



EYFS Progression Document – Autumn 1



All About Me			
-My feelings -My friends and family -My Community -Autumn			
Subject	Nursery 1	Nursery 2	Reception
<p>Understanding the World</p> <p>Geography</p> <ul style="list-style-type: none"> - My community - Weather <p style="background-color: yellow;">Golden Thread- Our Changing World</p> <p>Science</p> <ul style="list-style-type: none"> - Season change - autumn. <p style="background-color: yellow;">Golden Thread- Physics: Seasonal Changes</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Explore and respond to different natural phenomena. <p>Knowledge:</p> <ul style="list-style-type: none"> -recognise and name community landmarks (school, church). -The leaves fall down. -The leaves are now brown -In autumn I wear a coat -I see brown leaves and conkers. <p>Skills:</p> <ul style="list-style-type: none"> -make observations of community landmarks – school and church -make observations of the leaves and conkers 	<p>Objective:</p> <ul style="list-style-type: none"> -Use their sense in hands on exploration of natural materials. <p>Knowledge:</p> <ul style="list-style-type: none"> -recognise and name community landmarks (school, church, post box, village hall). -The leaves change colour, and the wind blows them down. -In autumn I wear a coat and it is windy. -The leaves are now brown, orange and red. -I see pinecones, acorns and orange and red leaves. <p>Skills:</p> <ul style="list-style-type: none"> -make observations of community landmarks – school, church, post box, village hall -make comparisons of how the leaves change colour and are now brown, orange and re 	<p>Objective:</p> <ul style="list-style-type: none"> -Name and describe people who are familiar to them. -Draw information from a simple map. <p>Knowledge:</p> <ul style="list-style-type: none"> -recognise and name community landmarks and on a map (school, church, post box, village hall). -The season is autumn, and the weather is windy. The season was summer, and it was hot. -In autumn I wear a coat because it is windy and getting colder. -Some trees have leaves that change colour and fall down and some trees stay green all of the time. -name conkers, pinecones, acorns, berries and the colours of leaves and know that they come from trees. <p>Skills:</p> <ul style="list-style-type: none"> -make observations and comments about community landmarks – school, church, post box and village hall -Look at the change in weather and that it is now windy and colder -Put on my coat independently

	-compare that the leaves were green and are now brown	-make observations of pinecones, acorns and leaves -Try to put on my coat	-make comparisons and ask questions about how some trees have leaves that change colour and fall down and some trees stay green all of the time. -make observations of conkers, pinecones, acorns, berries -Use non-fiction books and photos to know that acorns, pinecones, berries and conkers come from trees.
	Vocabulary: -church, school, leaf, leaves, brown, conker, fall	Vocabulary: -post box, village hall, wind, windy, blow, different, pinecones, acorns, red, orange	Vocabulary: -community, map, autumn, season, berries, change, blowing
Understanding the World	Objective: -Make connections between the features of their family and other families.	Objective: -Begin to make sense of their own life story and family history.	Objective: -Talk about members of their immediate family and community.
History - My family	Knowledge: -name mum, dad, brother and sister (if immediate family).	Knowledge: -name and talk about their family member/ who lives in their house. -I was a baby and I am now a child.	Knowledge: -name wider family, e.g. grandparents, aunts and uncles. -discuss and state how they have changed since they were a baby.
Golden Thread- History and Me	Skills: -observe mums and dad and parent structure within stories and photos	Skills: -make observations using photos to identify they were a baby -make observations of themselves in a photo now	Skills: -make observations and comparisons using photos of themselves as a baby and now -make comparisons about similarities and differences between different family structures and wider family members, e.g. grandparents
	Vocabulary: -mum, dad, brother, sister	Vocabulary: baby, child, family, home	Vocabulary: aunt, uncle, grandparent, baby, toddler, child

