



EYFS Progression Document – Autumn 2



Celebrations

-Birthdays -Bonfire Night -Diwali -Christmas traditions

Subject	Nursery 1	Nursery 2	Reception
<p>Understanding the World</p> <p>Geography</p> <ul style="list-style-type: none"> - Diwali - Special places of worship <p>Golden Thread- Investigating People</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Notice differences between people. 	<p>Objective:</p> <ul style="list-style-type: none"> -Continue to develop positive attitudes about the differences between people. 	<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>Knowledge:</p> <ul style="list-style-type: none"> -To recognise and know what a church is -To know that people wear different clothes to celebrate special times -To know some stories are special 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To recognise and know what churches and temples with the support of questions -Know that people wear special clothes to celebrate Diwali -To know there is a Diwali story 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know there are different places of worship to celebrate special times, for example, a church and a Hindu temple. -To know that the festival of Diwali can be celebrated by creating rangoli and Mehndi patterns -To remember the key parts of the Diwali story, e.g. who Rama and Sita are
	<p>Skills:</p> <ul style="list-style-type: none"> -To identify a church from images and in the local environment -To talk about differences and similarities that they notice -To listen to the Diwali story 	<p>Skills:</p> <ul style="list-style-type: none"> - To identify between a church and a temple from images -To recognise special clothes for Diwali from images - To listen and talk about the Diwali story 	<p>Skills:</p> <ul style="list-style-type: none"> -To look at different places of worship and name them (church and a Hindu temple) -To create rangoli and Mehndi patterns that could be used to celebrate Diwali -To retell the story of Diwali with the support of images

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	Vocabulary: -church, clothes, special, story	Vocabulary: -church, temple, celebrate, Diwali, Diwali story	Vocabulary: -Hindu temple, Rama, Sita, festival, Rangoli pattern, Mehndi pattern, worship	
<u>Understanding the World</u> History <ul style="list-style-type: none"> - Bonfire Night - Birthdays - Christmas traditions Golden Thread- Political Monarchy – Bonfire Night History and Me -Birthdays Social -Christmas traditions	Objective: -Notice differences between people	Objective: -Continue to develop positive attitudes about the differences between people	Objective: -Compare and contrast characters from stories, including figures from the past.	
	Knowledge: -To know what a firework is. -To know we celebrate birthdays with presents. -To know that Christmas is celebrated with Father Christmas -To recognise a picture of a Christmas tree	Knowledge: -To know we set fireworks off on bonfire night. -To know we celebrate birthdays with presents and cake. -To know that Christmas is celebrated with Father Christmas and Christmas trees -To know what would go on my Christmas tree at home, e.g. lights.	Knowledge: -To know Guy Fawkes lived a long time ago. -To know that bonfire night is celebrated with fireworks. -To know the month of your Birthday -To know that Birthdays can be celebrated with presents, cards, cake, balloons and a party -To know how Christmas is celebrated with Christmas trees, sending Christmas cards and children being visited by Father Christmas -To name Christmas tree decorations in the past, e.g. popcorn and cranberry string and present, e.g. fairy lights	
	Skills: -To identify fireworks from pictures - To talk about presents in relation to parties	Skills: -To be able to talk about fireworks in relation to bonfire night - To be able to talk about some of the key features of a birthday celebration (presents, cake).	Skills: - To identify key historical figures (Guy Fawkes) - To identify the month of their birthday - To identify key features of a birthday celebration (presents, cards, cake, balloons and a party)	

