



**Manor Multi Academy Trust
EYFS Curriculum Progression of Knowledge
and Understanding.**

Manor Multi Academy Trust
Communication & Language Progression of Knowledge and Understanding

Knowledge Area	Listening, Attention & Understanding
Birth to three	<ul style="list-style-type: none"> • Listen with interest to the noises adults make when they read stories. • Recognise and respond to many familiar sounds. • Show an interest in play with sounds, songs and rhymes. • Have single channelled attention, shifting to a different task if attention is fully obtained. • Enjoy listening to simple stories and understand what is happening with the help of pictures. • Identify action words by pointing to the right picture. • Understand and act on longer sentences. • Beginning to understand more complex sentences • Understand 'who', 'what', 'where' in simple questions.
3 – 4 Years	<ul style="list-style-type: none"> • Listen to others one to one or in small groups. • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focus my attention without adult support. • Understand a question or instruction that has two parts. • Understand 'why' and 'how' questions. • Show my understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'. • Express a point of view and debate when disagreeing with an adult or a friend, using words as well as actions.
Reception	<ul style="list-style-type: none"> • Maintain my attention, sit quietly and concentrate for longer periods during whole class and focused learning opportunities. • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and sounds, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Ask questions to find out more information and check I have understood what has been said.
Early Learning Goal	<ul style="list-style-type: none"> • Listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what has been heard and ask questions to clarify their understanding. • Hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. • Listen to instructions and follow them accurately, asking for clarification if needed. • Listen attentively with sustained concentration to follow a story without pictures or props. • Listen in a larger group beyond that of the classroom.

Knowledge Area	Speaking
Birth to three	<ul style="list-style-type: none"> • Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Hold a conversation, jumping from topic to topic. • Learn new words very quickly and can use them in communicating. • Use gestures, sometimes with limited talk. • Use a variety of questions. • Use simple sentences. • Begin to use word endings.
3 – 4 Years	<ul style="list-style-type: none"> • Begin to use more complex sentences to link thoughts. • Retell a simple past event in correct order. • Talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Begin to ask questions about why things happen and give explanations. • Use a range of tenses. • Use intonation, rhythm and phrasing to make the meaning clear to others. • Use vocabulary focused on objects and people that are of particular importance. • Use vocabulary that reflects the breadth of experiences. • Use 'pretend' talk in play.
Reception	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Use new vocabulary in different contexts. • Develop and use a range of social phrases. • Connect one idea or action to another using a range of connectives. • Articulate ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use language to imagine and recreate roles and experiences in play situations. • Introduce a storyline or narrative into play.
Early Learning Goal	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher. • Show some awareness of the listener by making changes to language and non-verbal features. • Recount experiences and imagine possibilities. • Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Manor Primary School

Personal, Social & Emotional Development Progression of Knowledge and Understanding

