



EYFS Progression of Skills



Progression of Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding 	To understand how to listen carefully To understand why listening is important To be able to follow directions To listen to stories To listen carefully to rhymes and songs, paying attention to how they sound.	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more and check they understand what has been said to them To begin to understand humour To understand a range of complex sentence structures To learn rhymes, poems and songs.	To retell a story, some as exact repetition and some in their own words. To follow a story without pictures or props To talk about stories to build familiarity and understanding.	To understand questions such as who, what, where, when, why and how	To 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking 	To talk in front of a small group To develop social phrases To talk to class teacher and LSAs To learn new vocabulary	To answer questions in front of whole class. To describe events in some detail To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To connect one idea or action to another, using a range of connectives when talking in sentences e.g. and, because	To share their work to the class-standing up at the front To use new vocabulary in different contexts To engage in non-fiction books To listen and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events, e.g. explain how things work and why they might happen To use talk to help work out problems	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses To share their ideas and thoughts in well-formed sentences.	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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



EYFS Progression of Skills



Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one- step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two- step instructions To see themselves as a valuable individual, identifying own strengths and talents.	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others, including thinking about the perspectives of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To 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 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 coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently To understand the importance of oral hygiene	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities To understand the importance of regular physical activity To understand the importance of healthy food choices	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles To dress independently	To develop independence when dressing and undressing for activities such as P.E and Forest School To understand sensible amounts of screen time To understand the impact of screen time on their overall health and well-being. To be aware of how to stay safe online.	To identify and name healthy foods To manage own basic needs independently (personal hygiene) To understand the importance of having a good sleep routine. To show a 'can do' attitude	To show resilience and perseverance in the face of challenge To put uniform on and do up zips, buttons and buckles with minimal support To understand how to be a safe pedestrian (road safety). To understand how to keep safe in the sun.	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.



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Building Relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To develop positive relationships	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school, building constructive and respectful relationships	To have confidence to communicate with adults around the school To have strong friendships	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.
Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills 	To move safely in a space To stop safely To develop control when using equipment (throwing, catching, kicking, pushing, patting, rolling) To follow a path and take turns To work co-operatively with a partner To learn how to jump, hop and skip To change speed and direction. To balance	To run and stop on command To change direction To explore different ways to travel using equipment (climbing) To move in time to music To use counting to help to stay in time with the music when copying and creating actions To move in different ways (rolling, crawling, walking, running) To dribble using hands To roll and track a ball To explore a range of large and small apparatus	To develop accuracy when throwing to a target To throw and catch with a partner, using different sized balls To dribble a ball using feet To develop kicking and passing skills using different sized balls To develop hand-eye co-ordination To balance an object on different body parts To show increasing body strength (including core muscle strength to achieve good posture when sitting at a table or on the floor)	To create short sequences using shapes, balances and travelling actions To balance & safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together, using apparatus To move safely with confidence and imagination, communicating ideas through movement To develop agility	To explore movement using a prop with control and co-ordination expressing ideas To throw using both overarm & underarm movements To show increasing control when jumping from height To transition between different ways of moving To move with control & co-ordination, copying, linking & repeating actions To remember & repeat actions, exploring pathways & Shapes To combine different movements with ease & fluency	To develop accuracy when throwing & practise keeping score To throw different sized balls at a target To develop batting & aiming skills using different sized balls To follow instructions & move safely when playing tagging games To learn to play against an opponent To play by the rules & develop co-ordination To work cooperatively as a team To develop a fluent style of moving, showing control & grace To show precision & accuracy during activities involving a ball	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.



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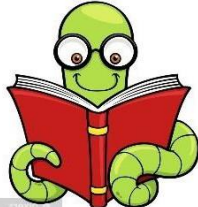
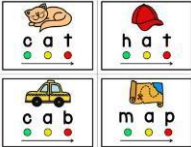
Fine Motor Skills 	To use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and make snips in paper	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	Hold a pencil effectively in preparations 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.
	To mark make using different shapes	To develop cutting skills	To thread small beads	To hold scissors correctly and cut out large shapes	To form lower case letters correctly	To create drawings with details	
	To begin to use a tripod grip when using mark making tools	To use a tripod grip when using mark making tools	To use small pegs	To write letters using the correct letter formation and control the size of letters	To begin to form some capital letters	To form lower- and upper-case letters correctly	
	To thread large beads	To accurately draw lines, circles and shapes to draw pictures	To stack and balance objects	To use a hammer, saw and screwdriver	To paint using thinner paintbrushes	To independently use a knife, fork and spoon to eat a range of meals	
	To use large pegs	To write taught letters using correct formation	To use a hammer and saw	To weave paper and fabrics	To develop the foundations of a fast, accurate and efficient handwriting style	To develop sewing and threading skills	
	To begin to copy letters	To begin to hold a knife correctly and use to cut food with support	To use tweezers to pick up and transfer objects	To use cutlery appropriately		To hold scissors correctly and cut along a straight and zigzagged lines	
	To hold a fork and spoon correctly	To do up a zip	To use a knife and fork to cut independently			To learn how to tie a show lace	
	To develop a good writing position/ posture		To line up and queue behind their peers.			To form letters using a tripod grip	
	To use a variety of media to practise letter formation		To handle scissors and glue effectively				



