



Ferndale Primary and Nursery School

Progression of Skills -

	0-3 years	3 - 4 year olds	Reception including Early Learning Goals
--	-----------	-----------------	--



Ferndale Primary and Nursery School

Progression of Skills -

<p>Communication and Language</p>	<ul style="list-style-type: none"> • Turns towards familiar sounds. He/she is also startled by loud noises and accurately locates the source of a familiar person's voice, such as his/her key person or a parent. (Listening, Attention and Understanding) • Gazes at faces, copying facial expressions and movements like sticking out his/her tongue. He/she makes eye contact for longer periods. (Listening, Attention and Understanding) • Watches someone's face as they talk. (Listening, Attention and Understanding) • Copies what adults do, taking 'turns' in conversations (through babbling) and activities. (Listening, Attention and Understanding) • Tries to copy adult speech and lip movements. (Listening, Attention and Understanding) • Enjoys singing, music and toys that make sounds. (Listening, Attention and Understanding) • Recognises and is calmed by a familiar and friendly voice. (Listening, Attention and Understanding) • Makes sounds to get attention in different ways (e.g. crying when hungry) 	<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember much of what happens. (Listening, Attention and Understanding) • Can pay attention to more than one thing at a time, even when it is difficult. (Listening, Attention and Understanding) • Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door". (Listening, Attention and Understanding) • Understands 'why' questions, like: "Why do you think the caterpillar got so fat?". (Listening, Attention and Understanding) • Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?. (Listening, Attention and Understanding) • Observation checkpoint: Is able to answer simple 'why' questions?. (Listening, Attention and Understanding) • Uses a wider range of vocabulary. (Speaking) 	<ul style="list-style-type: none"> • Understands how to listen carefully and why listening is important. • (Listening, Attention and Understanding) • Learns new vocabulary. (Listening, Attention and Understanding) • Uses new vocabulary through the day. (Listening, Attention and Understanding) • Engages in story times. (Listening, Attention and Understanding) • Listens to and talk about stories to build familiarity and understanding. (Listening, Attention and Understanding) • Listens carefully to rhymes and songs, paying attention to how they sound. (Listening, Attention and Understanding) • Learns rhymes, poems and songs. (Listening, Attention and Understanding) • Engages in non-fiction books. (Listening, Attention and Understanding) • Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Listening, Attention and Understanding)
-----------------------------------	--	--	---



Ferndale Primary and Nursery School

Progression of Skills -

	<p>or unhappy, making gurgling sounds, laughing, cooing or babbling). (Listening, Attention and Understanding)</p> <ul style="list-style-type: none"> • Babbles, using sounds like 'baba', 'mamama'. (Listening, Attention and Understanding) • Uses gestures like waving and pointing to communicate. (Listening, Attention and Understanding) • Reaches or points to something he/she wants while making sounds. (Listening, Attention and Understanding) • Copies adults' gestures and words. (Listening, Attention and Understanding) • Constantly babbles and uses single words during play. (Listening, Attention and Understanding) • Uses intonation, pitch and changing volume when 'talking'. (Listening, Attention and Understanding) • Understands single words in context; 'cup', 'milk', 'daddy'. (Listening, Attention and Understanding) • Understands frequently used words, such as 'all gone', 'no' and 'bye-bye'. (Listening, Attention and Understanding) 	<ul style="list-style-type: none"> • Sings a large repertoire of songs. (Speaking) • Knows many rhymes, is able to talk about familiar books, and can tell a long story. (Speaking) • Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • He/She may have problems saying: - some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. (Speaking) • Uses longer sentences of four to six words. (Speaking) • Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions. (Speaking) • Can start a conversation with an adult or a friend and continue it for many turns. (Speaking) • Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver.". (Speaking) 	<ul style="list-style-type: none"> • Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG). (Listening, Attention and Understanding) • Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG). (Listening, Attention and Understanding) • Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG). (Listening, Attention and Understanding) • Asks questions to find out more and to check he/she understands what has been said to him/her. (Speaking) • Is able to articulate his/her ideas and thoughts in well-formed sentences. (Speaking) • Can connect one idea or action to another using a range of connectives. (Speaking) • Is able to describe events in some detail. (Speaking) • Uses talk to help work out problems and organise thinking and activities,
--	--	---	---



