

Skills Progression EYFS



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
C o m m u n i c a t i o n a n d L a n g u a g e	Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?							
	Re ce pti on	D ev el op m en t M at te rs (R e c e pti on)	Listening, Attention and Understanding Children will listen carefully to a story. Children will ask what questions. Speaking Children will know and retell 'The Gruffalo'. Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.	Listening, Attention and Understanding Children will join in with repeated refrains in a story. Children will ask who questions. Speaking Children will know and retell 'Handa's Surprise'. Children will know and use vocabulary linked to their theme 'Fantastic Festivals!' including tradition, Hanukkah, religion.	Listening, Attention and Understanding Children will talk about key events in a story. Children will ask when questions. Speaking Children will know and retell 'Owl Babies'. Children will know and use vocabulary linked to their theme 'Come Outside!' including recycling, environment, and wild plants.	Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. Speaking Children will know and retell 'Farmer Duck.' Children will know and use vocabulary linked to their theme 'Amazing Animals!' including life cycles, nocturnal, hibernate.	Listening, Attention and Understanding Children will link events in a story to their own experiences. Children will ask why questions. Speaking Children will know and retell 'Whatever Next'. Children will know and use vocabulary linked to their theme 'Ticket to Ride!' including past, penny farthing, concord. Children will express ideas using past and present tense.	Listening, Attention and Understanding Children will 'hot seat' characters from a story. Speaking Children will know and retell 'On the Way Home'. Children will know and use vocabulary linked to their theme 'Fun at the Seaside!' including fossils, marine life, Punch and Judy. Children will express ideas using past and present tense.
	<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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Personal, Social and Emotional	<p>Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>						
	Reception	<p>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Children will know how regular exercise is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>Managing Self Children will know the school rules Ready, Safe, Respectful.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will know how regular teeth brushing is important for their health.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Self-Regulation Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Self-Regulation Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<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.</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.</p> <p>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	Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?							
	Reception	<p>Gross Motor Children will know how to hop, skip and jump. Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing. Children will know how to independently use a knife and fork. Children will know how to correctly form the letters m, a, s, d.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know how to do up and undo buttons. Children will know how to independently cut up their food at meal times. Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Gross Motor Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Fine Motor Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread and sew. Children will know how to correctly form the letters w, z, x, q.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form capital letters.</p>	
	<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.</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.</p> <p>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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Lit er a c y	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?							
	Re ce pti on	D ev el o p m en t M at te rs (R e c e pti on)	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will read and correctly form the sounds s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p>Writing Children will know how to correctly form the letters s, a, t, p, l, n.</p> <p>Children will know how to write their name.</p>	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will read and correctly form the sounds h, b, f, ff, l, ll, ss, j, v, w, x, y, z</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p>Writing Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p>	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will read and correctly form the sounds zz, qu, ch, sh, th, ng</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p>Writing Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will read and correctly form the sounds ai, ee, igh, oa, oo (short), oo (long), ar</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p>Writing Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p>	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will read and correctly form the sounds or, ur, ow, oi, ear, air, ure, er</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her.</p> <p>Writing Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p>	<p>Comprehension Children will read and re-read a selection of books, following the Success for All shared reader scheme.</p> <p>Word Reading Children will sound and blend words with Success for all Phonics steps 1-32.</p> <p>Children will know tricky red words my, by, of.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
<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> <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.</p>								

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M a t h s	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?							
	Re ce pti on	D ev el o p m en t M a t e r s (R e c e p t i o n)	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know $5+5=10$, $0+10=10$.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
	<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> <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.</p>							

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Understanding the World	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?						
	Reception	<p>History</p> <p>Past and Present Children will know how they have developed and changed from birth to present day. Cycle 1- children will know how British seaside holidays have changed from past to present.</p>	<p>Past and Present During our Fantastic Festivals topic the children will learn about how traditions have changed. Cycle 2 – children will learn and understand about the events of the Great Fire of London and how London has changed.</p>	<p>Past and Present Cycle 1 – children will learn about scientists past and present.</p>	<p>Past and Present Children will know that past is anything before the current day. Children will know that present is now. Children will know who David Attenborough is and why he is important.</p>	<p>Past and Present Children will look at images of transport from past and present and compare their similarities and differences. Cycle 1 – children will know about Kings and Queens past and present. Cycle 2 – children will know how flight has developed and know who the Wright Brothers.</p>	<p>Past and Present Children will look at images of seaside holidays from the past and present and identify similarities and differences. Cycle 1 – children will learn about our school and the history of the school.</p>
	<p>Geography</p> <p>People, Culture and Communities Children will learn from visitors of various occupations inc. a plumber, farmer, vet. Children will talk about differences and similarities between themselves and people in their local community. Children will identify typical weather in Autumn.</p>	<p>People, Culture and Communities Children will know how people in different countries celebrate Christmas. Children will know that Thurlaston is in England.</p>	<p>People, Culture and Communities Children will know that we can only grow certain fruit/vegetables in England. Cycle 2 - Children will know about hot and cold places. Children will identify typical weather in Winter.</p>	<p>People, Culture and Communities Cycle 1 - Children will learn about animals living in different climates and habitats in different countries. Children will identify typical weather in Spring.</p>	<p>People, Culture and Communities Cycle 2 – children will know what our local area looks like from an aerial view.</p>	<p>People, Culture and Communities Children will learn about some seaside coastlines. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Summer. Cycle 1 - Children will know the name of the road that our school is on.</p>	