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Progression of Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories using recently introduced vocabulary To begin to predict what may happen in the story To suggest how a story might end	To retell a story using vocabulary influenced by their book To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To 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 discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading 	To recognise their name To recognise taught Level 2 sounds To recognise taught Level 2 Tricky Words To begin to blend and segment sounds together to read words using the taught sounds To hear initial sounds in words	To recognise taught Level 2 sounds and tricky Words To blend sounds to read words using taught sounds To read books matching their phonics ability To read individual letters by saying the sounds for them	To recognise taught Level 2 and 3 sounds and tricky words To read words with double letters (ll, ff, ss, zz) To begin to read captions and sentences using taught sounds with some support To begin to read longer words To read books matching their phonics ability To identify some digraphs and say the sounds for them	To recognise taught Level 2 and 3 sounds and tricky words To read simple phrases and sentences containing taught sounds To read longer words including those with double letters To read sentences containing Tricky Words and digraphs To read books matching their phonics ability To read words containing digraphs and trigraphs	To recognise taught Level 2 and 3 sounds To recognise taught Level 2, 3 and 4 Tricky words To read words with short vowels and adjacent consonants To read longer words To read compound words To read longer sentences containing Level 4 words and Tricky Words To read books matching their phonics ability with increasing fluency and confidence	To recognise taught Phase 2 and 3 sounds To recognise taught Phase 2, 3 and 4 Tricky words To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read longer sentences containing Level 4 words and Tricky Words To re-read books to develop their word reading, fluency and understanding	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.



EYFS Progression of Skills



Writing 	To copy, trace and then write their name	To use the correct letter formation of taught letters	To form lower- case letters correctly	To form lower- case letters correctly (a-z)	To begin to form some capital letters	To form lower- case and capital letters correctly	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.
	To give meanings to the marks they make	To write words and labels using taught sounds	To write CVC and CVCC words using taught sounds	To make phonetically plausible spelling attempts	To understand that sentences start with a capital letter and end with a full stop	To begin to write longer words and compound words which are spelt phonetically	
	To copy taught letters	To write initial sounds in words	To begin to write captions using taught sounds	To phonetically spell words using taught sounds	To write sentences using a capital letter, finger spaces and full stop	To spell some taught tricky words correctly	
	To begin to form some letters independently	To write initial sounds in words	To begin to write a list of words using taught sounds, e.g. writing a shopping list	To spell some taught tricky words correctly	To begin to write longer words which are spelt phonetically	To re-read what they have written to check that it makes sense	
	To write initial sounds	To begin to write CVC words using taught sounds	To spell simple words using taught sounds	To write short/ simple phrases	To begin to use capital letters at the start of a sentence	To write a description, e.g. setting, character, object	
	To draw and label pictures	To write words representing the sounds with a letter/ s	To spell some taught tricky words correctly	To write "I can see..." sentences	To use finger spaces and full stops when writing a sentence		
			To write labels/ phrases representing the sounds with a letter/s	To spell words by identifying the sounds and then writing the sounds with letter/s	To spell some taught tricky words correctly		
				To write simple phrases and sentences using recognisable letters and sounds	To write for different purposes		



EYFS Progression of Skills



Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number 	To recognise numbers 1-3 To begin to subitise to 3 To find one more / one less than numbers to 3 To have a deep understanding of numbers 1-3 To explore the composition of 2 and 3 To count out loud To count with 1:1 correspondence To identify number bonds to 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more / one less than numbers to 5 To explore the composition of 4 and 5 To count objects, actions and sounds To identify number bonds to 5 To have a deep understanding of numbers 1-5	To recognise numbers 0-8 To subitise to 8 To find one more / one less than numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity up to 8 To identify number bonds to 5 To have a deep understanding of numbers 1-8	To recognise numbers 0-10 To subitise to 10 To explore the composition of 9 and 10 To practise number bonds to 10 (addition) To find one more / one less than numbers to 10 To estimate a number of objects (up to 10) To have a deep understanding of numbers 1-10	To recognise numbers to 20 To subitise to 10 To revise number bonds to 10 To explore how to make numbers above ten using tens and ones To count forwards and backwards within 10 To match the number to quantity up to 15 To understand the relationship between consecutive numbers	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts within 10 To verbally count above 20 To match the number to quantity up to 20	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 doubling facts.
Numerical Patterns 	To compare amounts, say which group has more/ less To compare quantities to 3 To orally count to 5 To continue, copy and create repeating patterns (AB) To compare size, mass and capacity	To compare quantities to 5 To use positional language To identify and describe 2D shapes	To count objects to 10 To compare quantities to 8 To compare mass and capacity To understand what makes a pair To combine two groups of objects	To orally count to 15 To compare quantities to 10 To explore length, height and time To identify 3D shapes To compare numbers up to 10 To continue, copy and create repeating patterns (ABB, AAB)	To build and identify numbers to 20 To add more and take away within 20 To orally count to 20 To match patterns using tangrams and shapes To select, rotate and manipulate shapes To add and subtract using number sentences	To explore if a number is odd or even within 20 To share and group quantities equally To orally count above 20 To develop spatial reasoning skills To compose and decompose shapes to recognise a shape can have other shapes within it, like numbers	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 quantities can be distributed equally.