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> • Understands simple instructions like "give to nanny" or "stop". (Listening, Attention and Understanding) • Recognises and points to objects if asked about them. (Listening, Attention and Understanding) • Generally focuses on an activity of his/her own choice and finds it difficult to be directed by an adult. (Listening, Attention and Understanding) • Listens to other people's talk with interest, but can easily be distracted by other things. (Listening, Attention and Understanding) • Can become frustrated when he/she can't make himself/herself understood. (Listening, Attention and Understanding) • Is starting to say how he/she is feeling, using words as well as actions. (Listening, Attention and Understanding) • Is starting to develop conversation, often jumping from topic to topic. (Listening, Attention and Understanding) • Is developing pretend play; 'putting the baby to sleep' or 'driving the car to the shops'. (Listening, Attention and Understanding) 	<ul style="list-style-type: none"> • Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?". (Speaking) • Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver". (Speaking) • Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop". (Speaking) 	<ul style="list-style-type: none"> • explaining how things work and why things might happen. (Speaking) • Is developing social phrases. (Speaking) • Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words. (Speaking) • Uses new vocabulary in different contexts. (Speaking) • Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG). (Speaking) • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG). (Speaking) • Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG). (Speaking)
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Observation checkpoint: By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?. (Listening, Attention and Understanding)• Observation checkpoint: By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up". (Listening, Attention and Understanding)• Uses the speech sounds p, b, m, w. (Listening, Attention and Understanding)• Is able to pronounce l/r/w/y. (Listening, Attention and Understanding)• Is able to pronounce f/th. (Listening, Attention and Understanding)• Is able to pronounce s/sh/ch/dz/j. (Listening, Attention and Understanding)• Is able to pronounce multi-syllabic words, such as 'banana' and 'computer'. (Listening, Attention and Understanding)• Observation checkpoint: Can follow instructions with three key words like: | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>"Can you wash dolly's face?". (Listening, Attention and Understanding)</p> <ul style="list-style-type: none">• Listens to simple stories and understands what is happening, with the help of the pictures. (Listening, Attention and Understanding)• Identifies familiar objects and properties for practitioners when they are described, e.g. 'Katie's coat', 'blue car', 'shiny apple'. (Listening, Attention and Understanding)• Is able to understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Listening, Attention and Understanding)• Understands simple questions about 'who', 'what' and 'where' (but not always 'why'). (Listening, Attention and Understanding)• Observation checkpoint: Around the age of 2, can the child understand many more words than they can say - between 200-500 words?. (Listening, Attention and Understanding)• Observation checkpoint: Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the		
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

boy in the picture doing?". (Listening, Attention and Understanding)

- Observation checkpoint: Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?". (Listening, Attention and Understanding)
- Listens and responds to a simple instruction. (Listening, Attention and Understanding)
- Turns towards familiar sounds. He/she is also startled by loud noises and accurately locates the source of a familiar person's voice, such as his/her key person or a parent. (Speaking)
- Gazes at faces, copying facial expressions and movements like sticking out his/her tongue. He/she makes eye contact for longer periods. (Speaking)
- Watches someone's face as they talk. (Speaking)
- Copies what adults do, taking 'turns' in conversations (through babbling) and activities. (Speaking)
- Tries to copy adult speech and lip movements. (Speaking)
- Enjoys singing, music and toys that make sounds. (Speaking)



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Recognises and is calmed by a familiar and friendly voice. (Speaking) • Makes sounds to get attention in different ways (E.g. crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). (Speaking) • Babbles, using sounds like 'baba', 'mamama'. (Speaking) • Uses gestures like waving and pointing to communicate. (Speaking) • Reaches or points to something he/she wants while making sounds. (Speaking) • Copies adults' gestures and words. (Speaking) • Constantly babbles and uses single words during play. (Speaking) • Uses intonation, pitch and changing volume when 'talking'. (Speaking) • Understands single words in context; 'cup', 'milk', 'daddy'. (Speaking) • Understands frequently used words, such as 'all gone', 'no' and 'bye-bye'. (Speaking) • Understands simple instructions like "give to nanny" or "stop". (Speaking) • Recognises and points to objects if asked about them. (Speaking) | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Generally focuses on an activity of his/her own choice and finds it difficult to be directed by an adult. (Speaking)• Listens to other people's talk with interest, but can easily be distracted by other things. (Speaking)• Can become frustrated when he/she can't make himself/herself understood. (Speaking)• Is starting to say how he/she is feeling, using words as well as actions.• (Speaking)• Is starting to develop conversation, often jumping from topic to topic. (Speaking)• Is developing pretend play; 'putting the baby to sleep' or 'driving the car to the shops'. (Speaking)• Uses the speech sounds p, b, m, w. (Speaking)• Is able to pronounce l/r/w/y. (Speaking)• Is able to pronounce f/th. (Speaking)• Is able to pronounce s/sh/ch/dz/j. (Speaking)• Is able to pronounce multi-syllabic words, such as 'banana' and 'computer'. (Speaking) | | |
|--|---|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Observation checkpoint: Towards their second birthday, can the child use up to 50 words?. (Speaking)• Observation checkpoint: Is beginning to put two or three words together; "more milk". (Speaking)• Observation checkpoint: Is frequently asking questions, such as the names of people and objects. (Speaking)• Observation checkpoint: Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). (Speaking)• Observation checkpoint: Links up to 5 words together. (Speaking)• Observation checkpoint: Is developing his/her use of pronouns ('me', 'him', 'she') and plurals and prepositions ('in', 'on', 'under'). (Speaking)• Listens to simple stories and understands what is happening, with the help of the pictures. (Speaking)• Is able to identify familiar objects and properties for practitioners when | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>they are described, e.g. 'Katie's coat', 'blue car', 'shiny apple'. (Speaking)</p> <ul style="list-style-type: none">• Understands and acts on longer sentences like 'make teddy jump' or 'find your coat'. (Speaking)• Understands simple questions about 'who', 'what' and 'where' (but not always 'why'). (Speaking)• Listens and responds to a simple instruction. (Speaking)		
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

