



EYFS progression of skills and knowledge

	Term 1 Marvelous Me! Superheroes	Term 2 From here to there Celebrations from around the world!	Term 3 Space Celebrations from around the world!	Term 4 On the Farm Celebrations from around the world!	Term 5 Growth	Term 6 Dinosaurs
Communication and language	<p>To understand how to listen carefully and why listening is important</p> <p>To develop social phrases</p> <p>To engage in story times</p> <p>To listen and talk about stories</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Listen to and learn rhymes, songs and poems</p> <p>Understand questions focusing on who and where</p>	<p>To listen and talk about stories to build familiarity and understanding</p> <p>Articulate their ideas in a well formed sentence</p> <p>To follow simple instructions</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p> <p>To understand questions focusing on what</p>	<p>To connect one idea to another using a range of connectives</p> <p>Identify key events in a story and begin to re-tell story in their own words</p> <p>To follow instructions with 2 or more parts</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p> <p>To understand questions focusing on when</p>	<p>Re-tell a story, once they have developed a familiarity with a text; some in their own words.</p> <p>Engage in non-fiction books</p> <p>To describe events in some detail</p> <p>Use talk to help organise thoughts and activities</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p> <p>Understand questions focusing on why and how</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Engage in non-fiction books</p> <p>To re-tell a story</p> <p>To follow instructions with 3 parts</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p>	<p>Use talk to help work out problems and organise thinking; explaining why things might happen</p> <p>Ask question to find out more and to check they understand what has been said to them</p> <p>Listen and talk about selected non-fiction and develop a deep familiarity with new knowledge and vocabulary</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p>
ELG	<p>Listening, Attention and Understanding • 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.</p> <p>Speaking • 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.</p>					

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PSED	<p>Talk about their feelings Understand how others might feel Identify and moderate their own feelings socially and emotionally</p> <p>Becoming aware of their similarities and differences to others Develop their sense of their part in our school community</p> <p>Follow rules and understand why they are important</p> <p>Begins to tolerate situations where their needs are not met</p>	<p>Talk about their feelings using words like happy, sad, angry or worried. Express their feelings Begin to understand how others are feeling Think about the perspective of others Will seek support from adult if needed</p> <p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of the rules.</p> <p>Begin to identify and manage their own needs.</p>	<p>Express their feelings and consider the feelings of others. Can moderate their own feelings socially and emotionally Understand others may have a different point of view</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Identify and manage their own needs</p> <p>Knows ways to repair a relationship when they have had a falling out</p>	<p>Can name rules and know why they are important</p> <p>Practices skills of assertion, negotiation and compromise</p> <p>Can talk to others about their own needs, wants and opinions</p> <p>Can independently repair a relationship after a falling out</p> <p>Is confident to talk to new people and try new things</p>	<p>Understand others might have a different point of view and understand why Celebrates their similarities and differences to others Build respectful relationships See themselves as a valuable individual</p> <p>Can talk to others about their own needs, wants and opinions Has a clear idea of what they want to do in their play</p> <p>Develops an understanding of justness and fairness</p>	<p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of a challenge</p> <p>Build constructive and respectful relationships</p> <p>Is able to manage conflict with increasing independence.</p>
ELG	<p>Self-Regulation • 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.</p> <p>Managing Self 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. 20 Building Relationships 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.</p>					

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Physical Development	<p>Develop their movement skills including; rolling, crawling, walking, hopping, skipping and climbing. Shows an awareness of space. Skip, hop, stand on one leg and hold a pose. Creates lines and circles pivoting from shoulder and elbow</p> <p>Start to eat independently using a knife and fork. Begin to use one handed tools and equipment. Develop their fine motor skills so that they can use a range of tools competently.</p>	<p>Develop overall body-strength, balance, coordination and agility. Experiments with ways of moving</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Use one handed tools and equipment, for example making snips in paper with scissors. Begins to use anti-clockwise movement and retrace vertical lines.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Jumps off an objects and lands appropriately.</p> <p>Be increasingly independent as they get dressed/ undressed Make healthy choices about food, drink, activity and tooth-brushing. Begins to form recognisable letters</p>	<p>Progress towards a more fluent style of moving Combine movements with ease and fluency. Progress to a more fluent style of moving, with style and grace Are increasingly able to use and remember sequences of movements.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently Uses a pencil effectively to form letters, most of which are correctly formed</p>	<p>Develop skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Know and talk about factors that support overall health and well-being</p> <p>Develop the foundations of a handwriting style with is accurate</p>	<p>Develop skills including throwing, catching, kicking, passing, batting and aiming. Develop and refine a range of ball skills.</p> <p>Develop the foundations of a handwriting style with is fast, accurate and efficient.</p>
ELG	<p>Gross Motor Skills • 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. Fine Motor Skills • 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.</p>					

