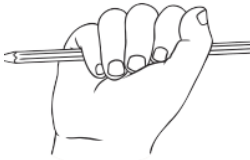



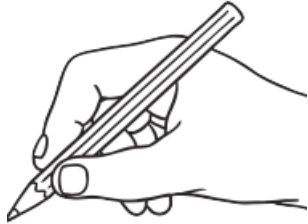


Clipstone Brook Lower
Common Play Behaviours – Progression of Skills
EYFS Nursery and Reception

Literacy

	Nursery			Reception		
Skill	Emerging	Developing	Secure	Emerging	Developing	Secure
Listening and Attention	Enjoy listening to a longer story and be able to recall key events and phrases Develop a wider range of vocabulary and understand why questions Can listen and maintain attention but can change their focus. Able to follow directions when asked.			Understand how and why listening is important Learn new vocabulary through rhymes, songs, poems and a variety of books Can listen and carry out an activity for a short time. Listen and respond appropriately to adults and peers		
Attention	Fleeting Attention (0-1 years) Rigid attention (1-2 Years)	Singled channelled attention (2-3 Years)	Focusing attention (3-4 years)	Understand how and why listening is important. Focusing attention (3-4 years)	Two channelled attention (4-5Years)	Integrated attention (5-6 Years)
Speaking	Enjoys singing a variety of songs and rhymes Starts to develop sentences through role play using conjunctions. Builds up vocabulary that reflects the breadth of their experiences.			Uses new vocabulary, asks questions and connects ideas to describe events	Uses language and introduces a narrative or storyline into their play.	Can retell a familiar story in a variety of ways.
Understanding	Understand what things are used for.	To be able to follow 2 part and 3 part instructions	To understand and respond to how and why questions.	To be able to listen and respond to the ideas of others	Understands sentences using a variety of tenses and humour	Understands questions such as who, why, when, where and how
Dexterity	Shoulder pivot	Elbow pivot Movement through	Wrist pivot Fine motor movements		Movement through hand and fingers to make mark (pivot through wrist, knuckle and fingers)	Intricate Fine motor movements

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	Movement through whole arm to mark make Gross motor movements	forearm to mark make Gross motor movements developing fine motor movements				
Pencil grip	Plamer supinate grip 	Digital pronate grip (2-3 years) 	Splayed finger grip (3-4 Years) 		Static tripod grip 	Dynamic tripod grip 
Writing	Gross circular, vertical and horizontal moves	Fine circular, vertical and horizontal movements Name some or all of their name. Write some letters accurately.	Letter formation Writing CVC words	Hear initial sounds Letter formation Hear set 1 sounds Recognise rhyme Smaller and more controlled marks	Red words CVC words Build a sentence Sequence a story Retell a story Write a list Write instructions	Hear set 2 sounds Build set 2 words Break flow of speech into words Use full stops and finger spaces/ Write a story. Write a recount. Use a describing word.
Reading	Enjoying and excitement of reading	Knowledge that print	Read for independence and pleasure Retell stories Join in with repeated phrases		Read using phonics Retell stories Predict stories	Read sentences Read with fluency Begin to read HFW

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	Choosing and returning favourite books Anticipation	carries meaning. Vocab dev Early book structure Looking and tracking Matching pictures to objects	Know to read from left to right Develop phonological awareness- spot and suggest rhymes - Recognise initial sounds	Read CVC, CCVC and CVCC words Read some red words.	Know information can be retrieved from books and computers.
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PSED

	Nursery			Reception		
	Emerging	Developing	Secure	Emerging	Developing	Secure
Managing self	Can select and use a variety of resources with support when needed	Can have an awareness of the importance of the classroom rules	Can begin to take risks and try new activities	Can confidently choose their resources for a chosen activity	Can understand and implement classroom and school rules	Can manage their own needs
Self regulation	Can become more outgoing and talk about their feelings	Can adapt their behaviour in various social situations	Can recognise the impact of their choices and behaviour on others	Can understand and talk about their own and other people's feelings	Can manage their feelings and tolerate situations in which their wishes cannot be met	Can seek ways to manage conflict through negotiation and compromise