Physical Development	<ul style="list-style-type: none"> • Lifts his/her head while lying on his/her front. (Gross Motor Skills) • Pushes his/her chest up with straight arms. (Gross Motor Skills) • Can roll over from front to back, then back to front. (Gross Motor Skills) • Enjoys moving when outdoors and inside. (Gross Motor Skills) • Is able to sit without support. (Gross Motor Skills) • Is beginning to crawl in different ways and directions. (Gross Motor Skills) • Can pull himself/herself upright and bounces in preparation for walking. (Gross Motor Skills) • Reaches out for objects as his/her co-ordination is developing. (Gross Motor Skills) • Passes things from one hand to the other. He/She lets go of things and hands them to another person, or drops them. (Gross Motor Skills) • Is gradually gaining control of his/her whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. (Gross Motor Skills) • Claps and stamps to music. (Gross Motor Skills) 	<ul style="list-style-type: none"> • Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills. (Gross Motor Skills) • Goes up steps and stairs, or climbs up apparatus, using alternate feet. (Gross Motor Skills) • Skips, hops, stands on one leg and can hold a pose for a game like musical statues. (Gross Motor Skills) • Uses large-muscle movements to wave flags and streamers, paint and make marks. (Gross Motor Skills) • Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams. (Gross Motor Skills) • Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (Gross Motor Skills) • Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width. (Gross Motor Skills) • Chooses the right resources to carry out his/her own plan, e.g. choosing a 	<ul style="list-style-type: none"> • Is revising and refining the fundamental movement skills he/she has already acquired; rolling. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; crawling. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; walking. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; jumping. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; running. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; hopping. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she has already acquired; skipping. (Gross Motor Skills) • Is revising and refining the fundamental movement skills he/she
----------------------	---	--	--



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> • Fits himself/herself into spaces, like tunnels, dens and large boxes, and moves around in them. (Gross Motor Skills) • Is enjoying starting to kick, throw and catch balls. (Gross Motor Skills) • Builds independently with a range of appropriate resources. (Gross Motor Skills) • Is beginning to walk independently - choosing appropriate props to support himself/herself at first. (Gross Motor Skills) • Walks, runs, jumps and climbs - and is starting to use the stairs independently. (Gross Motor Skills) • Spins, rolls and independently uses ropes and swings; e.g. tyre swings. (Gross Motor Skills) • Sits on a push-along wheeled toy, uses a scooter or rides a tricycle. (Gross Motor Skills) • Observation checkpoint: Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? (Gross Motor Skills) • Observation checkpoint: Around their third birthday, can the child climb 	<ul style="list-style-type: none"> spade to enlarge a small hole he/she dug with a trowel. (Gross Motor Skills) • Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (Gross Motor Skills) • Uses one-handed tools and equipment, e.g. making snips in paper with scissors. (Fine Motor Skills) • Uses a comfortable grip with good control when holding pens and pencils. (Fine Motor Skills) • Shows a preference for a dominant hand. (Fine Motor Skills) • Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips. (Fine Motor Skills) 	<ul style="list-style-type: none"> has already acquired; climbing. (Gross Motor Skills) • Is progressing towards a more fluent style of moving, with developing control and grace. (Gross Motor Skills) • Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Gross Motor Skills) • Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Gross Motor Skills) • Is able to combine different movements with ease and fluency. (Gross Motor Skills) • Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. (Gross Motor Skills) • Is developing overall body-strength, balance, co-ordination and agility. (Gross Motor Skills) • Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (Gross Motor Skills)
--	---	--	--



Ferndale Primary and Nursery School

Progression of Skills -

	<p>confidently, catch a large ball and pedal a tricycle?. (Gross Motor Skills)</p> <ul style="list-style-type: none"> • Is developing manipulation and control. (Gross Motor Skills) • Explores different materials and tools. (Gross Motor Skills) • Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks. (Gross Motor Skills) • Is showing an increasing desire to be independent, such as wanting to feed himself/herself and dress or undress. (Gross Motor Skills) • Is starting to eat independently and learning how to use a knife and fork. (Gross Motor Skills) • Lifts his/her head while lying on his/her front. (Fine Motor Skills) • Pushes his/her chest up with straight arms. (Fine Motor Skills) • Can roll over from front to back, then back to front. (Fine Motor Skills) • Enjoys moving when outdoors and inside. (Fine Motor Skills) • Is able to sit without support. (Fine Motor Skills) • Is beginning to crawl in different ways and directions. (Fine Motor Skills) 		<ul style="list-style-type: none"> • Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Gross Motor Skills) • Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing. (Gross Motor Skills) • Is further developing the skills he/she needs to manage the school day successfully; mealtimes. (Gross Motor Skills) • Demonstrates strength, balance and coordination when playing (ELG). (Gross Motor Skills) • Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG). (Gross Motor Skills) • Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG). (Gross Motor Skills) • Is developing the foundations of a handwriting style which is fast, accurate and efficient. (Fine Motor Skills) • Is developing his/her small motor skills so that he/she can use a range of
--	---	--	--



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> • Can pull himself/herself upright and bounces in preparation for walking. (Fine Motor Skills) • Reaches out for objects as his/her co-ordination develops. (Fine Motor Skills) • Passes things from one hand to the other. He/She lets go of things and hands them to another person, or drops them. (Fine Motor Skills) • Is gradually gaining control of his/her whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. (Fine Motor Skills) • Claps and stamps to music. (Fine Motor Skills) • Fits himself/herself into spaces, like tunnels, dens and large boxes, and moves around in them. (Fine Motor Skills) • Is enjoying starting to kick, throw and catch balls. (Fine Motor Skills) • Builds independently with a range of appropriate resources. (Fine Motor Skills) • Is beginning to walk independently - choosing appropriate props to support himself/herself at first. (Fine Motor Skills) 		<p>tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Fine Motor Skills)</p> <ul style="list-style-type: none"> • Is beginning to show accuracy and care when drawing (ELG). (Fine Motor Skills) • Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG). (Fine Motor Skills) • Uses a range of small tools, including scissors, paint brushes and cutlery (ELG). (Fine Motor Skills)
--	--	--	---



