



Clifton Upon Teme Primary School

EYFS Progression of Skills: Reception



All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

(Statutory framework for the early years foundation stage July 2025)

Our curriculum is sequenced and progressive to ensure all pupils move successfully through the Early Years and are ready to access the National Curriculum. Each term has a theme focus based around seasonal changes throughout the year. We plan with a level of flexibility to allow for particular interests, events and celebrations to be explored and developed as and when they occur.

In our planning and provision, we promote and support children's ability to learn and think for themselves through the three characteristics of effective teaching and learning. These are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Skill focus	Autumn	Spring	Summer	Early Learning Goals
				Children at the expected level of development will:

Clifton progression in Communication and Language - Reception

Listening, Attention and Understanding 	Understand how to listen carefully. Understand why listening is important. Be able to follow directions.	Engage in story times, joining in with repeated phrases and actions. Listen to and talk about stories and build familiarity and understanding. Begin to understand how and why questions. Respond to instructions with more than one step.	Ask questions to find out more. Begin to understand humour. Understand a range of complex sentence structures.	Understand and ask questions such as who, what, where, when why and how.	Retell a story. Some exact repetition some in own words. Follow a story without pictures or props.	Have conversations with adults and peers with back-and-forth exchanges.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking 	Talk in one-to-one situations Begin to share own ideas in conversation and learning situations Talk to adults in the class/setting	Talk to adults across the setting confidently Talk in front of a small group Learn new vocabulary Use new vocabulary	Develop the confidence to talk to other adults they see on a daily basis Talk in sentences using conjunctions e.g. and, because	Link statements and stick to a main theme Use talk to organise, sequence and clarify thinking, ideas, feelings and events Articulate their ideas and	Share their work to the class- standing up at the front Use new vocabulary in different contexts Describe events in greater detail	Talk to different adults around the school Explain how things work and why they might happen Talk in sentences using a range of tenses	- Participate in small group, class and one-to-one discussions, offering their 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 their ideas and feelings about their experiences using full sentences, including use of

	Listen carefully to rhymes and songs paying attention to how they sound Learn rhymes/songs and poems Use social phrases e.g. Good morning, how are you?, please and thank you, can I go to the toilet please? Classroom phrase eg "choose it use it put it away"	throughout the day Describe events in some detail Learn and use new vocabulary		thoughts in well-formed sentences. Engage in non-fiction books	Listen to and talk about non-fiction texts with deep familiarity Learn and use new vocabulary		past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Clifton progression in Personal, Social and Emotional Development - Reception

Self-regulation 	Recognise different emotions To understand how people show emotions Focus during short whole class activities	Talk about how they are feeling To begin to consider the feelings of others Adapt behaviour to a	Focus during longer whole class lessons To follow two step instructions	Identify and moderate their own feelings socially and emotionally Set a target and reflect on progress throughout	Control their emotions using a range of techniques Consider the feelings and needs of other	Maintain focus during extended whole class teaching Follow instructions of three steps or more.	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding
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	Follow one-step instructions	range of situations					appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing self 	See selves as a valuable individual Wash hands independently Put coats/ wellies shoes/ 'all in ones' on independently Start to do up zips/buttons and turn clothes the right way Explore different areas within the setting Use the toilet independently	Develop class rules and understand the need to have rules Confidently handle zips/buttons etc. and cope with clothes that are inside out. Have confidence to try new activities	Begin to show resilience and perseverance in the face of challenge Identify and name healthy foods Know and talk about different factors that health and wellbeing – e.g. regular physical activity, sensible amount of screen time and having a good sleep routine	Manage own basic needs independently Know and talk about different factors that health and wellbeing – e.g. regular physical activity, sensible amount of screen time and having a good sleep routine	Develop independence when dressing and undressing for activities such as P.E	Understand the importance of healthy food choices Show resilience and perseverance in the face of challenge Show a 'can do' attitude	• Be 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 their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Building relationships 	Begin to develop positive relations with peers and familiar adults Seek support of adults when needed	Play with children who are playing with the same activity To have positive relationships	Begin to work as a group with support To use taught strategies to support turn taking	Begin to think about the perspective of others	Listen to the ideas of others and agree on a solution and compromise	Have confidence to communicate with adults around the school Begin to develop	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.

