



# EYFS PROGRESSION OF SKILLS

## Communication & Language

	AUTUMN	SPRING	SUMMER
<b>Younger Nursery</b>	Understand single words in context-milk, cup, toy. General focus on an activity of their own choice.	Understand simple instructions, 'tidy time' 'snack time.' Begin to make themselves understood, say how they are feeling, using words and actions.	In pretend play start to develop a level of conversation. Begin to use clear speech to express their needs.
<b>Older Nursery</b>	Use a wide range of vocabulary. Pay attention to more than one thing at a time.	Use longer sentences with increased accuracy Develop an understanding a 'why' question and follow instructions with more parts	Express their point using words and actions Start a conversation to organise their play with peers
<b>Reception</b>	Listen to and talk about stories Learn and use new vocabulary, including asking purposeful questions	Predict what will happen in stories and events Articulate their ideas and thoughts in well-formed sentences, including using 'and' 'because'	Recount and retell stories and events in order, using new vocabulary, including non-fiction Use talk to organise thinking and work out problems and offer explanations

## Early Learning Goals (ELG) - Communication & Language

### 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

### 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

## Personal and Social Emotional Development

	AUTUMN	SPRING	SUMMER
<b>Younger Nursery</b>	Play with increasing confidence on their own and alongside other children, sometimes needing adult support Express a range of emotions -happy/sad	Develop friendships with other children Be able to talk about and manage their emotions	Play with increasing confidence with collaboration with other children Talk about and explore their emotions in a more elaborate way, e.g. 'I am sad because...'
<b>Older Nursery</b>	Play with one or more children to extend and elaborate their ideas Recognise we have rules and routines Show more confidence in new situations and new routines	Develop ways to understand the importance of turn taking and resolve conflicts Develop a sense of responsibly to follow rules and routines Develop independence in meeting their own care needs, including starting to put their own coat and shoes	Use a range of strategies to resolve conflicts by talking to others Follow, understand and remember the need for rules and routines Increasing independence in care needs and making healthy choices including putting on their own coat and shoes
<b>Reception</b>	Build positive relationships with others Follow, understand and remember the need for new rules and routines Support to begin to manage their own needs -changing for PE	Develop respectful relationships and consider others feelings Develop resilience and perseverance in new situations Manage their own needs-toileting, and belonging changing for PE	Build co-operative relationships, considering the perspective of adults and peers Confident to work towards and achieve their goals Increased independence to manage their own needs and the importance of healthy choices

### Early Learning Goals (ELG) - Personal and Social Emotional Development

#### **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*

#### **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*

#### **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*

## Physical Development

	AUTUMN	SPRING	SUMMER
<b>Younger Nursery</b>	Begin to move to music showing control of their body Begin to use cutlery with modelled support, and encourage to sit at the table to eat Begin to explore a range of tools: scissors, paint brushes, tweezers	Develop their bodies to move in different ways. e.g. kicking and rolling a ball and catching a ball Develop using cutlery with modelled support, and encourage to sit at the table to eat Develop skills by using a range of tools: scissors, paint brushes, tweezers	Use large and small motor skills to develop their skills, including large wheeled toys With increased confidence have a go to use cutlery most of the time whilst sitting at the table Confidently use skills by using a range of tools-paint brushes, cutting tools, pencils, tweezers
<b>Older Nursery</b>	Continue to develop their movement and balance and riding skills With increased confidence, use of a knife and fork and sit at the table to eat for an increased amount of time Begin to use tools including equipment to mark make and scissors	Develop the ability to create team game activities with their peers Develop the use of a knife and fork and sit at the table to eat Develop the use of tools in a comfortable grip with more control	Confidently collaborate with others in team challenges, selection their own equipment Confidently use of a knife and fork and sit at the table to eat Within increased accuracy use dominant hand with a variety of tools
<b>Reception</b>	Build upon earlier ways of moving to have more control Build their fine motor skills to use a range of tools competently and safely	Develop core muscle strength to achieve good posture for developing their fine motor skills Develop the foundation of skills for writing through the use of fine motor activities	Confidently use a range of movements to develop overall body strength with increased co-ordination Confidently use tools for writing, creating, cutting and eating

## Early Learning Goals (ELG) - Physical Development

### **Gross-Motor Skills**

- *Negotiate space and obstacles safely, with consideration for themselves and other*
- *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, paintbrushes and cutler.*
- *Begin to show accuracy and care when drawing*