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Physical Development

	Nursery			Reception		
	Emerging	Developing	Secure	Emerging	Developing	Secure
Dressing	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently		Put on socks and shoes correctly Fasten zip independently	Dress and undress independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion
Riding a bike	Can 'walk' a balance bike	Can use feet to scoot a balance bike and maintain balance	Can maintain balance while manoeuvring around corners	Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet down a slight incline	Can pedal and maintain balance for a few feet on a flat surface	Can pedal and maintain balance while manoeuvring around obstacles
Ball skills	Begin to throw ball overhand Catch a ball by chasing does not necessarily respond to aerial ball Use foot to tap static ball a small distance	Throw ball underhand Catch a large ball between extended arms Kick ball with one foot while swinging opposite arm	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. Catch a large ball by bringing hands in towards chest	Hit 2ft target from 5ft away with a tennis ball using underhand toss Bounce a large ball Walk towards and kick a ball	Can usually hit a target from 12ft away using an overhand toss Bounce and catch a large ball using 2 hands Run towards and kick a ball	Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. Catch a tennis ball from 5 feet using only hands. Coordinate body to meet and kick a ball that is rolled to them from a distance

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			Direct kick to knock down a tower			
Balance	Stand on tiptoes	Stand on one foot for 2 seconds	Walk along a chalk line	Walk along a low, wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam
Jumping	Jump off a low object with both feet off the ground	Jump over a small stationery object	Jump forward, taking off and landing on 2 feet	Hop on one foot 3 to 5 times	Jump and turn in the air	Hop up to 10 times on alternate feet
Using Tools	Pour from one container to another Use a spoon to pick up food and put in mouth	Explore a range of tools –spoons, spades, paintbrushes, etc Stab food using a fork	Use onehanded tools, for example, making snips in paper with scissors Spoon cereal from container to dish with little spilling	Use scissors to cut paper in half Use a knife to cut soft food like bananas and strawberries	Use scissors to cut around a shape on paper Spread using a knife Cut using a knife	

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Creative

	Nursery			Reception		
	Emerging	Developing	Secure	Emerging	Developing	Secure
Painting	<p>Use pre made paints and be able to name colours.</p> <p>Mix primary colours to appropriate consistency.</p> <p>Enjoys using hands, feet and fingers to paint.</p>	<p>Can hold a paintbrush in the palm of their hand.</p> <p>Print with large blocks and larger sponges.</p>	<p>Can use thick brushes</p> <p>Able to mix primary colours to make secondary colours.</p> <p>Can use thin brushes to add detail.</p> <p>Print with small blocks and other resources.</p>	<p>Marks made are obvious and planned</p> <p>Experiment with mixing colours</p> <p>Describe their work giving meaning to the marks they have made</p> <p>mix primary colours to make secondary colours.</p> <p>Can colour match to a specific colour and shade</p>	<p>Paint outlines of pattern/shapes and fill with a different colour</p> <p>Explore tones- add white or black to alter tint or shade</p> <p>Select the correct resources</p> <p>Describe the work of notable artists</p> <p>Create patterns</p> <p>Use lines of different thickness</p> <p>Understand various materials can be combined to create effects</p> <p>Can hold a brush using a tripod grip</p>	<p>Replicate techniques used by notable artists and designers</p> <p>Create representations of events, people and objects</p> <p>Use colour to represent feelings.</p> <p>Use some ideas from artists to create own piece</p>
Drawing	<p>Makes marks</p> <p>Draws circles and lines.</p>	<p>Draws faces with features and draws enclosed spaces, giving meaning.</p>	Draws simple people (no neck or body)		<p>Draws with detail (bodies with arms, legs and additional features)</p>	<p>Draws bodies of an appropriate size for what they are drawing.</p>