	Gain confidence to speak to peers and adults	with all Year R staff				relationships with other adults around the school Have strong friendships	
Clifton progression in Physical Development - Reception							
Gross motor skills 	Move safely in a space. To stop safely. Refine the fundamental movement skills they have already acquired: • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing Develop control when using equipment Follow a path and take turns Work cooperatively with a partner	To balance To run and stop safely. Safely change direction being aware of others around them. Use fundamental movement skills when travelling across equipment. Use core muscle strength to achieve a good posture while sitting at a table or on the floor. Begin to develop overall	Roll and track a ball Develop accuracy when throwing to a target Dribble a ball using hands Throw and catch with a partner Dribble a ball using feet Kick a ball to a target.	Use counting to help to stay in time with the music when copying and creating actions Move safely with confidence and imagination, communicating ideas through movement Explore movement using a prop with control and coordination Move with control and coordination, expressing ideas through movement	Develop accuracy when throwing and practise keeping score Follow instructions and move safely when playing tagging games Learn to play against an opponent Play by the rules and develop coordination Explore striking a ball Create short sequences using shapes, balances and	Develop accuracy when throwing and practise keeping score Follow instructions and move safely when playing tagging games Learn to play against an opponent Play by the rules and develop coordination Explore striking a ball and keeping score Work cooperatively as a team	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Further develop the skills needed to manage the day successfully such as lining up and mealtimes.	body strength, balance, co-ordination and agility.		Move with control and coordination, copying, linking and repeating actions Remember and repeat actions, exploring pathways and shapes Progress towards a more fluent style of movement.	travelling actions Confidently and safely use large and small apparatus Jump and land safely from a height Develop rocking and rolling Explore traveling around, over and through apparatus Create short sequences linking actions together and including apparatus	Develop the overall body strength. Coordination, balance, and agility needed to engage successfully in future physical education activities. Combine movements with ease and fluency.	
Fine motor skills 	Use a dominant hand Mark make using different shapes Begin to use a tripod grip when using mark making tools	Begin to use anticlockwise movement and retrace vertical lines Hold scissors correctly and cut along a	Use a tripod grip when using mark making tools Hold scissors correctly and cut along a curved line	Hold scissors correctly and cut out small shapes Paint using thinner paintbrushes	Hold scissors correctly and cut out large shapes Develop a handwriting style which is fast accurate and efficient.	Hold scissors correctly and cut various materials Create drawings with details Independently use a knife, fork	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.

	Use tweezer to transfer objects To thread large beads Use large pegs Begin to copy letters Hold scissors correctly and make snips in paper Hold a fork and spoon correctly	straight and zigzagged lines Use a tripod grip when using mark making tools Accurately draw lines, circles and shapes to draw pictures Write taught letters using correct formation Begin to hold a knife correctly and use to cut food with support Use tap and pin	Thread small beads To use small pegs Continue writing taught letters using correct formation Use a hammer and saw	Form some letters correctly and control the size of letters.		and spoon to eat a range of meals	
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Clifton progression in Literacy - Reception