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	<ul style="list-style-type: none"> - To identify Father Christmas from images and talk about him in relation to Christmas - To identify a Christmas tree 	<ul style="list-style-type: none"> - To identify Father Christmas and Christmas trees from images and talk about them in relation to Christmas - To decorate a Christmas tree with Christmas decorations 	<ul style="list-style-type: none"> - To identify Father Christmas, Christmas cards and Christmas trees from images and talk about them in relation to Christmas - To sort images of Christmas trees into past and present
	<p>Vocabulary:</p> <ul style="list-style-type: none"> -firework, present, Father Christmas, tree 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -bonfire night, presents, cake, Christmas tree, lights 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -Guy Fawkes, long time ago, month, birthday card, balloon, party, Christmas card, popcorn, cranberry string, past
<p>Understanding the World</p> <p>R.E.</p> <ul style="list-style-type: none"> - Why do some people perform nativity plays? <p>Golden Thread- Incarnation</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Notice differences between people. 	<p>Objective:</p> <ul style="list-style-type: none"> -Continue to develop positive attitudes about the differences between people. 	<p>Objective:</p> <ul style="list-style-type: none"> -To compare characters from stories, including figures from the past.
	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know I am special -To recognise and name Jesus -To know Jesus is born in the nativity. -To know there are Kings in the nativity story. -To know that people come to visit a new baby. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know all people are special. -To know that Jesus is special to Christians. -To know that Jesus is born in the nativity at Christmas time. -To know there are Kings and angels in the nativity story. -To know people came to visit baby Jesus. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know Christians, believe that Jesus thinks that all people are special. -To remember the key parts of the Nativity Story. -To know there are different characters in the nativity story. -To know Jesus is special in the Christian Faith -To know that Shepherds and Kings visited baby Jesus, Mary and Joseph
	<p>Skills:</p> <ul style="list-style-type: none"> -To show preferences and take pride in their achievements 	<p>Skills:</p> <ul style="list-style-type: none"> -To name and talk about people that are special to them in day to day conversation 	<p>Skills:</p> <ul style="list-style-type: none"> -To talk about how all people are special to Jesus -To identify Jesus as a special person to the Christian faith

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	<ul style="list-style-type: none"> -To identify Jesus as a baby in the nativity story -To anticipate some key moments of the nativity story -To identify the Kings (wise men) in the nativity story and talk about how they visited the baby Jesus 	<ul style="list-style-type: none"> -To talk about the fact that Jesus is special -To take part in the nativity play -To identify some characters from the nativity story (kings/wise men, angels) and talk about how they came to visit the baby Jesus 	<ul style="list-style-type: none"> -To take part in a nativity play, anticipating key events and characters -To retell the nativity story by sequencing images -To identify characters from the nativity story (kings/wise men, shepherds, baby Jesus, Mary and Joseph) and talk about how they came to visit the baby Jesus
	<p>Vocabulary:</p> <ul style="list-style-type: none"> -special, Jesus, baby, nativity, king 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -nativity, Christmas, angels, visit 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -bible, Christians, nativity story, shepherds, Mary, Joseph, character, Bethlehem
<p><u>Expressive Arts and Design</u></p> <p>Art</p> <ul style="list-style-type: none"> - Printing <p>Golden thread – shape - printing</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Explore different materials, using all their senses to investigate them. 	<p>Objective:</p> <ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<p>Objective:</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know to press an object into paint and print onto paper -To know marks can made by printing -To know when two colours are mixed a new colour can be made -To know I can print using a ready-made Christmas stamp. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that pressing objects onto paper is called printing -To know I can print with corks and bottle tops -To know I can mix paints together to make new colours and begin to say which colours I need -To know Christmas stamps can be printed with to make something new, e.g. a card 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that simple objects can be printed with -To know that objects can be printed with different colour and new colours are made by combining them -To begin to understand that in order to print I need a raised surface -To know I can use a print for different purpose, e.g. to make cards, decorations and wrapping paper
	<p>Skills:</p> <ul style="list-style-type: none"> -To print by pressing objects into paint and printing on to paper 	<p>Skills:</p> <ul style="list-style-type: none"> -To identify printing as a concept -To print with corks and bottle tops 	<p>Skills:</p> <ul style="list-style-type: none"> -To print using simple objects, for example, corks, bottle tops, leaves, using one and two colours

