

Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding 	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking 	To talk in front of a small group To talk to class teacher and LSAs To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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.

Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Self-regulation 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow twostep instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self 	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support	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.

EYFS Skills Progression

Building Relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all EYFS staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
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Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Gross Motor Skills 	To move safely in space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump and hop To explore different ways to travel using equipment	To throw and catch a ball with a partner To kick and pass a ball To develop accuracy when throwing a ball To balance and ride on a balance bike	To become more confident and accurate with our ball skills To jump safely from height To explore travelling around, over and through apparatus To move in time to the music.	To develop our running skills To learn to run in a straight line and to tag our team To develop our ball skills- using a tennis racket To learn to jump over obstacles To slalom on a balance bike	To play by the rules and develop coordination To learn to play against an opponent To develop our ball skills- using a tennis racket To develop our long distance throwing skills	Negotiate space and obstacles safely, with consideration to other. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

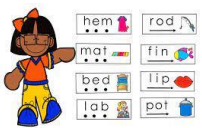
'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

EYFS Skills Progression



				To glide on a balance bike		To confidently free play on a balance bike	
Fine Motor Skills 	To use a dominant hand To mark make using different shapes To begin to use tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissor correctly and cut along straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cure food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To write taught letters using the correct formation To use a hammer and loppers	To hold scissors correctly and cut out large shapes To write letters using the correct formation and control the size of letters To use a hammer, loppers and a saw	To hold scissors correctly and cut out small shapes To write letters using the correct formation and control the size of letters To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To write letters using the correct formation and control the size of letters To independently use a knife, fork and spoon to eat meals	Hold pencil effectively in preparations for fluent writing- using a tripod grip in almost all cases. Using a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

	To use Tap Tap	To use loppers					
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Progression of Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in the stories. Use and understand recently introduced vocabulary during discussions about stories, rhymes and poems and during role play
Word Reading 	To recognise their name To recognise taught Phase 2 sounds (s a t p l n m d g o c k c k e u r s s h b f ff l ll)	To recognise previously taught sounds and new sounds (j v w x y z qu ch sh th ng nk ai ee igh oa)	To recognise previously taught sounds and new sounds (oo ar ur oo or ow oi ear air ure er ow)	To recognise previously taught sounds To recognise previously taught HRS words and new words	To recognise previously taught sounds To read CVCC, CCVC, CCVCC, CCCVC, CCCVCC	To recognise previously taught sounds and new sounds (ay, ou ie ea py ir ue aw wh p hew oe au ey a-e e-e i-e o-e u-e c)	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words

EYFS Skills Progression



	To recognise taught Harder to Read and Spell words (I, the, no, put, of, is, to, go, into, pull, as, his) To orally blend sounds together to make words	To recognise previously taught HRS words and new words (he, she, buses, we, me, be, push, was, her, my, you) To orally blend words with adjacent consonants To begin to blend sounds together to read words using taught sounds To read words with adjacent consonants at the beginning and end of words to extend children's blending skills To read words ending with /s/ To read words ending with /es/ To begin to read captions	To recognise previously taught HRS words and new words (they, all are, ball, tall, when, what) To orally blend longer words To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing HRS words and digraphs To read books matching their phonics ability	(said so have were out like some come there little one do children love) To read sentences containing HRS and digraphs To read books matching their phonics ability	To learn and read words ending in suffixes (-ed, -ed/t/, -ed/d/, -er, -est) To read longer words To read compound words To read longer sentences containing adjacent blend and HRS words To read books matching their phonics ability	To recognise previously taught HRS words and new words (oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very) To read words with learnt sounds and adjacent consonants To read books matching their phonics ability	
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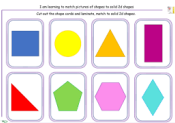
		and sentences using taught sounds					
		To read books matching their phonics ability					
Writing 	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lowercase letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught HRS words correctly	To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught HRS words correctly	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught HRS words correctly To begin to read their work back	To form lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught HRS words correctly To read their work back and check it makes sense	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

Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Number  1 2 3	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts
Numerical Patterns Doubles $2+2=4$ 	To say which group has more To say which group has less To compare quantities to 3	To compare quantities to 5 To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8	To count to 20 To compare quantities to 10 To explore odd and even numbers	To count to 25 To add numbers To subtract numbers	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4,	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

EYFS Skills Progression



	To count to 5		To begin to understand the difference between odd and even numbers up to 8 To combine two groups of objects	To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number	To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems	6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	how quantities can be distributed equally.
Shape, Space and Measure 	To match and sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To use First/Then/Now	To recognise and name square and rectangle	To order objects by height and length To order the days of the week To measure height using cubes To measure time To begin to name 3D shapes	To begin to name 3D shapes To explore the properties of 3D shapes To learn o'clock times To recognise coins 1p, 2p, 5p and 10p	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements	To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	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.