<p>Understanding the World</p> <p>R.E.</p> <ul style="list-style-type: none"> - Being special – where do we belong? 	<p>Objective:</p> <ul style="list-style-type: none"> -Express preferences and decisions. 	<p>Objective:</p> <ul style="list-style-type: none"> -Develop their self of responsibility and membership of their community. 	<p>Objective:</p> <ul style="list-style-type: none"> -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways.
<p>Golden Thread- Comparing World Religions</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> -I can share what I like. -I can make comments about birthdays and Christmas. -I know I wear school uniform to come to school -name and recognise carrot and potato 	<p>Knowledge:</p> <ul style="list-style-type: none"> -I know I am special -I can talk about my birthday. -I know I am part of my school community -I wear my school uniform to show I am part of my school community -I know that some vegetables come from the ground 	<p>Knowledge:</p> <ul style="list-style-type: none"> -I know that everyone is unique and valuable and say something that makes them special -I know that there are different faiths -Name and remember occasions that made them feel special -Discuss how I am welcomed into groups. -Christians are baptised into the Christian faith. -A Muslim tradition when welcoming a newborn baby is to whisper into their ear. -At harvest farmers collect in plants and vegetables from the fields
	<p>Skills:</p> <ul style="list-style-type: none"> -play alongside other children -show and share interests through play. -begin to develop friendships with other children -make observations about carrots and potatoes -begin to listen to stories 	<p>Skills:</p> <ul style="list-style-type: none"> -begin to play with one or more children throughout the day. -recognise and name someone who is special. -Start to follow the class routines with support. -make observations of vegetables that come from the ground -Listen to simple stories 	<p>Skills:</p> <ul style="list-style-type: none"> -Beginning to retell stories. -Make comparisons between -I can share pictures of special moments with my class -read non-fiction books about harvest.

	Vocabulary: -like, school uniform, friend, play, carrot, potato	Vocabulary: -special, vegetable, like, not like, ground, soil, school	Vocabulary: -unique, religion, Christian, God, baptism, Muslim, harvest, farmer, welcome
Expressive Arts and Design Art - Drawing Golden Thread - Line	Objective: Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Objective: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Objective: Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Knowledge -I know I can use crayons and felt-tip pens to make marks. -I know that the marks I make with crayons and felt-tip pens have meaning. - I know where I can draw in my classroom. -To know the pattern of the human face. -To know I can use crayons to draw the pattern of the human face.	Knowledge -I know I can draw faces to show the feelings happy and sad. -I know I can use crayons, colouring pencils and felt-tip pens.	Knowledge -I know to use the right colour for different pictures I create. - I know I can use crayons, colouring pencils, felt-tips, chalks and charcoals. -I know which drawing tool to use where/when. E.g. chalk on playground,
	Skills: -make marks with crayons. -make marks with felt-tip pens.	Skills: -make marks with increased detail using colouring pencils and crayons -make marks with increased detail using felt-tip pens.	Skills: -make marks to represent ideas with pencils and colouring pencils -make marks to represent ideas with crayons.

	-give meaning to marks they make using crayons and felt-tip pens.	-draw a face using pencil with increasing complexity and detail. -draw their face using pencils, crayons or felt-tip pens with increasing complexity and detail showing emotion.	-make marks to represent ideas with chalks and charcoals -draw a face using a chosen media. -complete an observation drawing of themselves using a pencil and answering questions about it.
	Vocabulary: mark, pen, crayon, paper	Vocabulary: draw, pencil crayon, felt-tip pen, pencil	Vocabulary: colour, lines, space, smooth, shiny, chalk, charcoal.
Expressive Arts and Design D.T.	N/A		
Expressive Arts and Design Music - My musical self Golden Thread- Singing	Objectives: -Show attention to sounds and music.	Objectives: -Listen with increased attention to sounds.	Objective: -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.
	Knowledge: -I can name a song. - I know I can sing songs.	Knowledge: -I can name familiar songs. -I know some nursery rhymes.	Knowledge: -I know the words of the nursery rhymes: head, shoulders, knees and toes, happy and you know it and mulberry bush and how they sound.
	Skills: -Show attention when listening to the songs: head, shoulders, knees and toes, happy and you know it and mulberry bush both on the interactive whiteboard and an adult singing.	Skills: -Listen to the full songs: head, shoulders, knees and toes, happy and you know it and mulberry bush both on the interactive whiteboard -Listen to an adult singing: head, shoulders, knees and toes, happy and you know it and mulberry bush and how it sounds.	Skills: -Listen to the rhymes, poems and songs: head, shoulders, knees and toes, happy and you know it and mulberry bush and how they sound -Learn the rhymes, poems and songs: head, shoulders, knees and toes and mulberry bush copying how they sound
	Vocabulary:	Vocabulary:	Vocabulary:

