

# Skills Progression 2022-2023 - Early Years Foundation Stage

## Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

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

## Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<b>Listening, Attention and Understanding</b>  <b>On entry –</b> listen to a short story with pictures or props  Respond to simple questions  Follow simple instructions	Understand how to listen carefully and demonstrate it in their actions  To understand why listening is important  To be able to follow directions  To understand and respond to simple why questions  Learn new vocabulary	Engage in story times, joining in with repeated phrases and actions  Begin to understand how and why questions  Respond to instructions with more than one step  Learn new vocabulary  Engage with non-fiction books	Ask questions to find out more  Begin to understand humour  Understand a range of complex sentence structures  Learn and use new vocabulary  Articulate their ideas and thoughts in well-formed sentences.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words  Follow a story without pictures or props  Learn and use new vocabulary	Understand questions such as who, what, where, when, why and how  Check they understand what has been said to them  Learn and use new vocabulary  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Have conversations with adults and peers with back and forth exchanges  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.	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.

<p><b>Speaking</b></p> <p><b>On entry</b></p> <p>Use sentences of 4-6 words</p> <p>Answer simple why questions</p> <p>Start a conversation with a child or adult and continue it</p> <p>Use talk to organise play</p>	<p>To talk in front of a small group</p> <p>Develop social phrases</p> <p>Talk to class teacher and TAs</p> <p>Learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>Talk in sentences using basic conjunctions e.g. and, because, or, but</p>	<p>To share their work to the class- standing up at the front</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>Link statements and stick to a main theme</p> <p>Learn new vocabulary</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Talk to different adults around the school</p> <p>Talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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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<b>Progression of Personal, Social and Emotional Development</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<p><b>Self-Regulation</b></p> <p><b>On entry</b></p> <p>Separate from carer easily</p> <p>Say if they feel happy, sad or worried</p> <p>Follow simple rules and instructions</p>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>Recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>	<p>To focus during longer whole class lessons</p> <p>To follow two-step instructions</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>To adapt behaviour to a range of situations</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p> <p>Express their feelings if they feel hurt or upset using descriptive vocabulary.</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>

							involving several ideas or actions.
<p><b>Managing Self</b></p> <p><b>On entry</b></p> <p>Select activities and resources</p> <p>Reliably dry and clean during the day</p> <p>Uses the toilet independently</p> <p>Puts on coat with minimal support</p>	<p>Wash hands independently</p> <p>Put coat and shoes on independently</p> <p>Get changed for Forest School with support</p> <p>Explore different areas within the indoor and outdoor environment</p>	<p>Understand the need to have rules</p> <p>Wash hands without reminders after using the toilet and before eating.</p> <p>Take off and put on own jumper.</p> <p>Have confidence to try new activities.</p>	<p>Begin to show resilience and perseverance in the face of challenge</p> <p>Practise doing up a zipper</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Develop independence when dressing and undressing for activities such as Forest School.</p> <p>To practise doing buttons</p> <p>Talk about healthy habits eg bedtime, oral healthcare,</p> <p>Identify and name healthy foods</p>	<p>Manage own basic needs independently</p> <p>Show high levels of resilience and perseverance</p>	<p>Understand the importance of healthy food choices</p> <p>Show a 'can do' attitude</p> <p>Talk about a range of healthy habits eg bedtime, oral healthcare, sensible screen time, e-safety and being a safe pedestrian</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

<p><b>Building Relationships</b></p> <p><b>On entry</b></p> <p>Plays with or alongside one or more other children, offering cues to play</p> <p>Understand gradually how other children might be feeling</p>	<p>Seek support of adults when needed</p> <p>Gain confidence to speak to peers and adults</p>	<p>Play with children who are playing with the same activity</p> <p>Begin to develop friendships</p> <p>Talk about what friendship is and who their friends are.</p> <p>Have positive relationships with all Year R staff</p>	<p>Begin to work as a group with support</p> <p>Use taught strategies to support turn taking eg sandtimer</p>	<p>Listen to the ideas of other children and agree on a solution and compromise</p> <p>Offer comfort to other children</p>	<p>Work as a group</p> <p>Begin to develop relationships with other adults around the school</p> <p>Think about the perspectives of others</p>	<p>Have confidence to communicate with adults around the school</p> <p>Have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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Progression of Physical Development							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b>Gross Motor Skills</b></p> <p><b>On entry</b></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Jump, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks, crossing the midline.</p>	<p>Move safely in a space</p> <p>Stop safely</p> <p>Develop control when using equipment</p> <p>Follow a path and take turns</p> <p>Work cooperatively with a partner</p> <p>Run and stop</p> <p>Change direction when moving</p> <p>To skip</p> <p>To hop</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>To balance</p> <p>To explore different ways to travel using equipment</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>Explore traveling around, over and through apparatus</p> <p>Create short sequences linking actions together and including apparatus</p>	<p>Use counting to help to stay in time with the music when copying and creating actions</p> <p>Move safely with confidence and imagination, communicating ideas through movement</p> <p>Explore movement using a prop with control and coordination</p> <p>Move with control and coordination, expressing ideas through movement</p> <p>Move with control and coordination, copying, linking and repeating actions</p> <p>Remember and repeat actions, exploring pathways and shapes</p>	<p>Roll and track a ball</p> <p>Develop accuracy when throwing to a target</p> <p>Dribble using hands</p> <p>Throw and catch with a partner</p> <p>Dribble a ball using feet</p> <p>Kick a ball to a target</p> <p>Practise keeping score</p> <p>Work cooperatively as a team</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>To throw with increasing accuracy</p> <p>To jump higher, further, faster</p> <p>Balance on one foot for longer and longer periods</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p><b>Fine Motor Skills</b></p> <p><b>On entry</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors <b>correctly</b> and make snips in paper</p> <p>To hold a fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p> <p>To use tap and pin</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation.</p> <p>To use a hammer, saw and screwdriver</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To use smaller construction toys eg Lego</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To paint using thinner paintbrushes to add details</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To write letters using the correct letter formation and control the size of letters, mostly sitting letters on the line.</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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## Progression of Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b>Comprehension</b></p> <p>On Entry</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about stories they have listened to.</p> <p>Looks at and enjoys print and digital books independently</p>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story that they are familiar with</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read themselves.</p> <p>To use vocabulary that is influenced by their experiences of books</p> <p>To include everyday literacy artefacts in their play, for example labels instructions, signs and envelopes</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p> <p>Engages with books at an increasingly deeper level, sometimes drawing on phonic knowledge, knowledge of language structure, subject knowledge and illustrations to make sense of the book.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

