

**Moss Hall Infant School Year Reception  
EYFS Progression of Knowledge and Skills document 2023 - 2024**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Lens</b>	Community	Diversity	Society	Landscape/ Climate	Animals	Settlement
<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Key questions</b>	What makes me special?	What and how do people celebrate?	Can anyone be a superhero? / Who can be a superhero?	What do plants need to grow? / Why do I have a shadow?	How do animals grow?	How do we travel?
<b>Role Play</b>	Home	Post office	Classroom	Farm shop, florist	Pet farm, pet shop	Bus, train
<b>Core Text</b>	Owl Babies, When's my birthday? Little Red Riding Hood, We are going on Bear hunt,	Inside The Animal Post Office, Rama and Sita, Splash!, The Christmas Story, Elves and the shoemaker	The Three Little Pigs, Let's Meet a Firefighter, Supertato	Oliver's Vegetables, The Enormous Turnip	Farmer Duck, The Little Red Hen,	The 100 decker bus, Mr Gumpy's Outing, The Train Ride
<b>Spine books</b>	My First Book of Nature, Brown Bear, Brown Bear, The five senses, Only one of you	Goodnight Bubbala, Wiggle and Roar, Whatever Next, Out and About	The Gruffalo, Aliens love underpants, Out and About, Jack and the Beanstalk, The very hungry caterpillar	Elmer, When it Rain by Rassi Marika, Pumpkin soup by helen cooper	The Very Selfish Crocodile, The Three Little Pigs, Suddenly, What will I be?, Six Dinner Sid (Bringing back -Gruffalo, LRRH)	Hairy Maclary, The Coral Kingdom, The Gingerbread man, The Very Busy Spider, Farmer Duck, One Day in our Blue Planet, Rosie's Walk
<b>Nursery Rhymes</b>	My hat by Tony Milton, Happy and you know it, 1, 2, 3 it's good to be me, Special, Special Me, Growing by Tony Mitton	Twinkle, Twinkle Little Star, Nativity songs, Head, shoulders, knees and toes	A sailor went to Sea, To Celebrate the New Year (Chinese New Year), Little Engine, I am a Firefighter, Five little ducks, Five Little Peas	Buzzy Bee's Counting Song, It's raining, it's pouring, Ring a ring o' roses, Mary had a Little Lamb, Round and round the garden, Mary, Mary quite contrary	The animals went in two by two, Old Macdonald had a farm, Five little ducks went swimming, Animal Fair, B-I-N-G-O, Hickory, dickory dock	Zoom zoom zoom, Down by the station, The Grand Old Duke of York, The Grand Old Duke of York, Row your boat, I am a music man, Stop, says the light

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<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Communication and Language</b>	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions/directions.</p> <p>To talk to their peers.</p> <p>To talk in front of a small group.</p> <p>To talk to their teacher and other known adults within their class.</p> <p>To learn and use new vocabulary linked to the vocabulary working walls.</p> <p>To use simple present tense correctly.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To answer what and where questions.</p> <p>To answer questions in front of a whole class.</p> <p>To respond to instructions with more than one step.</p> <p>To talk to other adults within the year group as well as within their class.</p> <p>To use the new vocabulary of the week, in their learning and play.</p>	<p>To ask questions to find out more.</p> <p>To answer what, when and where questions.</p> <p>To begin to understand how and why questions.</p> <p>To use conjunctions like 'and' and 'because' in their sentences.</p> <p>To talk to other adults within the school community, outside of the Year Reception adults.</p>	<p>To retell a story.</p> <p>To follow a story without pictures of props.</p> <p>To show and talk about their work with others.</p> <p>To use new vocabulary in a range of context.</p> <p>To engage in non-fiction texts and talk about what they have learnt.</p> <p>To use simple past tense correctly</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To link statements and continue on a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p>	<p>To have conversations with adults and peers with back and forth interactions.</p> <p>To talk to a range of adults around the school.</p> <p>To talk about why things happen,</p> <p>To talk in sentences using past and present tense.</p>

