

Lainesmead Primary School

Early Years Curriculum Progression of Skills

	During Nursery	End of Nursery	During EYFS	Goal
History	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.		Children talk about past and present events in their own lives and in the lives of family members.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things.
Geography	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Looks closely at similarities, differences, patterns and change.	They know about similarities and differences between themselves and others, and among families, communities and traditions. They talk about the features of their own immediate environment and how environments might vary from one another.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.
Computing	Shows an interest in technological toys with knobs or pulleys, or real objects. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps	Interacts with age-appropriate computer software. Completes a simple program on a computer.	They select and use technology for particular purposes. Children recognise that a range of technology is used in places such as homes and schools.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

	to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.			
Science	Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Talks about why things happen and how things work. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Looks closely at similarities, differences, patterns and change.	They make observations of animals and plants and explain why some things occur, and talk about changes. Children know about similarities and differences in relation to places, objects, materials and living things.	They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
Design Technology	Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.	Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Art	Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.	Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
PE	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

	Can catch a large ball.			
RE	Shows interest in the lives of people who are familiar to them. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.	Enjoys joining in with family customs and routines.	They know about similarities and differences between themselves and others, and among families, communities and traditions. They know that other children don't always enjoy the same things, and are sensitive to this.	They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Music	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	Children sing songs, make music and dance, and experiment with ways of changing them.	