	look, hear, song	sound, listen, rhyme	speed, volume, rhythm, quiet, slow, fast
<p>Personal, Social and Emotional Development</p> <p>PSHE</p> <ul style="list-style-type: none"> - Who are their friends and family? <p>Golden Thread- Me and My Relationships</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Develop friendships with other children -Safely explore emotions beyond their normal range through play and stories. 	<p>Objective:</p> <ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas. -Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. 	<p>Objective:</p> <ul style="list-style-type: none"> -Express their feelings and consider the feelings of others. -Build constructive and respectful relationships
	<p>Knowledge:</p> <ul style="list-style-type: none"> -name mum, dad, brother and sister (if immediate family) -know the names of some children in their class -know to say when they are happy and sad. -know to allow other children to play alongside them 	<p>Knowledge:</p> <ul style="list-style-type: none"> -know who lives in their house -know the names of who is in their family -know the name of one of their friends -know when they are happy, sad, angry or worried -know when others may be feeling happy and sad -know I do can play with one or more children 	<p>Knowledge:</p> <ul style="list-style-type: none"> -know who is in our family -know the names of who is in their family -know the names of some of their friends -know the correct word to identify how they are feeling at different points in the day -know how others may be feeling throughout the day -know to share and turn-take resources with their friends in class
	<p>Skills:</p> <ul style="list-style-type: none"> -identify and say mum, dad, brother and sister -begin to show preference towards a friend in class -play in different areas of the classroom with adult encouragement -play in the classroom alongside other children 	<p>Skills:</p> <ul style="list-style-type: none"> -say who lives in their house -say the names of who is in their family -say the name of one of their friends -recognise when they are happy, sad, angry or worried -say when others may be feeling happy and sad -play with one or more children 	<p>Skills:</p> <ul style="list-style-type: none"> -name who is in their wider family -identify and say the names of people in their family -identify and say the names of their friends -identify how they are feeling at different points in the day -share and turn-take resources with two or more children. -recognise and say how themselves and others may be feeling throughout the day

	-explore their emotions at different points in the day	-share and turn-take resources to play with one or more children	
	Vocabulary: mum, dad, brother, sister	Vocabulary: family, friend, happy, sad, angry, worried	Vocabulary: play, share, support, trust, feeling
Physical Development P.E. - Multi-skills - Golden Thread - mastering basic physical movements	Objective: -Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. -Walk, run, jump and climb – and start to use the stairs independently	Objective: -Continue to develop their movement and balancing skills. -Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Objective: -Revise and refine the fundamental movement skills they have already acquired. -Progress towards a more fluent style of moving, with developing control and grace.
	Knowledge: -I know to avoid obstacles when walking and running around -I am beginning to know to put my arms out to help me balance - I know I need to lay on my back before rolling -I know I need to bend my knees and keep their arms by their sides to push their body up and jump -I know to push off the ball of the foot to attempt to hop	Knowledge: -I know to try to keep my arms close to my body when running around a space to avoid obstacles -I know to put my arms out to help me balance -I know to lay on my back to independently roll over -I know I jump with two feet and land in a squat with their hands forward -I know to jump with two feet off low steps -I know to keep my head and trunk stable and eyes focussed forwards to hop	Knowledge: - know to move their arms up and down by their body to run safely - I know how to control my body to balance and walk over wooden planks - I know to lay on my back to efficiently roll over - I know I need to jump forwards off stepping stones -I know to keep my arms bent and swing forward as my support leg pushes off to hop on both left and right legs -I know I skip by ‘galloping’ and having a go at ‘step, hop, switch’