Knowledge Area	Self-Regulation
Birth to three	<ul style="list-style-type: none"> • Express preferences and decisions. Also try new things and have started establishing autonomy. • Aware that some actions can hurt or harm others. • Try to help or give comfort when others are distressed. • Show an understanding and can cooperate with some boundaries and routines. • 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.
3 – 4 Years	<ul style="list-style-type: none"> • Aware of own feelings, and I know that some actions and words can hurt others' feelings. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Begin to understand how others might be feeling. • Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. • Talk with others to solve conflicts. • Develop appropriate ways of being assertive. • Usually tolerate delay when needs are not immediately met, and understand that own wishes may not always be met. • Help to find solutions to conflicts and rivalries. • Usually adapt own behaviour to different events, social situations and changes in routine. • Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Reception	<ul style="list-style-type: none"> • Understand that own actions affect other people. • Aware of the boundaries set, and of how to behave in the setting. • Begin to be able to negotiate and solve problems without aggression. • Think about the perspectives of others.
Early Learning Goal	<ul style="list-style-type: none"> • Show an understanding of own feelings and those of others and begin to regulate my behaviour accordingly. • Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Talk about the things they enjoy, and am good at, and about the things they don't find easy. • Resourceful in finding support when they need help or information. • Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Knowledge Area	Managing Self
Birth to three	<ul style="list-style-type: none"> • Separate from main carer with support and encouragement from a familiar adult. • Find ways to calm themselves when being calmed and comforted by a key/familiar person. • Have a growing ability to distract myself when upset. • Express own feelings such as sad, happy, cross, scared, worried. • Respond to the feelings and wishes of others. • Begin to talk about my feelings in more elaborated ways. • Have established my sense of self. • Thriving as they develop self-assurance. • Begin to notice and ask questions about differences
3 – 4 Years	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of own setting. • Show more confidence in new social situations. • Select and use activities and resources with help when needed. • Show confidence in asking adults for help. • Welcome and value praise for what they have done. • Enjoy responsibility of carrying out small tasks. • More outgoing towards unfamiliar people and more confident in new social situations. • Confidently to talk to other children when playing and will talk freely about own home and community.
Reception	<ul style="list-style-type: none"> • Manage own needs. • Confidently speak to others about own needs, wants, interests and opinions. • Describe myself in positive terms and talk about own abilities. • Show resilience and perseverance in the face of challenge. • Identify and moderate own feelings socially and emotionally. • Express own feelings and consider the feelings of others.
Early Learning Goal	<ul style="list-style-type: none"> • Confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Sometimes play group games with rules. • Confident to speak to a class group. • Developing an understanding that someone else's point of view can be different from mine. • Begin to resolve minor disagreements through listening to others to come up with a fair solution.

Knowledge Area	Building Relationships
Birth to three	<ul style="list-style-type: none"> • Interested in others' play and I am starting to join in. • Seek out others to share experiences. • Show affection and concern for people who are special to them. • Begin to form friendships with other children.
3 – 4 Years	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Keep my play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiate conversations, and form good relationships with peers and familiar adults. • Develop a sense of responsibility and membership of a community.
Reception	<ul style="list-style-type: none"> • See myself as a valuable individual. • Initiate conversations and attend to and takes account of what others say. • Build constructive and respectful relationships. • Take steps to resolve conflicts with other children, e.g., finding a compromise.
Early Learning Goal	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to own and to others' needs. • Sometimes play group games with rules. • Develop an understanding that someone else's point of view can be different from own. • Begin to resolve minor disagreements through listening to others to come up with a fair solution.

Manor Primary School
Physical Development Progression of Knowledge and Understanding

Knowledge Area	Gross Motor Skills
Birth to three	<ul style="list-style-type: none"> • Run safely on my whole foot. • Squat with steadiness to rest or play with an object on the ground, and can rise to feet without using hands. • Climb confidently and beginning to pull up on nursery play climbing equipment. • Use a range of large movements (waving, kicking, rolling, crawling and walking) • Clap and stamp to music. • Kick a large ball. • Throw a large ball.
3 – 4 Years	<ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways • Mount stairs, steps or climbing equipment using alternate feet. • Mount stairs, steps or climbing equipment using alternate feet. • Walk downstairs, two feet to each step while carrying a small object. • Skip, hop, stand on one leg and hold a pose. • Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Throw and catch a large ball. • Kick a large ball towards a target. • Use large muscle movements to wave flags and streamers. • Use large muscle movement to draw/paint lines and circles. • Beginning to use and remember sequences and patterns of movements related to music and rhythm.
Reception	<ul style="list-style-type: none"> • Explore different ways of moving. • Move in a fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. • Developing overall body strength, co-ordination, balance and agility. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use my core muscle strengths to achieve a good posture when sitting at a table or sitting on the floor. • Confidently kick or throw a ball with accuracy, towards a target, into a goal, through a hoop or to another person.