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Printing	Print using hands Making rubbings to show a range of textures and patterns. Explore printing with a range of objects.	Printing with fingers. Creates patterns and pictures by printing from objects using more than one colour. Creates simple pictures by printing objects. Takes prints from objects	Print using a variety of objects Explore and recreate textures and patterns with a large range of materials Relief printing – string, card etc		Describes work of notable artists Creates patterns Understands various materials can be used to combine and create new effects.	Replicate techniques used by notable artists and designers Creates representations of events, people and objects.
	Pulling Tearing Uses loop scissors to make cuts.	Begins to hold scissors correctly. Makes random snips in the paper.	Uses spring loaded scissors to make cuts. Usually holds scissors correctly. Cuts in a linear fashion.	Usually holds scissors correctly Cut up and along in a linear fashion	Cut a range of materials Cut along patterns	Cut circular shapes
	Use glue spatulas with support Use glue sticks with support PVA using fingers Junk modelling (choosing own recycled resources) Product is all one texture	PA using brushes Using basic tools – stapler, single hole punch.	PVA glue using spreaders Fold card/paper Use masking tape Double hole punch Blue tack		Use dexterity to combine materials with elastic bands and large paper clips Threading/stitching – hole punch and laces/wool/string Treasury tags Use Sellotape Complex folding and tearing	Stitching- large blunt ended darning needle and embroidery thread Split pins and small paperclips Use different tapes e.g. parcel tape, double sided Select the most appropriate tool to shape, assemble and join.

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	Combining materials with flat surfaces.			<p>Create patterns</p> <p>Understand various materials can be used to combine and create new effects</p>	
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Common Play Behaviours – Progression of Skills
EYFS Nursery and Reception

Role Play/Small World

	Nursery			Reception		
Skill	Emerging	Developing	Secure	Emerging	Developing	Secure
Communication and Language	<p>Play with familiar resources</p> <p>Label items and objects using key words.</p>	<p>Participates in small world play related to rhymes and stories.</p> <p>Sporadic storylines, often linked to real life.</p> <p>Use simple sentences (no conjunctions yet)</p> <p>Use new words they have learnt.</p>	<p>Introduces new storylines/narrative into their play</p> <p>use talk in pretending that objects stand for something else e.g. this box is my castle</p> <p>take on a role in familiar home role play e.g. mum, dad, baby</p>	<p>Use past, present and future tense form accurately</p> <p>Start to use complex sentence (and, because)</p> <p>Talk about new/exciting objects with peers</p> <p>Explore fantasy world play</p> <p>Use language to plan and create a role/setting.</p> <p>Use imagination to develop own storyline.</p>	<p>Take on a role that involves imagination (not linked to direct experiences).</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe passing of time.</p> <p>Describing and explaining the structure and scenario set.</p> <p>Articulation of though process and plans.</p> <p>Asking questions and recognising they can be answered in different ways.</p> <p>Uses experiences and learnt stories to develop storyline.</p>	
PSED Skills	<p>Develop curiosity</p> <p>Develop relationships</p> <p>May play alongside peers, but often</p>	<p>Tidy up</p> <p>Make choices and decisions</p> <p>Start to include others in play, but</p>	<p>Care for equipment</p> <p>Develop negotiation skills</p> <p>Include others in play, sharing ideas</p> <p>Include feelings/emotions in play</p>	<p>Play collaboratively</p>	<p>Resolve disagreements</p> <p>Create a story collaboratively</p> <p>Work and play safely at all times</p>	