<p><b>Word Reading</b></p> <p><b>On Entry</b></p> <p>Recognises familiar words and signs, such as own name, advertising logos and screen icons</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g)</p> <p>To recognise taught Phase 2 Tricky Words (the I is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g)</p> <p>To recognise taught Phase 2 Tricky Words (the I is as and has go no to into she he we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise Phase 2 and 3 Tricky Words (the I is as and has his her go no to into she he of we me be was you they my all are)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the I is as and has his her go no to into she he of we me be was you they my all are)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z at the end (as his has etc)</p> <p>To read sentences containing tricky words and digraphs</p>	<p>To confidently recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the I her go no to into she he we me be was you they my all are said so have like some come love do were here little there when what one out)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p>	<p>To confidently recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the I her go no to into she he we me be was you they my all are said so have like some come love do were here little there when what one out)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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			<p>digraphs</p> <p>To read books matching their phonics ability</p> <p>To recognise taught Phase 2 and 3 Tricky</p> <p>To read words ending with s /z/ e.g. his, bags</p>	<p>To read books matched to their phonic ability</p>	<p>To read words ending in suffixes (-ing, ed est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>To read words ending in suffixes (-ing, ed est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
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<p><b>Writing</b></p> <p><b>On Entry</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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**Progression of Mathematics**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>
<p><b>Number</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p>	<p>To recognise numbers 1-3</p> <p>To subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less than numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less than numbers to 5</p> <p>To explore the composition of numbers to 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to the quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a quantity of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know number facts that make 10</p> <p>To know doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p>

<p><b>Numerical Patterns</b></p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<p><b>Shape, Space and Measure</b></p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To measure capacity</p> <p>To order days of the week</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore properties of 3D shapes</p>	<p>To order objects by height and length</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p> <p>To measure height using cubes</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>
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## Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p><b>Past and Present</b></p> <p><b>On entry</b> Begin to make sense of their own life-story and family's history.</p>	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p> <p>To know that the emergency services exist and what they do. (Fire Engine visit)</p>	<p>To talk about the lives of the people around us.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (One World)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know about figures from the past (Neil Armstrong and Tim Peake)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Kings and Queens)</p> <p>To comment on images of people in the past</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Toys)</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

<p><b>People, Culture and Communities</b></p> <p><b>On Entry</b></p> <p>Develop positive attitudes about the difference in people</p> <p>To know that there are many countries around the world and to talk about the differences they have experienced or seen in photos</p>	<p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p>	<p>Make connections between the features of their family and other families</p> <p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To show an interest in different occupations</p>	<p>Recognise that people have different beliefs and celebrate in different ways (Chinese New Year)</p> <p>To identify similarities and differences between themselves and peers.</p> <p>Recognise that some environments are different to the one they live in (houses, school)</p>	<p>To know that Christians celebrate Easter.</p> <p>To know that people in other countries may speak different languages</p> <p>Understand that some places are special to people in their community</p>	<p>To know that people around the world have different religions</p> <p>To know about people who help us within the local community,</p>	<p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</p> <p>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.</p> <p>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.</p>
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<p><b>The Natural World</b></p> <p><b>On entry</b></p> <p>Talk about changes they notice</p> <p>Begin to understand the need to care for living things</p> <p>Explore and talk about forces they can feel</p>	<p>To explore the natural world around them</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>Describe what they see, hear and feel while outside.</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing, absorbency)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the difference between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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<b>Technology</b>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e-safety</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the EYFS environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p> <p>To increase knowledge about e- safety</p>	<p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the BeeBots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>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.</p>
<b>Progression of Expressive Arts and Design</b>							
<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goal</b>



<p><b>Creating with Materials</b></p> <p><b>On Entry</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>To name colours</p> <p>To experiment with mixing 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 know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting) – Decorating biscuits</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To use different construction materials</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – toast</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore painting techniques - dabbing</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use tools to cut wood</p> <p>To know which prime colours you mix together to make secondary colours</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Biscuits</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To use tools to join wood</p> <p>To know how to work safely</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
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<p><b>Being Imaginative and Expressive</b></p> <p><b>On entry</b></p> <p>Remember and sing entire songs</p> <p>Listen with attention to sounds</p> <p>Take part in role play and small world play</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole class singing</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Develop storylines in their pretend play.</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To create musical patterns using un-tuned instruments</p> <p>To move in time to music</p> <p>To learn dance routines</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>To perform songs at the Easter performance</p> <p>To associate genres of music with characters and stories</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>
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