <p>To paint with brushes and explore different mediums.</p>	<p>To explore colours, patterns and compositions when combining materials in collage</p> <p>To plan ideas for what they would like to make</p>	<p>To develop 3D models by adding colour</p> <p>To explore techniques for joining paper and card eg stick, clip, tie, tape</p>	<p>To describe when colouring is lighter or darker (Tone).</p> <p>To describe colours and textures as they paint.</p> <p>To explore paint textures, for example</p>	<p>To respond to a range of stimuli when painting.</p> <p>To use paint to express ideas and feelings.</p> <p>To explore colours, patterns and compositions when</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>



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'Flourishing together'

	<p>To draw and colour with pencils and crayons</p> <p>To explore different techniques for joining materials</p> <p>Mark making with wax crayons, felt tip pens, chalk</p> <p>To name colours and to explore printing</p> <p>To Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags</p> <p>To use modelling tools to cut and shape soft materials eg. playdough, clay</p>	<p>To join techniques independently with glue / tape.</p> <p>To mould clay using a range of tools including developing the strength in their hands</p> <p>Mark making with wax crayons, felt tip pens, chalk</p> <p>To Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags</p> <p>To use modelling tools to cut and shape soft materials eg. playdough, clay</p>	<p>To create simple representations of people and objects in the form of a Superhero cape</p> <p>To name colours and to explore printing</p> <p>To draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).</p> <p>To Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags</p> <p>To use modelling tools to cut and shape soft materials eg. playdough, clay</p>	<p>To design something on paper ready to make in three dimensions.</p> <p>To explore colours, patterns and compositions when combining materials in collage</p> <p>To make lines and marks on paper, staying within the boundaries of the page (Space).</p> <p>To use modelling tools to cut and shape soft materials eg. playdough, clay</p>	<p>mixing in other materials or adding water.</p> <p>To talk about colour, shape and texture and explain their choices</p> <p>To respond to a range of stimuli when painting.</p>	<p>combining materials in collage</p> <p>To talk about colour, shape and texture and explain their choices</p> <p>To problem-solve and try out solutions when using modelling materials</p> <p>To apply craft skills eg. cutting, threading, folding to make their own artworks</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>To role play using given props and costumes</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p>	<p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To use costumes and resources to act out narratives, in play.</p>	<p>To join in with whole school singing assemblies</p> <p>To use costumes and resources to act out narratives, in play</p> <p>To explore spontaneous movement with different parts of their</p>	<p>To join in with whole school singing assemblies</p> <p>To use costumes and resources to act out narratives, in play</p> <p>To Express different spontaneous emotional reactions to music, (smiling,</p>	<p>To join in with whole school singing assemblies</p> <p>To role play using props and costumes.</p> <p>To Use artwork or creative play as a way of expressing feelings and responses to music</p>	<p>To join in with whole school singing assemblies</p> <p>To role play using props and costumes.</p> <p>To recognise and name at least two instruments from Groups A and B.</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>



Walsh C of E Infant School

EYFS Skills Progression Document

Yearly Plan



'Flourishing together'

	<p>To join in with whole school singing assemblies- Harvest Festival</p> <p>To use costumes and resources to act out narratives</p> <p>To Use both speaking and singing voices</p> <p>To Explore and imitating sounds</p> <p>Facing the audience when performing</p>	<p>To role play using props and costumes.</p> <p>To listen appropriately to someone leading a short musical phrase, song or rhyme</p> <p>To Use both speaking and singing voices</p> <p>To Experiment with creating sound in different ways using instruments, body percussion and voices</p> <p>To Select sounds that make them feel a certain way or remind them of something.</p> <p>Facing the audience when performing</p>	<p>body in response to music.</p> <p>To identify and imitating sounds from a variety of music.</p> <p>To Use both speaking and singing voices</p> <p>To Explore different ways of making sound with everyday objects and instruments.</p> <p>Facing the audience when performing</p>	<p>movement, body language).</p> <p>To Unconsciously begin to sing to the pulse of a song.</p> <p>To Explore different ways of holding a range of instruments</p> <p>Performing actively as part of a group</p>	<p>To show a preference for certain music or sounds.</p> <p>Performing actively as part of a group</p>	<p>To listen to music from a wide variety of cultures and historical periods</p> <p>Using instruments to begin to follow a beat</p> <p>To Develop an awareness of high and low through pictorial representations of sound.</p> <p>To Develop an awareness of how simple marks or objects can show single beats and single beat rests</p> <p>Performing actively as part of a group</p>	
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