Early Learning Goal	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for myself and others. • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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Knowledge Area	Fine Motor Skills
Birth to three	<ul style="list-style-type: none"> • Turn single pages in a book. • Show control when holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers to hold writing tools. • Use one hand consistently in most activities. • Imitate drawing simple shapes such as circles and lines. • Paint with some wrist action making dots, lines, circular strokes.
3 – 4 Years	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Use one-handed tools and equipment. • Hold a pencil between my thumb and two fingers, no longer using whole-hand grasp. • Hold a pencil near its point between my first two fingers and thumb and can use it with good control. • Trace a range of vertical, horizontal lines and shapes. • Trace some letters and numbers. • Copy some letters, e.g., letters from my name. • Beginning to zip up coat. • Beginning to eat independently using a knife and fork. • Independently put coat on.
Reception	<ul style="list-style-type: none"> • Use a range of tools, objects, construction and malleable materials, competently, safely and with increasing control. • Make anticlockwise marks and retrace vertical lines. • Handle equipment and tools effectively, including pencils for writing, • Beginning to form recognisable letters. • Use vertical and horizontal marks to create a cross symbol. • Use scissors to cut on a line continuously.
Early Learning Goal	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Beginning to show accuracy and care when drawing. • Beginning to be able to write on lines and control the size of letters

Manor Primary School
Literacy Progression of Knowledge and Understanding

Knowledge Area	Comprehension
Birth to three	<ul style="list-style-type: none"> • Begin to ask questions about something they have heard or seen. • Understand who, what, where in simple questions. • Respond to simple one step instruction. • Respond to a sentence containing 2 information carrying words eg give teddy the cup.
3 – 4 Years	<ul style="list-style-type: none"> • Understand the use of objects e.g. What do we use to cut things? • Show an understanding of prepositions by carrying out an action or selecting the correct picture for under, on top, behind. • Understand more complex sentences e.g., put your toys away and then we can read a book • Begin to understand how and why questions. • Respond to a sentence containing 3 information carrying words.
Reception	<ul style="list-style-type: none"> • Respond to instructions involving a two-part sequence. • Share understanding of something they have heard. • Follow a story without pictures or props. • Respond appropriately to ideas expressed by others in conversation or discussion.
Early Learning Goal	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to me by retelling stories and narratives using my words and recently introduced vocabulary. • Anticipate, where appropriate, key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Follow instructions using several ideas or actions. • Answer how and why questions about own experiences. • Answer how and why questions in response to stories or events. • Express views about events or characters after listening to a story. • Understand humour.

Knowledge Area	Word Reading
Birth to three	<ul style="list-style-type: none"> • Have some favourite stories, rhymes, songs, poems and share them with an adult, peer or look at them alone. • Join in with rhyming and rhythmic activities. • Fill in the missing word or phrase in a known rhyme, story or game. • Beginning to turn pages in books. • Explore books, lifting flaps or finding hidden words. • Ask questions about a book and make comments and or share my ideas. • Repeat words or phrases from familiar stories. • Select my name supported by a picture prompt. • Enjoy using story resources to retell parts of familiar stories. • Develop my play around favourite stories using props. • Make links between print I see in the environment.
3 – 4 Years	<ul style="list-style-type: none"> • Say and perform action to a familiar nursery rhyme. • Beginning to recognise language patterns in stories, poems and other texts (repeated phrases, rhyme, alliteration) • Say the rhyming word at the end of a familiar rhyme. • Recognise rhythm in spoken words by clapping and tapping syllables in words. • Hear and sort objects by their initial sound. • Hear and sort objects by their end sounds. • Listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipate key events and phrases in familiar rhymes and stories. • Describe the main setting and principal characters in a story. • Talk about illustrations and print in books. • Talk about print in the environment (own name, signs, logos) • Look at books independently. • Handle a book carefully. • Hold books the correct way up and turn the pages one at a time. • Pretend to read familiar books, drawing on my memory, language patterns and illustrations as prompts. • Know to start reading at the top and go from left to right.
Reception	<ul style="list-style-type: none"> • Recognise rhyming words in familiar rhymes, poems and stories. • Recognise a rhyming pair • Continue a rhyming string. • Recognise and say initial sounds in words.