## Literacy

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b><i>Younger Nursery</i></b>	<p>Begin to listen focus on different sounds and be able to identify them – environmental, animal, instruments</p> <p>Begin to notice some print</p> <p>Begin to listen to stories and have favourite books to read with adults</p> <p>Begin to use marks in different areas and sometimes give meaning to these</p>	<p>Develop their ability to listen to different sounds and recognise what is creating them</p> <p>Develop ability to create different sounds with their voice, bodies and instruments</p> <p>Develop their understanding of print- recognize logos, familiar signs</p> <p>Develop ability to listen to and respond to stories joining in with repeated phrases</p> <p>Begin to make marks and link meanings to these marks</p>	<p>Confidently listen and respond to stories, retelling some parts</p> <p>Confidently listen to and name sounds they hear around them and in games, adult led tasks</p> <p>Confidently recognise some print – their name (at least initial letter) and on familiar signs and logos</p> <p>Confidently use their voices and bodies to create sounds</p> <p>Confidently use marks for meaning</p>
<b><i>Older Nursery</i></b>	<p>Begin to discriminate some individual sounds</p> <p>Begin to recognise the purpose of print in books and that it has meaning</p> <p>Begin to use marks to represent writing</p> <p>Begin to recognise the different parts of a book</p> <p>Begin to tell simple stories, involving real life events and some imaginary situations</p>	<p>Develop discrimination and production of individual sounds – recognizing words that begin with the same sound</p> <p>Develop recognition of rhymes/ syllables</p> <p>Develop oral blending of sounds</p> <p>Develop writing- start with letter from their name</p> <p>Develop story telling using imagination, fantasy and themes from other stories.</p>	<p>Introduce RWI to link letters to sounds</p> <p>Confidently write some letters of their name and some other letters for sounds they have been taught</p> <p>Confidently orally blend and start to blend some letters when reading</p> <p>Confidently tell a story involving real and fantasy events. Use their imagination to create storylines and themes and write some of the story themselves</p>
<b><i>Reception</i></b>	<p>Begin to read and blend set 1 sound from RWI</p> <p>Begin to segment and blend sounds to read words</p> <p>Begin to read some tricky words by sight (I the)</p> <p>Write some letters using the correct formation</p> <p>Begin to write some simple words with support</p> <p>Begin to sequence a simple story using pictures and story maps</p> <p>Begin to create their own versions of stories</p>	<p>Develop fluency with set 1 sounds from RWI scheme and begin to introduce set 2 sounds (2 letters -1 sound)</p> <p>Develop segmenting and blending to read words and some short sentences</p> <p>Continue to learn tricky words to read by sight</p> <p>Form more letters from set 1 sounds correctly</p> <p>Develop writing skills to write words using sounds they know</p> <p>Develop segmenting and blending to write some words independently</p> <p>Develop understanding of stories. Creating story maps and using these to retell a story including words and phrases from the stories they have heard</p> <p>Develop their own storytelling to tell a story that is recorded by an adult- some / letters or words written themselves</p>	<p>Confidently read all set 1 sound from RWI phonics scheme and most of set 2 sounds</p> <p>Confidently segment and blend words to read sentences</p> <p>Increase the bank of tricky words they can read by sight</p> <p>Confidently form letters for all set 1 sounds and most of set 2 sounds and some capital letters</p> <p>Confidently use phonics to write plausible attempts at words</p> <p>Confidently write short sentences, captions and labels</p> <p>Think say write check when composing sentences Confidently create a story map to retell a known story</p>