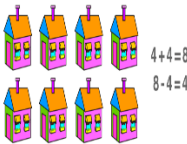
Comprehension 	Use pictures to tell stories. Sequence familiar stories. Independently look at book, holding them the	Engage in story times, joining in with repeated phrases and actions. Begin to answer	Act out stories. Anticipate key events in stories, Begin to predict what may	Begin to answer questions about what they have read. Use vocabulary that is influenced by their	Retell a story. Follow a story without pictures or props. Talk about the characters in	Answer questions about what they have read. Know that information can be retrieved from books.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during
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	correct way and turning pages. Begin to use the front cover to say what a story might be about.	questions about the stories read to them. Show understanding and enjoyment of an increasing range of books including fiction, non-fiction, poems and rhymes.	happen next in the story. Suggest how a story might end.	experiences of books	the books they are reading		discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading 	Recognise their name. Continue to explore rhyming strings. Know words are constructed from phonemes and phonemes are represented by graphemes. Begin to recognise taught phase 2 phonemes and names of letters.	Become more secure in recognising taught phase 2 phonemes and names of letters. Blend to read cvc words independently using taught phonemes. Begin reading captions and sentences using taught phonemes.	Continue to apply phase 2 phonemes when reading captions and sentences. Say the sound for each letter in the alphabet. Begin to recognise taught phase 3 phonemes including digraphs and trigraphs. To develop reading of CVC	Continue to develop reading of CVC words containing a wider range of letters, short vowel sounds, consonant digraphs, double letters and long vowel digraphs/trigraphs. Recognise an increasing number of phase 3 tricky words.	Begin to build on their confidence and fluency in word reading by re-reading books. Recognise at least 10 digraphs. Read books matching their phonics ability. Begin to read CVCC and CCVC words by blending adjacent consonants.	To confidently read words with phase 3 long vowel sounds with adjacent consonants. To read longer words. Read books matching their phonics ability. Continue to develop reading CVCC and CCVC words by blending adjacent consonants.	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Orally blend sounds given by an adult. Begin to blend phonemes together to read words using the taught phonemes. Begin to recognise phase 2 tricky words.	Read books matching their phonics ability. Recognise phase 2 tricky words.	words containing a wider range of letters, short vowel sounds, consonant digraphs and double letters. Read books matching their phonics ability. Begin to recognise phase 3 tricky words.	Read captions and sentences including taught phonemes and where necessary taught tricky words. Read books matching their phonics ability.	Continue to recognise an increasing number of phase 3 tricky words.	Begin to recognise phase 4 tricky words.	
Writing 	Trace over my name with a starting dot. Move a pencil from left to right across a page. Follow simple mazes with straight pathways. Hold a pencil using a tripod grip (emerging). Sit at a table correctly when	Copy my name with the reminder of a starting dot. Draw around a template. Trace over pictures. Trace over writing patterns (waves, zigzags, arches, loops).	Write own name independently Write initial sounds to label pictures. Write a dictated CVC word. Write a CVC word to match a picture or object. I put my finger under each word to check the sounds	Write their own CVC words to label pictures. Use phonic knowledge to spell longer words (CVCC, CCVC emerging). Spell some tricky words (phase-appropriate). Think, say, remember and	Think, say, remember and write a simple sentence using openers: The, I, He, She. Use correct letter formation. Leave spaces between words. Use a full stop when tracing and copying a given sentence. Order given	Write simple sentences independently using known tricky words. Use phonic knowledge to spell longer words (CVCC, CCVC, polysyllabic attempts). Use full stops consistently. Leave clear spaces between	• 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. • Write simple phrases and sentences that can be read by others.

	working with an adult. Draw letters in sand or sensory trays (exploratory, not accurate).	Copy simple writing patterns. Begin using letter movement families through gross-motor actions (sky writing, sand trays, paintbrushes).	(early proofreading). Children show accuracy in letter formation Downward strokes: l, i, t Tall/long ladder letters: h, b, p One-arm robots: r, n, m Curly caterpillars: c, o, a, d (a), g, q	write a caption (2+ words). Begin to leave spaces between words. Children show accuracy in letter formation Snakes & swirls: e, s Down-up letters: u, y Zig-zag monsters: v, w, k Tricky letters: f, j Crossovers: x, z	words to make a sentence. Use correct letter formation, leave spaces and add a full stop when ordering and copying a given sentence. I put my finger under each word to read my sentence (proofreading).	words without reminders. Write labels, lists, captions and simple sentences in play contexts. Choose appropriate tools (pencil, felt tip, chalk) and maintain tripod grip. Sustain writing for increasing periods. Form all lowercase letters correctly using movement families. Begin to control size and orientation of letters on a line.	
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Clifton progression in Mathematics - Reception