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	engrossed in their own story/play	will stick to own ideas/stories Play independently and access the resources needed			
	<p>Imitate basic home role play</p> <p>Engage in familiar domestic role play</p> <p>Transport blocks</p> <p>Develop fine motor control using blocks</p> <p>Experience cause and effect</p> <p>Early building - stacking horizontal and vertical blocks</p>	<p>Develop interest in cooking from role playing in the home corner</p> <p>Make believe play</p> <p>Develop emerging mathematical concepts in meaningful context (sequencing/time)</p> <p>Develop fine motor control using whisks, keyboards and phones</p> <p>Explore cause and effect with purpose</p> <p>Bridging - using 2 blocks to support a third</p> <p>Enclosing - using a bridge to create an enclosed space</p> <p>Make comparisons</p>	<p>Develop mathematical concepts in meaningful contexts (counting and sequencing/time)</p> <p>Project themselves into feelings, actions of others (links to own interests e.g. character from TV)</p> <p>Develop 1:1 correspondence</p> <p>Place furniture in the correct rooms of the house</p> <p>Start to introduce storyline into role-play</p> <p>Show initiative when developing ideas</p> <p>Develop mark making creating pictures and initial sounds</p> <p>Re-enact special occasions</p> <p>Use basic technology</p>	<p>Develop Literacy skills in meaningful contexts (see Literacy skills)</p> <p>Take on a role in imaginative play (e.g. fantasy - fairies, wizards etc.)</p> <p>Solve problems</p> <p>Create props and resources</p> <p>Use one object to represent another</p> <p>Develop positional language</p> <p>Develop an awareness of how to care for animals through play</p>	<p>Know information can be retrieved from books and computers</p> <p>Perform simple tests</p> <p>Develop co-ordination when dressing, dressing dolls, fastening buttons</p> <p>Develop mathematical concepts in meaningful context (e.g. measure, money)</p> <p>Know about different occupations and the roles they involve</p>

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		Record using marks they can interpret and explain Name the animals			
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Sand

	Nursery			Reception		
	Emerge	Developing	Secure	Emerge	Developing	Secure
Sandiness of sand	Explore both wet sand and dry sand	Explore the effects of adding water to sand	Discuss the effects and properties of wet and dry sand			
Mould and manipulate	Hands	Large moulds Buckets Large/two handed sieves Build/mould simple shapes using hands e.g. mountain/hill Enclose/bury	Large spades Making shapes in a confined space Cups Develop independence when putting on an apron. Build more defined shapes	Large spades Making shapes in confined space Large buckets Develop independence when putting on an apron. Build more defined shapes	Small spades Table spoons Fine 1 handed sieve Scoops Cups Small moulds Making imprints	Tea spoon Lolly sticks Fingers Know to add water to dry sand to add moulding.
Dig, pour, fill	Scoop up sand with hands to build mound or	Select tools to scoop up sand to build mound or transport	Large spades	Add other materials to their build (card, sequins, buttons, water	Small jugs	Predict which container will hold more

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	<p>transport into container</p> <p>Waist height level</p> <p>Larger spades and buckets</p> <p>Hand digging</p> <p>Large spades</p>	<p>into container (e.g. bucket)</p> <p>Large buckets</p> <p>Select tools/hands to add patterns/interesting shapes to their build e.g. doors/windows.</p>	<p>Add other materials to their build for purpose e.g. card, sequins, buttons, water for moat</p> <p>Large jugs</p>	<p>for moat etc) for purpose</p> <p>Large jugs/spades/buckets</p> <p>No handle containers</p>	<p>Small buckets</p> <p>Large moulds</p> <p>Small moulds</p> <p>Spades with varying length handle</p> <p>Multi level floor and raised</p> <p>Smaller scoops/ladle/spatula</p>	<p>Develop manipulative skills (filling buckets, turning them over and making sand castles independently).</p> <p>Pipes</p> <p>Funnels</p> <p>Miniature silver baking equipment</p> <p>Wooden spoons</p>
Cognitive skills	<p>Experience the therapeutic nature of playing with sand</p> <p>Explore features of the sand and water enhancements</p> <p>Identify equipment</p> <p>Develop early concepts of size</p> <p>Explore shape and form</p> <p>Explore sand and nursery rhymes whilst being modelled.</p>	<p>Develop fine motor skills</p> <p>Name objects</p> <p>Link sand play to nursery rhymes</p> <p>Recognise features of the natural world through sand and enhancements</p> <p>Match the shape to the mould.</p> <p>Match colours.</p>	<p>Develop early concepts of time.</p> <p>Talk about their experience of sand play</p> <p>1:1 correspondence</p> <p>Discuss the best size spade to fill the bucket</p> <p>Explore and represent familiar objects in 3D form.</p>	<p>Talk about shapes and sizes.</p> <p>Develop vocabulary (flow, through)</p> <p>Develop early concept of for forces and energy.</p> <p>Develop and early concepts of time.</p> <p>Develop 1:1 correspondence</p> <p>Discuss the best size spade to fill the bucket</p> <p>Explore and represent familiar objects in 3D form.</p> <p>Develop observational skills.</p>	<p>Recognise and name shapes.</p> <p>Take part in small world role play.</p> <p>Develop capacity vocabulary (full/empty).</p> <p>Observe patterns made.</p> <p>Recognise that damp sand holds impressions.</p> <p>Discuss what they are making (likes/dislikes)</p> <p>Develop descriptive vocabulary (wet, cold etc).</p> <p>Accurately count objects and sand shapes.</p>	<p>Compare the size of spoons and scoops using language (big, small, bigger and smaller)</p> <p>Discuss why it does/doesn't work</p> <p>Use comparative language (heavy/light)</p> <p>Design and create environments for their stories.</p> <p>Retell a story in sequence</p> <p>Count objects and shapes and add one more/one less.</p>