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Walks, runs, jumps and climbs, and is starting to use the stairs independently. (Fine Motor Skills)• Spins, rolls and independently uses ropes and swings; e.g. tyre swings. (Fine Motor Skills)• Sits on a push-along wheeled toy, uses a scooter or rides a tricycle. (Fine Motor Skills)• Is developing manipulation and control. (Fine Motor Skills)• Explores different materials and tools. (Fine Motor Skills)• Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks. (Fine Motor Skills)• Is showing an increasing desire to be independent, such as wanting to feed himself/herself and dress or undress. (Fine Motor Skills)• Is starting to eat independently and learning how to use a knife and fork. (Fine Motor Skills) | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

Personal, Social and Emotional

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • s finding ways to calm himself/herself, through being calmed and comforted by his/her key person. (Self-Regulation) • Is establishing his/her sense of self. (Self-Regulation) • Expresses preferences and decisions. He/she also tries new things and is starting to establish his/her autonomy. (Self-Regulation) • Engages with others through gestures, gaze and talk. (Self-Regulation) • Uses engagement with others to achieve a goal, e.g. gestures towards his/her cup to say he/she wants a drink. (Self-Regulation) • Is finding ways of managing transitions, e.g. from his/her parent to his/her key person. (Self-Regulation) • Is thriving as he/she develops self-assurance. (Self-Regulation) • Looks back as he/she crawls or walks away from his/her key person. He/She looks for clues about how to respond to something interesting. (Self-Regulation) • Plays with increasing confidence on his/her own and with other children, | <ul style="list-style-type: none"> • Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her. (Self-Regulation) • Is developing his/her sense of responsibility and membership of a community. (Self-Regulation) • Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (Self-Regulation) • Increasingly follows rules, understanding why they are important. (Self-Regulation) • Does not always need an adult to remind him/her of a rule. (Self-Regulation) • Is developing appropriate ways of being assertive. (Self-Regulation) • Talks with others to solve conflicts. (Self-Regulation) • Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Self-Regulation) • Observation checkpoint: Can settle to some activities for a while. (Self-Regulation) | <ul style="list-style-type: none"> • Expresses his/her feelings and considers the feelings of others. (Self-Regulation) • Is able to identify and moderate his/her own feelings socially and emotionally. (Self-Regulation) • Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG). (Self-Regulation) • Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG). (Self-Regulation) • Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG). (Self-Regulation) • Sees himself/herself as a valuable individual. (Managing Self) • Shows resilience and perseverance in the face of challenge. (Managing Self) • Manages his/her own needs around personal hygiene. (Managing Self) |
|--|---|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>because he/she knows his/her key person is nearby and available. (Self-Regulation)</p> <ul style="list-style-type: none"> • Feels confident when taken out around the local neighbourhood, and enjoys exploring new places with his/her key person. (Self-Regulation) • Feels strong enough to express a range of emotions. (Self-Regulation) • Is growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Self-Regulation) • Is beginning to show 'effortful control', e.g. waiting for a turn and resisting the strong impulse to grab what he/she wants or push his/her way to the front. (Self-Regulation) • Is increasingly able to talk about and manage his/her emotions. (Self-Regulation) • Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. (Self-Regulation) • Is developing friendships with other children. (Self-Regulation) 	<ul style="list-style-type: none"> • Is showing more confidence in new social situations. (Managing Self) • Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly. (Managing Self) • Is able to make healthy choices about food, drink, activity and toothbrushing. (Managing Self) • Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting. (Building Relationships) • Plays with one or more other children, extending and elaborating play ideas. (Building Relationships) • Is beginning to understand how others might be feeling. (Building Relationships) • Observation checkpoint: Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?. (Building Relationships) • Observation checkpoint: Around the age of 4, does the child play alongside 	<ul style="list-style-type: none"> • Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG). (Managing Self) • Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG). (Managing Self) • Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG). (Managing Self) • Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity. (Managing Self) • Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating. (Managing Self) • Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing. (Managing Self) • Knows and can talk about the different factors that support his/her overall health and wellbeing; sensible amounts of 'screen time'. (Managing Self)
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

<ul style="list-style-type: none"> • Safely explores emotions beyond his/her normal range through play and stories. (Self-Regulation) • Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ...". (Self-Regulation) • Is learning to use the toilet with help, and developing independence. (Self-Regulation) • Finds ways to calm himself/herself, through being calmed and comforted by his/her key person. (Managing Self) • Is establishing his/her sense of self. (Managing Self) • Expresses preferences and decisions. He/she also tries new things and is starting to establish his/her autonomy. (Managing Self) • Engages with others through gestures, gaze and talk. (Managing Self) • Uses engagement with others to achieve a goal, e.g. gestures towards his/her cup to say he/she wants a drink. (Managing Self) • Is finding ways of managing transitions, e.g. from his/her parent to his/her key person. (Managing Self) • Is thriving as he/she develops self-assurance. (Managing Self) 	<p>others or do they always want to play alone? (Building Relationships)</p> <ul style="list-style-type: none"> • Observation checkpoint: Takes part in pretend play (e.g. being 'mummy' or 'daddy'). (Building Relationships) • Observation checkpoint: Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play. (Building Relationships) 	<ul style="list-style-type: none"> • Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine. (Managing Self) • Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian. (Managing Self) • Builds constructive and respectful relationships. (Building Relationships) • Thinks about the perspectives of others. (Building Relationships) • Forms positive attachments to adults and friendships with peers (ELG). (Building Relationships) • Shows sensitivity to his/her own and to others' needs (ELG). (Building Relationships) • Works and plays cooperatively and takes turns with others (ELG). (Building Relationships)
---	--	---