Number 	Develop stable counting to 5 using real objects and daily routines. Understand that the last number counted represents the total (cardinality). Begin to recognise numerals 1–3 in the environment. Compare small sets using language: <i>more</i>, <i>fewer</i>, <i>same</i>.	Count reliably to 10 with 1:1 correspondence. Explore composition of numbers to 5 (e.g., 3 is 2+1). Subitise small quantities to 3. Begin to recognise numerals to 5.	Secure subitising to 5 and begin to subitise to 6. Explore composition of numbers to 10 using tens frames. Begin informal addition and subtraction using real objects. Recognise numerals to 10 and match to quantities.	Count to 20 with accuracy and confidence. Understand teen numbers as “10 and some more”. Solve simple addition/subtraction problems using manipulatives. Begin to recall number bonds to 5.	Secure number bonds to 5 and begin bonds to 10. Use number lines and tens frames to solve problems. Confidently represent numbers in different ways (fingers, marks, objects). Begin to double small numbers using practical resources.	Confidently count, compare, and order numbers to 20. Recall number bonds to 5 and some to 10. Solve addition/subtraction problems using mental strategies. Explore sharing and grouping (early division concepts).	- Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical patterns 	Copy and continue simple AB patterns using objects, sounds, and actions. Explore sorting by one attribute	Sort by more than one attribute. Create and describe AB and ABC patterns. Compare quantities	Count forwards and backwards to 10. Begin skip-counting through songs (2s, 5s). Notice patterns in the number	Explore repeating patterns with more complexity (ABBC, AABB). Identify missing elements in a pattern.	Explore odd and even numbers through pairing activities. Continue and create complex patterns independently.	Recognise and extend patterns in numbers (e.g., counting in 2s). Identify errors in patterns and correct them.	- Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds,

	(colour, size, type). Begin to notice “odd one out” in simple sets.	using <i>more than, less than, equal to</i> .	system (e.g., “numbers get bigger by 1”).	Compare and order numbers to 10, then to 20.	Recognise simple numerical relationships (e.g., “6 is 1 more than 5”).	Understand simple relationships like doubles and halves.	double facts and how quantities can be distributed equally.
Shape. Space and measure 	Explore 2D shapes informally (circle, triangle, square, rectangle). Build with blocks and talk about what they’ve made. Compare objects by size: <i>big/small, tall/short, long/short</i>. Begin to use positional language: <i>in, on, under, next to</i>.	Explore 3D shapes (cube, cuboid, sphere, cylinder). Use everyday language to describe shapes. Order objects by length or height. Explore capacity through play: <i>full, empty, nearly full</i>.	Compare mass using balance scales: <i>heavier/lighter</i>. Explore time language: <i>morning, afternoon, night, before/after</i>. Use positional language in obstacle courses and construction.	Explore sequencing events (first, next, last). Compare and order objects by capacity and mass. Begin to talk about properties of shapes (e.g., “a square has 4 equal sides”).	Explore symmetry in shapes and patterns. Use mathematical language to describe models and constructions. Compare and order time durations (fast/slow, quick/long).	Use shape knowledge to solve problems (e.g., “Which shape fits here?”). Explore maps and simple grids (early coordinates). Measure using non-standard units with accuracy. Describe shapes using correct vocabulary (edges, vertices, faces).	
Clifton progression in Understanding of the World - Reception							
Past and present	Know about their own life story.	Know about figures from the past (e.g.,	Explore the role of people who help us in the past and	Know about the past through settings, characters and	Know about the past through settings, characters and	Compare old and modern forms of transport,	Talk about the lives of the people around them and their roles in society

	Know how they have changed over time (baby → toddler → now). Talk about events in their own life (birthdays, holidays, starting school). Begin to use simple language of time (before, after, this morning, later on).	Neil Armstrong). Talk about why these people are remembered. Know some similarities and differences between things in the past and now, drawing on experiences and stories read in class (linked to the Christmas story). Begin to understand that stories can tell us about the past.	compare with today (e.g., old vs. modern fire engines, hospitals, police). Develop language of time (yesterday, today, tomorrow). Notice how jobs, tools and uniforms have changed over time. Begin to understand that history involves comparing past and present.	events encountered in books and storytelling (e.g., farming long ago). Look closely at objects, photos and artefacts to gather information. Begin to ask questions about what objects were used for. Compare old and new versions of everyday items.	events encountered in books and storytelling (e.g., Mary Anning). Begin to understand that some things happened a very long time ago. Use simple historical vocabulary (long ago, past, present).	communication or travel. Talk about how life has changed over time. Use time language with increasing confidence (long ago, now, then, before, after).	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling
People, Culture and Communities 	Talk about their own family, community and people who are special to them. Begin to recognise that others may have	Talk about the Christmas Story and how it is celebrated Learn about how different people celebrate	Explore places that are special to them (home, school, outdoor spaces). Learn that some places are special for	Know why and how Christians celebrate Easter. Listen to stories from different religions (e.g., Creation	Explore objects that are special to them and others. Handle simple religious artefacts respectfully	Ask questions about the world, life and people (“Why do people pray?”, “Why do we celebrate birthdays?”).	• Describe their 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,

