



EYFS Skills Progression

This document outlines how key skills develop over time in EYFS to ensure children are ready for the next stage in their learning journey. The skills progression shows what will be explicitly taught over the year to ensure all children have the building blocks they need to achieve the early learning goals (ELG) at the end of YR. Children's starting points are taken into consideration when planning to make sure there is both support and challenge.

 Skill	T1	T2	T3	T4	T5	T6	 ELG
	Marvellous Me		Wonderful World		Let's Go Exploring		
	New beginnings	Experiences	Places and cultures	Growing	All things great and small	Royalty	
Communication & Language							
Listening, attention & understanding	<p>Understand how to listen carefully</p> <p>Understand why listening is important</p> <p>Be able to follow directions</p> <p>Engage in story times & poetry basket</p>	<p>Know what a question is</p> <p>Use how & why questions to find out more about what interests them (not always linked to learning)</p> <p>Respond to multi-step (minimum 2) instructions</p> <p>Listen to others & offer their own comments in a small group interaction (not always linked to learning)</p> <p>Listen to & respond to direct questions about learning during child-initiated sessions.</p>	<p>In whole-class discussions, allow others to speak & listen to their ideas.</p> <p>In whole-class discussions, understand the need to remain seated & focus on the speaker.</p> <p>Use how & why questions to find out more about learning</p>	<p>Follow a story without pictures or props</p> <p>Listen to & directly respond to what is said by adults & children during teacher-led activities</p>	<p>Retell familiar stories using key story words & phrases (including language from key texts)</p> <p>Listen to & directly respond to what is said by adults & more than one child during the same conversation.</p> <p>Understand & use questions (who, what when where why how)</p>	<p>Tell stories in own words using props & other resources</p> <p>In both whole-class & small group activities, listen to others & offer own comments linked to learning</p>	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>Engage in story times & poetry basket – develop familiarity with new vocabulary</p> <p>Talk to class teacher & other adults in school</p> <p>Speak in front of a small group</p>	<p>Speak in front of a small group & whole class (including sharing learning after SPLASH sessions)</p> <p>Revisit & embed vocabulary (poetry basket)</p> <p>To speak to other adults they see on a daily basis</p>	<p>To begin to develop confidence to acknowledge unfamiliar adults at school</p> <p>To use new vocabulary throughout the day</p> <p>To begin to use specific conjunctions to join ideas when talking (and, because) to peers during SPLASH.</p>	<p>To talk to unfamiliar adults around school, expressing own thoughts</p> <p>To use new vocabulary confidently in different contexts (including SPLASH and teacher directed time)</p> <p>Use conjunctions confidently to join ideas when talking to adults and peers during teacher directed inputs.</p>	<p>To clarify thinking, ideas and feelings through the use of talk, engaging with peers and adults in a range of contexts.</p> <p>Maintain a conversation around a theme with peers and familiar adults.</p>	<p>Use a range of tenses when talking to both familiar and unfamiliar adults around school</p> <p>To talk about why things happen particularly linked to learning in both SPLASH and teacher directed.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • 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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PSED							
Self-regulation	<p>To recognise different emotions exist</p> <p>To understand how people show emotions</p>	<p>To talk about how they are feeling</p> <p>To understand that not everyone feels the same</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To begin to consider the feelings of others.</p>	<p>To recognise when a situation is going is wrong and seek adult support to solve it</p>	<p>To control emotions using a range of techniques</p> <p>To begin to solve problems that arise on their own</p>	<p>To maintain focus during extended whole class teaching</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>