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Looks back as he/she crawls or walks away from his/her key person. He/She looks for clues about how to respond to something interesting. (Managing Self)• Plays with increasing confidence on his/her own and with other children, because he/she knows his/her key person is nearby and available. (Managing Self)• Feels confident when taken out around the local neighbourhood, and enjoys exploring new places with his/her key person. (Managing Self)• Feels strong enough to express a range of emotions. (Managing Self)• Is growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Managing Self)• Is beginning to show 'effortful control', e.g. waiting for a turn and resisting the strong impulse to grab what he/she wants or push his/her way to the front. (Managing Self)• Is increasingly able to talk about and manage his/her emotions. (Managing Self)• Notices and asks questions about differences, such as skin colour, types | | |
|--|---|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>of hair, gender, special needs, disabilities and religion. (Managing Self)</p> <ul style="list-style-type: none">• Is developing friendships with other children. (Managing Self)• Safely explores emotions beyond his/her normal range through play and stories. (Managing Self)• Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ...". (Managing Self)• Observation checkpoint: Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?. (Managing Self)• Is learning to use the toilet with help, and developing independence. (Managing Self)• Finds ways to calm himself/herself, through being calmed and comforted by his/her key person. (Building Relationships)• Is establishing his/her sense of self. (Building Relationships)• Expresses preferences and decisions. He/she also tries new things and is		
--	---	--	--



Ferndale Primary and Nursery School

Progression of Skills -

starting to establish his/her autonomy.
(Building Relationships)

- Engages with others through gestures, gaze and talk. (Building Relationships)
- Uses engagement with others to achieve a goal, e.g. gestures towards his/her cup to say he/she wants a drink. (Building Relationships)
- Is finding ways of managing transitions, e.g. from his/her parent to his/her key person. (Building Relationships)
- Is thriving as he/she develops self-assurance. (Building Relationships)
- Looks back as he/she crawls or walks away from his/her key person. He/She looks for clues about how to respond to something interesting. (Building Relationships)
- Plays with increasing confidence on his/her own and with other children, because he/she knows his/her key person is nearby and available. (Building Relationships)
- Feels confident when taken out around the local neighbourhood, and enjoys exploring new places with his/her key person. (Building Relationships)



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Feels strong enough to express a range of emotions. (Building Relationships)• Is growing in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Building Relationships)• Is beginning to show 'effortful control', e.g. waiting for a turn and resisting the strong impulse to grab what he/she wants or push his/her way to the front. (Building Relationships)• Is increasingly able to talk about and manage his/her emotions. (Building Relationships)• Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. (Building Relationships)• Is developing friendships with other children. (Building Relationships)• Safely explores emotions beyond his/her normal range through play and stories. (Building Relationships)• Is talking about his/her feelings in more elaborated ways; "I'm sad because..." or "I love it when ...". (Building Relationships) | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none">• Observation checkpoint: Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? (Building Relationships)• Is learning to use the toilet with help, and developing independence. (Building Relationships)		
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

Literacy

- | | | | |
|-------------------|--|--|---|
| <h3>Literacy</h3> | <ul style="list-style-type: none"> • Enjoys songs and rhymes, tuning in and paying attention. (Comprehension) • Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Comprehension) • Says some of the words in songs and rhymes. (Comprehension) • Copies finger movements and other gestures. (Comprehension) • Sings songs and says rhymes independently, e.g. singing whilst playing. (Comprehension) • Enjoys sharing books with an adult. (Comprehension) • Pays attention and responds to the pictures or the words in books. (Comprehension) • Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. (Comprehension) • Repeats words and phrases from familiar stories. (Comprehension) • Asks questions about a book. He/She makes comments and shares his/her own ideas. (Comprehension) • Develops play around his/her favourite stories using props. | <ul style="list-style-type: none"> • Engages in extended conversations about stories, learning new vocabulary. (Comprehension) • Understands that print has meaning. (Word Reading) • Understands that print can have different purposes. (Word Reading) • Understands that we read English text from left to right and from top to bottom. (Word Reading) • Understands the names of the different parts of a book. (Word Reading) • Understands page sequencing. (Word Reading) • Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes. (Word Reading) • Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word. (Word Reading) • Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother. (Word Reading) • Uses some of his/her print and letter knowledge in his/her early writing, | <ul style="list-style-type: none"> • Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment. (Comprehension) • Anticipates, where appropriate, key events in stories (ELG). (Comprehension) • Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG). (Comprehension) • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG). (Comprehension) • Reads individual letters by saying the sounds for them. (Word Reading) • Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences. (Word Reading) • Can read some letter groups that each represent one sound and say the sounds for them. (Word Reading) • Can read a few common exception words matched to the school's phonic |
|-------------------|--|--|---|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>(Comprehension)</p> <ul style="list-style-type: none"> • Notices some print, such as the first letter of his/her name, a bus or door number, or a familiar logo. (Comprehension) • Enjoys drawing freely. (Comprehension) • Adds some marks to his/her drawings, which he/she gives meaning to, e.g. "That says mummy". (Comprehension) • Makes marks on his/her pictures to stand for his/her name. (Comprehension) • Enjoys songs and rhymes, tuning in and paying attention. (Word Reading) Joins in with songs and rhymes; copying sounds, rhythms, tunes and tempo. (Word Reading) • Says some of the words in songs and rhymes. (Word Reading) • Copies finger movements and other gestures. (Word Reading) • Sings songs and says rhymes independently, e.g. singing whilst playing. (Word Reading) • Enjoys sharing books with an adult. (Word Reading) • Pays attention and responds to the pictures or the words in books. (Word Reading) 	<p>e.g. writing a pretend shopping list that starts at the top of the page;</p> <ul style="list-style-type: none"> • writes 'm' for mummy. (Writing) • Writes some or all of his/her name. (Writing) • Writes some letters accurately. (Writing) 	<p>programme. (Word Reading)</p> <ul style="list-style-type: none"> • Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Word Reading) • Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG). (Word Reading) • Can read words consistent with his/her phonic knowledge by sound blending (ELG). (Word Reading) • Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG). (Word Reading) • Can form lower-case and capital letters correctly. (Writing) • Is able to spell words by identifying the sounds and then writing the sound with letter/s. (Writing) • Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Writing) • Re-reads what he/she has written to check that it makes sense. (Writing) • Spells words by identifying sounds in them and representing the sounds
--	--	---	---