	different families, traditions or celebrations. Listen to simple stories from different religions and cultures. Show curiosity by asking questions about people and their lives. Begin to understand that people believe different things.	festivals (e.g., Diwali, Christmas, Hanukkah). Talk about similarities and differences between celebrations. Use role-play, art and storytelling to explore festival traditions. Begin to understand that celebrations can be religious or cultural.	religious reasons (church, mosque, temple). Look at photos, videos or artefacts from different places of worship. Begin to talk about how people behave in special places.	stories, parables). Talk about what they think the story means. Begin to identify characters, values or messages in religious stories. Compare stories from different cultures.	(e.g., candles, prayer mats, crosses). Begin to recognise simple symbols (e.g., star, cross, diya lamp). ☒ Talk about why objects are important to people.	Begin to talk about right and wrong, fairness and kindness. Recognise that people have different beliefs, values and ways of living. Show respect when listening to others' ideas.	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
The Natural World 	Ask questions about and explore the natural environment. Respect and care for the natural environments. Begin to notice features of their immediate	Continue to ask questions and explore natural environments with increasing independence. Know about and recognise the signs of Winter by describing	Know about and recognise the signs of Spring by describing what they see, hear and feel outside. Learn about simple life cycles of plants and animals.	Observe the growth of seeds and talk about changes over time. Know how to care for growing plants. Know about features of their own immediate	Know about and recognise the signs of Summer by describing what they see, hear and feel outside. Know that some things in the world are man-made and	Consolidate understanding of seasonal change across the whole year. Confidently talk about features of different environments and how they compare.	• 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,

	environment. (Village walk) Talk about weather and early seasonal changes. Know about and recognise the signs of Autumn by describing what they see, hear and feel outside. Know about features of the world and Earth (e.g., exploring Google Earth). Use simple maps or drawings to represent places (small world maps, picture-clue maps).	what they see, hear and feel outside. Know some important processes and changes in the natural world, including states of matter (freezing and melting). Talk about places they have been and what they saw (using UK maps, atlases and globes). Begin to compare different places using simple geographical language.	Recognise simple landmarks in stories or pictures (e.g., familiar buildings, natural features). Continue to talk about weather and seasonal changes with more detail.	environment and how they might vary from another (e.g., village walk comparisons). Begin to talk about why environments may differ. Use simple maps with increasing accuracy to represent familiar places.	some things are natural. Draw information from a simple map with growing confidence. Know some important processes and changes in the natural world, including floating and sinking (linked to boats and travel).	Show care and responsibility for the natural world through independent actions. Use simple maps, drawings or models to represent places they know well. Harvest grown fruit and vegetables and talk about where food comes from. Harvest grown fruit and vegetables Apply knowledge of natural processes (growth, weather, states of matter, floating/sinking) in play and discussion.	including the seasons and changing states of matter.
Technology	Begin to understand that digital devices	Know how to operate simple equipment	Use apps or software to create pictures,	Explore how a Bee-Bot works (pressing	Use the IWB independently, changing games	Begin to give reasons why we	

	store information. Recognise that technology is used in many places (shops, homes, schools). Record sound or video with support. Know that some things online are for children and some are not. Recognise trusted adults who can help if something online makes them uncomfortable.	(e.g., interactive whiteboard, CD player, tablet apps). Draw pictures on the IWB and begin to change colours. Use the iPad to take pictures. Understand that they should ask an adult before using the internet. Begin to know that personal information should not be shared.	patterns, music or simple animations. Draw pictures on the IWB, changing colour and pen size. Explore how digital tools can change or enhance their work (filters, colours, stamps). Use technology safely with adult supervision. Follow simple instructions in sequence (e.g., "first... then...").	buttons, simple sequences). Use the internet with adult supervision to find and retrieve information. Begin to understand cause and effect on digital devices (pressing buttons, tapping icons). Begin to predict what a programmable toy will do.	and programmes. Continue to explore digital tools to create or modify content. Begin to explain how they used technology to achieve an outcome. Strengthen understanding of safe use with adult guidance.	need to stay safe online. Predict what a programmable toy will do with increasing accuracy. Show growing independence when using digital devices safely. Talk about how technology helps us in everyday life.	
Clifton progression in Expressive Arts and Design - Reception							
Creating with Materials 	Name colours and experiment with mixing. Create simple representations of people and objects.	Use colours for a particular purpose (e.g., choosing colours to match a character or object).	Experiment with different mark-making tools such as art pencils, pastels and chalk.	Continue to explore mixing primary colours and talk about the changes they notice.	Share creations and talk about the process they used. Make choices in joining materials for	Know some similarities and differences between materials (texture, flexibility,	• 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