	To focus for a short time during whole class activities (5 minutes) To follow simple one step instructions given by an adult	To focus on an activity of choice for 5 minutes or more To follow 2 step instructions given by an adult	To focus during longer whole class inputs (10 minutes)	To consider the needs and feelings of others	Begin to set own targets and reflect on progress	To solve problems and manage situations and behaviour independently To follow multistep instructions (minimum of 3)	<ul style="list-style-type: none"> • 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 appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing self	To wash hands independently To put on coat independently To explore different areas of the EYFS environment To use the toilet independently To understand the need for rules	To understand the class rules and expectations To have confidence to try new activities To practise doing up zippers To develop independence when dressing up in fancy dress. To understand the importance of keeping their teeth clean	To begin to show perseverance and resilience in any challenges that are faced To practise doing buttons	To develop further independence when changing into Forest School clothing or dressing up.	To identify and name healthy foods To manage own basic needs independently and consistently	To understand the importance of healthy food choices To show high levels of involvement in teacher directed and chosen activities. To show a can do attitude	<ul style="list-style-type: none"> • 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	To communicate with familiar adults and peers To seek support of adults when needed To gain confidence to speak to peers and adults To turn take with support	To play with children who are playing the same activity To begin to develop friendships To have positive relationships with staff in EYFS To work as part of a teacher led group	To turn take with increasing independence To work as a group with minimal adult support To begin to develop relationships with other adults around the school	To listen to the ideas of other children and agree on a solution and compromise To build relationships with other adults around the school	To work as a group To maintain friendships with particular children	To confidently communicate with a range of adults around the school To have strong established friendships	<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 their own and to others' needs.
Physical Development							
Gross motor skills	To move safely in a space To stop safely To develop control when using equipment To use the pedals on a tricycle To participate in wake up shake up movement song	To practise throwing balls and bean bags To balance on a scooter To run and stop To follow a path and take turns	To try walking in different ways and directions To change speed when running To jump and land on your feet, in different ways, safely To develop control when hopping To develop ability to step – hop or skip	To explore ways of rolling a ball To explore throwing and catching To improve how we throw and catch to a partner To throw objects at targets To dribble a ball with hands To develop our ability to trap a ball	To move imaginatively to music Choose and link movements in response to different moods To create actions with a partner using turning and spinning To create rolling actions and perform them in a short phrase	To hold a position on different body parts showing stillness To create big and small body shapes To explore stretching and curling using apparatus To combine travelling with moments of stillness on apparatus	<ul style="list-style-type: none"> • 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.

			To explore changing direction to avoid others or obstacles (Travelling)	To travel with the ball at your feet (manipulating equipment)	To create mini beast actions from words in poems (Dance minibeasts)	To combine travelling with moments of stillness on apparatus To explore taking weight confidently and safely on hands and feet (Gymnastics)	
Fine Motor skills	To use a dominant hand To mark make using different shapes and representations in both SPLASH and teacher directed time To begin to use a tripod grip when mark making The thread large beads To use tweezers to transfer objects To squeeze playdough as part of dough disco To hold scissors and make bounce actions to make snips in paper	To begin to retrace lines using anticlockwise movements Hold scissors correctly to cut along straight lines To use tripod grip when using mark making tools in SPLASH and teacher directed time To draw lines, circles and shapes to draw pictures. To write taught letters using correct letter formation To begin to hold a knife correctly and cut food with support To roll sausages and balls during dough disco	To use a tripod grip more consistently when using mark making tools To hold scissors correctly to cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation in both SPLASH and teacher directed time	To use non-bouncy scissors, holding them correctly to cut out large shapes To write taught letters using the correct formation and control the size of the letters	To use non-bouncy scissors, holding them correctly to cut out small shapes To paint using thin brushes To begin to create drawings with some details	To use non-bouncy scissors, holding them correctly to various materials To create drawings with details To independently use a knife, fork and spoon to eat different meals	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Literacy							
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at books, holding them the correct way and turning pages To engage with poems, joining in with repeated phrases and actions	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories which are read to them To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes	To begin to retell stories To follow a story without pictures or props To begin to predict what might happen in a story To suggest how a story might end	To retell stories in own words To talk about the characters in the books that they are reading	To begin to answer questions about what they have read independently To take language and vocabulary from books and use throughout the day	To answer questions about what they have read To know that information can be retrieved from books	<ul style="list-style-type: none"> • 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 discussions about stories, non-fiction, rhymes and poems and during role play.
Word reading	To recognise their name To recognise Speed sounds (m a s d t l n p g o c k u b e f l h) Set 1 partial	To recognise speed sounds (m a s d t l n p g o c k u b e f l h s h r j v y w t h z c h q u x n g nk) Set 1 complete To recognise taught red words (the, I, you, my, to)	From T3 onwards the progression of skills is entirely based on individual starting points to reach the ELG. To make progress children will follow the small steps of Read Write Inc including; reading books matched to their phonic ability, read words with double letters, recognise digraphs and split digraphs and recognise a number of taught red words. <ul style="list-style-type: none"> • Set 2 ay ee igh ow oo oo ar or air ir ou oy • Set 3 ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious 				<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.