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> • Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. (Word Reading) • Repeats words and phrases from familiar stories. (Word Reading) • Asks questions about a book. He/She makes comments and shares his/her own ideas. (Word Reading) • Develops play around favourite stories using props. (Word Reading) • Notices some print, such as the first letter of his/her name, a bus or door number, or a familiar logo. (Word Reading) • Enjoys drawing freely. (Word Reading) • Adds some marks to his/her drawings, which he/she gives meaning to, e.g. "That says mummy". (Word Reading) • Makes marks on his/her pictures to stand for his/her name. (Word Reading) • Enjoys songs and rhymes, tuning in and paying attention. (Writing) • Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Writing) • Says some of the words in songs and rhymes. (Writing) 		<p>with a letter or letters (ELG). (Writing)</p> <ul style="list-style-type: none"> • Writes recognisable letters, most of which are correctly formed (ELG). (Writing) • Writes simple phrases and sentences that can be read by others (ELG). (Writing)
--	---	--	---



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Copies finger movements and other gestures. (Writing)• Sings songs and says rhymes independently, e.g. singing whilst playing. (Writing)• Enjoys sharing books with an adult. (Writing)• Pays attention and responds to the pictures or the words in books. (Writing)• Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. (Writing)• Repeats words and phrases from familiar stories. (Writing)• Asks questions about a book. He/She makes comments and shares his/her own ideas. (Writing)• Develops play around favourite stories using props. (Writing)• Notices some print, such as the first letter of his/her name, a bus or door number, or a familiar logo. (Writing)• Enjoys drawing freely. (Writing)• Adds some marks to his/her drawings, which he/she gives meaning to, e.g. "That says mummy". (Writing) | | |
|--|--|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none">Makes marks on his/her pictures to stand for his/her name. (Writing)		
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

Mathematics

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Combines objects like stacking blocks and cups. He/She puts objects inside others and takes them out again. (Number) Takes part in finger rhymes with numbers. (Number) Reacts to changes of amount in a group of up to three items. (Number) Compares amounts, saying 'lots', 'more' or 'same'. (Number) Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Number) Counts in everyday contexts, sometimes skipping numbers; '1-2-3-5.'. (Number) Climbs and squeezes himself/herself into different types of spaces. (Number) Builds with a range of resources. (Number) Completes inset puzzles. (Number) Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Number) Notices patterns and arranges things in patterns. (Number) | <ul style="list-style-type: none"> Displays fast recognition of up to 3 objects, without having to count them individually ('subitising'). (Number) Recites numbers past 5. (Number) Can say one number for each item in order: 1,2,3,4,5. (Number) Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (Number) Can show 'finger numbers' up to 5. (Number) Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. (Number) Is experimenting with his/her own symbols and marks as well as numerals. (Number) Is able to solve real world mathematical problems with numbers up to 5. (Number) Can compare quantities using language such as; 'more than', 'fewer than'. (Number) Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', | <ul style="list-style-type: none"> Counts objects, actions and sounds. (Number) Is able to subitise (recognise how many objects there are in a small group without counting). (Number) Is able to link the number symbol (numeral) with its cardinal number value. (Number) Can count beyond ten. (Number) Is able to compare numbers. (Number) Understands the 'one more than/one less than' relationship between consecutive numbers. (Number) Is able to explore the composition of numbers to 10. (Number) Automatically recalls number bonds for numbers 0-5 and some to 10. (Number) Automatically recalls (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 (ELG). (Number) Has a deep understanding of number to 10, including the composition of each number (ELG). (Number) |
|--|---|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> Combines objects like stacking blocks and cups. He/She puts objects inside others and takes them out again. (Numerical Patterns) Takes part in finger rhymes with numbers. (Numerical Patterns) Reacts to changes of amount in a group of up to three items. (Numerical Patterns) Compares amounts, saying 'lots', 'more' or 'same'. (Numerical Patterns) Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Numerical Patterns) Counts in everyday contexts, sometimes skipping numbers; '1-2-3-5'. (Numerical Patterns) Climbs and squeezes himself/herself into different types of spaces. (Numerical Patterns) Builds with a range of resources. (Numerical Patterns) Completes inset puzzles. (Numerical Patterns) Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Numerical Patterns) 	<p>'corners', 'straight', 'flat', 'round'. (Numerical Patterns)</p> <ul style="list-style-type: none"> Understands position through words alone, e.g. "The bag is under the table," - with no pointing. (Numerical Patterns) Can describe a familiar route. (Numerical Patterns) Is able to discuss routes and locations, using words like 'in front of' and 'behind'. (Numerical Patterns) Can make comparisons between objects relating to size, length, weight and capacity. (Numerical Patterns) Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. (Numerical Patterns) Combines shapes to make new ones; an arch, a bigger triangle etc. (Numerical Patterns) Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc. (Numerical Patterns) Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. (Numerical Patterns) 	<ul style="list-style-type: none"> Is able to subitise (recognise quantities without counting) up to 5 (ELG). (Number) Can select, rotate and manipulate shapes in order to develop spatial reasoning skills. (Numerical Patterns) Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can. (Numerical Patterns) Is able to continue, copy and create repeating patterns. (Numerical Patterns) Can compare length, weight and capacity. (Numerical Patterns) Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG). (Numerical Patterns) Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG). (Numerical Patterns)
--	---	--	--