	<ul style="list-style-type: none"> • Recognise and say the end sound in words. • Read some letter groups that each represent one sound. • Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt. • Blend the sounds to read simple words made up of the letter-sound correspondences learnt. • Beginning to read simple phrases and sentences. • Choose a book they would like to read. • Identify the title on a book • Enjoy exploring a range of books. • Understand that words and pictures in books and computers give information.
Early Learning Goal	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. • Suggest what a story might be about from the title, blurb or illustrations. • Talk about main points or key events in a simple text. • Sequence the important parts of a story in order. • Recognise language patterns in stories, poems and other texts. • Choose and share favourite books they like to read for pleasure from a selection.

Knowledge Area	Writing
Birth to three	<ul style="list-style-type: none"> • Make marks using gross motor movements. • Marks start at the top of the page. • Marks flow from left to right. • Pictures are beginning to tell a story or convey a message. • Make symbols such as a cross, star, or letter like marks. • Use pictures, symbols, words or letters that I know to 'write' ideas on the page. • Sometimes talk about the marks I make. • Beginning to copy some of the letters in own name. • Talk about the marks, pictures or symbols seen in different places.
3 – 4 Years	<ul style="list-style-type: none"> • Talk about the marks made when drawing, writing and painting. • Break the flow of speech into words. • Group my symbols and letters so they look like words. • Label an object/picture by writing the initial sound. • Label an object/picture by writing the end sound. • Copy first name. • Copy both names.

	<ul style="list-style-type: none"> • Write first name from memory. • Write some of the 26 graphemes in the alphabet accurately
Reception	<ul style="list-style-type: none"> • Write both names correctly from memory using capital letters where appropriate. • Form most lower-case letters correctly. • Form most capital letters correctly. • Beginning to write the grapheme to the sound heard. • Segment the sounds in simple words and know which letters represent some of them. • Spell words by identifying the sounds and then writing the sound with letter/s. • Beginning to write labels and captions and talk about what they have written. • Beginning to write simple sentences that they can read. • Use finger spaces between words. • Re-read what they have written to check that it makes sense.
Early Learning Goal	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Spell some common exception words for Reception. • Spell some regular reception words correctly. • Write simple sentences that they can read. • Write simple phrases and sentences that can be read by others. • Write short sentences with words with known letter-sound correspondence using a capital letter and full-stop.

Manor Primary School
Mathematics Progression of Knowledge and Understanding

Knowledge Area	Numbers
Birth to three	<ul style="list-style-type: none"> • Select a small number of objects from a group when asked. • Join in with counting songs and rhymes. • Create and experiment with symbols and marks representing ideas of number.
3 – 4 Years	<ul style="list-style-type: none"> • Use some number names and number language spontaneously. • Use some number names of personal significance. • Know that numbers identify how many objects are in a set. • Identify a number as a symbol. • Begin to represent numbers using fingers, marks on paper or pictures. • Sort numbers from letters. • Sometimes match numeral and quantity correctly up to 5 • Show an interest in numerals in the environment.
Reception	<ul style="list-style-type: none"> • Recognise numerals 1 - 5. • Begin to recognise numerals 6 – 10. • Count actions or objects which cannot be moved. • Select the correct numeral to represent 1 to 5, then 1 to 10 objects. • Begin to recall number bonds up to 5 • Begin to use the vocabulary involved in adding and subtracting in practical activities and discussion.
Early Learning Goal	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition. • Recognise and name numerals to 10. • Match a quantity to a numeral to 10 • Show numbers to 10 in a range of representations. • Show how numbers to 10 can be composed of 2 or more parts. • Subitise up to 5 • Subitise up to 10 • Automatically recall number bonds up to 5

