



EYFS Progression Document – Spring 2

| Growing | | | |
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| -Growing babies -Growing plants -Growing animals -Spring | | | |
| Subject | Nursery 1 | Nursery 2 | Reception |
| <p><u>Understanding the World</u></p> <p>Geography</p> <ul style="list-style-type: none"> - Weather in spring <p>Golden Thread- Our changing world</p> <p>Science</p> <ul style="list-style-type: none"> - Life cycles of plants and animals - Name common plants - Seasonal change to spring - Plant seeds <p>Golden Thread-</p> <ul style="list-style-type: none"> -Understanding plants -Understanding evolution and heritage -Understanding animals and humans | <p>Objective:</p> <ul style="list-style-type: none"> -Explore and respond to different natural phenomena. | <p>Objective:</p> <ul style="list-style-type: none"> -Plant seeds and care for growing plants. -Understand the key features of a life cycle of a plant and an animal. | <p>Objective:</p> <ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. |
| | <p>Knowledge:</p> <ul style="list-style-type: none"> -To know that eggs hatch - To know a seed goes into soil/the ground -To know that plants grow -To know that some plants have flowers -To know that when it is rainy I wear my raincoat - To know in Spring I see daffodils | <p>Knowledge:</p> <ul style="list-style-type: none"> -To know that an eggs hatches into a chick and a chick grows into a chicken -To know a seed will grow if I water it -To know a seed will grow into a plant -To know that some plants have leaves and flowers -To know that it is sunny and rainy so I wear my rain coat - To know in Spring I see daffodils, chicks and lambs | <p>Knowledge:</p> <ul style="list-style-type: none"> -To know that the life cycle of chicken - an eggs hatches into a chick and a chick grows into a chicken – repeats -To know a seed will grow in soil if it has water and sun -To know the life cycle of a bean plant is – bean, shoot, flower, bean pod -To know the key parts of plants, stem, leaves, flower - e.g. a daisy -To know it was winter and cold and that it is now Spring and sunny and rainy so plants and animals grow -To know in Spring I see: blossom, daisies, nest and green leaves growing |
| | <p>Skills:</p> <ul style="list-style-type: none"> -To watch an egg hatching -To plant a seed into soil or the ground | <p>Skills:</p> <ul style="list-style-type: none"> -To sequence the lifecycle of a chicken -To plant a seed and water it | <p>Skills:</p> <ul style="list-style-type: none"> -To sequence a circular lifecycle of a chicken -To plant and look after a seed -To sequence the lifecycle of plant |

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| | <ul style="list-style-type: none"> -To observe plants growing around me -To point to and recognise flowers -To wear my raincoat when it rains -To identify and name daffodils | <ul style="list-style-type: none"> -To observe a seed growing into a plant -To recognise leaves and flowers on a plant -To identify when it is rainy and attempt to put on my raincoat -To identify daffodils, chicks and lambs | <ul style="list-style-type: none"> -To name the key parts of a plant – stem, leaves, flower -To talk about Spring and it's seasonal changes that help things to grow -To identify blossom, daisies, nests and green leaves growing |
| | Vocabulary: -egg, hatch, seed, soil/ground, plants, grow, flowers, rainy, raincoat, Spring, daffodils | Vocabulary: -egg, chick, chicken, seed, grow, plant, leaves, flowers, sunny, rainy, raincoat, Spring, daffodils, chicks, lambs | Vocabulary: -life cycle, chicken, blossom, daisy, plant, broad bean, shoot, bean pod, plant, stem, winter, spring, sunny, rainy, blossom, nests, green leaves, growing |
| Understanding the World History - Human life cycle Golden Thread- Understanding animals and humans -History and Me | Objective: -Make connections between the features of their family | Objective: -Begin to make sense of their own life-story and family's history | Objective: -talk about members of their immediate family and community |
| | Knowledge: -I am a child and I will grow bigger | Knowledge: -I am a child and I will be an adult | Knowledge: -To know I was a baby, now I am a child, and I will then be an adult |
| | Skills: -To observe and comment on how I have grown | Skills: -To talk about how I will grow from a child into an adult | Skills: -To sequence the lifecycle of a human (baby-child-adult) |
| | Vocabulary: -child, bigger, grow | Vocabulary: -child, adult | Vocabulary: -baby, child, adult |
| Understanding the World R.E. - Why do Christians put a cross in an Easter Garden? | Objective: -Make connections between the features of their family and other families. | Objective: -Begin to make sense of their own life-story and family's history | Objective: -Comment on images of familiar situations in the past. |