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none">• Notices patterns and arranges things in patterns. (Numerical Patterns)	<ul style="list-style-type: none">• Notices and corrects an error in a repeating pattern. (Numerical Patterns)• Is beginning to describe a sequence of events	<ul style="list-style-type: none">• Verbally counts beyond 20, recognising the pattern of the counting system (ELG). (Numerical Patterns)
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

Understanding the world

- Repeats actions that have an effect. (Past and Present)
- Explores materials with different properties. (Past and Present)
- Explores natural materials, indoors and outside. (Past and Present)
- Explores and responds to different natural phenomena in his/her setting and on trips. (Past and Present)
- Makes connections between the features of his/her family and other families. (Past and Present)
- Notices differences between people. (Past and Present)
- Repeats actions that have an effect. (People, Culture and Communities)
- Explores materials with different properties. (People, Culture and Communities)
- Explores natural materials, indoors and outside. (People, Culture and Communities)
- Explores and responds to different natural phenomena in his/her setting and on trips. (People, Culture and Communities)
- Makes connections between the features of his/her family and other families. (People, Culture and Communities)

- Is beginning to make sense of his/her own life-story and his/her family's history. (Past and Present)
- Shows interest in different occupations. (People, Culture and Communities)
- Explores how things work. (People, Culture and Communities)
- Is continuing to develop positive attitudes about the differences between people. (People, Culture and Communities)
- Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos. (People, Culture and Communities)
- Uses all his/her senses in hands-on exploration of natural materials. (The Natural World)
- Explores collections of materials with similar and/or different properties. (The Natural World)
- Talks about what he/she sees, using a wide vocabulary. (The Natural World)
- Plants seeds and cares for growing plants. (The Natural World)
- Understands the key features of the life cycle of a plant and an animal. (The Natural World)

- Comments on images of familiar situations in the past. (Past and Present)
- Is able to compare and contrast characters from stories, including figures from the past. (Past and Present)
- **Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG). (Past and Present)**
- **Talks about the lives of the people around him/her and their roles in society (ELG). (Past and Present)**
- **Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG). (Past and Present)**
- Talks about members of his/her immediate family and community. (People, Culture and Communities)
- Names and describes people who are familiar to him/her. (People, Culture and Communities)
- Is able to draw information from a simple map. (People, Culture and Communities)



Ferndale Primary and Nursery School

Progression of Skills -

	<ul style="list-style-type: none"> • Notices differences between people. (People, Culture and Communities) • Repeats actions that have an effect. (The Natural World) • Explores materials with different properties. (The Natural World) • Explores natural materials, indoors and outside. (The Natural World) • Explores and responds to different natural phenomena in his/her setting and on trips. (The Natural World) • Makes connections between the features of his/her family and other families. (The Natural World) • Notices differences between people. (The Natural World) 	<ul style="list-style-type: none"> • Is beginning to understand the need to respect and care for the natural environment and all living things. (The Natural World) • Explores and talks about different forces he/she can feel. (The Natural World) • Talks about the differences between materials and changes he/she notices. (The Natural World) 	<ul style="list-style-type: none"> • Understands that some places are special to members of his/her community. (People, Culture and Communities) • Recognises that people have different beliefs and celebrate special times in different ways. (People, Culture and Communities) • Recognises some similarities and differences between life in this country and life in other countries. (People, Culture and Communities) • Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG). (People, Culture and Communities) • Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG). (People, Culture and Communities) • Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,
--	--	---	--



Ferndale Primary and Nursery School

Progression of Skills -

			<p>non-fiction texts and, when appropriate, maps (ELG). (People, Culture and Communities)</p> <ul style="list-style-type: none">• Explores the natural world around him/her. (The Natural World)• Describes what he/she can see, hear and feel whilst outside. (The Natural World)• Recognises some environments that are different to the one in which he/she lives. (The Natural World)• Understands the effect of changing seasons on the natural world around him/her. (The Natural World)• Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG). (The Natural World)• Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG). (The Natural World)• Understands some important processes and changes in the natural world
--	--	--	---



Ferndale Primary and Nursery School

Progression of Skills -

			around him/her, including the seasons and changing states of matter (ELG). (The Natural World)
--	--	--	---