	Draw and colour with pencils and crayons. Begin to explore a variety of artistic effects to share their ideas and feelings. Explore different techniques for joining materials (glue, tape, folding). Talk about what they want to make and how they might do it. Know how to work safely and hygienically. Use different construction materials. Use natural objects to make a piece of art.	Share their creations with others. Explore different techniques for joining materials with increasing independence. Use non-statutory measures (spoons, cups) in simple cooking activities. Use some basic cooking techniques. Begin to use tools to prepare ingredients. Create collaboratively, sharing ideas, resources and skills.	Explore different techniques for joining materials (tabs, split pins, stronger adhesives). Know how to work safely and hygienically. Use non-statutory measures (spoons, cups) with growing accuracy. Use tools to prepare ingredients (cutting soft foods, mixing, spreading). Know the names of tools and begin to select them for a purpose. Refine their use of artistic effects to share	Plan what they are going to make (construction, junk modelling, craft projects). Draw more detailed pictures of people and objects. Manipulate materials with increasing control (rolling, shaping, tearing, folding). Create observational drawings using real objects as inspiration. Know how to work safely and hygienically. Begin to think about what works well and what could be improved.	different purposes (e.g., tape for strength, glue for detail). Make props and costumes for different role-play scenarios. Know how to work safely and hygienically. Use non-statutory measures (spoons, cups) consistently. Look at pictures, sculptures or objects and talk about what they notice. Express simple preferences ("I like this because..."). Use some cooking techniques with	strength, colour). Explore, use and refine a variety of artistic effects to express their ideas and feelings. Share creations, talk about the process and evaluate their work. Adapt work where necessary to improve it. Explore art linked to stories, seasons or themes. Begin to imitate techniques they see (dots, lines, patterns, shading). Compare their work to others in a positive and constructive way.	Make use of props and materials when role playing characters in narratives and stories.
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		Watch and talk about performance art, expressing their feelings and responses.	their ideas and feelings.	Use non-statutory measures (spoons, cups) confidently.	greater independence.		
Being Imaginative and Expressive 	Sing and perform nursery rhymes Join in with whole class singing. Experiment with different instruments and their sounds. Listen to music and talk about whether they like or dislike it. Create musical patterns using body percussion. Use costumes and resources to act out storylines in their pretend play.	Perform a song in the Christmas play (individually or in a group). Learn and perform a poem or song for the Christmas concert. Listen to a wide range of music and respond through movement, facial expression or simple discussion. Show preferences for different pieces of music.	Create musical patterns using untuned instruments. Begin to create costumes and resources for their own role play. Explore how vocal sounds can represent characters, animals or feelings. Return to and build on previous learning, refining ideas and representations. Develop more sustained imaginative play	Move in time to music with increasing control. Learn simple dance routines. Act out well-known stories using voice, movement and expression. Follow a musical pattern to play tuned instruments. Create narratives based around stories. Return to and build on previous learning, refining ideas	Associate genres of music with characters, moods or stories (e.g., “this sounds like a villain”, “this music is for dancing”). Create costumes and resources for role play with increasing independence. Develop imaginative play that includes dialogue, characterisation and props. Join in with whole-class singing/ singing assemblies with growing confidence.	Create music to accompany stories or role play. Create their own compositions using tuned instruments. Invent their own narratives, making costumes and resources independently. Return to and build on previous learning, refining ideas and ability to represent them with confidence.	• Invent, adapt and recount narratives and stories with peers and their 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.

		Use costumes and resources to act out narratives with more detail and intention.	linked to stories or themes.	and performances. Explore and engage in dance, performing solo and in groups.			
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