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Literacy	<p>Understand that print has meaning</p> <p>Recognise rhyme and alliteration and being to orally blend</p> <p>Develop phonological awareness</p> <p>Read individual letters by saying the sounds for them (set 1 alphabet sounds)</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Ascribes some meaning to marks</p> <p>Write some letters accurately</p> <p>Write some of their name</p> <p>Listens to and joins in with repeated refrains</p> <p>Shows interest in illustrations in books</p>	<p>Understand that print has meaning; can have different purposes and text is read left to right</p> <p>Develop phonological awareness</p> <p>Read individual letters saying the sounds for them</p> <p>Read some digraphs (set 1 digraphs)</p> <p>Blend sounds in words</p> <p>Write some letters accurately</p> <p>Begin to write sounds in words</p> <p>Talks about events and characters in books</p>	<p>Continue to develop phonological awareness</p> <p>Read individual letters saying the sounds for them (start set 2 sounds)</p> <p>Blend sounds in words</p> <p>Begin to read some common exception words</p> <p>Write some letters accurately</p> <p>Begin to write sounds in words</p> <p>Begin to write short phrases</p> <p>Begin to make predictions about books</p>	<p>Read individual letters saying the sounds for them (continue to learn set 2 sounds)</p> <p>Blend sounds in words</p> <p>Read simple words and phrases</p> <p>Read some common exception words</p> <p>Begin to write short sentences</p> <p>Write some letters accurately</p> <p>Write sounds in words</p> <p>Begin to write sentences</p> <p>Begin to retell and make up her own stories</p>	<p>Read some common exception words</p> <p>Read simple words and phrases</p> <p>Re-read books to build up their confidence in word reading</p> <p>Spell words by identifying the sounds and then writing the sounds</p> <p>Write short sentences with words and using a capital letter and full stop</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Describes main story settings, events and principal characters in increasing detail</p>	<p>Read some common exception words</p> <p>Read simple words and phrases</p> <p>Re-read books to build up their confidence in word reading</p> <p>Form lower case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sounds</p> <p>Write short sentences with words and using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p>
ELG	<p>Comprehension • 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.</p> <p>Word Reading • 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.</p>					

	Writing • 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					
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Maths	<p>Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation)</p> <p>Use one to one correspondence (touch each object and give it a number)</p> <p>Know that the last number counted gives the total so far</p> <p>Count forwards and backwards 0- 10</p> <p>Count objects, actions and sounds</p> <p>Count out objects from a larger group</p> <p>Subitise to 5</p> <p>Compare two objects by size</p> <p>Respond to language of position and direction</p> <p>Continue, copy and create a pattern</p>	<p>Show finger numbers up to 10</p> <p>Recognise numerals 0- 10</p> <p>Link the numeral with its cardinal value 1 to 10</p> <p>Compare collections of different amounts using language such as 'more /fewer/same'</p> <p>Know that a number does not change if things are rearranged</p> <p>Develop shape awareness through construction</p> <p>Compare two items by length, weight or height</p> <p>Identify the unit of repeat in a pattern</p>	<p>Count forwards and backwards beyond 20 recognising patterns of the counting system</p> <p>Estimate how many objects they can see and check by counting</p> <p>Use reasoning to compare numbers and quantities</p> <p>Explore the composition of numbers 1-5</p> <p>Relate addition to combining 2 groups</p> <p>Read an addition calculation with + and – and solve</p> <p>To relate subtraction to taking away</p> <p>To read a subtraction calculation with – and = and solve</p> <p>Compare two items by capacity</p>	<p>Explore using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>Know the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers 6-10</p> <p>Record number stories using pictures, numbers and symbols (e.g. arrows) (relating to +)</p> <p>To solve addition and subtraction calculations using jottings</p> <p>Identify similarities between shapes</p> <p>Show an awareness of comparison in estimating and testing</p> <p>predicting</p> <p>Compare indirectly</p>	<p>Explore how quantities can be distributed equally (within 10)</p> <p>Explore and represent odd and even number patterns within numbers up to 10</p> <p>Explore doubles facts to 10</p> <p>Automatically recall number bonds to 5</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Show an awareness of properties of shape</p> <p>Describe properties of shape</p>	<p>Compare quantities up to ten</p> <p>Automatically recall number bonds to 10</p> <p>Begin to explore and solve mathematical problems involving addition and subtraction</p> <p>Begin to use time to sequence events</p> <p>Begin to experience different time durations</p> <p>Identify patterns around us</p> <p>Recognise the relationship between the size and number of units</p> <p>Begin to use units to compare things</p> <p>Create a repeating pattern</p>
ELG	<p>Number 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.</p>					