	<ul style="list-style-type: none"> • Automatically recall number bonds up to 10. • Use quantities and objects up to 20. • Recognise and name numerals 10 -20 • Add two quantities within 20. • Subtract two quantities within 20. • Use numicon to represent the teen numbers.
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Knowledge Area	Numerical Pattern
Birth to three	<ul style="list-style-type: none"> • Recite some number names in sequence. • Begin to make comparisons between quantities. • Use some language of quantities, such as <i>'more'</i>, <i>'same'</i> and <i>'a lot'</i> • Know that a group of things changes in quantity when something is added or taken away.
3 – 4 Years	<ul style="list-style-type: none"> • Recite numbers in order to 10. • Compare two groups of objects, saying when they have the same amount. • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Understand that not only objects, but anything can be counted, including steps, claps or jumps. • Match quantities of the same amount. • Sort matching quantities of different arrangements up to 5 • Begin to subitise quantities up to 5.
Reception	<ul style="list-style-type: none"> • Verbally count to 10. • Begin to verbally count beyond 10. • Count objects to 10, • Begin to count objects beyond 10. • Count out up to 10 objects from a larger group. • Count an irregular arrangement of up to ten objects. • Order numerals 1 – 10 • Estimate how many objects can be seen and check by counting them. • Find the total number of items in two groups by combining and counting all of them. • Find one more or one less from a group of up to five objects, then ten objects. • Say the number that is one more than a given number to 10.
Early Learning Goal	<ul style="list-style-type: none"> • Verbally count beyond 20, recognizing the pattern of the counting system • Begin to count reliably with numbers from 1 to 20 forwards and backwards. • Begin to place numbers in order up to 20. • Identify missing numbers in a number line 1 - 20 • Say which number is one more or one less than a given number up to 20. • Compare quantities up to 10 recognizing when one quantity is greater than the other quantity. • Compare quantities up to 10 recognizing when one quantity is less than as the other quantity.

- Compare quantities up to 10 recognizing when one quantity is the same as the other quantity.
- Explore and represent patterns within numbers up to 10
- Identify and represent evens and odds within numbers up to 10
- Explore and represent double facts up to 10.
- Share quantities up to 10 equally.

Knowledge Area	Shape, space and measures
Birth to three	<p>Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size. Begin to use the language of size. Understand some talk about immediate past and future. Anticipate specific time-based events such as mealtimes or home time.</p>
3 – 4 Years	<p>Show awareness of similarities of shapes in the environment. Sort 2D shapes Sort objects by size (big/small) Use positional language (in front of, behind) Show an interest in shape by sustained construction activity or by talking about shapes or arrangements. Use shapes appropriately for tasks</p>
Reception	<p>Order two or three items by length or height. Order two items by weight or capacity. Order and sequence familiar events. Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Recognise and name 2D shapes (circle, square, rectangle/oblong, triangle) Describe my relative position such as ‘in between’ or ‘next to’. Use familiar objects and common shapes to create and recreate patterns.</p>
Early Learning Goal	<p>Use everyday language to talk about length to compare quantities and objects and to solve problems. Measure length using non-standards units. Use everyday language to talk about height to compare objects and to solve problems. Measure height using non-standards units. Use everyday language to talk about weight to compare quantities and to solve problems. Measure weight using non-standards units. Use everyday language to talk about capacity to compare quantities and to solve problems. Measure capacity using non-standards units. Use everyday language to talk about position and distance to compare and to solve problems. Use everyday language related to time. Recognise that a 3D shape can be made up of 2D shapes.</p>

Recognise and name 3D shapes. (cube, pyramid, sphere, cone, cuboid)

Manor Primary School

Understanding the World Progression of Knowledge and Understanding

Knowledge Area	Past and Present
Birth to three	Enjoy pictures and stories about themselves, their family. Curious and show an interest in stories about themselves, their family
3 – 4 Years	Begin to understand own life story and family's history. Remember and talk about significant events in own experience. Recognise and describe special times or events for family or friends.
Reception	Talk about images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Early Learning Goal	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing upon own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know the difference between past and present events in own life and some reasons why people's lives were different in the past.