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<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Personal, Social and Emotional Development</b>  <b>Managing my emotions</b>	<p>To recognise different emotions - happy, sad, excited, angry</p> <p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p> <p>To maintain focus during short small group activities.</p>	<p>To talk about how they are feeling using taught vocabulary and colour codes (colour monster)</p> <p>To consider how others are feeling and how their behaviour affects that.</p> <p>To change their behaviour to a range of situations.</p>	<p>To remain focused during longer whole class sessions.</p> <p>To follow an instruction which involves more than one step.</p>	<p>To manage their feelings and emotions using key techniques.</p> <p>To continue to consider the needs and feelings of others.</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques</p>	<p>To be able to maintain their focus during extended whole class sessions and independent learning activities.</p> <p>Transition work - Getting ready for Year 1</p>
<b>Keeping safe and healthy</b>	<p>To independently be able to</p> <ul style="list-style-type: none"> <li>● Use the toilet</li> <li>● Wash hands</li> <li>● Put coat on</li> <li>● Change shoes into wellington boots.</li> </ul> <p>To explore the Reception environment.</p>	<p>To have confidence to try new activities.</p> <p>To develop ability to follow the rules of the classroom –</p> <p>To begin to understand the guiding principles</p>	<p>To begin to show resilience and perseverance when faced with a challenge.</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To independently manage to fasten</p>	<p>To identify and name healthy foods.</p> <p>To understand the importance of healthy food choices.</p> <p>To know how to keep self and personal space safe</p>	<p>To show a good level of independence in their ability to manage their own basic needs.</p> <p>To independently put their jumpers on including managing to fasten zippers, buttons and</p>	<p>To show a ‘can do’ attitude to change and transition.</p> <p>To know how to keep self and personal space safe - PANTS, Personal space bubble</p>

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	<p>To begin to understand the rules of a classroom and why they are important.</p> <p>To know how to keep self and personal space safe - PANTS, Personal space bubble</p>	<p>To know how to keep self and personal space safe - PANTS, Personal space bubble</p>	<p>button.</p>	<p>- PANTS, Personal space bubble</p>	<p>buckles with minimal support.</p>	
<p><b>Getting along with others</b></p>	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To work collaboratively together</p> <p>To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>To begin to develop friendships.</p> <p>To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults.</p> <p>To take turns during group work and when independently, playing games together</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p> <p>To listen to the ideas of others.</p> <p>To find solutions to disagreements, with support from adults.</p>	<p>To develop relationships with other adults around the school to support transition.</p> <p>To communicate with a range of people within school.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships</p>

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<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Physical Education</b>  <b>Gross Motor Skills</b>	<p>To move safely within a given space.</p> <p>To stop safely.</p> <p>To develop control when using basic equipment e.g.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Fundamental Unit 1</b></p>	<p>To run, change direction and stop on a given signal.</p> <p>To jump, hop, balance and move in a variety of ways with increasing control.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Fundamental Unit 1</b></p>	<p>To create short sequences using shapes, balances and travelling movements.</p> <p>To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Ball Skills Unit 1</b></p>	<p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement, demonstrating confidence and imagination.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Dance Unit 1</b></p>	<p>To play by rules given and develop co-ordination.</p> <p>To learn to play as a team.</p> <p>To follow instructions safely and carefully when playing team games.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Games Unit 1</b></p>	<p>To throw and catch with a partner developing accuracy.</p> <p>To dribble a ball using hands and then feet.</p> <p>To develop accuracy when throwing to a target.</p> <p><b>Scheme of Work:</b> Get Set for P.E. - <b>Games Unit 1</b></p>
<b>Fine Motor Skills</b>	<p>To use a dominant hand.</p> <p>To mark make using a variety of tools.</p> <p>To begin to use a tripod grip when holding a pencil.</p> <p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and clockwise movements when making marks.</p>		<p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation.</p>		<p>To paint using thinner brushes.</p> <p>To create detailed drawings, using a range of tools accurately.</p> <p>To use small pegs to connect parts to build structures.</p> <p>To cut out different sized shapes and materials of different strenghts.</p>	

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<b>Literacy</b>  <b>Reading</b>	<p>To use pictures to tell stories.</p> <p>To listen to stories, read; and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>To answer simple questions about a text.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To follow a story without pictures or props.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p>
	<p>To recognise their written name.</p> <p>To recognise taught Set 1 sounds – see RWI.</p>	<p>To recognise an increasing number of taught Set 1 sounds – see RWI.</p> <p>To blend sounds to read words using taught</p>	<p>To recognise all taught Set 1 sounds – see RWI.</p> <p>To begin to recognise taught Set 2 sounds – see RWI.</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught 'red words'.</p> <p>To read books</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught 'red words'.</p> <p>To read</p>	<p>To recognise taught Set 1, Set 2 – see RWI.</p> <p>To read taught 'red words'.</p> <p>To read</p>