## Early Learning Goals (ELG) - Literacy

### **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*

### **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*

### **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*

## Mathematics

	AUTUMN	SPRING	SUMMER
<b>Younger Nursery</b>	<p>Compare groups and say which has more Say some numbers but may not be in order Explores capacity and size by filling emptying and fitting items inside others- inset puzzles</p>	<p>Recognise changes in small amounts saying lots more or same Join in with number rhymes saying some numbers in order Recognises that objects have different sizes and shapes- using shapes to build simple constructions</p>	<p>Make groups of 1 2 3 objects Subitise up to 3 and represent amounts on their fingers Say numbers 1 2 3 4 5 in order Begin to notice simple patterns Compares objects by size, weight and shape</p>
<b>Older Nursery</b>	<p>Recognizes 3 objects through subitizing (not counting) Says numbers beyond 5 in order Compare objects by size, weight and capacity Notice repeating patterns Begin to recognise the different shapes around them and choose appropriately for a purpose Understand different position language</p>	<p>Subitizes up to 4 objects either on a 5 frame or by combining others amounts e.g. 2 and 2 or 3 and 1 Recognizing some numerals 1-5 Make marks to represent quantities and numerals Find longer or shorter, heavier or lighter, full or empty Continue a repeating pattern Develop and understanding of the differences of shapes in their environment Follow some instructions to follow a familiar route or find a 'hidden' object Begin to order days of the week</p>	<p>Recognize 5 objects through subitising and combining smaller amounts or using a 5 frame Links amounts to numerals for 1-5 and starting to go beyond Use understanding of amounts in real life problems Begin to write some numerals Order objects from longest to shortest, heaviest to lightest and full, half full, empty Create their own patterns Confidently use different shapes for a purpose and create new shapes form different objects Discuss familiar routes and use simple language to explain position and direction</p>
<b>Reception</b>	<p>Begin to conceptually subitise amounts beyond 5 by recognizing the link between smaller numbers Begin to say one more / less than a given number Count objects and actions using 1:1 correspondence Recognise simple 2d and 3d shapes by their properties Compare length, weight and capacity of different objects. Beginning to make predictions eg longest, heaviest, biggest.</p>	<p>Develop understanding of amounts to 10, using tens frames to conceptually subitising Compare amounts and recognise the difference between quantities Link properties and names of 2d and 3d shapes Order objects length, height, weight and capacity Measure time with timers and calendars and sequence events Begin to understand that time is cyclical of the week, months</p>	<p>Confidently recognise amounts to 10 using tens frames and conceptually subitising Recall bonds to 5 and some to 10 Recognize number patterns beyond 10 Understand some doubles/ halves Be able to share/ divide larger amounts into smaller equal groups (unitising) Recognise that shapes can be found within other shapes by rotating, manipulating Begin to use familiar objects to measure</p>

## Early Learning Goals (ELG)- Mathematics

### **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*

### **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*

## Understanding of World

	AUTUMN	SPRING	SUMMER
<b><i>Younger Nursery</i></b>	Begin to understand and say who is in their family	Develop connections between their families and others	Talk about similarities and differences between their family and their peers. e.g. I have a brother and you have a sister
<b><i>Older Nursery</i></b>	Begin to make sense of their own self as a person Know that plants need to be looked after, just like people do	Develop positive attitudes about differences between people Plant seeds and care for them growing	Know that everybody is different, some people are boys and some are girls etc Confidently say what plants need to grow and how to be respectful to plants and people
<b><i>Reception</i></b>	Talk about who lives in their house-immediate family members and Grandparents Begin to understand that some events happened in the past and others now and the future. E.g. when your birthday is Begin to look at and images of where we live and images of different places to compare	Name and describe people who are familiar to them Develop an understanding of events that happened in the past, remembering when your birthday is Look at maps and locate where live with help from an adult	Confidently talk similarities and difference in their families and others Understand we are all unique Confidently talk about when your birthday is and other significant events from the past and future-upcoming events that are important to them Draw a simple map of where we live Confidently say how we can look after the world around us-where we live



## Early Learning Goals (ELG)-Understanding of World

### **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*

### **People, Culture, 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*

### **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*

## Expressive Art & Design

	AUTUMN	SPRING	SUMMER
<b>Younger Nursery</b>	Start to make marks intentionally using a range of different materials Enjoy listening and beginning to take part in action songs	Develop and investigate playing with different materials Develop a love of joining in familiar nursery rhymes and action songs	Make models and pictures which express their ideas Confidently sing some nursery rhymes and action songs
<b>Older Nursery</b>	Take part in pretend play, using props/objects to support their play Explore different materials freely Remember and sing entire songs from memory Begin to explore drawing a face-drawing a circle	Develop role-play through use of small world-animals, dolls etc. Develop the use of different materials and decide what materials will work best Develop a sense of rhythm and tone when singing Develop adding more detail to drawing of a face-eyes and mouth	Confidently make more complex 'small world' play scenes using other forms of construction equipment Confidently join different materials together for its intended purpose Confidently sing a selection of taught and familiar songs Confidently begin to add expressions to facial drawings-happy/sad
<b>Reception</b>	Continue to develop using construction equipment for desired effect Listen attentively and sing and move to the music	Develop ideas for small world and begin to share ideas with others Develop storylines and singing skills through pretend play	Work collaboratively with peers to 'build' models for small world and free play Confidently sing as part of a group or on their own with increased melody and rhythmic tone

## Early Learning Goals (ELG) - Expressive Art & Design

### ***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 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*