	To begin to blend sound together to read words using the taught sounds	To blend sounds to read words using taught sounds To begin to read short phrases and captions using taught sounds and red words To read books matching their phonics ability	<ul style="list-style-type: none"> RED WORDS - your said was are of want what they he me we she be no so go old her do does all tall small many any one anyone some come watch who where there here were brother other mother father love above two once buy worse walk talk bought caught through thought whole wear could would should great saw why now how down over my by son water school ball everyone their people 				• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	To copy their name To give meaning to the marks that they make To write initial sounds To copy taught letters	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To write CVC words using taught sounds	To form lower case letters correctly To begin to write sentences using finger spaces To spell words using taught sounds To spell some red words correctly when writing in SPLASH and teacher directed time	To begin to form capital letters To use finger spaces consistently to separate words To understand a full stop is used at the end of a sentence.	To begin to use capital letters at the start of a sentence and a full stop at the end. To begin to read back their work To spell longer words using known sounds	To form lowercase and capital letters correctly. To consistently write letters using correct formation and appropriate sizing, sitting letters on lines To read back work and check that it makes sense, editing where necessary	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.

Maths

Number	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise numbers to 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate the number of objects	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity	To solve simple number problems To recap the composition of each number to 10 To know the addition and subtraction facts to 10 To know doubling facts	<ul style="list-style-type: none"> • 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	To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare quantities to 5 using appropriate vocabulary of more and less To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the difference between odd and even numbers up to 8 To combine two groups of objects and tell the number story associated with this,	To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects	To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19	To count to 30 and beginning to count higher (100) To know that 1, 3, 5, 7 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10	<ul style="list-style-type: none"> • 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, double facts and how