	-I know I try to stand on one leg in order to hop		
	Skills: -walk around a space moving -develop control of their body to run around a space avoiding obstacles -walk along a wooden plank on the floor putting their arms out -lay on their back to move their leg to push their body and roll over -bend their knees with their arms by their sides to push their body up and jump -land and push off the ball of the foot to attempt to hop	Skills: -run around a space avoiding obstacles and trying to keep their arms close to their body -balance along an object knowing to put their arms out to help them balance -lay on their back to roll over independently -jump with two feet leaving the floor and land in squat with hands forward -jump off low steps and over low objects -keep their head and trunk stable eyes focussed forwards to hop	Skills: -run safely around a space negotiating obstacles and whilst moving their arms up and down by their body -walk along a wooden plank off the floor with control over their body to balance -lay on their back and efficiently roll over several times -jump forwards, across stepping stones and up onto a low step -arms bent and swing forward as support leg pushes off to hop on both left and right legs -begin to learn to skip by 'galloping' and having a go at 'step, hop, switch'
	Vocabulary: kick, roll, walk, run, jump, climb	Vocabulary: balance, obstacle, land, squat	Vocabulary: negotiate, control, forwards, bent, swing
Physical Development Fine Motor Skills <u>Reception patterns:</u> -circles -vertical and horizontal lines	Objective: -Reach out for objects as co-ordination develops.	Objective: -Build independently with a range of appropriate resources.	Objective: -Show a preference for a dominant hand to use one-handed tools and equipment.
	Knowledge: -know I can stack blocks together	Knowledge: -begin to know that blocks must be placed on top of each other to balance	Knowledge: -know that flat base is needed to build a balanced tower

<ul style="list-style-type: none"> -horizontal lines -wavy lines -zig-zag lines -curled lines <p><u>Nursery pattern:</u></p> <ul style="list-style-type: none"> -vertical and horizontal lines 	<ul style="list-style-type: none"> -know to put the threading string through the hole in the beads -know one peg can go into each of the holes on the pegboard -begin to hold tweezers in the correct direction -begin to know that scissors can be used to make snips -know to make marks using pens, pencils and whiteboard pens 	<ul style="list-style-type: none"> -know to hold the threading string in one hand and the bead in another to thread -know to hold pegs using my thumb and finger -know to hold tweezers in one hand -begin to learn how to carry scissors safely with support -know to use my dominant hand to hold mark making tools 	<ul style="list-style-type: none"> -identify and create ABAB patterns using beads threaded on a string and by putting pegs into pegboards -recognise, sort and arrange objects into groups using tweezers -know how to carry scissors safely -know to use my dominant hand to hold pens, pencils and whiteboard pens to give better control
	<p>Skills:</p> <ul style="list-style-type: none"> -begin to build towers using a range of resources -begin to hold the string to thread beads with support -independent hold tweezers the correct way up -start to hold assistive scissors -put pegs into pegboards in the correct direction -develop manipulation and control over mark making tools 	<p>Skills:</p> <ul style="list-style-type: none"> -build a balanced tower of 4 or more blocks -begin to use a pincer grip to thread beads onto the string -independently hold tweezers in one-hand to pick up objects -with support hold scissors using their thumb and finger to make snips -develop their use of a pincer grip to put pegs into a pegboard -begin to use a dominant hand more consistently to hold mark making tools 	<p>Skills:</p> <ul style="list-style-type: none"> -combine shapes to make new ones – an arch, a bigger triangle etc. -Use a pincer grip to thread beads into an ABAB pattern -Hold tweezers using tweezers to sort object -use scissors in their dominant hand to make snips -Use a pincer grip to put pegs into a pegboard -hold pencils and whiteboard pens in a dominant hand
	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>

	-block, bead, string, pick up, peg, cut, hold, pen	-build, tower, thread, tweezer, scissors, pegboard	-stack, combine, balance, pattern, repeated, pincer grip, dominant hand
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