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	Sc ie nc e	<p><u>The Natural World</u> Cycle 2 - Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will be able to name basic animals. Children will be able to identify, name and sort animals e.g. carnivore, herbivore.</p>	<p><u>The Natural World</u> Cycle 1 – children will know about the seasonal changes between Autumn and Winter. Children will know that this time of year is Autumn.</p>	<p><u>The Natural World</u> Children will identify plastic and metal. Children will know what material a magnet picks up. Children will know the life cycle of a sunflower. Children will know how to care for a plant. Cycle 2 – children will be able to name a range of materials. Children will describe the properties of a range of materials and name objects named from these materials.</p>	<p><u>The Natural World</u> Children will observe changes and growth of chicks. Children will know the life cycle of a chick. Children will know that this time of year is Spring. Children will explore the strength of materials to make a house for the 3 Little Pigs. Cycle 1 – children will be able to name some scientists and inventors and know what they invented and why they are important.</p>	<p><u>The Natural World</u> Children will explore floating and sinking. Cycle 1 – children will know and be able to describe the seasonal changes between Spring and Summer.</p>	<p><u>The Natural World</u> Children will know that this time of year is Summer. Cycle 2 – children will learn about the life cycle of a plant. They will know how to look after a plant and help it to grow.</p>
		RE	<p><u>People Culture and Communities</u> Children will visit the local Church. Cycle 1 – Children will know what it means to belong to a faith community. Cycle 2 – children will talk about what is special to them and know some special stories in the bible.</p>	<p><u>People Culture and Communities</u> Children will know the story of Diwali. Children will know the Christian Christmas story. Cycle 1 – children will know why Christmas matters and why it is special. Cycle 2 – Children will know why Christmas matters to Christians.</p>	<p><u>People Culture and Communities</u> Cycle 1 – children will know what the good news Jesus brings is. Cycle 2 – children will know who is Jewish and how Jewish people live.</p>	<p><u>People Culture and Communities</u> Cycle 1 – Children will know why Easter is special to Christians. Cycle 2 - children will know who is Jewish and how Jewish people live.</p>	<p><u>People Culture and Communities</u> Cycle 1 – children will know about places that are special and explain why. Cycle 2 – children will know about belonging and describe special people.</p>

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	Computing	Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.
<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, nonfiction 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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E x p r e s s i v e A r t s a n d D e s i g n	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?						
	Reception	MUSIC Being Imaginative Children will explore sound through their voice, body and using musical instruments.	Being Imaginative Children will explore music related to different festivals and celebrations.	Being Imaginative Children will know how to move to music and explore pitch and tempo through dance.	Being Imaginative Children will know how to move to music based on traditional tales exploring tempo and pitch.	Being Imaginative Children will know what makes a musical instrument, the four different groups of musical instruments, following a beat using an un-tuned instrument and performing a practised song to a small audience.	Being Imaginative Children will use the skills they have learnt to perform a piece of music to the class.
		Art and Design Creating with Materials Children will know how to mix primary colours to make secondary colours using poster paints. Children will create harvest fruit baskets using colour mixing skills. Children will know how to draw a person – head, body, arms, legs and facial features.	Creating with Materials Children will know how to mould clay. Children will know which glue or tape to use for their chosen purpose. Children will plan and design Christmas art creations and create what they plan to.	Creating with Materials Children will know how to complete a running stitch. Children will know how to join paper together using a split pin.	Creating with Materials Children will know how to make 2D collages. Children will explore and make art in the style of Henry Matisse. Children will create still life observational drawings of animals and insects.	Creating with Materials Children will create their own puppets based on a traditional tale character.	Creating with Materials Children will be able to print and complete work in the style of Kadinsky.
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. Being Imaginative: Invent adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music							