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	<p>To identify the initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p>	<p>sounds.</p> <p>To begin reading captions and sentences using taught sounds.</p>	<p>To read taught 'red words'.</p> <p>To read books matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>	<p>matching their phonics ability.</p> <p>To read captions and sentences using taught sounds.</p>	<p>books matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p>	<p>books matching their phonics ability.</p> <p>To begin to read longer captions and sentences using taught sounds.</p>
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<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Writing</b>	<p>To practice writing a variety of lines necessary to begin to form letters.</p> <p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds, including special friends.</p> <p>To spell some red words correctly.</p>	<p>To begin to form capital letters correctly in words used at the start of a sentence..</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds, including special friends.</p>	<p>To form lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p>	<p>To form lower and capital letters correctly.</p> <p>To write sentences using a capital letter, finger spaces and a full stop.</p> <p>To begin to read their written work back and check for meaning.</p>



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<b>Topic</b>	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
<b>Mathematics</b>  <b>Power Maths</b>	<p><b>Weeks 1 - 3</b> Unit 1 Numbers to 5</p> <p><b>Weeks 4-5</b> Unit 2 Comparing Groups within 5</p> <p><b>Weeks 6 - 7</b> Unit 3 Shape 2D and 3D</p>	<p><b>Weeks 1 - 2</b> Unit 4 Change within 5</p> <p><b>Week 3</b> Unit 5 Number Bonds within 5 <i>Introducing the part whole model</i></p> <p><b>Week 4</b> Assessment</p> <p><b>Week 5</b> Unit 6 Space</p> <p><b>Week 6-7</b> Consolidate</p>	<p><b>Weeks 1-2</b> Unit 7 Numbers to 10</p> <p><b>Weeks 3-4</b> Unit 8: Comparing numbers within 10</p> <p><b>Weeks 5</b> Unit 9: Addition to 10</p> <p><b>Week 6</b> Unit 10: Measure</p>	<p><b>Week 1</b> Unit 10: Measure</p> <p><b>Week 2-3</b> Unit 11: Number bonds to 10</p> <p><b>Week 4</b> Assessment</p> <p><b>Week 5-6</b> Unit 12: Subtraction</p>	<p><b>Week 1-2</b> Unit 13: Exploring Patterns</p> <p><b>Week 3-4</b> Unit 14: Counting on and counting Back</p> <p><b>Week 5</b> Unit 14: Counting on and counting back</p> <p><b>Week 6</b> Assessment</p> <p><b>Week 7</b> Unit 14: Counting on and counting back</p>	<p><b>Week 1</b> Unit 15: Numbers to 20</p> <p><b>Week 2 - 4</b> Unit 16: Numerical patterns</p> <p><b>Week 5</b> Unit 17: Shape</p> <p><b>Week 6</b> Unit 18: Measure</p> <p><b>Week 7</b> Sorting</p>

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<b>Understanding the World</b>  -  <b>History</b>	<p>To be able to identify how they have changed from when they were a baby.</p> <p>To be able to talk about their own lives – my family, my school, my world.</p> <p>To identify different celebrations and how and why people celebrate (learning from the past).</p>	<p>To talk about the lives of the people around us.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To know about people who help us within the local community. <b>Visit from the London Fire Brigade</b></p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To talk about and understand the life cycle of humans and some animals. <b>Visit to the chickens</b></p> <p>To know about what transport in London was like in the past compared to the present. <b>Visit to London Transport Museum</b></p>			
<b>Science</b>	<p>To recognise similarities and differences between themselves and their peers</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>Observe and talk about changes in the outdoor environment, using their senses.</p> <p>Learn about changes that happen in the Autumn and Winter.</p>	<p>To explore properties of materials. <b>The Three Little Pigs - Which material will be best to build a house?</b></p> <p>To talk about which materials can be recycled.</p> <p>To know and name the different parts of a plant.</p> <p>To know the basic growth stages of a plant.</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Learn about changes that happen in</p>			