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	<ul style="list-style-type: none"> -To explore mixing two colours -To print using a ready-made Christmas stamp 	<ul style="list-style-type: none"> -To explore mixing two colours and begin to identify the new colour that has been made -To use a ready-made Christmas stamp to print for purpose 	<ul style="list-style-type: none"> -To explore combining colours and identify the new colours that are made -To create their own star stamp by cutting card/ foam and sticking onto cardboard -To print for purpose using my created stamp
	<p>Vocabulary:</p> <ul style="list-style-type: none"> -press, paint, paper, colour, stamp 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -printing, cork, bottle top, mix, Christmas stamp, card 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -print, combine, raised surface, purpose, decorate, wrapping paper
<p><u>Expressive Arts and Design</u></p> <p>D.T.</p> <ul style="list-style-type: none"> - Sculpture <p>Golden Thread - Textiles</p>	<p>Objective:</p> <ul style="list-style-type: none"> -Explore different materials, using all their senses to investigate them. 	<p>Objective:</p> <ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<p>Objective:</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings
	<p>Knowledge</p> <ul style="list-style-type: none"> -To know I can explore play dough with my hands -To know I can roll play dough using a rolling pin 	<p>Knowledge</p> <ul style="list-style-type: none"> -To know I can roll and shape play dough into two things -To know play dough can be broken up into different sized pieces -To know play dough can be formed into intentional forms and shapes 	<p>Knowledge</p> <ul style="list-style-type: none"> -To know that Diya lamps are important because Rama and Sita followed the light home -To know that clay can be moulded to create forms and shapes -To know that clay can be decorated with paints
	<p>Skills:</p> <ul style="list-style-type: none"> -To explore the sensory aspect of playdough - To begin to explore creating shapes and forms with playdough, including using a rolling pin 	<p>Skills:</p> <ul style="list-style-type: none"> -To roll, squash and tear play dough -To begin shaping playdough into different forms and shapes with intention 	<p>Skills:</p> <ul style="list-style-type: none"> -To explore moulding clay into different forms and shapes -To shape clay to create a Diya lamp -To paint a Diya lamp considering the user and purpose
	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>

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	-Play dough, hand, rolling pin, roll	-shape, squash, tear	-clay, mould, form, shape, decorate
<p>Expressive Arts and Design</p> <p>Music</p> <ul style="list-style-type: none"> - Singing <p>Golden Thread- Nativity</p>	<p>Objectives:</p> <ul style="list-style-type: none"> -Join in with songs and rhymes, making some sounds. 	<p>Objectives:</p> <ul style="list-style-type: none"> -Remember and sing entire songs. 	<p>Objective:</p> <ul style="list-style-type: none"> -To Explore and engage in music making and dance, performing solo or in groups.
	<p>Knowledge:</p> <ul style="list-style-type: none"> -To begin to know the words to some nativity songs -To remember simple actions 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know the entire words to nativity songs -To remembers actions to different nativity songs 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know what a melody is -To know I can make music by signing and actions using my body.
	<p>Skills:</p> <ul style="list-style-type: none"> -To join in singing nativity songs, making some sounds -To watch the actions and copy simple actions 	<p>Skills:</p> <ul style="list-style-type: none"> -To sing entire nativity songs -To join in and copy actions 	<p>Skills:</p> <ul style="list-style-type: none"> -To explore music, making and actions. -To perform in the nativity play, taking on roles.
	<p>Vocabulary:</p> <ul style="list-style-type: none"> -sing, song, copy 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -actions, nativity, singing 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -perform, play, role, part
<p>Personal, Social and Emotional Development</p> <p>PSHE</p> <ul style="list-style-type: none"> - That they are special, turn taking, differences and celebrating <p>Golden Thread- Respecting ourselves and others</p>	<p>Objectives:</p> <ul style="list-style-type: none"> -Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. -Establish their sense of self. -Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 	<p>Objectives:</p> <ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<p>Objectives:</p> <ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -See themselves as a valuable individual.

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	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know they are special. -To know something they can do. -To know we can all use the resources in the classroom, and I do not grab resources from others. -To recognise a difference between people. -To know I need to keep my hands to myself with support. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know one thing that makes them special. -To know something they can do by themselves. -To know that everyone is different. -To know my chosen goal when selecting and uses resources -To know to use kind hands, feet and words when playing with my friends. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know they are special and know what makes them special. -To know something that I can do well and I am good at. -To know I have to share and take turn with resources to make it fair. -To know similarities and differences between themselves and others -To know to set themselves goals and to stick to that goal until I have finished and achieved it -To know I show respect and kindness towards everybody.
	<p>Skills:</p> <ul style="list-style-type: none"> -To say that they are special -To say something, they can do -To not grab toys from others. - To say the difference between them and one other person. -To keep my hands to myself when playing. 	<p>Skills:</p> <ul style="list-style-type: none"> -To say one thing that makes them special -To do things by themselves. -To say differences that they can see between themselves and others. -To choose my own goal. -To use kind hands, feet and words when playing. 	<p>Skills:</p> <ul style="list-style-type: none"> -To say different things that makes them special. -To say something that I can do well and I am good at. -To share and take turn with resources to make it fair. -To say similarities and differences between themselves and others -To be able to set themselves goals and to stick to that goal until I have finished and achieved it -To show respect and kindness towards everybody.
	<p>Vocabulary:</p> <ul style="list-style-type: none"> -special, share, wait, people 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -special, different, goal, kind hands, kind words, kind feet 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -resources, same, different, respect, kindness
<u>Physical Development</u>	Objective:	Objective:	Objective:

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<p>P.E.</p> <p>- Large ball skills</p>	<p>-Enjoy starting to kick, throw and catch balls. -Develop manipulation and control.</p>	<p>-Continue to develop their movement, balancing, and ball skills.</p>	<p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>
<p>Golden Thread - Throwing and catching</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that I catch a ball with my hands -To know I stand still with the scoop in front of me to catch it -To know that I use my foot to kick a ball -To decide where I would like something to go before I throw it -To know which way/ direction to hold a bat -To know I can stop a ball with my foot 	<p>Knowledge:</p> <ul style="list-style-type: none"> -I know to apply my skills to running, jumping and balancing -I know to put my hands out to catch a ball -I know to pull the scoop down and then forwards to throw a ball -I know I try to use the side of my foot to kick the ball -I know I try to look in the direction I would like something to go -I know the correct way to hold a bat -I know I try to stop a ball my putting my foot on top 	<p>Knowledge:</p> <ul style="list-style-type: none"> -I know a ball can be passed by throwing and catching -I know I can use a scoop to throw and catch a ball -I know to look in the direction I want something to go to aim -To know to use the side of my foot to kick a ball -To know I hold a bat in one hand -To know to stop the ball with the top of my foot
	<p>Skills:</p> <ul style="list-style-type: none"> -To use my hands to catch a ball -To stand still with the scoop in front of me to catch a ball -To use my foot to kick a ball -To decide where I would like something to go before, I throw it -To hold a bat in the correct direction and way -To know I can stop a ball with my foot 	<p>Skills:</p> <ul style="list-style-type: none"> -To run, jump and balance whilst throwing, catching and kicking balls -To put my hands out to catch a ball -To pull the scoop down and then forwards to throw a ball -To try to use the side of my foot to kick the ball -To try and look in the direction I would like something to go -To hold a bat the correct way -To try and stop a ball by putting my foot on top 	<p>Skills:</p> <ul style="list-style-type: none"> -To throw and catch a ball. -To look when I kick a ball. -To hold a bat in one hand. -To stop the ball with the top of my foot. -To use the side of my foot to kick a ball. -To use a scoop to throw and catch a ball.

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	Vocabulary: -ball, hands, catch, scoop, foot, kick, bat	Vocabulary: -run, jump, throw, catch, side, direction	Vocabulary: -pass, aiming, side of foot, top of foot	
Physical Development Fine motor skills <u>Reception letter formation:</u> -i l t -u w e -c o <u>Squiggle/ pen disco focus:</u> -circles	Objective: -Build independently with a range of appropriate resources.	Objective: -Use one-handed tools and equipment.	Objective: -Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
	Knowledge: -know I can stack blocks together -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	Knowledge: -begin to know that blocks must be placed on top of each other to balance -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	Knowledge: -know that flat base is needed to build a balanced tower -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	-begin to know that scissors can be used to make snips -know to make marks using pens, pencils and whiteboard pens
	Skills: -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	Skills: -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	Skills: -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	

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	<ul style="list-style-type: none">-put pegs into pegboards in the correct direction-develop manipulation and control over mark making tools	<ul style="list-style-type: none">-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	<ul style="list-style-type: none">-hold pencils and whiteboard pens in a dominant hand
	<p>Vocabulary:</p> <ul style="list-style-type: none">-block, bead, string, pick up, peg, cut, hold, pen	<p>Vocabulary:</p> <ul style="list-style-type: none">-build, tower, thread, tweezer, scissors, pegboard	<p>Vocabulary:</p> <ul style="list-style-type: none">-stack, combine, balance, pattern, repeated, pincer grip, dominant hand