Numerical Patterns • 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.						
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Understanding the world	<p>Begin to make sense of their own life story and family's history Comment on images of familiar situations in the past (Own family history/how they have changed over the years) Learn about important people in school and their roles.</p> <p>Talk about members of their immediate family and community Name and describe people who are familiar to them</p> <p>Explore collections of materials with similar and different properties. Talk about differences between materials and changes they notice Explore the natural world around them</p> <p>Use all their senses in hands on exploration.</p>	<p>Learn about key figures and events from the past (Gunpowder plot) Learn about emergency services and how they help us</p> <p>Continue to develop positive attitudes about the differences between people Know that there are different countries in the world Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Compare and contrast figures from the past (Neil Armstrong) Comment on images from the past (moon landings) Explore collections of materials with similar and difference properties (making rockets) Explore and talk about different forces they can feel Draw information on a simple map</p> <p>Comment on images from familiar situations from the past Compare and contrast stories from the past Learn about key figures and events from the past</p> <p>Explore collections of materials with similar and different properties.</p>	<p>Draw information on a simple map Explore how things work</p> <p>Know that there are difference countries around the world and explore similarities and differences between them. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them</p>	<p>Plant seeds and take care of growing plants Understand need to care for all living things Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Makes observations of animals and plants and explains why some things occur, and talks about changes Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p>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 (Dinosaurs)</p> <p>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 Begin to understand the need to respect and care for the natural environment and all living things</p>

		<p>Notice changes in states of matter (Ice forming and melting)</p>	<p>Talk about differences between materials and changes they notice. Begin to understand the need to respect and care for the natural environment.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Notice changes in states of matter (Baking bread)</p>		<p>Know that there are different countries around the world and explore similarities and differences between them.</p>
ELG	<p>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 experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People Culture and Communities • 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.</p> <p>The Natural World • 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.</p>					

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Expressive Arts and Design	<p>Create closed shapes with continuous lines and use these shapes to represent objects</p> <p>Explore colour and colour mixing</p> <p>Explore different textures (Textured paint)</p> <p>Use body parts to print</p> <p>Explore different ways of joining (Glue)</p> <p>Join in with songs and rhymes, singing in a group</p> <p>Begin to sing the pitch of a tone sung by another person</p> <p>Make imaginative and complex small worlds with blocks and construction kits</p>	<p>Use tools for a purpose (Scissors, paintbrush, different drawing tools)</p> <p>Experiment with different line shapes (curved/zigzag/wavy)</p> <p>Develop their own ideas and the decide which materials to use to express them</p> <p>Explore different ways of joining materials together (Tape and Glue)</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Remember and sing entire songs</p> <p>Listen attentively and move to music</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (focus on collage)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Watch and talk about dance, expressing their thoughts and feelings</p> <p>Create own props for role play/story re-telling</p>	<p>Show different emotions in their drawings and paintings.</p> <p>Construct with different materials</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Join different materials (Split pins and elastic bands)</p> <p>Explore and engage in dance, performing in groups.</p> <p>Respond to what they have heard expressing different ideas</p> <p>Create own stories and narratives</p>	<p>Draw with increasing complexity and detail</p> <p>Explore mixing primary colours and knowing which secondary colours they will make</p> <p>Use items from natural world to print and make repeating patterns</p> <p>Notice features in the natural world, defining colours, shape, texture and smells in their own words</p> <p>Begin to use items from natural world to create shapes and patterns</p>	<p>Explore colour and colour mixing; knowing how to add white to lighten and black to darken a colour.</p> <p>Explore different textures (creating own textured paint/using natural and man-made materials in collage)</p> <p>Explore different ways of joining materials; discuss which method works best for different materials</p> <p>Sing in a group, increasingly matching the pitch and following the melody.</p> <p>Create and re-tell stories</p>
ELG	<p>Creating with Materials • 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> <p>Being Imaginative and Expressive • 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.</p>					