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	<b><i>Trip to Cherry Tree Woods to observe seasonal changes</i></b>		Learn about changes that happen in the Winter and Spring. <b><i>Trip to Cherry Tree Woods to observe seasonal changes</i></b>		the Spring and Summer. <b><i>Trip to Cherry Tree Woods to observe seasonal changes</i></b>	
<b>Geography</b>	To talk about a simple map and draw information from it.  To know features of their own immediate environment.	To identify and recognise the features of Winter.  To know the name of the area where they live and where the school is.  To identify the features of a woodland and identify the animals that live there.	To identify and recognise the features of Winter.  To become familiar with the route from home to school.	To identify and recognise the features of Spring.  To know the name of the town where they live and where the school is.	To learn about a farm and the different places on a farm.  To know and compare habitats.  To know that simple symbols are used to identify features on a map.	To know there are many countries around the world.  To know where the school is
<b>Religious Education</b>	<b>Theme:</b> Special People  <b>Key Question:</b> What makes people special?  <b>Religions:</b> Christianity, Judaism	<b>Theme:</b> Christmas  <b>Key Question:</b> What is Christmas?  <b>Religion:</b> Christianity Christian concept: Incarnation  <b><i>Nativity rehearsals and performance</i></b>	<b>Theme:</b> Celebrations  <b>Key Question:</b> How do people celebrate?  <b>Religions:</b> Hinduism	<b>Theme:</b> Easter  <b>Key Question:</b> What is Easter?  <b>Religion:</b> Christianity Christian concept: Salvation	<b>Theme:</b> Story Time  <b>Key Question:</b> What can we learn from stories?  <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places  <b>Key Question:</b> What makes places special?  <b>Religions:</b> Christianity, Islam, Judaism

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<b>Computing</b>	To use a range of appliances in role play	<p>To learn about e-safety.</p> <p>To draw pictures of the IWB and be able to select colours.</p>	<p>To use the iPad to take pictures.</p> <p>To draw pictures of the IWB and be able to select colours and change pen size.</p>	To use the IWB, changing games and programmes.	To explore how the Beebots work.	To give reasons why we need to stay safe online.
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	Expressive Art and Design					
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Topic	All About Me	Celebrations	People Who Help Us	Plants	Animals	Transport
Line	<p>To know different lines - <b>straight, clouds, dots, zig-zag, loops, dashes</b>, and practice drawing them.</p> <p>To create simple representations of people and objects</p> <p>To use colours for a particular purpose.</p> <p>Explore making a variety of marks with different tools to express feelings linked to music</p> <p>To use a range of materials to create transient art works</p> <p><b>Outcomes:</b> observational drawings - self portrait, family portrait, Autumn fruit and vegetables</p> <p><b>Artists:</b> Picasso</p> <p><a href="https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html">https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html</a></p>		<p>To create simple representations of people and objects with increasing detail.</p> <p>To use lines to create shapes that represent objects/living things.</p> <p>Match and draw/marks and lines from observation on to a different surface.</p> <p>To create watercolor paintings</p> <p><b>Outcome:</b> Self-portrait, fruit collage (transient art, paintings, sketches), tree rubbing/pattern making</p> <p><b>Artists:</b> Kehinde Wiley, Picasso, Archimboldo, Van Gogh</p>		<p>To use a range of lines to create a picture and colour in between them.</p> <p>To draw lines to create a picture and colour in between them and overlap with pictures of real objects to create a mixed media picture.</p> <p>To be able to identify texture, shape and colour.</p> <p><b>Outcome:</b> street scene</p>	