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| <p>- World religions believing</p> <p>Golden Thread- Salvation</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> -At Easter things grow -Some people celebrate Easter -I know hot cross buns have a cross on -Some people give chocolate Easter eggs to celebrate Easter -Some people decorate eggs | <p>Knowledge:</p> <ul style="list-style-type: none"> -At Easter things are born and grow back (leaves on trees, eggs hatching, lambs) -Easter is important to some people -Hot cross buns have a cross and are eaten at Easter -Some people give chocolate Easter eggs and have easter egg hunts to celebrate Easter -Some people decorate eggs and hang them on trees at Easter | <p>Knowledge:</p> <ul style="list-style-type: none"> -Easter is a Christian celebration that celebrates new life and things coming back to life (daffodils growing back, leaves growing back, eggs hatching) -Good Friday is when Christians remember Jesus and Easter Sunday is when they celebrate that he rose again -To know the symbol of a cross, which is important to Christians is on a hot cross bun -Christians celebrate Easter by going to church, having fish on Good Friday, a family meal on Easter Sunday, giving eggs and having an Easter egg hunt to recognise new life -To know that in Germany they decorate trees with colourful eggs |
| | <p>Skills:</p> <ul style="list-style-type: none"> -To notice a plant/ flower growing outside -To listen to how some people celebrate Easter -To look at a hot cross bun and see the cross on it -To look at a picture of an Easter egg and recognise it -To look at pictures of decorated eggs | <p>Skills:</p> <ul style="list-style-type: none"> -To observe outside things being born and growing back (leaves on trees, eggs hatching, lambs) -To listen to how Easter is important to some people -To look at a hot cross bun to see the cross and to taste a hot cross to understand they are eaten at Easter -To talk about how some people give chocolate Easter eggs and have easter egg hunts to celebrate Easter | <p>Skills:</p> <ul style="list-style-type: none"> -To observe new life and things coming back to life (daffodils growing back, leaves growing back, eggs hatching) and recognise that Easter is during Spring -To listen to parts of the Easter story - Good Friday is when Christians remember Jesus and Easter Sunday is when they celebrate that he rose again -To look at a hot cross bun and recognise the cross and how this is an important symbol to Christians -To explore stories, videos and/ or pictures of Christians celebrating Easter by going to church, having fish on Good Friday, a family meal on Easter |

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| | | -To look at and talk about pictures of decorated eggs hung on trees at Easter | Sunday, giving eggs and having an Easter egg hunt to recognise new life -To decorate an egg to hang on a tree as they do in Germany to celebrate Easter |
| | Vocabulary: -Easter, grow, hot cross bun, crow, chocolate Easter egg | Vocabulary: -Easter, born, grown, eggs, hatch, lambs, leaves, hot cross bun, chocolate easter egg, easter egg hunt | Vocabulary: -Christian, new life, coming to life, Good Friday, Easter Sunday, Germany, decorate, colourful eggs |
| <u>Expressive Arts and Design</u> Art - Painting Golden Thread – Colour | Objective: -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | Objective: -Explore colour and colour-mixing | Objective: -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes. |
| | Knowledge -To know colours change when they are mixed -To know I use a paint brush to paint marks -To know I can use big paint brushes, little brushes, my fingers and my fingers to paint with | Knowledge -To know that by mixing paint colours new colours can be made -To know that big brushes make big marks and little brushes make little marks -To know I can use different sized paint brushes and mixed colours to fill and paint a shape | Knowledge -To know that red and yellow makes orange, yellow and blue makes green and red and blue makes purple -To know that adding white makes colours go lighter -To know that I must add water to water colours before painting -To know I observational painting of plants |
| | Skills -To pour two paint colours into a pot and mix them with a brush -To use a paint brush to make marks | Skills -To know I put my paint brush in water -To observe how the size of my brush changes the size of my mark -To control my brush strokes to fill and paint a shape | Skills -To decide when to use thick and thin brush -To mix primary colours to make secondary colours -To add white to colours to make them lighter -To use watercolours by adding water to them before painting -To make an observational painting of a plant |