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PSED Skills	Develop social skills (playing alongside) Share sand and space	Develop social skills (sharing) Follow direction and instruction	Develop social skills (taking turns) Follow instructions e.g. can you fill 3 buckets? Recognise and name parts of the body.	Take turns and work cooperatively Follow 2 step instructions	Taking others ideas into account Manage feelings and behaviours
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Common Play Behaviours – Progression of Skills
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Malleable

	Nursery			Reception		
Skill	Emerging	Developing	Secure	Emerging	Developing	Secure
Dough/Materials	Soft dough of different colours Shaving foam Custard Cous cous Oats Mud	Snow Soap flakes Tapioca 'slime' Jelly	Soft dough Herbed dough Jelly dough Ice		Marshmallow dough Tree bark dough? Playdough Salt dough Porridge dough Bread dough	Putty Rubbery dough Water beads Clay Plasticine
Physical Development	Use palm of hand to mostly flatten and roll dough	Use palm of hand and fingers to make medium sized shapes. Use tools to make patterns by pressing into dough.	Use tools to cut dough, mostly in linear fashion Developing rolling skills Use tools to add texture		Use fingers and thumb to make smaller, complex shapes (spikes and horns) Manipulate thicker dough Use tweezers with palm grip Use scissors along a line	Use tools to make small and complex shapes Use tweezers with fingers Show good control and coordination in small movements.
Cognitive	Experience texture Experience cause and effect Develop sensory experiences	Experience texture Develop imagination and fantasy Apply knowledge of cause and effect Identify colours Develop observation skills Early concepts of heavy/light	Use materials to problem solve Develop imagination and fantasy (make cakes, buns) Collaboration Represent and name 2D shapes.		Recognise and name shapes Take part in small world role play Capacity vocab – full/empty Recognise that damp sand holds impressions. Discuss likes and dislikes of what they are making.	Compare the size of spoons and scoops (big, small, bigger, smaller) Discuss why it does/does not work Use comparative language heavy/light Design own environments for their stories

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					Develop descriptive vocabulary – wet cold etc	Retell a story Count objects
PSED	Develop social skills (playing alongside) Share sand and space	Develop social skills (sharing) Follow direction and instruction	Develop social skills (taking turns) Follow instructions (e.g. Can you fill three buckets?) Recognise and name parts of the body	Using materials to problem solve Develop imagination and fantasy (making cakes, buns) Collaboration	Choosing resources needed Discussing plans for creations Length vocabulary/comparison Use materials to add texture Compare size and weight	Create a planned model Reflect on skills and tools used