Knowledge Area	People, Cultures and Communities
Birth to three	Have a sense of own immediate family and relations. In pretend play, can imitate everyday actions. and events from my own family and cultural background, e.g. making and drinking tea. Learning that they have similarities and differences that connect them to, and

	distinguish them from, others. Make connections between the features of own family and other families.
3 – 4 Years	Show an interest in the lives of people who are familiar to them. Show an interest in different occupations and ways of life. Know some of the things that make them unique. Talk about some of the similarities and differences in relation to friends or family. Understand that there are different countries in the world. Talk about the differences they have experienced or see in photographs.
Reception	Enjoy joining in with family customs and routines. Talk about members of immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
Early Learning Goal	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know that other children have different likes and dislikes and that they may be good at different things. Develop an understanding that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

Knowledge Area	The Natural World
Birth to three	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Notice detailed features of objects in my environment. • Explore materials with different properties. • Explore natural materials, indoors and outdoors. • Respond to different natural phenomena in my setting and on visits.
3 – 4 Years	<ul style="list-style-type: none"> • Use all senses in hands-on exploration of natural materials. • Comment and ask questions, using wide vocabulary, about aspects of familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about the differences between materials and changes they observe. • Explore and talk about different forces they can feel. • Understand the key features of the life-cycle of a plant and an animal. • Show care and concern for living things and the environment (planting seeds and growing plants).
Reception	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change.

	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
Early Learning Goal	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Know that the environment and living things are influenced by human activity. • Describe some actions which people in own community do that help to maintain the area they live in.

Manor Primary School
Expressive Arts & Design Progression of Knowledge and Understanding

Knowledge Area	Creating with Materials
Birth to three	<ul style="list-style-type: none"> • Experiment with blocks, colours and marks. • Explore different materials, using all senses to investigate them. • Manipulate and play with different materials. • Use my imagination as they consider what they can do with different materials. • Make simple models which express ideas.
3 – 4 Years	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and am beginning to use these shapes to represent objects. • Draw with increasing complexity and details (representing a face with a circle and including details etc) • Use drawing to represent ideas like movement or loud noises. • Show different emotions in my drawings and paintings. • Explore colour and how colours can be changed. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop my own ideas and then decide which materials to use to express them. • Join construction pieces together to build and balance. • Join different materials and explore different textures.

	<ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things. • Use a variety of construction materials. • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
Reception	<ul style="list-style-type: none"> • Choose particular colours to use for a purpose. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Construct with a purpose in mind, using a variety of resources. • Manipulate materials to achieve a planned effect. • Return to and build on previous learning, refining their ideas and developing ability to represent them. • Select appropriate resources and adapts work where necessary. • Create collaboratively sharing my ideas, resources and skills.
Early Learning Goal	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, Experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Develop own ideas through selecting and using materials and working on processes that interest them. • Through exploration, find out and make decisions about how media and materials can be combined and changed.

Knowledge Area	Being Imaginative and Expressive
Birth to three	<ul style="list-style-type: none"> • Begin to use representation to communicate. • Begin to make-believe by pretending. • Show attention to sounds and music. • Move and dance to music. • Respond emotionally and physically to music when it changes. • Explore voice and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Anticipate phrases and actions in rhymes and familiar songs. • Join in and take part in action songs. • Create sounds by banging, shaking, tapping or blowing. • Show an interest in the way musical instruments sound. • play musical instruments in different ways.
3 – 4 Years	<ul style="list-style-type: none"> • Engage in imaginative role-play based on own first-hand experiences. • Play alongside other children who are engaged in the same theme. • Use available resources to create props to support their imaginative play. • Begin to develop complex stories using small world equipment. • Make imaginative and complex ‘small worlds’ with block and construction resources.

	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Listen with increased attention to sounds. • Create movement in response to music. • Respond to what I have heard, expressing my thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person. • Sing the melodic shape of familiar songs. • Create own songs or improvise a song around one they know. • Play instruments with increasing control to express own feelings and ideas.
Reception	<ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Listen attentively to and talk about different pieces of music heard, expressing their feelings and responses, • Sing in a group, increasingly matching the pitch and following the melody. • Sing on my own, increasingly matching the pitch and following the melody. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore the different sounds instruments make. • Engage in and perform music making within a group. • Engage in and perform dance movements within a group. • Introduce a storyline or narrative into their play. • Play cooperatively as part of a group to develop and act out a narrative.
Early Learning Goal	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music. • Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Talk about the ideas and processes which have led them to make music, designs, images or products. • Talk about features of own and others work, recognising the differences between them and the strengths of others.