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| | -To explore painting with my fingers, my hands, big paint brushes and little paint brush | | |
| | Vocabulary: -colour, change, mix, paint brush, big, little, pot, marks | Vocabulary: -mixing, new colour, big marks, little marks, fill, paint | Vocabulary: -light, dark, thin, thick, bright, vivid, dull, dark, lighter, water colours |
| Expressive Arts and Design D.T. - Cooking Golden Thread - | Objective: -Grow in confidence to be willing to try new foods | Objective: -Make healthy choices about food and drink | Objective: - Know that healthy eating supports their overall health and wellbeing |
| | Knowledge -To know the names of some fruits: banana and apple -To know I use a wooden bladeless knife to cut banana with adult support | Knowledge -To know the names of some fruits: apple, strawberries and banana -To know I use a wooden bladeless knife to cut banana and strawberries | Knowledge -To know the names of some fruit and vegetables: apple, cucumber, banana, strawberries and carrot -To know I can use a serrated child safe knife to cut apple, cucumber and carrot |
| | Skills -To identify and name banana and apple -To use a wooden bladeless knife with adult support to cut banana | Skills: -To use a wooden bladeless knife to cut bananas and strawberries -To identify and name bananas, strawberries and apples | Skills -To use appropriate utensils to cut soft fruit and vegetables to try for sensory exploration -To use appropriate utensils to cut soft fruit and vegetables to create a fruit salad |
| | Vocabulary: -banana, apple, wooden knife | Vocabulary: -apple, banana, strawberries, cut, wooden knife | Vocabulary: -fruit, vegetable, cucumber, carrot, taste, smell, feel, healthy, child safe knife |
| Expressive Arts and Design Music - Planting ideas | Objective: | Objective: -Respond to what they have heard, expressing their thoughts and feelings | Objective: -Watch and talk about dance and performance art, expressing their feelings and responses. |

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| Golden Thread- Percussion/ Composing with note | -Respond emotionally and physically to music when it changes. -Move and dance to music. | | |
| | Knowledge: -To know sound can be made by hitting -To know I can move freely to songs -To know I can move, dance and sing Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song | Knowledge: -To know that instruments can be played -To know I can move freely to songs saying if they feel happy and sad -To know I can move, dance and sing all the words to Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song | Knowledge: -To know I can play a percussion instrument by hitting it (e.g. two wooden blocks) -To know dance and performance can make me feel different emotions -To know the words to the songs Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song and say how it makes them feel -To know the words to the poem and say how it makes them feel: -Spring is here – I see robins, I see birds’ nests, Butterflies too. Flowers too. Everything is growing, the wind is gently blowing. Spring is here. Spring is here. |
| | Skills -To explore making sounds by hitting things together -To move to songs -To move, dance and sing Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song | Skills -To play instruments listening to the sounds they make -To move freely to music, identifying if I feel happy or sad -To move, dance and sing all of the words to Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song | Skills -To play percussion instruments by hitting them (together/with a beater) -To respond to dance and performance, saying how they make me feel -To sing Five Little Speckled Frogs, Spring Chicken and the Peter Rabbit song, knowing all the words and talk about how they make me feel -To recite the poem ‘Spring is here’ and talk about how I feel |