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Water

	Nursery			Reception		
Skill	Emerging	Developing	Secure	Emerging	Developing	Secure
Transporting/Pouring	<p>Transport water from one container to another by tipping/pouring</p> <p>Containers are close together and some water will be spilled whilst pouring</p>	<p>Transport water from one area to another by carrying it in a container</p>	<p>Pour with more accuracy and purpose and less spillage occurs</p> <p>Using and pouring from large jugs</p>	<p>Pour with more accuracy and purpose and less spillage</p> <p>Pour from large jugs and syringes</p>	<p>Create a device to transport water from one place to another without being carried by a child (e.g. linked piping)</p> <p>Pour from small jugs and syringes.</p>	<p>Pour water with accuracy to and from a range of containers</p> <p>Use pipettes and fine motor skills to transport water.</p>
Properties of water	<p>Experience the properties of water</p> <p>Experience the therapeutic nature of playing with warm water</p> <p>Explore and use a range of objects in the water</p> <p>Explore the properties of ice</p>	<p>Develop the therapeutic nature of playing with warm water</p> <p>Explore different properties of water</p> <p>Develop descriptive language</p> <p>Observe how different objects behave in the water</p>	<p>Emerging skills of comparing absorbency</p> <p>Experience different water pressures</p> <p>Explore ice and the properties of melting</p> <p>Explore absorbency</p>	<p>Compare absorbency</p> <p>Experience different pressures of water</p> <p>Explore the properties of ice melting</p>	<p>Capacity vocabulary</p> <p>Explore temperature of water to create steam/vapour</p> <p>Floating objects</p>	<p>Discover that not all heavy objects sink</p>
Cognitive skills	<p>Experience vocabulary</p>	<p>Name toys and tools</p>	<p>Talk about their experiences e.g. bath, beach, swimming</p>		<p>Use imagination</p> <p>Discuss size of containers</p>	<p>Make predictions and test ideas</p>

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	<p>Explore different sized objects</p> <p>Explore a variety of objects</p> <p>Explore different quantities, colours and textures</p>	<p>Develop vocabulary associated with the weather</p> <p>Recognise the need for appropriate clothing and equipment</p>	<p>Respond to simple instructions</p> <p>Follow rules - developing into discussing the need for rules</p> <p>Describe the weather</p> <p>Develop 1:1 correspondence</p>		<p>Compare size of containers</p> <p>Estimate</p>	<p>Gather and record data</p> <p>Predict which will hold the most/least</p> <p>Recognise different shapes can have the same volume</p>
PSED Skills	<p>Share space and water</p> <p>Build relationships</p>	<p>Share equipment and space</p> <p>Indicate emotions and feelings</p>	<p>Share equipment and space</p> <p>Indicating emotions and feelings</p> <p>Take turns taking into account the feelings of others</p>	<p>Develop social skills (taking turns)</p> <p>Follow instructions (e.g. Can you fill 3 buckets?)</p> <p>Recognise and name the parts of the body</p>	<p>Take turns and work collaboratively</p> <p>Follow 2 step instructions</p>	<p>Take the ideas of others into account</p> <p>Manage feelings and behaviours</p> <p>Collaborate as a small group</p>

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Construction

	Nursery			Reception		
Skill	Emerging	Developing	Secure	Emerging	Developing	Secure
Building	Transport blocks Develop fine motor control using blocks Experience cause and effect Early building - stacking horizontal and vertical blocks	Bridging - using two blocks to support a third Enclosing - using a bridge to create an enclosed space Using blocks to build with a purpose in mind Using blocks to balance their structure	Using blocks and small parts to create with a purpose in mind • Use Duplo to make a tower	Use large wooden blocks (inside) and large plastic blocks (outside) to create with a purpose in mind.	Use Lego to create with purpose in mind Use wooden blocks Add detail to models	Connector straws and magnetix Use tubes and connectors Add moving parts
Cognitive Skills	Explore models and blocks Explore cause and effect when building towers Explore what happens to an object when you manipulate it Explore stability Developing spatial awareness	Add characters to their play Use Duplo to create with a purpose in mind Add a simple story line to their play with support Explore trajectory Sorting items by size	Add a storyline to their play Investigate what happens to an object when you manipulate it Explore how weight and shape effects movement and motion 1:1 correspondence Develop fine motor skills	Add a storyline to their play Investigate what happens to an object when you manipulate it Explore how weight and shape effects movement and motion Develop 1:1 correspondence Develop fine motor skills	Investigate how weight and shape can affect movement and motion to achieve a desired outcome Develop counting on skills Write signs, captions and instructions Handle tools and equipment effectively Design and create structures Develop positional language	Experience scale Explore fractions Measure time Count 1 more and 1 less Discuss why something works/does not work Articulate thought process and plans Write a model recount