			using appropriate mathematical vocabulary	To take away objects and count how many are left	To find missing number in an addition and subtraction sentence problems	To share quantities equally To combine groups Of 2s, 5s and 10s	quantities can be distributed equally.
<i>Shape, space & measure</i>	<i>To match objects</i> <i>To sort objects</i> <i>To compare capacity, length, height and size</i> <i>To finish a repeating pattern of 2 objects or colours</i> <i>To recognise and name circle and triangle</i> <i>To recognise 1p and 2p</i> <i>To recognise 1 o'clock 2 o'clock 3 o'clock</i>	<i>To recognise square and rectangle</i> <i>To recognise 5p</i> <i>To recognise 4 o'clock and 5 o'clock</i>	<i>To order objects by height and length</i> <i>To order days of the week</i> <i>To measure height using cubes</i> <i>To measure time</i> <i>To recognise 6, 7 8 o'clock</i> <i>To begin to name 3D shapes</i> <i>To explore the properties of 3D shapes</i>	<i>To recognise 9 and 10 o'clock</i> <i>To recognise 10p</i> <i>To begin to name 3D shapes</i> <i>To explore the properties of 3D shapes</i>	<i>To measure capacity</i> <i>To describe the properties of 3D shapes</i> <i>To make pictures with shape arrangements</i>	<i>To add money</i> <i>To recognise the time to o'clock</i> <i>To finish a repeating pattern</i> <i>To make patterns using shapes</i> <i>To name and describe 2D and 3D shapes</i>	<i>There is no early learning goal that directly relates to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</i>
Understanding the world							
Past & present	To know about their own life story To be able to talk about my own life story To know how they have changed	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (links to Christmas Nativity, remembrance) To begin to know that emergency services exist and what they do to help us (fires safety)	To know about figures from the past	To talk about the lives of people around us	To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning Palaeontologist)	To know about the past through settings, characters and events encountered in books read in class and storytelling (Queen's Jubilee/Castles)	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 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 & communities	To talk about the people that make up their family To identify similarities and differences between themselves and their peers To think about what make them individual and special	To know about people who help us within the community To talk about the Christmas Story and how it is celebrated	To know the name of the road and town the school is located in To know that simple representations are used to identify features on a map To know about the immediate environment To talk about Chinese new Year (1 st Feb)	To know that there are many countries around the world To know that Christians celebrate Easter	To know that people in other countries may speak different languages (introduce simple French)	To know that people in other countries may speak different languages (introduce simple French)	• 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, 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	<p>To ask simple questions about the natural environment</p> <p>To respect and show care for the natural environment</p>	<p>To know about and recognise the signs of Autumn</p> <p>To be able to talk about experiences of autumn in the natural environment as part of independent play</p>	<p>To recognise and compare the signs of Winter</p> <p>To know some important processes and changes in the natural world, including states of matter (melting and freezing)</p> <p>To know about the features of the immediate environment and how it may be different to other places</p> <p>To name different types of weather (rain, snow, wind, cloudy, sunshine) through use of daily weather chart</p> <p>To know that rain is formed when water droplets that makes clouds become too heavy</p>	<p>To know about and recognise the signs of Spring</p> <p>To compare the signs of Spring to the seasons already taught</p> <p>To be able to plant seeds and say what a seed needs to help it grow</p> <p>Plant crops in the garden area.</p> <p>To observe the growth of seeds and talk about changes</p> <p>To draw pictures of plants to observe the changes in them</p> <p>To know how to care for growing plants</p> <p>To learn the lifecycle of a plant</p>	<p>To learn about the lifecycle of some animals (caterpillar, chick for example)</p> <p>To know that some animals are nocturnal.</p> <p>To understand that animals live in different habitats</p> <p>To compare different habitats or animals</p> <p>To know that dinosaurs existed a long time ago and what happened to them</p> <p>To compare the features of different dinosaurs and know that they were different</p>	<p>To know and recognise the signs of Summer</p> <p>To know that some things in the world are natural and some things are manmade.</p> <p>To understand the term harvest and harvest the vegetables and fruits planted in the spring term</p> <p>To know important processes and changes in the natural world including states of matter (floating and sinking)</p>	<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.
<i>Technology</i>	<p>To show an interest in technological toys such as IWB, iPads, electronic toys, toys with pulleys, knobs and buttons.</p> <p>To use the IWB to mark make and create pictures, selecting choices such as colour and size of pen.</p> <p>To learn about the importance of being safe online (digiduck) https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/</p>	<p>Use the IWB to change games and programmes</p> <p>To programme a simple code</p>	<p>To take photos using an ipad</p> <p>To take a photo to add to a tapestry story</p>	<p>To type their name using an uppercase keyboard</p> <p>To explain why we need to be safe on the internet.</p>	<p><i>There are no early learning goals that directly relate to computing objectives though it is still expected that children will be introduced to appropriate technology and use it within their provision.</i></p>		
Expressive Arts & Design							
Creating with materials	<p>To name colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (glue stick)</p> <p>To use different construction materials</p> <p>To explore simple cooking techniques (rubbing)</p>	<p>To experiment with mixing colours</p> <p>To share creations they have made</p> <p>To use natural objects to create a piece of art</p> <p>Explore using different techniques for joining materials (tape, glue stick)</p> <p>To explore simple cooking techniques (melting ingredients)</p>	<p>To use colours for a particular purpose</p> <p>To explore using different mark making tools such as pencils, chalks, pastels, felt pens</p> <p>Explore using different techniques for joining materials (tape, glue stick, PVA glue)</p> <p>To begin to make own props and costumes for different role play scenarios</p> <p>To explore simple cooking techniques (icing)</p>	<p>To share creations and talk about the process</p> <p>Explore using different techniques for joining materials (tape, glue stick, PVA glue, split pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To create observational drawings</p> <p>To explore simple cooking techniques (grating)</p>	<p>To know which prime colours mix together to make secondary colours</p> <p>To plan what they are going to make</p> <p>To know about an artist and represent their work (Matisse)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To explore simple cooking techniques (adding flavours)</p>	<p>To know similarities and differences between some materials</p> <p>To know about an artist and represent their work (Kandinsky) and compare it to previous artists learnt about</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>To share creations and talk about the process, giving some evaluation of their work.</p>	<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.

<p>Being imaginative & expressive</p>	<p>To sing and perform simple rhymes for poetry basket</p> <p>To experiment with different instruments and their sounds</p> <p>To use costumes and resources to act out narratives</p>	<p>To sing and perform in the Christmas production</p> <p>To learn and perform simple lines as part of the Christmas production</p> <p>To begin to build up a repertoire of songs and rhymes</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To understand that music has a pulse</p> <p>To create a musical pattern with body parts</p> <p>To understand that music exists in different pitches</p> <p>To say if something is a low pitch or and high pitch and begin to match this characters</p>	<p>To recite various songs and rhymes learnt so far this year</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn new dance routines</p> <p>To create musical patterns using tuned instruments</p> <p>To act out well known stories</p> <p>To begin to create narratives based around stories</p>	<p>To invent own narratives, making costumes and resources</p> <p>Perform poetry to an audience</p> <p>To create narratives with detail based on own ideas and linked to stories</p>	<ul style="list-style-type: none"> • 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.
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