EYFS Progression of Skills



Progression of Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present 	To know about my own life-story To know how I have changed since I was a baby	To understand why we have Remembrance Day To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To comment on images of familiar situations in the past.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To talk about how transport has changed over time, discussing similarities and differences.	To know about the past through settings, characters and events encountered in books read in class and storytelling To talk about how houses and homes are similar/ different to those in the past.	To know about the past through settings, characters and events encountered in books read in class and story telling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To understand the difference between past and present.	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 experience 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 	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know about features of the immediate environment. To talk about members of their immediate family and community.	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions and beliefs To know that simple symbols are used to identify features on a map To draw information from a simple map. To recognise that people celebrate in different ways.	To talk about the lives of the people around us. To talk about Chinese New Year. To understand that some places are special to members of their community.	To know that Christians celebrate Easter.	To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To explore different habitats	To know that there are many countries around the world To make comparisons between countries around the world, identifying similarities and differences.	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 (where appropriate) maps.



EYFS Progression of Skills



The Natural World 	To explore and ask questions about the natural environment around them To respect and care for the natural environments To know about features of the world and Earth (land and sea) To explore the natural world around them, describing what they see, hear and feel when outside. To talk about their different body parts	To know about and recognise the signs of Autumn To understand the terms 'same' and 'different' To understand the effect of the changing seasons on the natural world around them.	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter To explore the natural world around them, describing what they see, hear and feel when outside. To understand the effect of the changing seasons on the natural world around them. To investigate floating and sinking To explore melting and solidifying.	To know about and recognise the signs of Spring To talk about features of my own immediate environment and how they might vary from another. To learn about different environments To explore different materials and their properties. To understand what materials a magnet can pick up To understand the effect of the changing seasons on the natural world around them.	To learn about lifecycles of animals (chick, butterfly, frog) To know that some animals are nocturnal. To know about and recognise the signs of Summer To make observations about animals, discussing similarities and differences To recognise some environments that are different to the one in which they live.	To observe the growth of seeds and talk about changes To know how to care for growing plants To make observations about plants, discussing similarities and differences To learn about the plant life cycle To understand the effect of the changing seasons on the natural world around them. To explore the natural world around them, describing what they see, hear and feel when outside.	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 season and changing states of matter.
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EYFS Progression of Skills



Progression of Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials 	To name colours To experiment with mixing colours (primary to make secondary) To create simple representations of people and objects To draw and colour with pencils and crayons To create a self-portrait To practise leaf rubbing	To use colours for a particular purpose To share their creations To safely explore different techniques for joining materials (Glue Stick, PVA) To experiment with different textures To make a diva lamp – exploring and molding with clay Knowing which tape or glue to use for different purposes.	To experiment with different mark making tools such as art pencils, pastels, chalk To make 2D collages To collaborate with their peers, sharing resources, ideas and skills	To use natural objects to make a piece of art – vegetable printing To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios	To recap which prime colours you mix together to make secondary colours To plan what they are going to make To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To make 3D models – junk modelling To explore colour mixing with water colour paints To explore a variety of artistic effects to express their ideas and feelings (e.g. wax resist)	To know some similarities and differences between materials To make different shades of the same colour To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To return to and build on previous learning To adapt their work where necessary, refining ideas and developing their ability to represent them. To join using sewing, treasury tags or split pins	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.



EYFS Progression of Skills



Being Imaginative and Expressive 	To sing and perform nursery rhymes and songs To listen attentively to pieces of music To talk about whether they like or dislike a piece of music – expressing their feelings and responses To create musical patterns using body percussion To use costumes and resources to act out narratives To re-enact home situations in home corner role play area	To perform songs in the Christmas Play To sing and perform nursery rhymes and songs To experiment with different instruments and their sounds To listen to a range of instruments and identify similarities and differences. To begin to build up a repertoire of songs To sing entire songs in front of a small group To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using untuned instruments To create narratives based around stories To experiment with different instruments and their sounds To tap/ clap to a rhythm. To enact real-life situations in the shop role play area. To move to music To develop storylines in their pretend play	To perform songs at the Easter Service To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play To move in time to music To make up their own dances To join in with choreographed dances To enact real-life situations in the restaurant role play area. To sing as part of a group, showing increasingly matching pitch and following the melody accurately.	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories (Gruffalo) To follow a musical pattern to play tuned instruments To create narratives based around stories To explore and match different pitch tones To watch dances and share their feelings and responses To sing on their own	To perform in front of the whole class or a group To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their own narratives, stories and poems, making costumes and resources To perform their own dances using steps and techniques that they have learned. To enact real-life situations in the garden centre role play area.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know 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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