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<b>Drawing / Painting</b>	<p>To name colours</p> <p>To colour in between lines using a range of coloring tools in between lines</p> <p>To draw and colour with pencils, crayons, chunky and thin pens.</p> <p>To experiment with colouring mixing.</p> <p>To paint over and in between lines</p> <p><b>Outcome:</b></p> <p><b>Floor work:</b> bug and insect trail background</p>		
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<b>3 D work (sculpture) &amp; Design / Collage</b>	<p>To manipulate textures using a range of techniques</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Cutting</li> <li>- Slicing</li> <li>- Patting</li> </ul> <p>To use materials to explore sculpture - playdough (ongoing), clay</p> <p>To explore different techniques for joining materials.</p> <ul style="list-style-type: none"> <li>- Glue</li> <li>- Cellotape (range of tapes)</li> </ul> <p>To design and make models with a purpose with support.</p> <p>To (draw and) cut along lines</p> <p>To fold in different ways</p> <p><b>Products</b> - birthday hats, diyas, book making, christmas decorations</p>	<p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> <li>- Glue</li> <li>- Cellotape (range of tapes)</li> <li>- Paper clip</li> <li>- Treasury tag</li> <li>- Hole punch and loop</li> </ul> <p>To use materials to explore sculpture - salt dough</p> <p>To use collage materials and different textures to create characters and settings</p> <p>To design and make models with a purpose, independently.</p> <p>To experiment with printing techniques.</p> <p><b>Products:</b> stick puppets, story setting scene for oral retell, book making</p>	<p>To continue to explore joining techniques for a range of materials.</p> <ul style="list-style-type: none"> <li>- Glue</li> <li>- Cellotape (range of tapes)</li> <li>- Paper clip</li> <li>- Split pins</li> <li>- Hole punch and loop</li> <li>- Fold and join</li> <li>- Split pins</li> </ul> <p>To explore a range of materials and select materials suitable for a self-chosen purpose.</p> <p>To use materials to explore sculpture.</p> <p>To design and make models with a purpose and be able to explain how it was made.</p> <p>To talk about why they have chosen a particular material for a product.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To experiment with printing techniques.</p> <p>To adapt work where necessary.</p> <p><b>Products:</b> teddy with moving arms, travel rucksack</p>
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<p><b>Woodwork</b></p>	<p>To hold a nail still using pincer grip</p> <p>To grip a hammer appropriately with one hand</p> <p>To tap the nail in so it holds in place</p> <p>To hammer a nail into place, after moving hand away</p> <p><b>Vocabulary:</b> pincer grip, safety goggles, hammer, nail <b>Product:</b> All About me wall hanger/decoration (self - portrait)</p>	<p>To use the vice to hold a piece of wood securely</p> <p>To hold the hand drill with one hand and turn the handle with the other to drill in a hole.</p> <p><b>Vocabulary:</b> drill, vice <b>Product:</b> festival decorative hanging</p>	<p>To use the pull saw to cut along a marked line.</p> <p><b>Vocabulary:</b> pull saw <b>Product:</b> Teacher's mini black board</p>	<p>To hold a nail still using pincer grip</p> <p>To grip a hammer appropriately with one hand</p> <p>To tap the nail in so it holds in place</p> <p>To hammer a nail into place, after moving hand away</p> <p>To use the pull saw to cut along a marked line.</p> <p><b>Vocabulary:</b> pincer grip, safety goggles, hammer, nail, pull saw <b>Product:</b> stick in plant and garden bed labels</p>	<p>To use the vice to hold a piece of wood securely</p> <p>To hold the hand drill with one hand and turn the handle with the other to drill in a hole.</p> <p>To use the pull saw to cut along a marked line.</p> <p>To use the vice to hold a piece of wood securely</p> <p>To hold the hand drill with one hand and turn the handle with the other to drill in a hole.</p> <p><b>Vocabulary:</b> pincer grip, safety goggles, hammer, nail, pull saw, drill, vice <b>Product:</b> Pet toy for Zuki (school dog) Varied signs for Zuki (school dog)</p>	<p>Using visual instructions to follow the steps below</p> <p>To self-select appropriate resources for a product.</p> <p>To hold a nail still using pincer grip</p> <p>To grip a hammer appropriately with one hand</p> <p>To tap the nail in so it holds in place</p> <p>To hammer a nail into place, after moving hand away</p> <p><b>Vocabulary:</b> instructions, pincer grip, safety goggles, hammer, nail, pull saw, drill, vice <b>Product:</b> London Red toy bus London black toy taxi</p>
	<p><b>Cooking</b></p>	<p>To use some cooking techniques - cutting, spreading, squeezing <b>Products:</b> sandwiches, biscuits</p>		<p>To use some cooking techniques – chopping, slicing, dicing <b>Product:</b> fruit salad</p>		



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<b>Ongoing</b>	<p>To explore a range of materials.</p> <p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To share creations and talk about processes.</p> <p>To be able to identify texture, shape and colour.</p>					
<b>Music / Role play</b>	<p><b>Charanga Music: Me</b></p> <p>To experiment with different instruments and their sounds and body movements.</p> <p>To experiment with different instruments and their sounds</p> <p>To join in with learning a new song</p> <p>To join in with orally retelling and acting out a story.</p>	<p><b>Charanga Music: My Stories</b></p> <p>To talk about whether they like/dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes, songs and resources to act out the Nativity.</p> <p>To join in with learning a new song</p>	<p><b>Charanga Music: Everyone!</b></p> <p>To move in time to music and learn dance routines.</p> <p>To act out well-known stories.</p> <p>To join in with learning a new song</p>	<p><b>Charanga Music: Our World</b></p> <p>.To move in time to music and learn dance routines.</p> <p>To act out well-known stories</p> <p>To join in with learning a new song</p>	<p><b>Charanga Music: Big Bear Funk</b></p> <p>.To move in time to music and learn dance routines.</p> <p>To join in with learning a new song</p> <p>To develop storylines in their pretend play with support.</p>	<p><b>Charanga Music: Reflect, Rewind and Replay</b></p> <p>To perform during a whole school assembly.</p> <p>To join in with learning a new song.</p> <p>To develop storylines in their pretend play.</p>