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		Sorting items by colour Develop gross motor skills Develop emerging mathematical concepts in meaningful context (sequencing/time) - sequencing events	Problem Solving - is this brick the right length?		Collect information through observations Label designs	
PSED	Play alongside peers Accept help when help is offered Choose to engage in an activity	Build relationships Make choices Will ask an adult for help Joins in with others play	Sharing Repeating or using new vocabulary Take into account others ideas Welcomes praise Be proud of models		Take turns and work cooperatively Add to models to improve them Be aware of the feelings of others Talk about the models they make to their peers or a familiar adult	Resolve conflict with others Talk about what they are making - likes and dislikes

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Understanding the World

	Nursery			Reception		
Area of learning	Emerging	Developing	Secure	Emerging	Developing	Secure
History Past and Present	Can briefly talk about some members of their family.	Can talk about any pets that they might have	Able to say who they are and who they live with	Can discuss similarities and differences between people in their family	Can talk about members of immediate family in more detail	Can talk about past and upcoming events with their immediate family
	Talks about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurse, doctor, police, fire...)		Can identify similarities and differences between jobs	Can identify emergency situations and knows who to call	Is able to discuss different occupations of family members
	Comments on fictional characters in stories	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Compare and contrast historical figures and objects from nonfiction texts, sharing similarities and differences	Sequence family members, explaining who they are and the key differences between what they can/can't do
RE People. Cultures and Communities	Comments on recent pictures of experiences in their own life. "This was me at the farm..."	Knows that there are special places of worship	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"	Shares some similarities between characters, figures or objects	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)
		Knows that there are differences between what people believe	Can name different religious venues – Church, Mosque and Gurdwara as a minimum	Compare and contrast characters from stories, sharing similarities and differences	Knows why religious venues are special and who goes there	Can articulate what others celebrate and begin to explain special days e.g. St David's Day
			Developing positive attitudes about differences between people			

Clipstone Brook Lower
Common Play Behaviours – Progression of Skills
EYFS Nursery and Reception

Geography	<p>Knows what a map is used for</p> <p>Knows that we live in or around Leighton Buzzard which is in England</p> <p>Knows where they live (house, flat, bungalow)</p>	<p>Identifies features on a simple map (trees, house, river, mountain) Can use maps to locate objects in 'real life'</p> <p>Knows that there are different countries in the world</p> <p>Can articulate what daily life is like in our country</p>	<p>Talk about what they see in their own environment (school/home) using a wide vocabulary</p> <p>Talk about local environments (their road, the park, library)</p>	<p>Knows that 4 countries make up the UK and can name at least 1 other country</p> <p>Knows that different countries have different homes</p> <p>Can identify similarities and differences between homes in our country</p> <p>Explains how life may be different for other children</p>	<p>Look at how the environment has changed through the ages from the dinosaurs to present day</p> <p>Can identify similarities and differences between homes in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Can briefly explain the difference between human and physical features</p> <p>Makes comparisons between life for children in different countries</p> <p>Use pictures to compare and contrast environments around the world</p>
Science	<p>Explore collections of materials</p> <p>Uses senses through hands on exploration</p> <p>Understands that the weather changes and that in different countries you have different weather</p>	<p>Understands the difference between plants and animals</p> <p>Plants seeds and cares for growing plants with support</p> <p>Can explain the life cycle of a daffodil</p> <p>Can identify what you need to wear for each season and why</p>	<p>Explore collections of materials, identifying similar and different properties</p> <p>Names and orders seasons</p>	<p>Talks about differences between materials and changes they notice.</p> <p>Can name their 5 senses</p> <p>Explain what their five senses are</p> <p>Can say what plants need to survive</p>	<p>Explores the natural world around them</p> <p>Explores and talks about forces (push and pull)</p> <p>Can talk about different life cycles of a frog, butterfly and a flower</p> <p>Understand the effect of seasons on the natural world, discussing when and how things grow</p>	<p>Understands the need to respect and care for the natural environment and all living things.</p> <p>Identify seasonal weather patterns</p>