Cornerstones Progression in Skills (EYFS):

| Early Learning Goal | Cornerstones Topic and Skills Progression: |
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| Understanding the World | Long Ago:<br> <br><br>- Talk about past and present events in their own lives and those who are important to them.<br>- Explore and talk about pictures, stories and information books on the theme of royalty.<br>- Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.<br>- Share stories and talk about events in the past.<br>- Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.<br>- Explore and talk about important events in the school or locality's history.<br>- Describe some similarities and differences between things in the past and the present.<br>- Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.<br>- Put familiar events in chronological order, using pictures and discussion.<br>- Recognise and begin to talk about how their lives have changed as they have grown.<br><br>Let's Explore/Animal Safari/On the Beach<br> <br><br> <br><br> <br><br>-<br>- Name and talk about man-made features in the local environment, including shops, houses, streets and parks.<br>- Describe a contrasting environment to their own.<br>- Describe how they can look after their environment.<br>- Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.<br>- Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. |

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| | - Begin to collect simple geographical data during fieldwork activities.<br>- Take photographs, draw simple picture maps and collect simple data during fieldwork activities.<br>- With support, observe, record and talk about materials and living things.<br>- With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.<br>- Describe ways to look after the immediate environment.<br>- Identify common features for different groups of animals, including wild and domestic animals.<br>- Name and describe basic features of plants and trees.<br>- Describe some ways that plants or animals should be cared for in order for them to survive.<br>- Talk about the different occupations that familiar adults and members of their community have.<br>- Make and use simple maps in their play to represent places and journeys, real and imagined.<br>- Identify the United Kingdom on a world map or globe.<br>- Describe how the weather, plants and animals of one place is different to another using simple geographical terms.<br>- Begin to notice and talk about the different places around the world, including oceans and seas.<br>- Observe and describe living things and their habitats within the local environment.<br>- Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.<br>- Discuss and describe places that are important to them.<br>- Discuss how the local environment has changed over time using photographs and first-hand experiences.<br>- Explore the natural world around them and give simple descriptions, following observation, of changes.<br><br><u>Marvellous Machines</u><br> |

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| | - Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>- Share their creations, explaining the process they have used.<br>- Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.<br>- Identify products that use electricity to make them work<br>- Explore and describe electrical and non-electrical light sources.<br>- Ask a relevant scientific question to find out more, explain how things work and why they might happen.<br>- Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.<br>- Breath - Sort and group materials and resources and talk about how they are similar or different<br>- Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration.<br><br><u>Build it up</u><br> <br><br>- Offer explanations for why things might happen, making use of recently introduced vocabulary<br>- Share their creations, explaining the process they have used.<br>- Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.<br>- Sort and group materials and resources and talk about how they are similar or different.<br>- Compare and group objects and materials according to simple given criteria<br><br><u>Signs of Spring</u><br> |

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| | - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br>- Record observations about the way the local environment changes throughout each season<br>- Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.<br>- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools<br>- With support, observe, record and talk about materials and living things.<br>- Explore the natural world around them and give simple descriptions, following observation, of changes<br><br><u>Ready. Steady, Grow</u><br> <br><br>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br>- Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>- Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions<br>- Observe and describe living things and their habitats within the local environment<br>- Begin to identify the origins of some foods.<br>- With support, observe, record and talk about materials and living things.<br>- Sort and group materials and resources and talk about how they are similar or different.<br>- Name and describe basic features of plants and trees<br>- Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.<br>- Describe some ways that plants or animals should be cared for in order for them to survive<br>- (EP)Match animals to their young |

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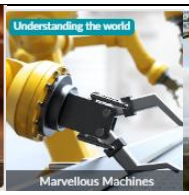
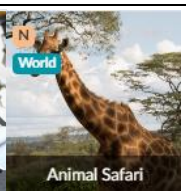
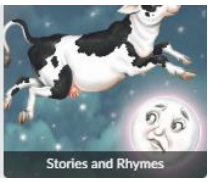
| | - Make observations about the world around them. |
| Expressive Art and Design |    Represent different parts of the human body from observation, imagination or memory with attention to some detail.<br>Name and explore a range of everyday products and begin to talk about how they are used.<br>Explore, build and play with a range of resources and construction kits with wheels and axles.<br>Identify products that use electricity to make them work.<br>Create art in different ways on a theme, to express their ideas and feelings.<br>Share their creations with others, explaining their intentions and the techniques and tools they used.<br>Communicate their ideas as they are creating artwork.<br>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.<br>Use digital devices to take digital images or recordings of their creations to share with others.<br>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. |

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| | Learn and sing songs and rhymes as part of a larger group.<br>Construct simple structures and models using a range of materials.<br>Make or follow very simple symbols and marks to play music.<br>Tap or clap simple repeated rhythms.<br>Adapt and refine their work as they are constructing and making.<br>Listen to a variety of music and talk about how it makes them feel.<br>Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.<br>Observe how activities are going and adapt their ideas if necessary.<br>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.<br>Use primary and other coloured paint and a range of methods of application.<br>Cut, tear, fold and stick a range of papers and fabrics.<br>Select appropriate tools and media to draw with.<br>Make simple prints using a variety of tools, including print blocks and rollers.<br>Select appropriate materials when constructing and making.<br>Use natural materials and loose parts to make 2-D and 3-D art.<br>Draw or paint a place from observation or imagination.<br>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.<br>Describe what, why and how something was made and compare with others. |

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| | Explore artwork by famous artists and talk about their likes and dislikes.<br>Be aware of some different composers.<br>Explore significant products. |