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| | Vocabulary: -move, song, dance, sing, | Vocabulary: -sing, song, happy, sad, move, dance, instrument | Vocabulary: -percussion, instrument, play, dance, performance, feelings, happy, sad, scared, silly, poem |
| Personal, Social and Emotional Development PSHE - How can I stay healthy? Golden Thread- My Healthy Lifestyle | Objective: -Learn to use the toilet with help, and then independently. -Be increasingly able to talk about and manage their emotions. -Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". | Objective: -Show an increasing desire to be independent, such as feeding themselves, dressing and undressing. -Start eating independently and learning how to use a knife and fork. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and tooth brushing. | Objective: -Manage their own needs and personal hygiene. -Be independent in dressing and undressing. -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, |
| | Knowledge: -To know I brush my teeth everyday -To know I wash my hands with soap -To know I need to sleep at bedtime -To know I can drink my water bottle -To know that apples and bananas are good for me | Knowledge: -To know I brush my teeth with a toothbrush and toothpaste -To know I wash my hands with soap before I eat -To know I need to sleep when I am tired to rest -To know the names of water and milk and that I need to have a drink when I eat -To know that apples, bananas and strawberries are a healthy snack | Knowledge: -To know to brush my teeth for two minutes with a toothbrush and a small amount of toothpaste -To know to wash my hands with soap for 30 seconds before I eat -To know I need to sleep to give my brain and body a rest and give me energy -To know I need to drink water throughout the day to keep my body healthy -To know which foods I can eat more often to keep my body healthy and which foods I can enjoy sometimes. |
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| | <ul style="list-style-type: none"> -To put my toothbrush to my teeth -To push on the soap pump to put soap on hands -To go to sleep at bedtime and at night -To drink out of my water bottle throughout the day -To eat healthy food, e.g. banana and apples | <ul style="list-style-type: none"> -To put my toothbrush to my teeth and move in around inside my mouth -To wash my hand before meals using soap from the soap pump -To ask for a rest when tired -To drink water and milk at mealtimes -To identify apples, bananas and strawberries as a healthy snack | <ul style="list-style-type: none"> -To brush my teeth for two minutes using a toothbrush and toothpaste -To use a timer or song to help me wash my hands for 30 seconds before I eat -To talk about why I need to sleep -To drink water throughout the day and refill my bottle when needed (or ask an adult to refill) -To sort foods into 'foods I can eat more often' and 'foods I can enjoy sometimes' |
| | <p>Vocabulary:</p> <ul style="list-style-type: none"> -brush, teeth, every day, soap, wash hands, sleep, bedtime, drink, water bottle, banana, apple, snack | <p>Vocabulary:</p> <ul style="list-style-type: none"> -toothbrush, eat, tired, rest, water, milk, banana, apple, strawberry, healthy snack | <p>Vocabulary:</p> <ul style="list-style-type: none"> -food, water, washing, dressing, sleep, brushing teeth, health |
| <p>Physical Development</p> <p>P.E.</p> <ul style="list-style-type: none"> - Gymnastics <p>Golden Thread - HRE (agility, speed and balance)</p> | <p>Objective:</p> <ul style="list-style-type: none"> -Spin, roll and independently use ropes and swings. | <p>Objective:</p> <ul style="list-style-type: none"> -Increasingly be able to use and remember sequences/ patterns of movements related to music and rhythm. | <p>Objective:</p> <ul style="list-style-type: none"> -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics. -Develop overall body-strength, balance, co-ordination and agility. |
| | <p>Knowledge:</p> <ul style="list-style-type: none"> -To know I need to bend my knees and keep their arms by their sides to push their body up and jump -To know I can keep my arms by my sides, bend my knees to push their body up and jump or | <p>Knowledge:</p> <ul style="list-style-type: none"> -To know I jump with two feet and land with my knees bent with their hands forward to complete a straight jump -To know I need to push my body forwards as I bend my knees to jump to complete a moving jump | <p>Knowledge:</p> <ul style="list-style-type: none"> -To bend my knees, push up and jump my legs apart and put my arms up either side of my head to complete a star jump -To know to bend your knees, jump as high as you can, lifting your knees up to your chest, looking up and forwards and land on your feet to complete a tuck jump |

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| | <p>put their arms above their heads</p> <ul style="list-style-type: none"> -To know to bend my knees to push their body up and jump up and land in the same spot again -I know I can create a straight shape with my body -To know to begin to put my arms out to help me balance -To know I can bend my knees, push my feet to jump with my arms either by my side or above my head to make different shapes as I jump | <ul style="list-style-type: none"> -To know I need to keep pushing my body forwards as I bend my knees to move than one moving jump -To know to lay straight on my back, with my legs together, arms above my head and looking up at the sky, to lift my shoulders, hips and leg up at the same side and push off the ground to roll over to complete a pencil roll -To know to put my arms out, put one foot flat on the floor, use the toes from my other foot to put against the floor to balance -To know I can put together two moves by completing a moving jump and a pencil roll | <ul style="list-style-type: none"> -To know to bend your knees, turn your head and shoulder to the direction you'd like to go, push your feet to jump and turn to follow the same direction to complete a half-turn jump -To know to sit on your bottom, hugging your knees to your chest, gently push yourselves backward to roll, then pull your body to sit up again to complete a rock on back roll -To know to put my arms out, look at a fixed point, lift your leg up to balance for 3 seconds on one leg -To know I can join together different movements to include a jump, roll, balance |
| | <p>Skills:</p> <ul style="list-style-type: none"> -To bend my knees and keep my arms by my side while completing a simple jump -To jump with my arms straight above my head -To jump and land in the same place. -To create straight shape with my body -To put my arms out to help me balance | <p>Skills:</p> <ul style="list-style-type: none"> -To follow the steps to complete a jump and land in a squat -To follow the steps to complete a moving jump -To follow the steps to complete a series of moving jumps -To follow the steps to complete a pencil roll -To follow the steps to complete a kick stand (one foot flat on floor, one with toes touching the floor) -To follow a simple sequence including a moving jump and pencil roll | <p>Skills:</p> <ul style="list-style-type: none"> -To follow the steps to complete a star jump -To can follow the steps to complete a tuck jump -To follow the steps to complete a half-turn jump -To follow the steps to complete a rock on back roll -To balance for 3 seconds on one leg -To create and perform a sequence including a jump, roll and balance |

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| | Vocabulary: -bend, jump, push, side (of body), shape, straight, still | Vocabulary: -shoulder, hip, balance, moving jump, pencil roll, moves | Vocabulary: -star jump, tuck jump, half-turn jump, rock-on-back roll, balance, join |