			To explore the properties of 3 D shapes				
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Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Past and Present 	I know about my own life-story and how I have changed Special occasions - birthdays	To know about figures from the past Guy Fawkes I know some similarities between the past and now, drawing on experiences and what has been read in class Remembrance Day, Thanksgiving Christmas (Toys)	To know some similarities between the past and now, drawing on experiences and what has been read in class Burglar Bill Personal Timeline	To know about the past through settings, characters and events encountered in books read in class and storytelling Mary Anning Palaeontologist	To know about the past through settings, characters and events encountered in books read in class and storytelling Farming	To know about the past through settings, characters and events encountered in books read in class and storytelling Grandparent's visit	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities 	To know the name of the village the school is in. To know about features of the immediate environment.		To know about people who help us within the local community To know animals and birds and their habitats linked		To be able to identify features on a map. To be able to compare UK farming with other farming environments	To know how homes are different around the world.	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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

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EYFS Skills Progression

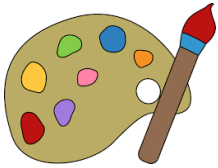


RE 	To know that there are many countries around the world. To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and their peers	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around	to climates and habitats. To know how people elsewhere celebrate New Year (Lunar New Year and Nowruz)	To know that Christians celebrate Easter	around the world. To learn from stories around the world	To talk about our Special Places and learn about what makes places special.	knowledge from stories, non-fiction texts and (where appropriate) maps.
The Natural World 	To ask questions about the natural environment To respect and care for the natural environments	To know about and recognise the signs of Autumn To know some animals are nocturnal and some hibernate To know about the features of the world and Earth	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (Freezing) To consider what materials would float or sink	We will use the internet to help find out facts to support our classroom work	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals	To know about and recognise the signs of summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.

EYFS Skills Progression

Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	Learning how to log onto Purple Mash and use age appropriate software eg 2 Paint and set 2dos related to our topic work Use some simple programs on the iPads that are cross curricular and support our learning, 'Bugs and Buttons' 'Pre-Motor Dexterity'	We will become more independent using ICT equipment in the classroom eg taking photos for Tapestry, timers In our PSHE lessons we will use the SCARF program to look at 'Keeping Safe on-line' and talking about ways to stay safe when using technology	To use the internet with adult supervision to find and retrieve information	To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving	To begin to give reasons why we need to stay safe online To explore how the BeeBots work To type their name using a iPad	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 provision
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Progression of Expressive Arts & Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with	To use colours for a particular purpose To share their creations To explore different techniques for joining	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore	To know which prime colours you mix together to make secondary colours To plan what they are going to make	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse)	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

EYFS Skills Progression



	pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, mixing, cutting)	materials (Glue Stick, PVA) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, mixing, cutting)	materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, mixing) To know the names of tools	different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, cracking eggs, mixing, grating)	(construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, coring)	To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	
Being Imaginative and Expressive 	To sing and perform nursery rhymes To experiment with different instruments and their sounds To learn and perform a song at our Harvest Festival in Church	To perform songs and say lines in the Christmas Nativity. To pitch match To sing the melodic shape of familiar songs	To create musical patterns using untuned instruments To begin to create costumes and resources for role play	To perform songs at the Easter Service To associate genres of music with characters and stories To create costumes and	To move in time to music To learn dance routines To act out well know stories To follow a musical pattern	To listen to poems and create their own To create own compositions using tuned instruments To invent their own narratives, making	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

EYFS Skills Progression



	To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives		resources for role play To perform at Class assembly to parents and KS1	to play tuned instruments To create narratives based around stores	costumes and resources	
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