Ferndale Primary and Nursery School

Progression of Skills -

Expressive arts and design

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Shows attention to sounds and music. (Creating with Materials) • Responds emotionally and physically to music when it changes. (Creating with Materials) • Moves and dances to music. (Creating with Materials) • Anticipates phrases and actions in rhymes and songs, like 'Peepo'. (Creating with Materials) • Explores his/her voice and enjoys making sounds. (Creating with Materials) • Joins in with songs and rhymes, making some sounds. (Creating with Materials) • Makes rhythmical and repetitive sounds. (Creating with Materials) • Explores a range of sound-makers and instruments and plays them in different ways. (Creating with Materials) • Notices patterns with strong contrasts and is attracted by patterns resembling the human face. (Creating with Materials) • Is starting to make marks intentionally. (Creating with Materials) • Explores paint, using fingers and other parts of his/her body as well as | <ul style="list-style-type: none"> • Explores different materials freely, in order to develop his/her ideas about how to use them and what to make. (Creating with Materials) • Is developing his/her own ideas and is then able to decide which materials to use to express them. (Creating with Materials) • Can join different materials and explore different textures. (Creating with Materials) • Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects. (Creating with Materials) • Is drawing with increasing complexity and detail, such as representing a face with a circle and including details. (Creating with Materials) • Uses drawing to represent ideas like movement or loud noises. (Creating with Materials) • Explores colour and colour-mixing. (Creating with Materials) • Takes part in simple pretend play, using an object to represent something else even though they are not similar. (Being Imaginative and Expressive) | <ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings. (Creating with Materials) • Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them. (Creating with Materials) • Creates collaboratively sharing ideas, resources and skills. (Creating with Materials) • Makes use of props and materials when role playing characters in narratives and stories (ELG). (Creating with Materials) • Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG). (Creating with Materials) • Shares his/her creations, explaining the process he/she has used (ELG). (Creating with Materials) • Listens attentively, moves to and talks about music, expressing his/her feelings and responses. (Being Imaginative and Expressive) • Watches and talks about dance and performance art, expressing his/her |
|---|--|--|



Ferndale Primary and Nursery School

Progression of Skills -

	<p>brushes and other tools. (Creating with Materials)</p> <ul style="list-style-type: none"> Expresses ideas and feelings through making marks, and sometimes gives a meaning to the marks he/she makes. (Creating with Materials) Enjoys and takes part in action songs such as 'Twinkle, Twinkle Little Star'. (Creating with Materials) Is starting to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to her ear and pretends it's a phone. (Creating with Materials) Explores different materials, using all his/her senses to investigate them. He/She manipulates and plays with different materials. (Creating with Materials) Uses his/her imagination as he/she considers what he/she can do with different materials. (Creating with Materials) Makes simple models which express his/her ideas. (Creating with Materials) Shows attention to sounds and music. (Being Imaginative and Expressive) Responds emotionally and physically to music when it changes. (Being Imaginative and Expressive) 	<ul style="list-style-type: none"> Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (Being Imaginative and Expressive) Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Being Imaginative and Expressive) Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc. (Being Imaginative and Expressive) Shows different emotions in his/her drawings; happiness, sadness, fear etc. (Being Imaginative and Expressive) Listens with increased attention to sounds. (Being Imaginative and Expressive) Responds to what he/she has heard, expressing his/her thoughts and feelings. (Being Imaginative and Expressive) Is able to remember and sing entire songs. (Being Imaginative and Expressive) Can sing the pitch of a tone sung by another person ('pitch match'). (Being Imaginative and Expressive) 	<p>feelings and responses. (Being Imaginative and Expressive)</p> <ul style="list-style-type: none"> Sings in a group or on his/her own, increasingly matching the pitch and following the melody. (Being Imaginative and Expressive) Is able to develop storylines in his/her pretend play. (Being Imaginative and Expressive) Explores and engages in music making and dance, performing solo or in groups. (Being Imaginative and Expressive) Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG). (Being Imaginative and Expressive) Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG). (Being Imaginative and Expressive) Sings a range of well-known nursery rhymes and songs (ELG). (Being Imaginative and Expressive)
--	--	--	--



Ferndale Primary and Nursery School

Progression of Skills -

- | | | | |
|--|--|---|--|
| | <ul style="list-style-type: none"> • Moves and dances to music. (Being Imaginative and Expressive) • Anticipates phrases and actions in rhymes and songs, like 'Peepo'. (Being Imaginative and Expressive) • Explores his/her voice and enjoys making sounds. (Being Imaginative and Expressive) • Joins in with songs and rhymes, making some sounds. (Being Imaginative and Expressive) • Makes rhythmical and repetitive sounds. (Being Imaginative and Expressive) • Explores a range of sound-makers and instruments and plays them in different ways. (Being Imaginative and Expressive) • Notices patterns with strong contrasts and is attracted by patterns resembling the human face. (Being Imaginative and Expressive) • Is starting to make marks intentionally. (Being Imaginative and Expressive) • Explores paint, using fingers and other parts of his/her body as well as brushes and other tools. (Being Imaginative and Expressive) • Expresses ideas and feelings through making marks, and sometimes gives a | <ul style="list-style-type: none"> • Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Being Imaginative and Expressive) • Is able to create his/her own songs, or improvise a song around one he/she knows. (Being Imaginative and Expressive) • Plays instruments with increasing control to express his/her feelings and ideas. (Being Imaginative and Expressive) | |
|--|--|---|--|



Ferndale Primary and Nursery School

Progression of Skills -

meaning to the marks he/she makes.
(Being Imaginative and Expressive)

- Enjoys and takes part in action songs such as 'Twinkle, Twinkle Little Star'.
(Being Imaginative and Expressive)
- Is starting to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to her ear and pretends it's a phone. (Being Imaginative and Expressive)
- Explores different materials, using all his/her senses to investigate them. He/She manipulates and plays with different materials. (Being Imaginative and Expressive)
- Uses his/her imagination as he/she considers what he/she can do with different materials. (Being Imaginative and Expressive)